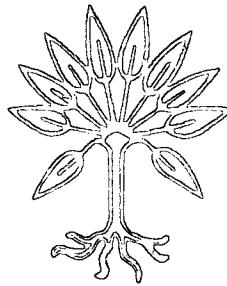


COURSE GUIDE



hampshire college • fall term • 1976

AMHERST, MASSACHUSETTS 01002



REGISTRATION AND COURSE SELECTION

REGISTRATION PROCEDURES
PASSED BY ACADEMIC COUNCIL NOVEMBER 1975

1. No centralized registration for Hampshire courses will occur until two weeks after classes begin.
2. There will be a period during each semester (to coincide with Pre-Registration at the other colleges) during which students will meet with their advisors to discuss their proposed programs for the following semester. During this period, Hampshire students may pre-register for 5-College courses, and 5-College students may pre-register for Hampshire courses (within the limits set out in the Course Description Guide for 5-College enrollment, listed for each course where necessary).
3. At the beginning of each semester, before classes begin, one day will be set aside (corresponding to the day previously used for registration of new and returning from leave students) during which preliminary registration will take place for limited enrollment courses only. Sign-up sheets may be posted, or instructors may hold interviews. Whatever enrollment method is to be used will be clearly listed in the Course Description Guide.
4. An advising period, coordinated through each School's Advising Center, will begin before classes start, and extend throughout the first two weeks of classes, when students will be expected to consult with their advisors or, for new students, with the Advising Centers, regarding their final course decisions.
5. Preliminary class lists for limited enrollment courses only should be posted by the end of the first class meeting.

6. At the end of the second week of classes, students will sign class lists for the courses in which they wish to be enrolled, which the instructor will forward to the School Office.

7. At the beginning of the third week of classes, it will be the responsibility of each School Office to supply Central Records with a full and complete class list for each course.

COURSE SELECTION FALL TERM 1976

As you may be aware, in November 1975 Academic Council accepted a proposal to eliminate pre-registration for Hampshire courses by Hampshire students (the full proposal is listed above). The specific procedures, beginning for Fall Term, will go like this:

1. The week of April 26-30 (Monday-Friday) is an advising period, during which students should be in contact with their advisors to plan next semester's program. During this time 5-College students may pre-register for Hampshire courses (according to the guidelines set by each course, see proposal #2), and Hampshire students will be able to pre-register for 5-College courses. Interchange applications received after this period will be held for processing the following semester.

2. Check the Course Description Guide thoroughly for enrollment methods. Some courses will hold lotteries the first day of class, others will either have sign-up sheets or interviews. No Fall Colloquy activities will be held until 10:30am on Thursday and Friday, September 9th and 10th, giving time for interviews to be held. Some faculty will be available for interviews prior to this, however, all faculty will have office hours posted for some time to be available for interviewing (where enrollment is limited), prior to the beginning of classes. Again, check the Course Guide and Time Schedule for exact information on each course.

3. Class list forms, provided by Central Records, will be distributed the second week of classes. Sign the list for each course in which you wish to be enrolled (please print clearly, using your full name); the lists will be forwarded to Central Records, and we will do the rest of the work.

4. Students taking ASTP courses at the other schools should sign a list at Central Records.

NOTES:

a. 5-College Interchange Applications are available at Central Records - Procedures for their filing remain the same.

b. Independent Study Forms are also available at Central Records, and should be completed either during April 26-30 this semester, or during the first two weeks of Fall Term.

If you have any questions regarding this procedure, please contact Central Records, ext. 4701.

NOTE TO FIVE-COLLEGE STUDENTS:

Hampshire College courses require different modes of enrollment, depending on instructor and course. All students should refer to the schedule of class meeting times to find the method of enrollment for an individual course. Courses with open enrollment do not require permission of instructor.

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

Although Five College students may participate in lotteries and sign class lists, they are still responsible for filing the 5-C Interchange Form with their home institution.

REGISTRATION DATES AND CALENDAR

1976

Natriculation and Advising	Tuesday, September 7 - Wednesday, September 8
Fall Colloquy (or School Programs)	Thursday, September 9 - Sunday, September 12
Classes Begin	Monday, September 13
Examination Days	Tuesday, September 28 Wednesday, October 20
Mid-Term Break	Saturday, October 23 - Tuesday, October 26
Classes Resume	Wednesday, October 27
Examination Day	Thursday, November 18
Advising, Five-College Pre- registration, and January Term Registration	Monday, November 15 - Friday, November 19
Thanksgiving Vacation	Wednesday, November 24 - Sunday, November 28
Last Day of Classes	Wednesday, December 15
Evaluation Period	Thursday, December 16 - Wednesday, December 22
Winter Recess	Thursday, December 23 - Sunday, January 2

1977

	Monday, January 3 - Wednesday, January 26
Between Semesters	Thursday, January 27 - Sunday, January 30
New Students Arrive and Matriculate	Saturday, January 29
Advising and Matriculation for Returning Students	Monday, January 31 - Tuesday, February 1
Classes Begin	Wednesday, February 2
Examination Days	Monday, February 21 Tuesday, March 15
Spring Recess	Saturday, March 19 Sunday, March 27
Examination Day	Wednesday, April 20
Advising and Five-College Preregistration	Monday, April 25 - Friday, April 29
Examination Day	Friday, May 6
Last Day of Classes	Friday, May 13
Evaluation Period	Monday, May 16 Friday, May 20
Examination Period	Monday, May 23 - Friday, May 27
Commencement	Saturday, May 28

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HAMPSHIRE COLLEGE ACADEMIC PROGRAM

DIVISIONS:

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

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

Division I: The Division of Basic Studies introduces students to the aims and methods of liberal education at Hampshire College, giving them limited but direct and intense experience with disciplines in all four Schools. This is done not in the customary introductory survey courses, but through class examination of particular topics of study in courses or seminars stressing the method of inquiry. Students in the first division learn how best to inquire into subject matters, how to understand their own educational needs and abilities, and how to develop the arts of self-instruction as they apply to their own style of learning. Students must pass a Division I examination in each School.

(continued on page 2)

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

HAMPSHIRE COLLEGE ACADEMIC PROGRAM

(continued from page 1)

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

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

ADVISING:

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



SCHOOL OF HUMANITIES AND ARTS

DIVISION I

CHEKHOV AND THE CONTEMPORARY THEATRE
HA 102

COLOR
HA 108

FILM WORKSHOP I
HA 110

PAINTING WORKSHOP AND CRITIQUE
HA 122

WOMEN ATHLETES: A PERSONAL OVERVIEW
HA 128 (OF 128)

THE NATURAL WAY TO DRAW
HA 131

COLLEGE WRITING
HA 134

THREE AMERICAN PHILOSOPHERS: EMERSON,
JAMES, SANTAYANA
HA 135

SOME ASPECTS OF THE MOTHER IN MODERN LITERATURE
HA 144

THE MAKING AND UNDERSTANDING OF HUMAN
ENVIRONMENT: PERCEPTION AND COMMUNICATION
HA 145

MARK TWAIN: SOCIAL REFORMER THROUGH
LITERATURE OR LITERARY OPPORTUNIST?
HA 147

STILL PHOTOGRAPHY WORKSHOP
HA 150

JAZZ DANCE I
HA 155

MUSIC LAB
HA 157

SOUND AWARENESS AND THE CREATIVE PROCESS
HA 158

ACTING WORKSHOP
HA 177

THE WORLD OF FEDOR DOSTOEVSKY
HA 180

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HA 184

CHAMBER MUSIC AND IMPROVISATION ENSEMBLES
HA 191

DIVISIONS I AND II

STUDIO EXPERIENCE IN DANCE
HA 115/215

EXPLORING SEXUALITY OR FREE TO BE YOU AND ME
HA 123/223

APPROACHING POETRY
HA 127/227

THEOLOGY
HA 130/230

THE FICTION OF CHESNUTT AND DUNBAR
HA 132/232

HAMPSHIRE COLLEGE CHORAL CO-OP
HA 139/239

ALTERNATIVE LIFESTYLES: THE QUIET, NON-
VIOLENT REVOLUTION IN PARTNERSHIPS
HA 142/242

MOTHER RUSSIA: THE MYTH OF WOMAN IN
RUSSIAN CULTURE
HA 149/249

VISUAL FORMULATION
HA 151/251

REHEARSAL AND PERFORMANCE
HA 162/262

SONG
HA 172/272

THE LITERATURE OF GREAT EXPEDITIONS
HA 179/279 (OF 179/279)

U. S. HISTORY: THE FIRST HALF OF THE
NINETEENTH CENTURY
HA 191/291

DIVISION II

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

FILM WORKS OP II
HA 210

THE INTELLECTUAL AND SOCIAL HISTORY OF
SPANISH AMERICA
HA 211 (OF 215)

C. Hubbs

Hoener

TBA

Murray

Hardin,
Abromowitz

Superior, Clark

Terry

Lyon

Pickethly

Juster, Pope

Terry

Mayes

Jones

McElwaine

R. McClellan

O'Brien

J. Hubbs

F. McClellan

McElwaine

TBA

L. Gordon,
G. Gordon

Roberts

Bradt

Terry

McElwaine

Skinner,
Tierney

J. Hubbs

Hoener, Murray,
Superior

O'Brien

McElwaine

Roberts

Halacy

Kennedy

TBA

Harquee
Weaver

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

SHAKESPEARE: LANGUAGE AND METAMORPHOSES
HA 224

PHOTOGRAPHY WORKSHOP
HA 225

METAPHYSICS II
HA 228

ANIMATED FILM MAKING
HA 235

HOW TO DRAW
HA 236

AMERICAN LITERARY REALISM: MARK TWAIN,
HENRY JAMES, STEPHEN CRANE
HA 237

A GROUP FOR DANCING AND PERFORMING
HA 244

THE POLITICAL NOVELS OF JOSEPH CONRAD
AND ALEJO CARPENTIER
HA 254

LITERARY MODERNISM
HA 268

SEMINAR IN ADVANCED ELECTRONIC MUSIC
HA 270

SOME READINGS IN RADICAL LITERARY CRITICISM
HA 277

STUDIO ART CRITIQUE
HA 280

FUQUE
HA 281

HEGEL, MARX, AND THE PHILOSOPHY OF RIGHT
HA 284

SHAKESPEARE AND WOOLF
HA 289

EAR TRAINING: THE PERCEPTION OF MUSIC
HA 291

GROUP INDEPENDENT STUDY IN SCORE ANALYSIS
HA 293

Mayes

Cloud

Mayes

Bradt

Mayes, Oakes

Superior

Lyon

F. McClellan

Marquee

C. Hubbs

R. McClellan

Pickethly

Murray,
Superior

McElwaine

Pickethly

Kennedy

R. McClellan

R. McClellan

In addition to the above listed courses, the School of Humanities and Arts expects to hire additional faculty who will offer the following:

2 courses in Creative Writing
2 courses in Theatre Arts
1 course in Dance
1 course in Music

HA 102 CHEKHOV AND THE CONTEMPORARY THEATRE

Clay Hubbs

Shortly before his death in 1903, Chekhov's actress wife asked him what he thought was the meaning of life. "You ask me what life is? It is like asking what a carrot is. A carrot is a carrot, and nothing more is known." His plays provide no ready-made answers. They do not tell stories or describe personal histories. There seems to be little action.

Chekhov's insistence that "life on the stage should be as it really is" would appear to be the very creed of the dramatic realist. Yet in attempts to better understand his dramatic methods, students of Chekhov's theatre have come to see that in his philosophical grasp of his material as well as in many particular dramatic devices, Chekhov anticipates the theatre of Beckett and Pinter and other playwrights sometimes collectively labeled absurdist. In fact, the absurdist playwrights are generally more conventional than Chekhov--if by a conventional play we understand one in which a situation of tension builds toward a climax involving a contest of wills over a central issue, the killing of the king, e.g. In Chekhov's plays the central issue is not understood and therefore not acted upon.

Like the playwrights of our own time, Chekhov deals with the mysterious, the paradoxical, the ludicrous--with life as it is--and forces the audience to look closely at itself. But unlike such playwrights as Ionesco, e.g., his technique is apparently naturalistic; his characters are never caricatures.

The question we might ask is "why?" For an answer we have to look beneath the intuitive surface of the works. To analyze rather than the words, to the use of emotional states rather than external events as the source of dramatic effect. The focus must be upon language; but it is a language which can only be developed by actors on a stage, before an audience, not merely the "literary" language of a poet.

Antonin Artaud's writings on the theatre make the connection between Chekhov and the contemporary theatre. Artaud's insistence on a language of space rather than a language of words, on the appeal to the unconscious rather than to the conscious, rational mind, can effectively be compared with Chekhov's presentation of life as it is.

Along with the major plays of Chekhov and the dramatic theories of Artaud and others, we will study works by Strindberg, Genet, Beckett, Pinter, and other playwrights--Chekhov's contemporaries and our own.

Enrollment is limited to 16 Division I students. The seminar will meet twice weekly for 11-hour sessions.



SCHOOL OF HUMANITIES AND ARTS CURRICULUM STATEMENT

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

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

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

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

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

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

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

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

HA 108 COLOR

Arthur Hoener

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

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

The class will meet twice a week for 14-hour sessions and will involve outside assignments. Each student will be responsible for his personal art supplies which are available through local dealers.

Enrollment is open.

HA 110 FILM WORKSHOP I

TBA

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

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

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

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

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

HA 122 PAINTING WORKSHOP AND CRITIQUE

Joan Murray

The focus of this course will be the exploration of three distinct but interrelated aspects of painting.

One meeting each week will be devoted to working on assigned painting problems, such as color mixing and progressions, different forms of creating line with point, form exploration, and the use and creation of texture with point. This will be started during class to be completed outside of class. We will be using water base paint media for these studies in water color, acrylic, etc.

Students will also be asked to work on their own paintings, in the medium of their choice, outside of class. When it seems appropriate, students will be requested to deal with particular problems or feel in their paintings.

One meeting a week will be spent critiquing the completed studies as well as students' paintings.

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

HA 128 WOMEN ATHLETES: A PERSONAL OVERVIEW
(OP 128)

Joy Hardin*, Jennifer Abramowitz**

Over the last century many women have excelled in activities of an athletic nature. This class will study some of these women. We will read autobiographies, biographies, and some articles on women who have climbed mountains, lived simply in harsh climates such as Alaska, and sailed alone across oceans. We will also study women who have trained and competed in Olympic events and women who have earned their livelihood as coaches, referees, and professional athletes.

In our discussion of these athletes, we will attempt to discover what physical activity means to us, as well as to answer questions of a personal nature about these women, such as: Why did they choose physical or athletic pursuits? What were their goals and dreams? How did they acquire or develop their physical abilities? What were their personal lives and relationships like? Did the fact that they were women affect their lives and activities? We will also give some consideration to the worth of the writing as literature, and the importance of the women in terms of women's athletic history. Participants can expect the course to focus mainly on reading and discussion, but to also include some writing both in journal and short paper form, and some guest speakers or field trips.

The course will meet twice weekly for 14-hour sessions. Enrollment is limited to 12 students on a first come/first served basis. Five College students should contact one of the instructors.

Tentative book list: When I Put Out to Sea, Nicolette Milnes Walker; Billie Jean King; A Running Start; An Athlete A Woman; Linda Huey; I Always Wanted to Be Somebody, Althea Gibson; Court on Court; A Life in Tennis, Margaret Smith Court; Four Seasons North; A Journey of Life in the Alaskan Wilderness; Billie Wright; This Life I've Led, Babe Didrikson Zaharias; Glad Justin Beecham; Women Who Win, Francine Sabin; Below the Surface: The Confessions of an Olympic Champion, Dawn Fraser.

*Joy Hardin is a Faculty Associate in the School of Humanities and Arts and an Instructor in the Outdoors Program.

**Jennifer Abramowitz is a Division III student concentrating in Psychology, Outdoor Education, and Women's Studies.

HA 131 THE NATURAL WAY TO DRAW

Laurie Beth Clark* and Roy Superior

"There is only one right way to draw and that is a perfectly natural way. It has nothing to do with artifice or technique. It has nothing to do with aesthetics or conception. It has only to do with the act of correct observation, and by that I mean a physical contact with all sorts of objects through all the senses." --Kimon Nicolaides

Kimon Nicolaides outlines his approach to learning drawing in his book *The Natural Way To Draw*. He describes it as a book to be used as you would an arithmetic book, working out the problems. The basic idea is to have you arrive at the relationship between thought and action.

As a group we will read and discuss what is written and follow Nicolaides' outlined exercises. The plan is extremely demanding, each section requiring fifteen hours of drawing in five three-hour sessions. The class is organized as a group independent study. Members should expect to make a serious commitment of class time as well as recognize their responsibility toward active group participation.

*Laurie Beth Clark is a Division III student concentrating in the Visual Arts.



HA 136 COLLEGE WRITING

Eugene Terry

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

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

HA 135 THREE AMERICAN PHILOSOPHERS: EMERSON, JAMES, SANTAYANA

Richard C. Lyon

The general aim of the course is to introduce three radically different perspectives--those of a transcendentalist, a pragmatist, and a materialist--an alternative means of comprehending the world and our experience of it. Through a reading of selected essays by the three philosophers, we will consider their views of the nature of belief, the relation of mind and body, free-will and determinism, the problem of evil, the nature and place of science, and the conflict of idealism and materialism. We will sometimes notice the personal character and history of each philosopher and the times in which they lived, with an eye to the ways in which these might affect our understanding of their systematic positions. (Whether or not, and in what ways, private and public history might influence beliefs were questions of vital interest to the three philosophers themselves.)

The class will meet once a week for three hours with occasional group tutorials. Enrollment is open.

HA 144 SOME ASPECTS OF THE MOTHER IN MODERN LITERATURE

Lawrence Plickethly

This is a course on feminist insights in literature. It centers around the role of the mother in self formation and social control. The course is titled *Aspects* because I wish to leave the organization of the course open as far as possible to the class itself. But some themes to pursue might include: the mother and the spiritual content of modern experience; the mother and the poet; mothers and sons; mothers and daughters; mothers and fathers; motherhood, mother earth, mother right, etc.

A suggested list of books would include: Peter Handke, *A Sorrow Beyond Dreams*, Short Letter, *Long Farewell*; Simone de Beauvoir, *Memoirs of a Dauphin Daughter*; The Second Sex; Georges Bataille, *My Mother*; B. S. Johnson, *See the Old Lady Recently*; Adrienne Rich, *Selected Poems*, *Motherhood* (published Fall 1976); Barbara Deming, *To Crack Our Single Self* (WH); Jane Lazarre, *The Mother Knot*; Sylvia Plath, *Lullaby Home*; Yves Bonnefoy and End Starkio, *Biographies of Rimbaud*; Rimbaud, *Collected Poems*; Alexander Mitscherlich, *Society Without the Father*; Virginia Woolf, *The Lighthouse*; Gilles Deleuze, *Nasochism*.

We would also view several related films; for example, Jean Luc Godard's *Numero Deux* (1975), Pier Paolo Pasolini's *Theorem* and *Pedibus Rex*.

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



HA 145 THE MAKING AND UNDERSTANDING OF PERMANENT PERCEPTION AND COMMUNICATION

Norton Juster, Earl Pope

This course deals with perception and awareness of the physical environment and the problems of recording and communicating it. We will be concerned with developing a sensitivity to a changing, spaces and forms--an understanding of place and the effects of the environment on people.

This is primarily a workshop course, using direct investigation, research, and design projects of a non-technical nature to confront and expose environmental problems and to understand the approaches and creative processes through which change is made.

Subject matter will include: (1) How people perceive their environment, understand it, organize it, and make it coherent. How the environment communicates. (2) The elements of perceptual understanding. (3) The vocabulary of form. The "language" of the designer. (4) Visual thinking and communication as a tool for dealing conceptually with ideas and observations. (5) Techniques of visual communication.

Much of the work will require visual presentation and analysis; however, no prior technical knowledge or drawing skills will be necessary. (Ability to use a camera would be helpful.) The student must provide his own drawing tools. Projects and papers will be due throughout the term. This course demands both time and commitment.

The class will be divided into two sections that will meet simultaneously. There will be two three-hour meetings per week plus odd day sessions for field trips, special services, and problems (to be mutually determined). Enrollment is limited to 24 (12 per section).

HA 147 MARK TWAIN: SOCIAL REFORMER THROUGH LITERATURE OR LITERARY OPPORTUNIST?

Eugene Terry

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

Enrollment is unlimited. The class will meet twice weekly for 14-hour sessions.

HA 150 STILL PHOTOGRAPHY WORKSHOP

Elaine Mayes

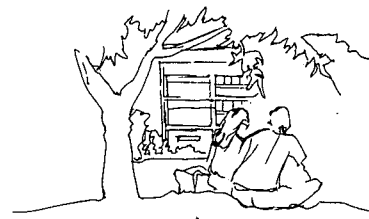
The photograph as Art and communication--its production and implications.

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

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

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

The class will meet once a week for 3 1/2 hours plus lab time to be arranged. Enrollment is limited to 15 students.



HA 155 JAZZ DANCE I

Richard Jones*

This class teaches the first part of the Luigi Jazz Technique. It includes basic jazz steps, body isolation, and the performance of short dance patterns.

Enrollment is limited to 30 students. The class will meet twice weekly for 14-hour sessions.

*Richard Jones teaches dance at the University of Massachusetts.

HA 157 MUSIC LAB

James McElwaine, Supervisor

This lab will be organized and coordinated by Division III music students under the supervision of James McElwaine. It is designed to accompany music courses HA-134/239, HA-172/272, HA-191, and HA-281.

The object of the lab is for students to gain proficiency in basic skills essential to virtually all forms of music, i.e., notation, elementary theory, form and analysis, and sight singing.

Participation is highly recommended by the music faculty. Enrollment is open. The class will meet twice weekly for 14-hour sessions.

HA 158 SOUND AWARENESS AND THE CREATIVE PROCESS

Randall McEllan

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

We will meet three times weekly with one of the meetings devoted to discussion and theoretical matters, the exact nature of which will depend on the needs and wishes of the students.

Enrollment is limited to 15.

HA 151/251 VISUAL FORMULATION

Arthur Moener, Joan Murray, Roy Superior

A variety of experiences aimed at heightening awareness and perception through the use of design techniques and considerations. Students will be expected to solve assigned problems of both two and three dimensions.

This course will provide valid areas of investigation for both divisions. Students will be expected to supply their own materials. Initiative, imagination, and perspiration.

The class will meet twice weekly for two-hour sessions. A list of materials will be provided at the first class meeting. Enrollment is limited to 75.



HA 152/262 REHEARSAL AND PERFORMANCE

Liam O'Brien

This will be a fully mounted production, directed by the instructor, with actor casting at the beginning of the Fall Term, and technical positions by the end of the casting period. The class will meet nightly 7:00-11:00, Monday through Friday, until opening. The show to be mounted will be announced the first week of the Fall Term.

Enrollment will be limited by the number of roles to be filled. Audition and interview with the instructor is required.

Note to five College students: All theatre courses at Hampshire carry only pass/fail grades for non-Hampshire students.

HA 172/272 SONG

James McElvaine

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

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

Participation in the Music Lab (HA 155) is strongly recommended to provide necessary instruction in ear training.

Song will meet twice weekly for 2½-hour sessions. Enrollment is open.

HA 179/279 THE LITERATURE OF GREAT EXPEDITIONS
(OP 179/279)

David Roberts

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

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

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

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

Reading list (tentative): Joshua Slocum, *Sailing Alone Around the World*; Maurice Herzog, *Annapurna* (the first 8000-meter peak climbed in the world); Richard Halliburton, *Bukhara's Voyage* (first-hand Gilezobian accounts of voyages); Bernard Diaz, *The Conquest of New Spain* (best first-hand account of Cortez' conquest of Mexico); Basho, *The Narrow Road to the Deep North* (a 17th-century Japanese poet-wanderer); *Journal of Lewis and Clark* (edited by Bernard de Voto); John Wesley Powell, *The Exploration of the Colorado River*; Apsley Cherry-Garrard, *The Worst Journey in the World* (best account of Scott's last Antarctic expedition); Geoffrey Household, *The Fearful Void* (covering the Sahara longhairs); Jeanette Wilesky, *To the Arctic* (the best summary of arctic exploration).

Enrollment is open. There will be two meetings weekly of 1½-hours each.

HA 197/217 U. S. HISTORY: THE FIRST HALF OF THE NINETEENTH CENTURY

Van R. Halsey

Selected topics of the period will be examined from an American Studies point of view. That is, the continuing legacy of Jeffersonian and Hamiltonian ideas will provide the backdrop for studying a combination of cultural forces shaping 19th-century America: the agrarian vision in conflict with the impulses of a rising business system; some social and economic consequences of scientific and industrial developments; political parties and states' rights ideas seen against the continuing debate over the role of central government; notions of "aristocracy" in the land of the "common man"; attitudes toward land and the West; Turner, Beaud, and Schlesinger and the continuing historicist debate.

A paper will be required about mid-way through the course on topics selected in conference with the instructor. Students will be expected to read the equivalent of one or two books per week.

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

HA 203 EIVE WRITERS: ISOLATION, HUNOR, A SENSE OF PLACE

L. Brown Kennedy

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

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

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

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



HA 210 FILM WORKSHOP II

TBA

A workshop to help the student continue to develop his use of film toward the development of a personal vision. Specific concerns are: (1) the film as a tool for environmental and social change; (2) aspects of the experimental film, its aesthetics, energy, and personal vision; and (3) expanded cinema—new movements in film aesthetics.

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

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

HA 211 THE INTELLECTUAL AND SOCIAL HISTORY OF SPANISH AMERICA

(SS 225) Robert Marquez, Frederick Weaver

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

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

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

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

Elaine Nuyes

This course is open to film and photography concentrators in Division II and III only.

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

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

There will be a lab fee of \$15.00. The class will meet once a week for five hours.

HA 224 SHAKESPEARE: LANGUAGE AND METAPHORS

Jesse Cloud

In Shakespeare the dynamics of character and plot, reality and illusion, life and death are rooted in the language of the play. We plan to study intensively these aspects of the poet's and his characters' self-world in a comedy and a history.

We shall investigate the levels of character, the magical realism in the woods, the relations among the lovers, the transmutation of art in *A Midsummer Night's Dream*. We will read and discuss the entire play, dealing as well with its references to Ovid, the Bible, the play-within-a-play theme, and such else. We will finally ask what Shakespeare owns by something of great consistency.

The history play will be *Richard II*, and our analysis will deal with the complex verbal tapestry of the play, the rise of Bolingbroke and the fall of Richard, the key metaphors of the poem, the recreated world and time, the cross between the loss of power and the transformation of a failed king into a poet who reflects the mirror-like world of the mind. Most significantly, we will explore Shakespeare's double language and the nature of wit.

The course will meet Mondays and Wednesdays for one-and-one-half hour sessions. Enrollment is open.

HA 225 PHOTOGRAPHY WORKSHOP

Elaine Nuyes

A workshop to help the student continue to develop his creative potential and extend the scope of his conceptions in dealing with photography as (1) personal confrontation, (2) aesthetic impressions, and (3) social awareness.

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

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

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

There will be a lab fee of \$15.00. The class will meet once a week for 3½ hours. Enrollment is limited to 12 students.



HA 228 METAPHYSICS II

Raymond Kenyon Bratt

This course is a corollary to Metaphysics HA 221. Whereas that course treated the development of the ancient metaphysical tradition, this course will treat that tradition in its modern development. Its study will concentrate on the three great sub-branches of that development: Spinoza's *The Ethics*, Kant's *Critique of Pure Reason*, and Hegel's *Science of Logic*.

The class will meet once a week for three hours. Enrollment is unlimited.

HA 235 ANIMATED FILM MAKING

Elaine Nuyes, Stephen Oakes

This will be a workshop for the production of animated film—not necessarily cartoons. Animation is a medium well suited for adding the dimension of time to the work of painters or graphic designers.

The class will (1) review the history and wide range of methods and resources for animation, and (2) work specifically with the technique of Gel animation and explore the controls of illusion that it offers.

Each student should expect to spend as much as a hundred dollars on materials, film, and processing during the semester.

The class will meet once a week, on Thursdays, 9:00-12:00. Enrollment is limited to 6 students. Instructor approval is necessary.

*Stephen Oakes is a Division II student concentrating in film making.





HA 236 HOW TO DRAW (IN TEN DIFFICULT, AGONIZING LESSONS)

Roy Superior

A drawing course concerned with problem solving investigations of interior and landscape space for Division II concentrators. Experienced Division I students may be admitted with permission of the instructor.

The class will meet twice weekly for three-hour sessions. Enrollment is open, but an interview with the instructor is required. The course will cover all drawing media, and students will be expected to work their calls off.

HA 237 AMERICAN LITERARY REALISM: MARK TWAIN, HENRY JAMES, STEPHEN CRANE
Richard C. Lyon

Following the Civil War, writers of fiction in the United States mounted their long rebellion against the false sentiment, the smug proprieties, the evasive optimism of the genteel mind and genteel literature. The Realists sought not only to capture in their works the look and feel, the sound and atmosphere of the nation's everyday life. They wished also to record their dismay, rising sometimes to anger and despair, in the face of the social chaos, inequality, and violence which the new democracy and unchecked economic exploitation brought with them. Realist fiction thus manifests a double intention: a renewal of the imagination which will also be a renewal of social vision.

We will read several works of short fiction and novels by each of these writers, noting the different ways in which each of them reckons with the public and private crises of their lives and their times.

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

HA 244 A GROUP FOR DANCING AND PERFORMING

Francie McLellan

It appears timely and appropriate for Hampshire to more fully develop and utilize its resources of dancers (performers and choreographers). This course gives form to a current reality—a gathering of dancers for the purpose of moving together for ourselves and for performances on and off campus.

Dancers in the class will be expected to create through choreographic or improvisational modes. We will also include work in lighting, in recording and composing sound, possibly working from a Labanotation score, and working creatively with musicians and/or artists.

The group will meet twice weekly for 1½ to 2 hours at each meeting. Part of the meeting times will be used for rehearsals. Instructor approval is required for registration. Enrollment is limited to 10.

HA 254 THE POLITICAL NOVELS OF JOSEPH CONRAD AND ALEJO CARPENTIER

Robert Marques

Writers of the very first rank, the novels of the "Polish-Englishman" Joseph Conrad (1857-1902) and the Cuban Alejo Carpentier (1904-) are, in some respects, complementary and mutually illuminating, across the chasm of historical distance, circumstance, and cultural allegiance that separates them, and despite their fundamentally opposed views of the world. Pains-taking craftsmen whose self-conscious preoccupation with form and technique has left its mark on the genre in their respective regions, each he also a novelist with a keen sense of the interrelatedness of national and international affairs and an especially sharp sensitivity to the seminal political and social readjustments characteristic of the "inexorable movement of history" in their time.

Conservative believer in the inevitability of European global hegemony, Conrad nonetheless became, within the limits of his particular perspective, a severe and perceptive critic of the distinct of imperialism. Set in the distant outposts of empire or, as he became more disturbed by the unfolding of events within Europe itself, in a Russia enveloped in revolutionary ferment, his fiction represents "a judgment on modern history and on the morality of political action (no less than)...his commitment to a position on the future of Europe and the West." Carpentier, a native of one of those ruralized "Outposts of Progress," is, by contrast, a partisan of the participant in the long process of its national reawakening. His work constitutes an equally sustained appraisal from within of the historical situation and archeological specificity of the Latin American experience, his commitment to the legitimacy of the continental convergence of that ex-colonial region.

These, then, are writers who, from their varying points of vantage, place the reader into "the drama of modern life, modern politics, the social crisis and the future of nations...." It is the aim of this course to read, contrastively, several from among the many novels of these authors and, in the light of these central concerns, to sort out the interaction between the context, their concerns, their ideological, their aesthetic theories and novelistic goals, and the finished work of fiction.

The course will meet twice weekly for 1½-hour sessions. Enrollment is limited to 20 students.

Tentative reading list: Conrad - A Personal Record, Tales of Mystery, and Horror, Heart of Darkness, Lord Jim, The Secret Agent, The Nigger at the Bar, Carpentier - The Kingdom of This World, Exile in the Land of the Living, The Baroque of St. Peter.

HA 268 LITERARY MODERNISM

Clay Hubbs

"On or about December 1910, human character changed." The occasion of this famous remark by Virginia Woolf was the first English showing of post-impressionist French painting. But she had in mind a number of related revolutions in thought and expression occurring around the turn of the century.

It can be argued that modernism, including literary modernism, is something that happened, that we now live in a post-modern age. It can also be argued that modernism is a permanent state of mind, that every age is modern. A study of modernism, including literary modernism, would be an empty exercise if it led only to a definition. By reading some of this century's major English writers against the intellectual and social background which helped to shape their works, we can better understand the works themselves, how they came to be written, and how they contributed to the literary art of the present.

It will be necessary to begin the seminar with a few assumptions. First, that Virginia Woolf was right: something significant and unprecedented did happen around the turn of the century, and this something involved the theory of knowledge, the question of what and how we can know. In modern literature the reality of the objective world is radically questioned. So while the bulk of our reading will be in twentieth-century English fiction and our focus on the revolution in the word rather than in the world, an attempt will be made to see how the two revolutions relate and are perhaps even one and the same.

Tentative reading list: Hardy, *Tess of the d'Urbervilles*; Conrad, *Heart of Darkness*; Lawrence, *Sons and Lovers*; St. John, *Lady Chatterley's Lover*; Joyce, *A Portrait of the Artist as a Young Man*; Forster, *A Passage to India*; Woolf, *To the Lighthouse*, *Mrs. Dalloway*; Yeats, Eliot and Pound, selected poems; Beckett, selected prose.

The class will meet twice weekly for 1½-hour sessions. Enrollment is limited to 16 Division II students.

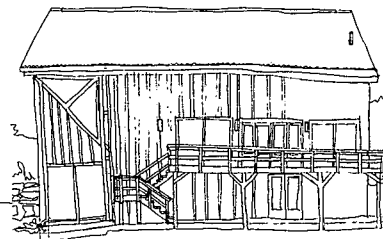
HA 270 SEMINAR IN ADVANCED ELECTRONIC MUSIC

Randall McLellan

This course is designed to meet the needs of those students who already possess some experience in electronic music studio techniques. We will concentrate on compositional process, specialized recording techniques, and aesthetics. Students will be expected to fulfill weekly assignments which utilize specific compositional problems.

The class will meet three times weekly for 1½-hour sessions. One of the three weekly meetings will be devoted entirely to acquainting ourselves with the history of electronic music and to the analysis of selected electronic compositions.

Enrollment is limited to 8.



HA 277 SOME READINGS IN RADICAL LITERARY CRITICISM

Lawrence Pitkethly

There are many common assumptions about creativity: that it is self-expression, that it takes place in isolation, that it has something to do with suffering, that only superior individuals are good at it, that it contains truths not to be found anywhere else in the culture except perhaps in religious or various sorts of therapy. Against this, radical criticism asserts the objectivity of aesthetic knowledge and experience. It suggests that art or literature is related (like everything else) to the structures of power in society. Power exercised in various ways: by technology, for example, over nature; by white cultures over non-white cultures; by masculine notions of sexuality, family ethics and spirituality over those of women; by mass culture, which, in the interests of elite, reduces all experience to the cliché of everyday life.

We cannot hope in one class to cover all this area, but we can try to explore certain connections. We can compare the different kinds of criticism suggested by different radical positions: feminist, vulgar marxist, third world, critical theory, or structuralist. We can discuss basic concepts such as *culture*, *alienation*, *the political in literature*, *ideology*, *propaganda*, and so on.

The readings will not be systematic nor will they contain ready-made answers. Rather they will be designed to show the extent of the dilemma. Students should take the course only if they're prepared to do extensive reading. Among authors to be considered will be Eisenberger, Goldman, Rich, Piercy, Serrano, Lukacs, Adorno, Benjamin.

The class will meet for two hours once a week. Enrollment is limited to 15.

HA 280 STUDIO ART CRITIQUE

Joan Murray and Roy Superior

This course will be devoted to the criticism of current student work as well as of slides of significant work done by artists past and present. More or less equal attention will be given to these areas with an emphasis on the aesthetic statements of the work and the formal elements which lead to these statements.

Visiting critics from different disciplines within the Hampshire community as well as outside critics will be invited to participate on a regular basis.

The class will meet once a week for two hours. Enrollment is limited to 15.

HA 281 FUGUE

James McLellan

This is the first semester of a two-semester course concerning the analysis and composition of two particularly organic musical forms. We will begin this course by constructing simple canons in harmonic style, refining our contrapuntal technique, and developing the necessary rhythmic sensitivities. Several short imitative pieces will then be written as preparation for the final project: a fully developed fugue.

Works to be studied include those of Palestrina, Bach, Hindemith, Prokofiev, J. S. Bach, Mozart, and Webern.

The ability to notate with pen and ink or tape recorder is required. Enrollment in the second semester course, *Allegro*, is anticipated. The class will meet twice weekly for two hours each meeting. Enrollment is open.

HA 284 HEGEL, MARX, AND THE PHILOSOPHY OF RIGHT

Lawrence Pitkethly

This is a class devoted to the understanding of one book: Hegel's *Philosophy of Right* (1821), a philosophical work and one of the most important political texts of the nineteenth century. As the principal difficulty in the study of Hegel is his terminology, we will spend a good deal of the time on specific concepts like *dialectics*, *mediation*, *rationality*, *reality*, *universality*, *particularity*, etc.

Students should take this course only if they are prepared to seriously grapple with Hegel as a philosophical writer and are prepared to take time to thoroughly understand his ideas. *The Philosophy of Right* also exercised considerable influence on Karl Marx, and part of the course will be an examination of Marx's critique of Hegel in his early writings.

The class will meet for two hours once a week. Enrollment is limited to 15.

HA 289 SHAKESPEARE AND WOOLF

L. Brown Kennedy

Lovers and mad men have such seething brains, Such shaping phantasies, that apprehend more Than cool reason ever comprehends.

The Lunatic, the Lover and the Poet, Are of Imagination all compact.

--A Midsummer Night's Dream

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

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

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

The method of the course will be: directed close reading, discussion, and periodic lecture. The class will meet twice weekly for 1½-hour sessions. Enrollment is limited to 25.

HA 291 EAR TRAINING: THE PERCEPTION OF MUSIC

Randall McLellan

In this course we will approach ear training through the study of complete musical works. Our goal will be to develop an ability to perceive musical structures through aural analysis. Practice drills and dictation, both in and out of class, will supplement our audition of music scores by means of special tapes which will be available in the library.

Typically, we will concern ourselves with matters of rhythm, pitch, texture, and form by listening to selected compositions. Our practice drills will focus on rhythmic patterns, stems, phrasing, and analysis of sonority types and chord patterns. In dictation, students will be asked to notate rhythmic excerpts, arhythmic pitch patterns, melodic excerpts, and contrapuntal passages in two voices.

The course presupposes a knowledge of intervals, scales, key signatures, triads and seventh chords, and basic notational skills.

For those who do not possess such knowledge, a more elementary ear training course will be offered by upper division students concentrating in music.

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

HA 293 GROUP INDEPENDENT STUDY IN SCORE ANALYSIS

Randall McLellan

We will devote the semester to the study of three major works: Symphony No. 4 by Sibelius; Music for Strings, Percussion and Celeste by Bartok; and a work, to be determined, by George Crumb. In our analysis we will focus our attention on form, structure, melodic development, devices of unity and variety, and style.

It is projected that this course will become a regular feature of our music program, offered every semester with a different selection of music each time.

The class will meet once a week for two hours. Enrollment is limited to 8.



SCHOOL OF LANGUAGE AND COMMUNICATION CURRICULUM STATEMENT

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

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

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

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

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

Teaching Fall Term will be Nancy Frishberg, James Koplin, William Marsh, David Kerr, and Richard Lyon. We will also have new or visiting faculty for almost all of our disciplinary areas. Check the later issue of the Course Guide for announcements of these people. On leave Fall Term will be Michael Radetsky, Janet Tallman, and Yvonne Tenney. Available for tutorials and examinations will be Allen Hanson, Richard Miller, Robert Gardin, Neil Stillings, and Christopher Witherspoon. Some faculty who are not on the teaching term this fall will be doing informal book seminars. For information about informal seminars and group independent study topics, go at the beginning of the term to the LAC Advising Center.

INDEPENDENT STUDY PACKETS IN LAC

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

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

For more information concerning the packets, see the LAC Advising Center.



SCHOOL OF LANGUAGE AND COMMUNICATION

MATHEMATICS AND CHILDREN LC 101	W. Marsh
LANGUAGE ACQUISITION LC 105	J. Koplin
STRINGS, TREES, AND LANGUAGES LC 106/206	W. Marsh
INTRODUCTION TO COMPUTERS AND PROGRAMMING LC 156	TBA
MASS COMMUNICATION, MASS CULTURE, AND MASS SOCIETY LC 180	D. Kerr R. Lyon
AMERICAN SIGN LANGUAGE LC 195/295	N. Frishberg
A HISTORY OF THE PRESS IN THE UNITED STATES LC 201	D. Kerr
INTRODUCTION TO LINGUISTICS LC 205	N. Frishberg

The School of Language and Communication is still in the process of negotiating new courses and faculty for Fall Term. At this point we expect to be offering new courses in the following areas this fall:

- 4 in mass communications
- 2 in television, including one in experimental video and one in television production
- 3 in philosophy
- 2 in interpersonal communication
- 1 in computer science
- 1 or 2 in language studies

For information about Divisional levels, the faculty teaching these courses, and times and places of the courses, wait for the Revised Course Guide, or check in the LAC Advising Center or LAC office toward the end of Spring Term.

LC 101	MATHEMATICS AND CHILDREN
William Marsh	

This new course will begin with an informal introduction to the philosophy of mathematics to help us consider how mathematics is, or may be, different from other things we ask children to learn. The middle part of the course will focus on Piaget's ideas on the development of children's abilities to handle mathematical concepts. Finally we will look at the history of the adopting of the "New Math" and some recent reactions against it and at some of the ethical and other problems of testing for, and grouping students by, mathematical ability and background. Overall, I hope these somewhat disconnected topics will supply background for students who want to teach mathematics, though the course itself will provide neither the mathematical background nor the techniques and methods needed for good teaching of elementary mathematics. The instructor hopes to work later on independent studies with students who want to work more directly on pedagogical problems.

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

Enrollment limit: none

LC 105	LANGUAGE ACQUISITION
James Koplin	

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

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

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

Enrollment limit: 15

LC 106/206 STRINGS, TREES, AND LANGUAGES

William Marsh

This course presents a series of related topics in mathematical logic and modern algebra which are interesting in and of themselves and also have applications in what might be called the language sciences: linguistics, computer science, cognitive psychology, and analytic philosophy. We will start with a rarefied definition of language in terms of sets and other "new math" concepts, then look at graph theory and grammars, and next give an equally rarefied mathematical model of a computer. After looking at some algebraic aspects of linguistics, we will preview modern algebra by discussion groups and by trying to untangle Piaget's notion of grouping. Finally, we will use semantic tableaux to outline a proof of the Completeness Theorem for first-order logic.

We will have some readings and an outside speaker in each of linguistics, artificial intelligence, Piagetian psychology, and philosophy; these will permit at least a little perspective on how the mathematical ideas presented in the course fit into other fields.

In the past this course has been taken successfully both by Division II students aiming to get most of the material down pat and by Division I students wanting to see how mathematics goes down and to get ideas for their LAC Division I examination.

The course will meet three times a week for one hour each time.

Enrollment limit: none

LC 156	INTRODUCTION TO COMPUTERS AND PROGRAMMING
To Be Announced	

This course is an introduction to computers, programming, and problem-solving. The programming language used is APL (A Programming Language), a powerful, yet concise, problem-solving tool. The first part of the course consists of a brief discussion of the structure of the computer, followed by an introduction to the fundamentals of APL. While the bulk of the course is devoted to applications of the computer and APL to various problems and problem-areas, the techniques developed form an introduction to computer science. Advanced features of the language are introduced by example. Virtually no mathematical sophistication is required.

The course provides a substantial introduction to computers and programming. It provides ample opportunity for interesting and completing a Division I examination in LAC. If you have any questions about the course, contact Allen Hanson.

The course will meet twice a week for 1 1/2 hours each session. Additional sessions will be scheduled as required.

Enrollment limit: none

LC 180	MASS COMMUNICATION, MASS CULTURE, AND MASS SOCIETY
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David Kerr and Richard Lyon

This course is an introduction to the study of public communications. We will examine some of the intellectual, economic, and social forces governing the rise of the mass media, and how these forces continue to shape the purposes and functioning of the media in this century.

We will consider what is meant by the terms culture, art, masses. Several critical interpretations of the modern condition will be examined. The American context will be explored in terms of the passing of the 19th century political tradition and the movement toward a wider and more open-minded cultural vision. The view that the artist is a spokesman of the people will be looked at in the context of modern conditions, together with the impact of popular culture on high culture.

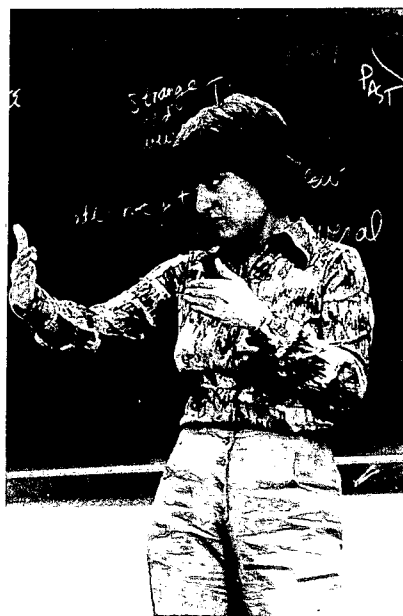
We will also study mass communication as a process and the state of research in the areas of television as a social force, the role of mass media in the formation of stereotypes and attitudes, political and commercial advertising, and the role of mass media in education. The individual media will be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

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

The course will meet three times a week for one hour each session. Some meetings each week will be lecture or debate sessions and others will be small discussion groups.

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

Enrollment will be limited to 60 students, with 40 places held for students entering in the Fall Term, 1976.



SCHOOL OF NATURAL SCIENCE

CURRICULUM STATEMENT

How to use these course descriptions:

1. Courses are arranged by subject matter. Read it all because some of the connections may not be obvious. For example, The Photographic Process course is listed under Physics, Chemistry and Geology. Air Pollution and Health: Developing a Curriculum for Elementary Schools is listed under Environmental Science and Public Policy. (Well, so had to arrange it some way).
2. Courses whose numbers start with 1 are Division 1 courses; those whose numbers start with 2 are Division II courses. A few are both. If you're looking for a topic for a Division I exam, and/or have no background in the area but would like to learn something about it, a Division I course is probably the place to start. The 100 number means that the instructor has planned the course for beginners.
3. Some of our courses are mini-courses, and take less than a full semester. These are marked by having their time-table in parentheses next to the title. For example, Beanbag Genetics, NS 126 (1st 4 wks). It usually also states this in the course description. Check both to be sure.
4. Please notice that almost all of our courses have open enrollment, so you don't have to worry about getting into them. Try several if you like. At the end of the drop-add period, you can register in any course you want to stay in by signing the list the instructor passes around.
5. Unless clearly stated otherwise, our courses will offer grades for Five-College students.
6. If you still have questions after reading this catalogue, come see us or talk to the people in the Advising Center (Science Building, Room 127).

P.S. We have yet to hire new faculty as this goes to press, so expect further course descriptions. We hope (no guarantees) to be offering more in physics, history of science and biochemistry by Fall.

SCHOOL OF NATURAL SCIENCE

PHYSICAL AND EARTH SCIENCES:

EXTRATERRESTRIAL INTELLIGENCE

NS 101

Gordon, Gordon, Miller

THE PARADE OF STARS: SPECIAL TOPICS IN ASTRONOMY

NS 102

Hafner

INTRODUCTION TO ASTRONOMY AND ASTROPHYSICS

ASTFC 22

Gordon, Gordon

SPACE SCIENCE: TOPICS OF CURRENT ASTROPHYSICAL RESEARCH

ASTFC 31

Irvine

ASTRONOMICAL OBSERVATIONS

ASTFC 37

White, Seitter

ASTROPHYSICS I: STELLAR STRUCTURE

ASTFC 43

Harrison

PATTERNS IN SPACE AND TIME

NS 110

Woolf, Reid

PHOTOGRAPHIC PROCESS

NS 111

Goldberg, Gay

ORGANIC CHEMISTRY I

NS 212

Lowry

ACIDS, BASES AND BUFFERS

NS 213 (2nd 6 wks)

Lowry

PHYSICS AND CHEMISTRY OF THE EARTH'S INTERIOR

NS 214

Reid

PHYSICAL CHEMISTRY FOR BIOLOGISTS

NS 215

Gay

LIFE SCIENCES:

GENERAL BIOLOGY

NS 120

Bernstein, Goddard

HUMAN BIOLOGY I: PHYSIOLOGY AND MEDICINE

NS 121

Foster

HUMAN MOVEMENT PHYSIOLOGY

NS 122 (2nd 6 wks)

Woodhull (Ann)

MALE AND FEMALE REPRODUCTIVE FUNCTION

NS 123

Goddard, Greenleaf

FEMINIST THEORY: ITS RELATIONSHIP TO HEALTH AND HEALING ISSUES

NS 124/224

Raymond

BACTERIAL VIRUSES

NS 225

Oycuote

BEANBAG GENETICS

NS 126 (1st 4 weeks)

Miller

INFORMATIONAL MACROMOLECULES

NS 127 (2nd 4 weeks)

Miller

GENETICS OF EVOLUTION

NS 128 (3rd 4 weeks)

Miller

NEUROPHYSIOLOGY LAB

NS 230

Bruno, Woodhull (Ann)

NEUROBIOLOGICAL INSTRUMENTATION

NS 231

Woodhull (A)

NEUROBIOLOGY LECTURE SERIES

NS 132/232

Bruno, Woodhull, Woodhull

ECOLOGY:

NATURAL HISTORY OF THE CONNECTICUT VALLEY

NS 140

Bernstein, Foster, Hoffman, Reid, Wilcox

AGRICULTURE IN THE UNITED STATES

NS 149

Slater

PHOTOSYNTHESIS AND NITROGEN FIXATION: TWO PROBLEMS IN QUANTITATIVE ECOLOGY

NS 241

Foster

ENVIRONMENTAL SCIENCE AND PUBLIC POLICY:

ENERGY CONSERVATION: ITS SCIENCE AND ITS SOCIAL POLICY

NS 142/242

Frankel

LAW, SCIENCE, PUBLIC POLICY AND CITIZEN INVOLVEMENT

NS 143

Souweine

ENVIRONMENTAL ETHICS

NS 244 (GE 245)

Lutts

HEATING WITH SOLAR ENERGY

NS 245

Smith

READINGS IN ECOLOGY

NS 246

Wilcox, Sutherland

INTRODUCTION TO THE POLAR ENVIRONMENT

NS 147/247

Hirschberg

AIR POLLUTION AND HEALTH: DEVELOPING A CURRICULUM FOR ELEMENTARY SCHOOLS

NS 148/248 (ES105)

Bruno

HISTORY OF SCIENCE:

THE HISTORY OF AGRICULTURE IN NEW ENGLAND: A FARMER'S VIEW

NS 151

Slater

CAPITALISM AND EMPIRE

NS 250 (SS 214)

Goldberg and Social Science History Group

MATH:

CONFIDENT CALCULUS

NS 160

Kelly

MATHEMATICS FOR SCIENTISTS AND SOCIAL SCIENTISTS

NS 161 (SS 123)

Hoffman, Kelly

TOPOLOGY AND GEOMETRY

NS 262

Hoffman

MATHEMATICAL STATISTICS: THE GENERAL LINEAR MODELS OF STATISTICAL ANALYSIS

NS 263 (SS 255)

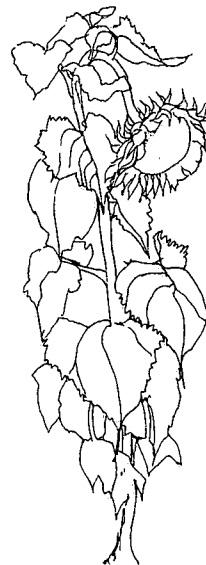
Kelly, Sutherland

SCIENCE EDUCATION:

SCIENTIFIC WRITING

NS 191

Payton



LC 195/295 AMERICAN SIGN LANGUAGE

Nancy Frishberg

American Sign Language (ASL) is the language of the deaf community in the United States. The people who "speak" this language have been told that it is "concrete" (as opposed to "abstract"), "bad English," "animalistic gesturing." In the past fifteen years, however, linguists have begun to look at ASL seriously and to compare it with oral languages. In this class we will learn to use the language and will learn what linguists have been saying about it.

We will consider topics such as pantomime (versus sign), sign language "phonology," children's acquisition of ASL, poetics and folklore in ASL, language universals, as well as others.

Students who have some sign language skills may enroll at the Division II level and will be expected to help lead discussions on readings.

We will meet twice a week for 1 1/2 hours each time for language instruction, and an additional two hours each week for linguistics discussions as suggested above.

Enrollment limit: 195--25
295--none

LC 201 A HISTORY OF THE PRESS IN THE UNITED STATES

David Kerr

"At its core, the First Amendment sought to guarantee that the government should not censor the press, but that the press should, for all time, have the right--indeed that it was duty bound--to censor government." --James Aronson

"What Sigmund Freud did for sex, Spiro Agnew has done for the American newspaper publisher. The Vice President has found a way to relieve the owners of daily papers of microscopic guilt over their conservative bias." --Ben H. Bagdikian

"Theoretically, a newspaper that does not give news, or is corrupt, or fails to stand up for the underdog, attracts the attention of a virtuous newspaper looking for a home, just as the tarantula, in the Caribbean, attracts the blue hornet. Good and bad papers will wrestle, to continue our insect parallel, virtue will triumph, and the good paper will place its sting in the bad paper's belly and yell, See Sargent House management!" or something of the sort. Then it will eat the advertising content of the bad paper's breadbasket. This no longer occurs. Money is not made by competition among newspapers, but by avoiding it." --A. J. Liebling

This will be a history survey course in which we will explore the role of the United States press in communicating events, values, and patterns of behavior to the American public. As we trace the development of the American press from the ill-fated Public Occurrences of Benjamin Harris to the Washington Post of Benjamin Bradlee, we will be questioning the extent to which the press has been an agent of change or merely a recorder of change.

We will see the press as watchdog over the actions of the rich and powerful and as lapdog for these same persons. We will ask whether the press, which is the only industry singled out for protection in the Constitution, has considered its First Amendment protection a privilege or a license. We will work toward an understanding of the impact of technological advances on the press and in turn on the perceptions and opinions of the public. We will test the proposition, expressed by many in the communications industry, that bigness, functional monopoly, and profit can mean better, cheaper, and more accurate news. During the term we will study times in the past when the United States press has influenced and enforced American foreign policy, and assess the likelihood of it happening in the future (or the present). And, of course, we will scrutinize the claims to accuracy of historians of the American press and, by studying alternative versions, attempt to arrive at some semblance of the truth.

Each student will be expected to design and execute a research project dealing with some aspect of the history of the United States press. To that end we will study the modes of inquiry available to those who wish to evaluate the accuracy of what may have passed as unquestioned truth for some time. If you have ever wondered to what extent the press supported the extermination of the American Indians in the 1870's, or if TV news exposure really changed the American consciousness about civil rights, or if the press made John Dillinger and J. Edgar Hoover heroes during the 1930's, or if there was backing in the press for environmental action during the 1960's, or if the press and the Presidency have ever really been adversaries--this class will give you the opportunity to find out.

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

Enrollment limit: none

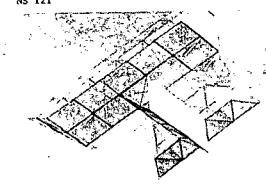
LC 205 INTRODUCTION TO LINGUISTICS

Nancy Frishberg

This course is intended for people who have passed Division I in LAC and who are interested in jumping into linguistics. We will look at the field from the bias of generative (transformational) theory, especially in the areas of phonology, morphology, syntax, and semantics. I expect that because of my own interests and the usual directions from which students converge on linguistics, we will also look at some of the so-called "hyphenated" parts (ethno-, psycho-, socio-, etc.).

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

Enrollment limit: none



PHYSICAL AND EARTH SCIENCES:

NS 101 EXTRATERRESTRIAL INTELLIGENCE

Courtney Gordon, Kurtiss Gordon,
Lynn Miller

Since the Copernican revolution, our concept of the size of the universe has continuously increased while our concept of the uniqueness of our place in the universe has been repeatedly diminished. The idea that intelligent beings may exist on other worlds has fascinated mankind for hundreds of years. We are at last close to the time when extraterrestrial communication may be possible. How can we communicate? Are there other worlds ready to receive our messages? Have other worlds already tried to communicate with us? Our search will lead us to consider:

- the astronomical evidence - What factors determine how many planets are suitable for life, and how close to earth the nearest one may be?
- the biological evidence - What constitutes life on earth? How did it evolve? What conditions and how much time are necessary for intelligence to emerge?
- the nature of communication - What kind of a message must we send to show we are intelligent? How successful have we been at deciphering the communications of bees, dolphins, or other nonhuman species?
- philosophical implications - Should we transmit? or just listen?

Readings will include Shklovskii and Sagan *Intelligent Life in the Universe* and articles in current journals. The course will meet for the first 6 weeks and last 25 weeks of the term. In the intervening time, the students will be expected to complete individual or group projects, which will be presented to the class during the latter part of the term and which may be developed into Division I exams. In past terms, student projects have included:

- recreation of the classic experiment to produce amino acids from inorganic compounds under conditions believed to have existed on the primitive earth;
- examination of the evidence for detection of planets around nearby stars;
- discussion of the impact of the Orson Welles *War of the Worlds* radio broadcast;
- evaluation of physical, biological (and psychological?) impediments to human-dolphin communication, and attempts to overcome them.

NS 102 THE PARADE OF STARS: SPECIAL TOPICS IN ASTRONOMY

Everett Hafner, Coordinator

The central theme of the program is our understanding of the physical universe, from earliest ideas to the present. The work in each term (including January Term) is planned around some single -- but still fairly general -- aspect of the central theme. And the subject chosen in a given term lends itself to breakdown into smaller segments, each to be covered in one or two lectures. These short sequences are reasonably self-contained, and there is no heavy mathematical demand on their audiences. Thus it is possible for a student to concentrate on, and follow up in subsequent study, a single topic of special interest.

Our principal aim is to develop numerous opportunities for Hampshire students to prepare examinations in Natural Science at the Division I level. Topics are introduced with the intent of stimulating students to explore them in greater depth, and to propose an examination as an outcome. In addition, the lecture series is designed to attract a wide audience with general interests in the subject. Through rotation of lecturers, students also can acquaint themselves with the Hampshire faculty, as well as with occasional guests of the series.

There is one general evening lecture each week, and an additional meeting with students intending to follow up the topic currently under discussion. During January Term, the pace accelerates to three lectures and three classroom meetings each week. Faculty members working with this course are available regularly to encourage students toward completion of their examinations.

General topics for the 1976-77 academic year are:
Fall Term: "Evolution of Galaxies and Stars"
January Term: "Life in the Universe"
Spring Term: "The Sun"

Topics for subsequent terms will include studies of planetary systems, gravitation, radio astronomy, myth and reality in physical science, and the history of the earth and moon.

ASTFC 22 INTRODUCTION TO ASTRONOMY AND ASTROPHYSICS

Courtney and Kurtiss Gordon (at Hampshire)

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

Time: Tuesday, Thursday, 1:30-3, plus laboratory, Thursday, 7-9:30 p.m.

ASTFC 31 SPACE SCIENCE: TOPICS OF CURRENT ASTRONOMICAL RESEARCH

William Irvine (at Smith)

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

Time: Monday, Wednesday 1:30-3.

ASTFC 37 ASTRONOMICAL OBSERVATION

Richard White and Waltraut Seitter (at Smith)

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

Time: Tuesday, Thursday, 2:30-3:45.

ASTFC 43 ASTROPHYSICS I: STELLAR STRUCTURE

E.R. Harrison (at U. Mass.)

The basic equations of stellar structure and their solution: polytropes; the virial theorem; energy transport in stars by radiation, conduction, and convection; atomic processes leading to stellar opacity; nuclear energy generation in stars; stellar evolution. Prerequisite: ASTFC 23 and the physics sequence, or permission of instructor (Div. II).

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

NS 110 PATTERNS IN SPACE AND TIME

Michael Wolf and John Reid

This course will investigate the physics behind the shape of things in Space-Time -- from pendulums to atoms, crystals to snail shells, smoke rings to galaxies, the laws of motion and interaction; processes which determine form in physics, geology, biology and astronomy. Class will meet twice a week for 1 1/2 hours.

NS 111 THE PHOTOGRAPHIC PROCESS

Stanley Goldberg and David Gay

This is an introductory course which will deal with technical elements in photography. Subjects covered will include photographic emulsions, densitometry, sensitivity, characteristic curves, zone system, introduction to color film and processes. There will be laboratory-like projects and the opportunity to standardize your own photographic technique. No prior experience with photography is needed. You will need a camera and film. Class will meet twice a week for 1 1/2 hours.



Nancy Lowry

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

Text: Morrison and Boyd, *Organic Chemistry*, 1 set of models, Benjamin, *Organic Chemistry*. Background: High school chemistry (Div. I with permission of instructor). Three one hour meetings per week plus one two hour lab.

NS 213 ACIDS, BASES AND BUFFERS

Nancy Lowry

This is a minicourse which will be taught during the 2nd 6 weeks. You'll never get anywhere in the world if you can't solve acid/base problems. This minicourse starts with the basics and by the end you will be able to determine the pH of anything (well, almost anything). Division I with permission of instructor. Class will meet once a week for two hours.

NS 214 PHYSICS AND CHEMISTRY OF THE EARTH'S INTERIOR

John Reid

This course will look in detail at the experimental evidence - geophysical, petrological and geochemical - which has led to current generalizations about the earth's interior. Topics will include results from seismology, high pressure experimental petrology, magnetotellurics and the petrology and chemistry of ultramafic rocks derived from the earth's upper mantle by kimberlitic and basaltic eruptions. Introductory geology and chemistry are necessary prerequisites. The text will be Ringwood's *The Composition and Petrology of the Earth's Mantle*. Class will meet twice a week for 1 1/2 hours.

NS 215 PHYSICAL CHEMISTRY FOR BIOLOGISTS

David Gay

This course will deal with those aspects of physical chemistry of major concern to students of the life sciences. Three major areas of physical chemistry will be covered: structure, energy and kinetics. The minimum prerequisite will be high school chemistry. Class will meet twice a week for 1 1/2 hours.

LIFE SCIENCES:

NS 120 GENERAL BIOLOGY

Mary Beth Bernstein and Nancy Goddard

Students will get an overview of whole organisms and how they function in their environments by examining concepts related to development, inheritance, physiology, structure, behavior, ecology and evolution. We will use specific examples from plant and animal research. Expect to get your hands dirty and your feet wet in the lab and in the field.

Mary Beth is interested in plants, fungi, and how organisms interact with each other. Nancy is a zoologist interested in studying organisms from the evolutionary point of view. Together they hope to be both teachers and learners in this course. Class will meet twice a week for 1 1/2 hours.

NS 121 HUMAN BIOLOGY I: PHYSIOLOGY AND MEDICINE

John Foster, Coordinator

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

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

The seminar portion will consist of a sequence of two 100-minute courses, each with a different approach and a different topic. In the first course the emphasis will be on the development of the ability to read original scientific papers. A pre-lecture series of papers will trace the development of a particular line of research. In the fifth week these groups will re-form into special interest groups. Leaders of these groups will provide papers for starting points, but the groups will evolve into true seminars in which the students will also reach, bringing back to the group information they have found on their own. Possible topics include psychosurgery, vitamin C and atherosclerosis, the role of the immune response in cancer, human genetics, etc.

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

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

In addition to these activities during the semester there will be opportunities for field trips to medical centers. Also at the end of the semester there will be a symposium session in which individuals and groups will be able to report on their findings in the special interest groups and to learn of others' results. The conference and lecture portions will be videotaped to be available for later reference. Meeting times:

- 90 minute discussion session per week.
- 90 minute clinicopathologic conference every other week.
- 90 minute conference, followup on alternate weeks.
- 1 hour laboratory lecture/demonstration per week (lab open and available at most times during the week).

NS 122 HUMAN MOVEMENT PHYSIOLOGY

Ann Woodhull

(This is a 6 week minicourse, starting about November 1). Dancers, musical performers, and others often want to know what muscles are involved in a particular movement and how movement is controlled. In this class we will not attempt to survey human anatomy or kinesiology (the study of movement). Rather, by reading scientific papers we will look closely at how scientists try to obtain information on muscle use and control. We will have the equipment to make EMG (electromyograms) from ourselves and others to check out some hypotheses about movement. No science background needed. Class will meet twice a week for 1 1/2 hours.

NS 123 MALE AND FEMALE REPRODUCTIVE FUNCTION

Nancy Goddard and Walter Greenleaf

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

*Walter Greenleaf is a Hampshire College student.

NS 124/224 FEMINIST THEORY: ITS RELATIONSHIP TO HEALTH AND HEALING ISSUES

Janice Raymond

The course will examine patriarchal models of health and healing, especially as incarnated in the Hippocratic tradition of regular medicine. Special attention will be focused upon medicine as "mytho-poetic ritual" and science as metaphysics. We will explore the works of modern critics of medicine such as Bobos and Illich, who have critiqued traditional models of health and health care from a basic philosophical perspective - with a view toward developing a further feminist analysis. To this end, the course will also explore works of feminist theory and values such as Daly, Rich, Wolff, and others selected articles in this area. A course for those who are interested in making "creative connections." Interview with instructor required. Class will meet twice a week for 1 1/2 hours.

NS 225 BACTERIAL VIRUSES

Saundra Oyewole

This course is designed to introduce students to the dynamics of the host-virus relationship. Bacterial viruses have been one of the most important elements in the development of molecular biology. Fortunately, the scientists most active in early research on bacterial viruses have been prolific writers and have not hesitated to share their findings and successes - their successes first, of course. Thus, we will be able to explore the "folklore" of bacterial virus research through this literature. We will also be reading and discussing some of the current literature. Any student interested in learning the laboratory techniques of bacterial viruses will be encouraged to do so, and would take special arrangements with me. (Lab work would involve approximately 4 hours per week). Class will meet twice weekly for 1 1/2 hours.

GENETICS LISTINGS:

The following three minicourses in genetics constitute a full semester course if all are taken. Students may "take" any one minicourse without enrolling in the other two at their own (plus-or-minus) risk. Each minicourse should require about 10 hours of reading each week for a typical college student as well as the six hours of class time.

Any student who wishes an evaluation (or grade) for any minicourse (or for all of them) should expect to do more work in the form of a paper, additional reading, lab work, or problem solving by arrangement with instructor at the beginning of the minicourse.

NS 126 **BEANBAG GENETICS**
(1st & 4th)
Lynn Miller

An introduction to genetics for students with no previous exposure. We will listen to, watch, and discuss a series of 12 films by Curt Stern, one of the foremost geneticists of this century and a popular lecturer at University of California, Berkeley. We will read several original research papers that established various branches of genetics. Students will be introduced to the elementary mathematics of probability and analysis necessary to "do" genetics. We will work various set problems and discuss the limitations of these techniques when dealing with the real world. Students taking this and one of the other minicourses in genetics should be well prepared to develop a Division I Natural Science exam. Class will meet three times a week for two hours each.

NS 127 **INFORMATIONAL MACROMOLECULES**
(2nd & 4th)
Lynn Miller

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

The object of the course is to learn how to read research papers in this important but highly specialized field and then to discuss some of the implications of this work for more general ideas about biology, evolution and science. Class will meet three times a week for two hours each.

NS 128 **GENETICS OF EVOLUTION**
(3rd & 4th)
Lynn Miller

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



NS 230 **NEUROPHYSIOLOGY LAB**

Merle Bruno and Ann Woodhull

An intensive course in the research techniques used to study nerves and nervous systems. It will consist of lab work, reading and lectures. Students will put together their own recording set-up, and will test and become familiar with them by repeating experiments which are in the literature. They will then begin to formulate and work on questions that they themselves propose.

We will record action potentials and synaptic potentials from nerves, muscles and brains of crayfish, frogs and perhaps some other animals (and plants?). There will be opportunities both to learn several preparations and to stick with one long enough to do an original investigation. (Interested Division I students should see an instructor). Two one-hour morning seminars/lectures plus two afternoon labs per week.

NS 231 **NEUROBIOLOGICAL INSTRUMENTATION**
Al Woodhull

To measure the minute electrical signals of the nervous system you need to be able to use electronic instruments. I am developing a self-teaching kit to enable students to begin learning how these instruments work. Available will be an instruction book, a kit of parts, and needed instruments. Topics covered in this module are: 1) Using voltmeters, oscilloscopes and function generators; 2) voltage, resistance, current, and capacitance; 3) design and construction of amplifiers.

This is a self-paced course which will consist of one weekly one-hour clinic session to supplement the self-teaching materials. A total of 25 to 30 hours of independent work will be needed to complete the course. Knowledge of calculus will be useful although not essential. Limited to students also in NEUROPHYSIOLOGY LAB (NS 230).

NS 132/232 **NEUROBIOLOGY LECTURE SERIES**

Merle Bruno, Al Woodhull, Ann Woodhull

A series of four to eight lectures by people actively engaged in neurobiology research. The schedule will be announced near the beginning of the term. No grades will be given.



ECOLGY:

NS 140 **NATURAL HISTORY OF THE CONNECTICUT RIVER VALLEY**

M. Bernstein, J. Foster, K. Hoffman, J. Reid, L. Wilcox

There is a collection of faculty with diverse backgrounds and interests who would like both to teach and to learn more about the Connecticut River Valley:

Mary Beth Bernstein: botanist and plant ecologist - interested in lichens and how they can monitor air pollution, and in fungi on conifers.

John Foster: biochemist - interested in natural history, applications of biochemistry to environmental problems, use of the canoe to explore river dynamics.

Ken Hoffman: mathematician - accomplished natural historian, farmer - practical uses of native plants, entomology.

John Reid: geologist - interested in glacial history of the valley, meteorological history, practical uses of native materials, paddling a mean canoe.

Len Wilcox: plant physiologist and ecologist - horticulture, maple sugaring.

This group will combine forces in a year-long exploration of the Connecticut River Valley. This will include things like: the geological structure of the valley and how it got that way; the flora and fauna (plants and animals) found there; the ecology of the valley, what types of plant and animal associations there are, and why; the dynamics of the Connecticut River, its effects on the landscape; the effects of the human population and its interaction with the natural systems in the valley.

The program will consist of the following:

Two weekly 90-minute class/seminar sessions for discussion of readings, lectures by faculty or visiting speakers, etc.

One weekly afternoon session (choice of two afternoons) for field trips and/or laboratory work, depending on the nature of the material under discussion.

Minicourses for deeper exploration of specific topics, or short term ones to teach specific laboratory and fieldwork skills. These will be announced shortly before the year begins and at intervals thereafter.

Opportunities for projects, exams and any other fruitful interactions the program may generate.

NS 149 **AGRICULTURE IN THE UNITED STATES**

Paul Slater

If we do indeed desire to consider the modification or restructuring of our agricultural system, it is imperative that we understand the base-line situation which is under consideration for possible change.

This course will attempt to define this base-line, through:
1) a review of the kinds of crops produced in the various sections of the country;
2) a study of the roles of agribusiness, transportation, the land grant colleges and farm legislation as they affect the family farm; and
3) a review of the competing uses for foodland (e.g., strip-mining, development), and the steps being taken to reduce or halt the loss of prime foodland.

Information will be drawn largely from U.S. Census materials, USDA publications and *Highways*, *Hard Times*, *Hard Times*. Class will meet once a week, for two hours.



NS 241 **PHOTOSYNTHESIS AND NITROGEN FIXATION: TWO PROBLEMS IN QUANTITATIVE ECOLOGY**

John Foster

Photosynthesis and nitrogen fixation are essential processes of ecological systems, for they are the means by which new carbon and nitrogen are introduced. Both processes are still poorly understood because they involve a complex interplay between chemical reactions and cell structure. I am involved in two research projects dealing with the evolution and ecology of the two processes:

Photosynthetic phosphorylation by green bacteria - these organisms may have been in existence as much as 2 billion years ago. They are found today in locations reminiscent of conditions believed to exist at the time life evolved. In collaboration with Dr. Clinton Fuller of the University of Massachusetts I am attempting to learn more about how green bacteria synthesize metabolic energy (ATP) through photosynthesis and store it for use during periods of darkness.

Nitrogen cycling in Douglas fir forests - I am collaborating with a group in Oregon on a detailed study of the canopy system of Douglas fir forests. My particular interest is in the flow of nitrogen, which appears to be fixed step by step by lichens growing high up in the older trees. We are attempting to gather quantitative data on the way in which nitrogen is fixed by the lichens and then makes its way eventually into the trees. Does it get taken up directly by the branches; does nitrogen get released from decaying lichens which have fallen to the forest floor, or is most of it circulated by the abundant winter rains? It is important to know this, because Douglas fir is an important timber crop which is harvested by clearcutting. Such a practice may make the new trees nitrogen deficient.

Both projects can provide opportunities for students to develop Division III projects.

(1st 6 weeks: for students just interested in the general topic.) Explore the details of photosynthesis and nitrogen fixation, including basic biochemistry, the cell structures in which they occur (chloroplasts, membrane systems, etc.), and the ecology of the organisms. Reading and discussion of appropriate texts, reviews and papers from the research literature. Field trips are also possible. Two ninety-minute discussion sessions per week.

(2nd 6 weeks: for students interested in becoming involved in the research.) Reading and discussion of reviews and research papers specifically related to the two projects. Plus regularly scheduled laboratory work to introduce the experimental techniques necessary to the study (quantitative spectrophotometry, fluorescence assay of cell metabolism, thin layer chromatography for analysis of organic compounds, measurement of photosynthetic and nitrogen fixation rates). Two ninety-minute discussion sessions per week, plus 2 half days in the laboratory.

E.S.A.P.P.

E.S.A.P.P. means Environmental Science and Public Policy. We've often been urged to find a more pleasant sounding acronym, but so far we've found nothing that states as clearly as this one does the basic character and motivation of the program. Environmental problems are world-wide in scope and will require for their solutions a level of integration of scientific, economic, sociological, political, aesthetic and ethical knowledge and sensitivity which is unparalleled in human history. The objective of the E.S.A.P.P. program is to develop in students the competence and insight necessary to deal with these complex, multidisciplinary problems.

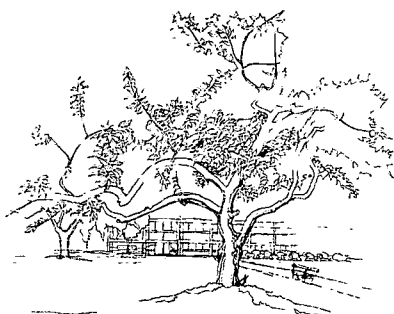
Largely for historical reasons the E.S.A.P.P. program has traditionally been identified mainly with the School of Natural Science. We are very anxious to reduce this identification and to involve students interested primarily in the public policy, economic or ethical aspects of the environmental crisis. We are trying very hard to shift the emphasis of the program toward a balance between public policy and science, but whether this can be accomplished depends heavily on whether a sufficient number of students in the social sciences and humanities demonstrate their interest in the program. Suffice to say that even the science faculty members in the program recognize the need to make their science courses relevant to the needs of students whose primary interests are not scientific. The following list of courses stands as evidence of that commitment.

This year the theme of the E.S.A.P.P. program is conservation, in particular conservation of energy. We intend to use Hampshire College as a workshop for studying the economic, political, sociological, ethical and scientific aspects of energy conservation and the courses listed here have been designed with this theme in mind. The study of energy conservation will run for the entire year, so students may expect another group of courses in this area to be offered in the Spring semester.

But, conservation is not the only significant issue facing us in our interactions with the environment. E.S.A.P.P. wants to support students at all levels and with a wide spectrum of interests. Any students interested in environmental issues are urged to see any of the faculty members associated with the program for advice on how to pursue divisional exams or concentrations in these areas.

There are also a number of courses listed under other Schools which are of interest to E.S.A.P.P.-oriented students. They include (among others):

CROSS CULTURAL ANALYSIS OF SPACE, Barbara Linden and Phil Nelson (SS 108)
INTELLIGENTIAL AND SOCIAL CHANGE, Jim Koplin (SS 125)
INTERNATIONAL ECONOMICS, Fred Weaver (SS 210)
MATHEMATICAL PROBABILITY, Mike Sutherland (SS 255)
HUMAN ENVIRONMENT, Terry Tierney (IN 101)



NS 142/242 ENERGY CONSERVATION: ITS SCIENCE AND ITS SOCIAL POLICY

Gene Frankel

In this course we attempt to gain an overview of the scientific, technical, environmental and social issues involved in energy conservation, the research topic for the Environmental Science and Public Policy program in 1976-1977. We begin with an examination of the energy concept in physics, looking at conversion processes, the first and second laws of thermodynamics, efficiencies and the various modes of heat transfer. We then study the pollution and waste involved in some of the principal energy-converting and energy-consuming technologies: automobiles, fossil fuel electric plants, nuclear reactors, inorganic farming, disposable packaging. We try to situate these wasteful practices in the context of larger social issues: the limits to growth controversy, the supposedly exploitative nature of advanced industrial capitalism. Finally, we look at the "gentle" alternatives: solar and wind power, conservation in building design, recycling.

Readings may include: Wilson Clark, *Energy for Survival*; Barry Commoner, *The Closing Circle*; Meadows, et al., *Limits to Growth*; G. Carvey, *Energy, Ecology, Economy*. Class will meet twice a week for 1 1/2 hours.

NS 143 LAW, SCIENCE, PUBLIC POLICY AND CITIZEN INVOLVEMENT: AN ACTION ORIENTED SEMINAR ON HOW TO AFFECT ENERGY CONSERVATION POLICY AT THE STATE AND LOCAL LEVEL

Jonathan Souweine

Description will be available in the revised course listing.

The course will meet once a week, probably on Thursday evenings. Enrollment is unlimited.

*Jonathan Souweine is Executive Director of Massachusetts Public Interest Group, Amherst, Massachusetts.

NS 244 ENVIRONMENTAL ETHICS

(OP 283)

Ralph Lucas

Please turn to the Outdoor Program listings for a complete description of this course.

NS 245 HEATING WITH SOLAR ENERGY

Douglas Smith (Faculty Supervisor: Gene Frankel)

This will be the first in a two-course sequence on using solar energy for heating buildings and domestic hot water. The basic principles of heat transfer and thermodynamics will be covered as they relate to flat-plate solar collectors, storage systems, and heating systems. Once we have established an understanding for the way a solar heating system works, we will investigate what actual hardware is available and some basic economics of solar heating. A background in physics and math is recommended, but not required. Class will meet twice a week for 1 1/2 hours.

Douglas Smith is Director of Energy Resources at Hampshire College.

NS 246 READINGS IN ECOLOGY

Low Wilcox and Mike Sutherland

This course undertakes to examine current research problems in ecology and the application of quantitative methods to these problems. Material for the course is drawn from research articles published within the past year, albeit ecological review articles from earlier years are used. Students will be expected to use the following facilities with ease: sophisticated literature search methods, oral and written communication, and critical analytical abilities. Pending research reports prior to the beginning of the course, some or all of the following topics will be considered: diversity, stability, modelling, energy flow, island biogeography, and ecological problems in land use. Class will meet twice a week for 1 1/2 hours.

NS 147/247 INTRODUCTION TO THE POLAR ENVIRONMENT

TBA

The polar areas of the globe have grown to play an increasingly dynamic role in human affairs and there is every reason to believe that this trend will continue. Rapidly becoming the last wilderness area on earth, the polar world is now the focus of tremendous technological incursions. The development of Alaska's north slope and recent hushed developments in the Leifur Eirik are mere steps in a progression that must be monitored by extremely knowledgeable individuals to prevent certain catastrophe. Irresponsible management of these areas will almost undoubtedly lead to the demise of the last of earth's frontiers. Only by increased knowledge of the components of this system, combined with an understanding of the heritage and present directions of human influence, can we hope to render logical decisions regarding the destiny of the polar world.

In this course, we will examine the physical, biological, and human processes past and present, that have combined to determine the nature of the polar environment. We will begin with a series of intensive readings and guest speakers in areas including: The History of Polar Exploration; Form and Function of Tundra and Glacial Systems; Permafrost, Vegetation, and Wildlife Relationships; Modern International Exploitation of Natural Resources; and Paleontological Records in the Polar Environments. These lectures/discussions will be structured to provide a broad but comprehensive introduction to the major areas of polar studies.

Following this period, each student will be required to research a specific area of polar studies for presentation to the class. Bibliographies will be provided prior to discussions by respective class leaders. In addition, we will take field trips to two nearby centers of polar research to familiarize ourselves with research directions in the Arctic and Antarctic areas. The course will meet twice weekly. There will be an informational meeting in late April, watch for announcements.

NS 148/248 AIR POLLUTION AND HEALTH: DEVELOPING A CURRICULUM FOR ELEMENTARY SCHOOLS

(ES 105)

Merle Bruno

A scientist at the Harvard School of Public Health has a 10 year grant to study the effects of air pollution on lung capacity in children. I have been talking with some people in Boston who are interested in developing science curriculum materials which will make children more aware of the possible influences of smoking and air pollution on their health. We are not interested in developing brainwashing pamphlets or scare slogans. We'd like to encourage children to ask more questions about decisions they make about their lives and help them find ways to make these decisions for themselves. I am interested in working on this project and finding students here to help in the research.

Curriculum development is a long hard process if you really intend to respond to the needs of children and not just sell your product. We won't have a big neat curriculum package at the end of one semester - but we may have learned alot and have begun to eliminate some of the wrong approaches. There will be lots of opportunities to do Division I exams or for Division II if students interested in curriculum development to begin a project.

Study groups will be formed to: (1) collect current health care curriculums and develop means to evaluate them; (2) collect and critically evaluate current information on air pollution, smoking, cancer, etc.; (3) develop some curriculum ideas to try out on each other and if they look good enough, to try them with children.

We will work with new science education materials to help break away from the "Final answer" approach to teaching science and will explore and question why anyone might want to teach science to young children. Class will meet two times a week for 2 hours.

(If you have some information we can use in this study, please send it to me even if you don't take the course. Thanks.)



HISTORY OF SCIENCE:

NS 151 THE HISTORY OF AGRICULTURE IN NEW ENGLAND:

A FARMER'S VIEW

Paul Slater

New England was once self sufficient in food production. As the population of the Northeast grew and new land was made available elsewhere, farmers in New England adapted successfully where the land was suitable, while at the same time abandoning unsuitable sites.

It is hardly likely that New England can become self sufficient again, but a review of the region's agricultural past might provide ideas which could help attain a greater degree of self sufficiency than that which currently exists through the development of a more diversified and stable agriculture.

This course, using such readings as Wilson's, *The Hill Country of Northern New England*, Black's, *The Rural Economy of New England and Fodor's Agricultural Trends in the Connecticut Valley, 1800-1900*, will review the agricultural history of the region with an eye toward uncovering discarded agricultural practices which may have current application. Class will meet once a week, for two hours.

NS 250 CAPITALISM AND IMPIRE

(ES 210)

Stan Goldberg and History Group

Please turn to the Social Science course listings for a complete description of this course.

MATH:

NS 160 CONFIDENT CALCULUS

David Kelly

This intensive course will cover the basic concepts, techniques, transcendental functions, geometric interpretations, and physical applications of differential and integral calculus - the material of the traditional two-term "freshman calculus" (see any other college catalogue for further details). We'll meet for four hours of class and an evening problem seminar each week, and the course will include an introduction to the computer.

Students who do not anticipate a continuing study of mathematics or the physical sciences should consider alternative introductions to college math (including NS 161, LC 101, LC 106/206). Students with questions about their mathematical preparation are encouraged to discuss their selection of a math course with one of Hampshire's mathematicians. While book seminars are anticipated, we do not expect a calculus course in the spring.

NS 161 MATHEMATICS FOR SCIENTISTS AND SOCIAL SCIENTISTS

(ES 123)

Ken Hoffman, David Kelly

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

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

Other topics may be included. The computer will be used throughout the course. No previous programming experience is necessary. Class will meet three times a week for one hour plus a weekly problem session.



NS 262

TOPOLOGY AND GEOMETRY

Ken Hoffman

In 1872 Felix Klein set forth his famous Erlanger program, in which each branch of geometry was characterized by the properties of the underlying space which are left invariant under the group of transformations associated with that geometry. We will follow Klein's program in this course, developing first the basic concepts of transformation groups, and proceeding from there to study the topology of Euclidean space, projective geometry, non-Euclidean geometry, metric geometry, and differential geometry, with the bulk of our attention centering on the first three topics. Book seminars will be available the following term for students interested in further work in topology and differential geometry. Although there are no prerequisites, a fairly high level of mathematical maturity and comfortableness with abstract mathematics are essential. Class will meet twice a week for 1 1/2 hours.

NS 263

MATHEMATICAL STATISTICS: THE GENERAL LINEAR MODELS OF STATISTICAL ANALYSIS

David Kelly, Michael Sutherland

Underlying many of the standard statistical procedures such as regression analysis, analysis of variance, and contingency table analysis are common basic mathematical concepts and techniques. Our course will present the student with an opportunity to explore the geometry of model building, the linear algebra and matrix theory necessary for formulating models and the functional analysis useful for model estimation. Throughout the course the $n=1$ theory will be applied and demonstrated on data sets using the facilities and programs of the U.S. Army Computer Center. Class will meet three times a week for one hour.

NS 191

SCIENTIFIC WRITING

Anne Peyton (Faculty Supervisor: Susan Goldhor)

A short, practical course on scientific writing, designed to improve writing ability and style for Division I exams in Natural Science. Students should have topics for their exams in progress; contact with faculty members, a clear understanding of what the exam and paper should entail, and a literature search well under way.

We will meet for approximately six weeks to cover: literature research and evaluation; moving from concepts and ideas to writing; organizing your ideas into logical sequence; graphs and visual, numerical data; rough draft editing and reworking; documentation and bibliographic form and more editing.

The first class will be during the first full week of October. We will meet for six weeks, and your writing should be at a final draft stage by Thanksgiving. The actual time and place will be announced during September.

*Anne Peyton is Media Resources Adviser in the Hampshire Library Center.

Other Mathematical Services

Math Review:

Designed to help students prepare for GRE's, MCAT's, and life, weekly classes on topics from secondary school mathematics will be scheduled each term. Topics will be announced in advance, and students are encouraged to come to those sessions they need most.

Math for the Trepid:

A full course for students who feel uneasy about their mathematical preparation will be offered in the spring.

Introductory Statistics:

Mike Sutherland will arrange small group independent studies to introduce the techniques and concepts of elementary statistical analysis.

Book Seminars:

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

- Advanced Calculus
- Topics in Complex Analysis
- Number Theory

Guest Spots:

Hampshire's mathematicians are anxious to participate in other courses as consultants, guest lecturers, and sources of quick doses of mathematical sugar.

For Spring '77:

We anticipate Division II math courses in Quantitative Methods, Mathematical Economics, and Computer Analysis. We expect to offer courses to lead frequently to Book Seminars in the following term. A Division III Seminar, "Math and the Other Arts," is tentatively planned for Spring.

SCHOOL OF SOCIAL SCIENCE

CONTEMPORARY ANTHROPOLOGY: A SELECTIVE INTRODUCTION
SS 110 L. Glick

CONTEMPORARY ANALYSIS OF SPACE
SS 111 B. Linden, P. McKean and J. Vogt

SOCIOLOGY OF HEALTH AND ILLNESS
SS 112 R. von der LippeECONOMIC PERSPECTIVES ON WOMEN
SS 114 L. NisomoffINTERPRETING OTHER CULTURES
SS 117 B. YngvesonMATHEMATICS FOR SCIENTISTS AND SOCIAL SCIENTISTS
SS 123 (NS 161) K. Hoffman and D. KellyCOMMUNITY: COMMITMENT AND FREEDOM IN UTOPIAS, COMMUNES, AND COLLEGES
SS 124 B. TurlingtonINTELLECTUALS AND SOCIAL CHANGE
SS 125 J. KoplinADULT DEVELOPMENT
SS 129 L. FarnhamTHE OUTSIDERS
SS 130 P. GlazerLIBERTY AND LIBERATION
SS 135 L. MazerSOCIAL ORDER HERE AND THERE
SS 140 R. von der LippeNETROPOLITANISM: THE GOVERNANCE CHALLENGE
SS 145 B. CarrollFROM LEGAL AID TO LEGAL SERVICES: CHANGING CONCEPTS OF LEGAL REPRESENTATION FOR THE POOR
SS 180 O. FowlkesTOPICS IN EDUCATION
SS 181 (SS 120) M. Bruno and M. Grohmann, CoordinatorsPERSONALITY THEORY AND MEASUREMENT
SS 206 R. BirneySEMINAR: PSYCHOTHERAPY
SS 207 L. FarnhamINTRODUCTION TO ECONOMICS
SS 210 F. WeaverCAPITALISM AND EMPIRE: SEMESTER I - LATE MIDDLE AGES TO 19TH CENTURY
SS 214 (NS 250) P. Glazer, G. Frankel, L. Mazer, L. Nisomoff, M. Slater, F. WeaverWHAT'S HAPPENING IN COURT: CONTEST, CONCILIATION AND CONTROL IN THE JUDICIAL SYSTEM
SS 220 B. Yngveson and O. FowlkesTHE INTELLECTUAL AND SOCIAL HISTORY OF SPANISH AMERICA
SS 225 (IA 211) R. Marquez and F. WeaverANTHROPOLOGICAL THOUGHT: EUROPEAN PERCEPTIONS OF NON-EUROPEAN HUMANITY
SS 230 L. GlickTHEORIES OF WOMEN'S LIBERATION
SS 241 J. LandesSEX ROLES, LAW AND SOCIETY
SS 248 L. Mazer and J. RifkinMATHEMATICAL STATISTICS: THE GENERAL LINEAR MODELS OF STATISTICAL ANALYSIS
SS 255 (NS 263) D. Kelly and M. Sutherland

IN ADDITION TO THESE COURSES, DUE TO THE APPOINTMENT OF NEW FACULTY, THERE WILL BE AT LEAST EIGHT OR TEN MORE FALL TERM SOCIAL SCIENCE COURSES IN THE AREAS OF EDUCATION, INTELLECTUAL HISTORY, PSYCHOLOGY, AND POLITICAL SCIENCE. BE SURE TO CHECK THE REVISED CATALOG WHEN IT BECOMES AVAILABLE.

SS 105 CONTEMPORARY ANTHROPOLOGY: A SELECTIVE INTRODUCTION
Leonard B. Glick

Ever since its beginnings as an academic discipline, anthropology has included more subjects than any individual could master: human evolution, prehistory around the world, linguistics, cross-cultural studies of everything from agriculture and technology to religion and child rearing. During the past twenty years or so, it has expanded even more, partly through new connections with other social and natural sciences. Much of what appears in anthropological journals nowadays seems trite, and a full "survey" would bore us all. But a few people continue to develop a core of anthropological insights with unlimited potential for expanding our understanding of what it means to be human, and it is there that I hope to direct attention in this selective introduction.

The course will center on cultural anthropology -- that is, on studies that take explicit account of culturally mediated thought and behavior as the definitive (species-specific) characteristic of human beings. We'll assume two complementary perspectives: (1) human unity: how a specifically human psychological and behavioral structure evolved, and (2) human diversity: how social experience molds individuals into members of groups with characteristic behavior patterns. Our discussions will develop around such basic questions as: Is there a global human nature; and if so, is it fixed and permanent, or are human beings almost infinitely changeable? Why and under what circumstances do people behave "brutally" or "humanely"? Are male and female patterns of behavior generally the same in all societies, or are there societies where the usual roles and expectations are altered or reversed? Why do people hang on so tightly to cultural traditions even while they're becoming "modern"?

The course will meet twice a week for 1½ hours each session. Enrollment is limited to 30.

Hampshire College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other college-administered programs.

SS 108 CROSS-CULTURAL ANALYSES OF SPACE

Barbara Linden, Philip McKean and Jay Vogt

This course takes as its premise the importance of cultural definitions of space and of the relationship between these concepts and other social phenomena. We are interested in studying the specific aspects of social structure and cultural norms by focusing on the use of space in both publicly and privately built environments. Our method in the course will involve close analysis of three different cultures, studying in each case specific structures, and general patterns of spatial awareness in our effort to elucidate the relationship between different cultural phenomena.

The first two weeks of the term will be spent in reading basic works on the above subjects. Field trips will be undertaken to areas known for traditional or innovative "built environments." Film and ethnographic records will allow students to have direct involvement in the process of data collection of this type, and to begin to relate these environments to others discussed in the course.

The next sections of the course will focus on cross-cultural research areas including:

Analysis of Non-Western Cultural Settings:

The effects of modernization and rapid social change: Space and Cultural History in Bali

A Historical Perspective:

Architecture and Social Class: the Study of Industrial Housing in 19th Century England

During the final two weeks of class and in divisional examinations students will present their own research findings, based on studies they have done in each of the general case analyses. These projects may be done individually or in groups, but all students are expected to present results of work accomplished. Papers will be reproduced and distributed prior to the research presentations in order to give students as much opportunity as possible for thoughtful, critical reflection during class time.

The course will meet twice a week for two hours each meeting. Enrollment is limited to 35. A lottery will be held on the first day of class.

*Jay Vogt is a Division III Hampshire College student.



SS 113 SOCIOLOGY OF HEALTH AND ILLNESS

Robert von der Lippe

The aim of the course will be to view health, illness and the healing professions and institutions from a sociological perspective. Traditionally questions of health and illness have been discussed and studied in the biological sciences and in psychology. In the last decade, however, the social sciences in general have been consulted by medical institutions for their views on various aspects of health as they concern the ongoing processes of modern industrialized societies. Social Science's interests in the area are as broad as the disciplines of that area itself since it is felt that the perspectives and skills of the economists, sociologists, psychologists, historians, and political scientists have relevance for many areas of health and illness.

The extent to which social factors may play a part in the creation of health, illness and in the recovery process are general concerns of the course. Questions considered in more intensive detail may concern such subjects as the relationship of (1) to the healing process, the social aspects of death and dying, the social and social psychological factors in mental illness and its treatment, the use of computers and data processing equipment in the delivery of modern medical care, secondary aspects of health and illness, medical care delivery systems, the social aspects of public health and preventive medicine, the social science contributions to epidemiology, and finally, the concern of social scientists with regard to pestilence and plague. The course concludes with a brief look at certain future trends in medicine and the delivery of medical care and with sociology's interest in those trends. Readings for the course will include: René Dubos, *Mirage of Health*; David Sudnow, *Passing On: The Social Organization of Dying*; David Mechanic, *Mental Health and Social Policy*; Robert N. Wilson, *The Sociology of Health*; Burton Rouchie, *Eleven Blue Men* and others.

The course will meet twice a week for 1½ hours each meeting. Enrollment is limited to 30.

SS 114 ECONOMIC PERSPECTIVES ON WOMEN

Laurie Nisomoff

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

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

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

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

SS 117 INTERPRETING OTHER CULTURES

Barbara Yngveson

In this course we will consider some of the promises, challenges and problems of anthropological study as a tool for understanding cultural diversity and social relationships. In the first part of the course we will review and explore some of the problems and promises of anthropological study and the problems and promises of anthropological study as a tool for understanding cultural diversity and social relationships. In the second part of the course we will focus on problems of interpretation by examining topics such as witchcraft, initiation ceremonies, and law. We will be reading essays from Marvin Harris, Gans, Pless, Mars and Nitchey, Becker's *The Outsiders*, and James Spradley's *You Can Yourself a Drunk*.

Finally, we will raise questions about the contributions anthropological study is making to an understanding of humans and human society, and about the usefulness of the anthropological approach. In this section we will read essays from Robin Fox *Encounter with Anthropology*, and from Hyman's *Reinventing Anthropology*.

The class will meet for two 1 and 1/2 hour sessions each week. Enrollment is limited to 20.

SS 123 MATHEMATICS FOR SCIENTISTS AND SOCIAL SCIENTISTS
(NS 161)

Ken Hoffman and David Kelly

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

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

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

Class will meet three times a week for one hour plus a weekly problem session. Enrollment is unlimited.

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

Barbara Turlington

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

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

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

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



SS 125 INTELLECTUALS AND SOCIAL CHANGE

James K'plia

You, as students, have elected to spend approximately four years in an environment where intellectual development is given primary focus. Faculty members have made a life-long commitment to intellectual values. Both groups typically work in a setting (the college campus) which is not apart from, but still redefined in, a larger world which is going through increasingly rapid and often violent social change. How do intellectuals (on-campus and off-campus) view their relationship to society? Can we be clear about our own responsibilities?

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

Jean-Paul Sartre, a case history:

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

General references:

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

A model for change -- China

The Great Road, Agnes Smedley
 Fashism, William Hinton
 100 Day Way, William Hinton

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

Enrollment is limited to 20.

SS 129 ADULT DEVELOPMENT

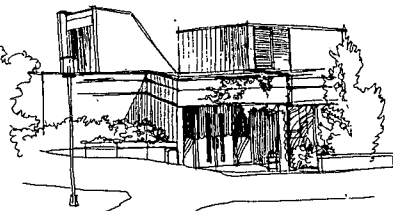
Louise Farnham

There has been little question of the importance of understanding the development of the infant, the child, and the adolescent; much research and theory has focused upon these age groups. Until recently, however, the lives of people older than college students have not been the subject of social scientists' investigations except for the elderly. Interest has been shifting and, as a result, more theoretical and empirical work has become available to inform the study of adult development.

This seminar will be based upon some of that recent work which addresses questions of aging in adult development, career changes in later life, parenthood and the relationship with one's own parents, and so on. In addition to reading and discussing research studies, members of the seminar will be required to conduct research of their own. After discussion of the ethics and methods of such studies, students will complete field assignments dealing with some of the issues in adult development.

The reading for the seminar will include not only reports of research and theoretical discussions, but also relevant biography and fiction.

The class will meet twice each week for an hour and a half each session. Enrollment is limited to sixteen students who will be chosen by lottery only in the term if that is necessary. Five College students are welcome.



SS 130 THE OUTSIDERS

Penna Glazer

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

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

The course will meet twice a week. Students will do two papers. Open to Five-College enrollment. Enrollment unlimited.

SS 135 LIBERTY AND LIBERATION

Lester Mazor

Freedom has many names. Liberty is the one which has been central to politics and political thought since the Seventeenth Century. It figures in key phrases of our constitutional documents ("life, liberty and the pursuit of happiness," "life, liberty and property") as well as in our political rhetoric ("Eternal vigilance is the price of liberty"), in the names of organizations such as the Liberty League and the American Civil Liberties Union, and even on our coins. Liberation, which seems to be a more recent term, we know primarily from (wars of national liberation), from anti-colonial struggles and in the women's movement, from anti-apartheid struggles and in other recent political movements.

This course will explore the meaning of freedom through a close study of these two concepts, both as they appear in formal legal and political philosophy and as they are used in law and politics. Our study of liberty will include some of the works of John Locke and John Stuart Mill, but it will also focus on legal cases in which liberty of contract and freedom of expression have been at issue. We will pursue liberation in the writings of Herbert Marcuse, anarchist libertarians such as Emma Goldman and Peter Kropotkin, and in recent political controversies involving women, children, minorities and colonial peoples.

The course will meet twice a week for 1½ hours each session. Enrollment is limited to 20.

SS 140 SOCIAL ORDER HERE AND THERE

Robert von der Lippe

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

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

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

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

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



SS 145 METROPOLITANISM: THE GOVERNANCE CHALLENGE

R. Bruce Carroll

The description is not available at this time. However, it will appear in the revised course description guide published in August.

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

Oliver Fowlkes

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

What is the relationship between law and poverty?

Is poverty illegal?

How do professional and political constraints affect the poverty lawyer?

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

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

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

The course will meet twice a week and even though field work is not required and the instructor will not be able to find placements for everyone, he encourages and will assist those who want this experience to find it. Lawyers and personnel from legal service offices, public defender programs and governmental agencies will be utilized where possible to help students integrate their reading with actual experiences.

Enrollment is unlimited.

SS 181 TOPICS IN EDUCATION

Merle Bruno, William Grohmann (Coordinators)

The description is not available at this time. However, it will appear in the revised course description guide published in August.

SS 206 PERSONALITY THEORY AND MEASUREMENT

Robert Birney

The course will be devoted to a review of contemporary personality measurement devices and modern theories surrounding their design and use. The latest work of Douglas Jackson, Walter Mischel, Richard McAnis, and David McClelland will be used. Students should expect to serve as their own subjects in the administration of personality measurement devices with the aim of constructing a final term paper based on the material gathered throughout the term. Some familiarity with elementary statistics is necessary, and provision will be made for those who need that training.

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

SS 207 SEMINAR: PSYCHOTHERAPY

Louise Farnham

The focus of this seminar will be upon the process of psychotherapy with emphasis on the therapist/client interaction, reasons for clients' desiring and resisting change and various methods of facilitating change. Reading will include various personal accounts by therapists of their experiences endeavoring to facilitate change as well as more theoretical views of the relationship between personality dynamics and therapeutic strategies.

The seminar will meet once a week for two hours and there will be individual 45 minute tutorials once a week.

Students will be expected to discuss their own work with clients during these tutorials and to relate their experiences with material discussed in the seminar.

Participation in the seminar is strictly limited to students in Division II who are working in field placements during Fall term 1976 or who have worked in field placements during Spring term 1976. The seminar is limited to 8-10 students with written permission of the professor required.

SS 210 INTRODUCTORY ECONOMICS

Frederick Weaver

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

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

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

SS 214 CAPITALISM AND EMPIRE: SEMESTER I (NS 250) LATE MIDDLE AGES TO 19TH CENTURY

History Group (Stanley Goldberg, Penina Glazer, Gene Frankel, Lester Mazor, Laurie Nisnoff, Miriam Slater, Frederick Weaver)

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

In association with these lectures, we are offering a series of mini-seminars which are designed to focus on particular questions in greater depth. These seminars will also offer a forum for further discussion of the issues and questions treated in the lectures. We are encouraging students who are enrolled in the lecture course to plan on taking one or more of these seminars according to individual interest. The seminars are open only to students enrolled in the Capitalism and Empire course in this or previous terms.

The following mini-seminars are being offered for the Fall 1976:

Block A. (First sequence) Tues. & Thurs. 1:30-3 P.M.

1. Feudal Institutions and Society - Lester Mazor
2. European Expansion - Frederick Weaver

Thursday, Sept. 30-Thursday, Oct. 21 (7 sessions)

Block B.

1. Brewsters, Spinners and Farmers: Women and the Origins of Capitalism - Laurie Nisnoff
2. From Natural Law to Natural Rights: Science and the Enlightenment - Stanley Goldberg

Thursday, October 28 - Thursday, November 18 (7 sessions)

SS 220 WHAT'S HAPPENING IN COURT? CONTEST, CONCILIATION AND CONTROL IN THE JUDICIAL SYSTEM

Barbara Yngvesson and Oliver Fowlkes

A basic premise of the Anglo-American judicial system is the concept of deviance by determining responsibility of the individual through the adversary process. But the legal system may also serve to assuage conflict between contestants by pressing on them negotiation and conciliation or by diverting their cases to specialized tribunals. This Division II course will look at various sociological, psychological and legal materials which figure into the decision making process of various courts including District, Superior, Juvenile, Small Claims and Housing Courts. Some issues which will be examined are: symbolic effects of judicial decision making, role of courts in establishing legal norms, and treatment of deviance as social pathology.

The organization of the course will reflect our commitment to the idea that courts can best be understood by using a variety of perspectives and ways of learning. We expect to use novels, as well as works by lawyers and social scientists; judges and other court officials will be incorporated into the course where possible; and there will be field visits to various courts. Also, students will be given the option of carrying out field work as participant observers in courts in the Northampton/Springfield area. Students who take advantage of this option will be expected to form reading/discussion groups in which methodological and ethical questions of field work are dealt with. Students will be expected to lead and participate actively in class discussions and they will also be required to write at least two papers, one of which is a long report based on either field or library research on some aspect of court processes.

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

**SS 221 THE INTELLECTUAL AND SOCIAL HISTORY OF
(HA 211) SPANISH AMERICA**

Robert Marquez and Frederick Weaver

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

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

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


**SS 230 ANTHROPOLOGICAL THOUGHT: EUROPEAN PERCEPTIONS OF
NON-EUROPEAN HUMANITY**

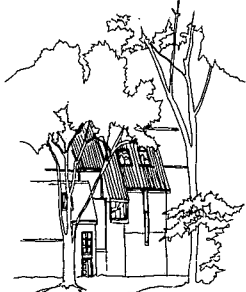
Leonard S. Cline

Medieval Europeans believed that most of the world was inhabited not by human beings like themselves but by an assortment of creatures representing various stages of existence in the Great Chain of Being. From the fifteenth century onward, they were steadily confronted with evidence that there were all sorts of people in the world, and that they were indeed diverse but were obviously human. Nevertheless, some Europeans denied the full humanity of newly encountered people -- usually because it conflicted with their economic interests, their ideological or religious commitments, or both. Others recognized human diversity as a potential foundation for expanded ethical and philosophical conceptions, and drew conclusions accordingly. Eventually, European (and Euro-American) attempts to come to terms with human unity and diversity were incorporated into academic studies, of which the principal modern legacy is called anthropology.

This course will trace the development of modern anthropology from its historical beginnings, with particular attention to persistent themes rather than to ephemeral "schools" or theories. In line with our attempt to achieve a broad perspective, twentieth century anthropology will be viewed as an expression of ideas characteristic of our times and social conditions. We'll conclude with a consideration of the arguments of radical critics who propose to "reinvent" anthropology.

Among the books to be read, wholly or in part, for the course are: George Stocking, *Race, Culture and Evolution*; Marvin Harris, *The Rise of Anthropological Theory*; Margaret Hodgen, *Early Anthropology in the Sixteenth and Seventeenth Centuries*; Roy Harvey Pearce, *The Savages of America*; William Stanton, *The Leopard's Spots*; George Fredrickson, *The Black Image in the White Mind*; and Dell Hymes, *Reinventing Anthropology*.

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


SS 241 THEORIES OF WOMEN'S LIBERATION

Joan Landes

This is a course in social theory -- theory as applied to a set of historically unique problems. The situation of women, the social determinants of sex differences between men and women, the preconditions for full equality between the sexes, and the transcendence of oppressive sexual dualisms in the struggle to create a more fully human community. We will consider a number of important contributions to the theory of women's liberation against the background of some major traditions in modern social thought: liberalism, Marxism and psychoanalysis. Within each of these traditions one can discover a variety of ways in which "woman" is seen, how she is defined and how her situation is explained. Therefore each theoretical perspective which is identified within the women's literature will then be used to elucidate the significant issues as well as the differing policies within the contemporary women's movement. The course will meet twice a week for 1½ hours per session. Enrollment is open to women and men. Five College students are welcome.

SS 248 SEX ROLES, LAW AND SOCIETY

Lester Mazer and Janet Riklin

The roles of women and men are undergoing redefinition in many parts of the world. This change is both stimulated by and reflected in the legal process. This course will examine the changing law relating to issues of sex discrimination. It will begin with an historical overview of laws relating to women in employment, which will be used in part to establish familiarity with principal aspects of the legal process, such as the role of courts, legislatures, administrative agencies, and the practicing bar; the relationship of legal to informal modes of social control; and the dynamics of change in the law. The remainder of the course will focus on other topics, such as the relation of law and society to marriage, family, work, and crime.

The course is a joint effort of the Hampshire Law Program and the University of Massachusetts Legal Studies Program. It will be taught at Hampshire College Mondays and Wednesdays from 1:30-3:00. Enrollment is unlimited.

*Janet Riklin is Assistant Professor of Legal Studies at the University of Massachusetts.

**SS 255 MATHEMATICAL STATISTICS: THE GENERAL LINEAR
(MS 263) MODELS OF STATISTICAL ANALYSIS**

David Kelly, Michael Sutherland

Underlying many of the standard statistical procedures such as regression analysis, analysis of variance, and contingency table analysis are common basic mathematical concepts and techniques. Our course will present the student with an opportunity to explore the geometry of model building, the linear algebra and matrix theory necessary for formulating models and the functional analysis useful for model optimization. Throughout the course the mathematical theory will be applied and demonstrated on data sets using the facilities and programs of the U. Mass. Computer Center.

Class will meet three times a week for one hour. Enrollment is unlimited.

EDUCATION STUDIES

Education Studies, defined as that group of faculty and activities directly sponsored by the Dean of the College Office, ended in Academic Year 1975-76. Most of what had been available to students under that arrangement, however, will continue under a new structure. All courses in education will be offered by School-based faculty. Topics in Education, for example, is offered by faculty from a number of the Schools and is listed under ES. Other courses will be offered by a new faculty member hired beginning July 1, 1976, and those courses will be listed in the revised course description guide published in August under the School in which the person is appointed. A replacement for Gloria Joseph will be hired by the School of Social Science while Gloria is on leave for Academic Year 1976-77, and those courses will be listed in the revised course description guide. In addition, the Residential Learning Center in Greenwich House will continue and the resident coordinator will be hired to work with the Center. The Education Studies Advising Center will also be available next year.

The offerings in Education are not designed to enable students to obtain Massachusetts State Certification as classroom teachers. Students, however, do find it possible to plan a program will be lead to certification. The College will continue next year to provide advice and assistance to students who want to obtain certification.



FOREIGN LANGUAGES

The College will offer one course each semester in French and Spanish. There will be beginning French and Spanish offered in the Fall and intermediate French and Spanish in the Spring. These courses will appear in the revised course description guide published in August.

In addition, there will be courses offered in bilingual/bicultural studies by a faculty member to be hired by the School of Language and Communication. Those courses will also be listed in the revised course description guide.

DIVISION III INTEGRATIVE SEMINARS

SOCIAL SCIENCE WORKSHOPS

IN 301

Linden

**SOCIAL THEORY: MARXISM AND PSYCHO-
ANALYSIS**

IN 305

Landes

Miller

THE HUMAN ENVIRONMENT

IN 307

Tierney

SCIENCE AND STYLE

IN 311

Goldhor

Salch

POLITICS AND SATIRE

IN 314

Miller, Silard,

Bralow, Amateau

**THE ARTISTIC DEVELOPMENT OF PARIS IN
THE NINETEENTH CENTURY**

IN 317

Glantz

NOTE: This is a preliminary listing only. Students are encouraged to request faculty to consider offering additional seminars in particular areas. Students are also encouraged to plan more student-led seminars, with faculty assistance; descriptions of such seminars should be submitted to the Office of the Dean of the College before July 15, 1976.

IN 301 SOCIAL SCIENCE WORKSHOPS

Barbara Linden

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

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

Enrollment: workshops are limited to eight students per month on a first come first served basis.

IN 305 SOCIAL THEORY: MARXISM AND PSYCHOANALYSIS

Joan Landes and Meredith Miller

Marxism and psychoanalysis represent two of the most important movements in twentieth century social and political thought. The confrontation and continuing dialogue between these traditions will provide the focus for this course. We will raise and attempt to answer the question which has concerned feminists, structuralists, critical theorists and members of the New Left. Can psychoanalysis and historical materialism co-exist? We will consider recent efforts to reconcile and dissociate these theories in light of such questions as: Can Marxism offer the basis for a revolutionary critique of the psyche? Does psychoanalysis obscure the historical formation of the individual subject? What is the meaning of materialism within each tradition? and dialectical? How compatible are Marx's method and Freud's method? What parallels can be drawn between the tension of theory and therapy, on the one hand, and theory and praxis, on the other? Is the Marxist theory of alienation or the Lacanian discussion of reification compatible with the Freudian analysis of the processes of repression, domination, illusion and rationalization? Can feminists apply these approaches in an analysis of the feminism of female sexuality within capitalist societies? What is to be gleaned from the Freudian discussion of patriarchy for a Marxist and feminist approach to history? What of the analysis of the family within each theory? Where is the analysis of women to be located within these two problematics? Is the Marxist ontology of labor compatible with the Freudian theory of mind? Can the latter enlighten the Marxist discussion of class consciousness? How different are the categories of civilization and mode of production?

Readings will include extensive selections from the writings of Marx and Freud. In addition we will consider selections and full length works of the following thinkers: Georg Lukacs; Wilhelm Reich; Paul Baran; Herbert Marcuse; Max Horkheimer; T. V. Adorno; Erich Fromm; Russell Jacoby; Bruce Brown; Roman O. Brown; Juliet Mitchell; Eli Zaretsky; Jacques Lacan; Louis Althusser; Paul Ricoeur; Richard Wollheim; and Michael Schneider.

The course will meet once a week for two hours. Enrollment is limited to 20 students. Written statements of interest must be submitted to Joan Landes.

*Meredith Miller is a Division III Hampshire College student.

IN 307 THE HUMAN ENVIRONMENT

Terry Tierney* (Faculty Supervisors: Philip McKean, Ralph Lutz, Marie Bruno, Norton Juster, Earl Poppe, et al.)

This seminar is intended to gather together those of us who have been studying some aspect of the arts or sciences related to it. We all view nature from our own perspective, and the purpose of this group is to share that perspective with the other members in order to provide comment, feedback and broadening of our own views. We intend to explore some of the major environmental issues with which this world is faced, from a cross section of disciplines, interests, and experiences. Surely the problems of resource depletion, energy needs and related social, economic and other questions will touch on the Division III research of those participating.

Some of the readings will be selected by agreement of the members, but we have proposed these: *The Human Prospect*, R. Neibroner; *Defending the Environment*, Joseph Sax; *Ecocatastrophe*, by the Editors of *Science*.

Enrollment is open and the seminar will meet once a week. Contact Terry Tierney (Box 365) if interested in enrolling.

* Terry Tierney is a Division III Hampshire College student.

IN 311 SCIENCE AND STYLE

Susan Goldhor and David Smith

We will attempt to explore the interface between writing and science. To what extent is science influenced by the fact that much of it must be expressed in writing? Is it distorted? Obscured? Clarified? Propagandized? or humanized? Has style, in its turn, been influenced by being used to write science?

Is science separate from art or inextricably intertwined? Is this relationship constant or does it change over time?

How about creativity? Is this always the same, regardless of field? Do scientists and artists think similarly? For that matter, do all scientists or all artists think in a similar fashion? Is thinking the same as creating?

Is science fiction a unique and meaningful hybrid or a sterile anastrosity?

Are there really two cultures?

These are some of the problems which interest us. We hope that your interests will interact with ours before this list hardens into dogma.

The seminar will meet once a week for the fall semester, probably 6-10 P.M., including a pot-luck supper prepared by arrangement with participants, and alternating between Susan's and David's homes. The number of participants will be limited to 12. Students may preregister now, but final selection will take place in September through an interviewing process. Students whose background and/or Division III work reflect the topic will be given priority. If you are strongly interested, contact Susan or David.





IN 314 POLITICS AND SATIRE

Daniel Miller, Michael Silard,
David Brolow, and Chloe Amateau*

This integrative seminar will discuss the world's greatest satirists, comic and tragic, from antiquity to the present time, with critical and historical backgrounds and an introduction on the nature and value of satire. In the first half of the course we will discuss examples of satirical writing by people who are dead.

Topics and tentative discussion leaders include Bob Moagher, classic vision; Franc Smith, Irish satirists; Jess Cloud, Swift; Dick Lyon and David Smith, Mark Twain; Ralph Whithead, twentieth-century United States political humor.

In the second half we will apply what we have learned about satire and laughing to living political commentators such as Buchwald, Sahl, and Baker. The only requirement for admission is a literacy test, which disqualifies you from running for public office in Philadelphia.

We would like students from a variety of backgrounds, foregrounds, and State Fairgrounds, and encourage students who might like to write their own satire to help us laugh, chuckle, and guffaw by answering such questions as "What makes Jimmy Carter smile?"

Richard Lyon will act as faculty supervisor for this seminar.

*Daniel Miller, Michael Silard, David Brolow, and Chloe Amateau are Division III students.

IN 312 ARTISTIC DEVELOPMENT OF PARIS IN THE NINETEENTH CENTURY

Barbara Glantz* (Faculty Supervisor TBA)

This seminar will critically review numerous events (political, religious, technological, philosophical, etc.) and determine their effect on the development of photography, literature, and painting in 19th Century Paris.

Class will meet twice weekly for 2-hour sessions (possibly Tuesdays and Thursdays 10-12 noon). The first class of each week will be devoted to guest speakers knowledgeable in specific areas (e.g., how the Franco-Prussian War and the urbanization of Paris influenced the contemporary writers and painters). The following Thursday, we will discuss the previous lecture and/or analyze the assigned weekly reading. Several literary analysts and art and cultural historians are involved in preparing the weekly topics and readings.

So far the only books selected are *The Masterpieces* by Dail Zola and *The Social History of Art* by Arnold Hauser.

Barbara Glantz is a Division III student.

LEGAL STUDIES

The Law Program is interdisciplinary. We are interested in examining issues in law and society from a variety of perspectives. We seek to organize and support activity across School, divisional, and other boundaries within the College. The activity of the Program includes courses, independent studies, concentrations, Division III projects, public events, field study support and supervision, and the acquisition and maintenance of library and other resources.

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

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

Each year the Law Program offers some courses in Hampshire's Division I, Basic Studies. Like all Hampshire Division I courses, the primary objective of these courses is to develop the student's understanding of the mode of inquiry of the School or Schools in which they are taught and generally to contribute to the student's growth as a learner. These Division I courses are usually topical in nature. During the Fall semester of 1976, we will offer SS125, Liberty & Liberty, by Lester Mazor and from Legal Aid to Local Services, by E. Oliver Fowlkes, SS120.

The Division II courses are the core of the Law Program's content. Students who plan a concentration in law, or, as is often the case, a concentration which includes some aspect of law in it, should look to the Division II courses not only as the foundation, but also as the entry point for their work. This Fall we will be offering two Division II courses, SS220, What's Happening in Court? Content, Conciliation and Power in the Judicial System, E. Oliver Fowlkes and Barbara Yngvesson, and SS246, Sex Roles, Law and Society, L. Mazor and J. Richlin. For other legal studies courses offered in the Five-College area, refer to the Legal Studies Booklet published by the Five-College Coordinator's Office.

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

Students have designed concentrations which draw very largely upon Law Program courses or which include some contribution of the Law Program to their plan of study. These have included concentrations in law and education, prisons, law and inequality, law and theater, juvenile courts, and relevant portions of concentrations in politics, history, economics, sociology, environmental studies, women's studies, urban studies and a number of other fields. Samples of concentration statements are available in the Law Program Center, Patterson Hall, Room 103. Division III projects also have been completed with support in whole or in part from the Law Program. The Law Program regularly sponsors speakers, films, and other social programs. Members of the Hampshire community who have in mind events, which would be appropriate for sponsorship by the Law Program are encouraged to submit for support to the Steering Committee.

No formality of admission or membership is required for participation in the Law Program. The easiest way to indicate your affiliation and to keep informed is by placing your name on the Law Program mailing list so that you will receive notices of Law Program events and activities. This list is maintained by Francis Duda in Patterson Hall, Room 218. The Law Program Center, where students working in the Program may organize and conduct their activities, is in Patterson Hall, Room 103.

R. Bruce Carroll
Franciska Duda
E. Oliver Fowlkes
Ed Greer
Barbara Linden
Lester Mazor
Barbara Turlington
Barbara Yngvesson

OUTDOORS PROGRAM

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

The Outdoors Program for 1976 - 1977 will try to give special emphasis to integrating outdoor and physical learning experiences with the rest of college and life. Programatically that means the Outdoors Program collaborating with Hampshire faculty, staff and students in ongoing courses (a possible example: a canoe trip down the Connecticut River as a part of "The American Literary Landscape") and expanding Outdoors Program courses to include interdisciplinary offerings (like Dave Roberts' "Literature of Great Expeditions" course).

"Fusion of body and intellect" has long been a goal of the O.P. This year the Program will continue to offer body potential work in the form of martial arts and body awareness alongside of climbing and kayaking courses.

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

During January Term and vacations, the O.P.'s major trips and expeditions occur. Climbing trips have included ascents of the Brooks range in Alaska, and five winter trips in the Colorado mountains; kayaking trips have included boating on the Rio Grande in Texas and four spring trips to the Smoky Mountain rivers. Other trips include women's winter camping and canoe and backpacking in Utah.

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

OP 102 KAYAK ROLLING

Eric Evans

This class is for people who have never paddled a kayak and wish to learn the basic strokes. After a mastery of these strokes, a person will learn to do the Eskimo Roll (the art of righting a kayak after it has capsized by use of the paddle). Class will be held in the Robert Crown Center pool at night. Times to be announced in the fall.

Five-College students must negotiate credits with the instructor before finalizing them with their registrars.



OP 103 BEGINNER KAYAK CLASS

Eric Evans

This class will go to nearby flat-water and easy white-water rivers. The goal of this class is to teach people how to handle a kayak with safety and assurance on easy white-water rivers. Class time will be announced in the fall.

Five-College students must negotiate credits with the instructor before finalizing them with their registrars.

OP 105 KATMA YOGA (Beginning)

Yael Ariel

The beginning class will cover learning and practice of basic breathing methods and postures. Emphasis will be placed on developing a healthy and supple body. Time and place to be announced in the fall.

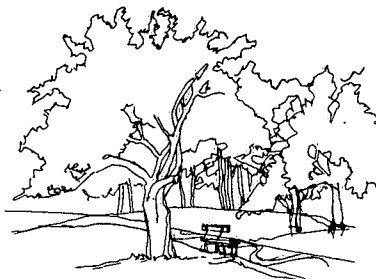
Five-College students will be graded on a pass/fail basis and must negotiate credits with the instructor before finalizing them with their registrars.

OP 106 TOP ROPE CLIMBING

Duborah Cole

This class is for people who have no climbing experience as well as for people who have climbed before and wish to continue top roping. This course will teach people to top rope climb safely and will introduce them to several of the local climbing areas. Class will meet Tuesday afternoon from 1:00 - 6:00 pm and will last only until Thanksgiving vacation.

Five-College students must negotiate credits through the Outdoors Program before finalizing them with their own registrar.



OP 113 TAI CHI CHUAN (Beginning)

Paul Gallagher

Tai Chi Chuan is a "moving meditation". Although at advanced stages the forms might be used for self-defense, early learning of the forms is rather more for health, centerfulness, fluidity and understanding the principles of the ancient Chinese classics. The beginning class will meet on Mondays from 6:30 - 7:45 pm. Place to be announced.

Five-College students will be graded on a pass/fail basis and must negotiate credits with the instructor before finalizing them with their registrars.

OP 114 TAI CHI CHUAN (Continuing)

Paul Gallagher

The continuing class will meet on Mondays from 8:00 - 9:15 pm. Place to be announced.

Five-College students will be graded on a pass/fail basis and must negotiate credits with the instructor before finalizing them with their registrars.



OP 115 SHOTOKAN KARATE (Beginning)

Marion Taylor

Shotokan Karate is an unarmed form of self-defense developed in Japan. It stresses the use of balance, timing, and coordination to avoid an attack and effective means of counterattack to be used only if necessary. The beginning course will cover: basic methods of blocking, punching, kicking, and combinations thereof; basic sparring; and basic kata, a prearranged sequence of techniques simulating defense against multiple opponents. Beginning class will meet Mon., Wed., and Fri. from 3:00 - 4:30 pm. in the south lounge of the Robert Crown Center.

Five-College students will be graded on a pass/fail basis, and must negotiate credits with the instructor before finalizing them with their registrars.

OP 116 SHOTOKAN KARATE (Intermediate)

Marion Taylor

The intermediate class will meet on Tues., Thurs., and Sun. from 7:30 - 9:30 pm. in the south lounge of the Robert Crown Center.

Five-College students will be graded on a pass/fail basis and must negotiate credits with the instructor before finalizing them with their registrars.



OP 118 AIKIDO

Marion Taylor

Aikido is a Japanese form of unarmed self-defense having no offensive capabilities. It depends for effectiveness on the defender maintaining his own balance while redirecting the opponent's attack so as to unbalance him. Aikido techniques allow the opponent's attack to be foiled, the opponent to be helped gently to the ground and pinned there without doing any physical damage to him. The beginning class will learn basic rolling falls both front and rear; methods of leading the opponent off balance and into falling; types of pins; and ways to gain release from various grabbing or holding attacks. All students will meet Tues. and Thurs. from 3:00 - 4:30 pm and Sun. from 3:30 - 5:00 pm.

Five-College students will be graded on a pass/fail basis and must negotiate credits with the instructor before finalizing them with their registrars.

OP 128 WOMEN ATHLETES: A PERSONAL OVERVIEW

(HAA 128)

Joy Hardin

(See HAA 128 for description)

OP 179/279 LITERATURE OF GREAT EXPEDITIONS

(HAA 179/279)

David Roberts

See HAA 179/279 for description.

OP 201 LEAD ROCK CLIMBING

David Roberts, Ed Ward

For people who have some climbing experience but do not yet lead. This class will teach lead climbing. Class will meet Friday afternoons from 1:00 - 6:00 pm and will run only until Thanksgiving vacation. Permission of the instructor is necessary.

Five-College students must negotiate credits with the Outdoors Program before finalizing them with their own registrars.

OP 202 ADVANCED KAYAK CLASS

Eric Evans

This class is for people who have mastered the Eskimo Roll and wish to learn advanced white-water techniques. Class time to be announced in the fall.

Five-College students must negotiate credits with the instructor before finalizing them with their registrars.

OP 206 HATHA YOGA (Continuing)

Yael Ariel

The intermediate class will continue with postures and breathing exercises of more advanced levels. There will also be a greater emphasis on meditation.

Time and place to be announced in the fall.

Five-College students will be graded on a pass/fail basis and must negotiate credits with the instructor before finalizing them with their registrars.

OP 275 TEACHING OUTDOOR SKILLS

Joy Hardin, Ed Ward

This course is for people who are interested in teaching or leading school or community groups, and who have at least one outdoor skill (such as kayaking, backpacking, canoeing, or climbing). The Monday sessions will be devoted to developing our teaching; we will examine and practice figuring out the needs of the group, selecting an appropriate method, and actually teaching. The Wednesday sessions will go out and do some skill together (e.g., orienteering, caving, tracking, rock climbing, etc.) led either by a class member or instructor.

In addition to class sessions, each student will arrange with a school or community group to lead a series of day or weekend trips throughout the semester. Groups we already have contact with include several alternative high schools, a drop-in center, an elementary school, and several Project Adventure programs.

Enrollment is by permission of the instructors and is limited to 12. The class will meet on Mondays from 1:30-3:30 pm. and Wednesdays from 1:30-5:30 p.m.

OP 285 ENVIRONMENTAL ETHICS

(NS 244)

Ralph Letts

Should large groups be grouped into wilderness areas? How much risk to human life is acceptable as an unavoidable cost of energy production? Is it right to impose population control upon other nations? Ought we try to prevent the extinction of endangered species? These questions point to environmental issues which involve ethical dilemmas. They are questions which are not often addressed in depth, because of the wealth of conflicting opinion, and because of the confused, "fuzzy", and frustrating discussions which generally develop. Nevertheless, the ethical issues must be examined because they underlie critical decisions which must be made and should be made thoughtfully. In addition, some authors have suggested that the major crises of our time are symptomatic of a more fundamental ethical crisis.

We will examine the views of a number of authors in the areas of humanitarian, evolutionary, and ecological approaches to ethics. The main thrust of the course will be dealing with the issue of how we can come to an understanding of what is environmentally ethical. We will examine the methods and assumptions of a wide variety of authors. After we have worked with the issue of how we can determine what is right and wrong, we will try to come to some understanding of what is environmentally right and wrong. The students will address questions, such as those asked above, in the context of specific case studies.

Students should expect to do a good deal of reading, to help prepare and conduct some of the classes, and to participate in group discussions. Everyone will be expected to prepare position papers dealing with specific issues. These papers will provide a focus for discussion at a number of meetings.

The course is designed for people who have no prior experience in philosophy, but who have a deep concern about, and a general familiarity with, environmental issues.

Class will meet Tuesday and Thursday, 9-11:00 a.m.



OUTDOORS PROGRAM STAFF PROFILES:

Deborah Cole, secretary/instructor, has been working with the Outdoors Program for the past two years teaching beginning climbing, as well as basically holding down the fort. In the summer of 1976, she and several other Hampshire women will be climbing in the Wind River Range of Wyoming -- the first Hampshire-related all-women climbing trip to date.

Eric Evans, assistant to the director and resident O.P. kayak instructor, has been one of the country's leading kayakers for the past six years and has done extensive river touring, which, at the date of this printing, should include the running of the Radek River in Bhutan where he was a part of the First Himalayan Kayak Descent.

Joy Hardin, instructor and faculty associate in human development in the School of Humanities and Arts, places her energies in the areas of women and physical competence and mind/body awareness and interpretation as well as in teaching methods of teaching outdoors skills. She has an M.A. in education and is currently working on a doctorate in psychological education.

Ralph Letts, the O.P. naturalist and faculty associate in natural science in the School of Natural Science, is currently doing doctoral work in environmental education and interdisciplinary approaches to the man/nature theme. His O.P. courses reflect Ralph's concerns about the environment.

David Roberts, professor of literature and mountaineering, is an experienced mountaineer who has been on twelve Alaskan expeditions. He is also the author of *The Mountain of My Fear* and *Deborah: A Wilderness Narrative*.

Edward Ward, assistant director of the O.P. and faculty associate in human development in the School of Humanities and Arts, is also an experienced mountaineer who has climbed extensively in Alaska, sub-arctic Canada and the American West. Among Ed's concerns within the O.P. are community involvement and methods courses, as well as teaching lead rock climbing and ice climbing.

FEMINIST STUDIES

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

Social Science

Carol Bengeladorf (LV FT 76)

Penina Glaser

Lester Mazor

Joan Landau (LV ST 77)

Laurie Wisnoff

Gloria Joseph (LV AY 76-77)

Miriam Slater

Barbara Turlington

Humanities and Arts

L. Brown Kennedy

Language and Communication

Janet Tallon (LV AY 76-77)

Natural Science

Susan Goldhor

Nancy Goddard

Sumner Oyewole

Janice Raymond

Related courses for Fall Term 1976 are:

HA 128 (OP 128) - Women Athletes: A Personal Overview
HA 144 - Some Aspects of the Mother in Modern Literature
HA 142/242 - Alternative Lifestyles: The Quiet, Non-Violent Revolution in Partnerships
NS 123 - Male and Female Reproductive Function
NS 124/224 - Feminist Theory: Its Relationship to Health and Healing Issues
SS 114 - Economic Perspectives on Women
SS 241 - Theories of Women's Liberation
SS 248 - Sex Roles, Law and Society

THE COLLEGE WRITING LABORATORY

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

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

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

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

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

READING AND WRITING IMPROVEMENT PROGRAM

As a part of the College Writing Laboratory, the program will offer individual and group work in writing, reading, and study skills. Individual programs will be devised according to the needs of the student. In other words, a student may come for help once or many times, may work on a specific project or on general skills, may receive individual instruction or be part of a group, may concentrate on writing or reading and study skills, or any combination thereof. For more information, see Debby Baeal, 212 Library Center, extension 4756.



Following are course descriptions for Five College joint appointees:

Buena Frankel, Assistant Professor of Technology Studies
(at Hampshire under the Five College Program)

1. Smith, Philosophy 238a, **THE SCIENTIFIC REVOLUTION**. A critical examination of the profound transformation in Western thought between 1543 and 1700, which resulted in the creation of modern science. Works to be studied include those of Copernicus, Kepler, Galileo, Bacon, Descartes and Newton.

This course will be co-taught with John Connolly, Assistant Professor of Philosophy, Smith College.

Times: Thursday and Friday, 10-12 noon.

2. Hampshire, Natural Science 124/242, **ENERGY CONSERVATION: ITS SCIENCE AND ITS SOCIAL POLICY**. In this course we attempt to gain an overview of the scientific, technical, environmental and social issues involved in energy conservation, the research topic for the Environmental Science and Public Policy Program in 1976-77. We begin with an examination of the energy concept in physics, looking at conversion processes, the first and second laws of thermodynamics, efficiencies and the various modes of heat transfer. We then study the pollution and waste involved in some of the principal energy-converting and energy-consuming technologies: automobiles, fossil fuel electric plants, nuclear reactors, inorganic farming, disposable packaging. We try to situate these wasteful practices in the context of larger social, exploitative nature of advanced industrial capitalism. Finally, we look at the "gentle" alternatives: solar and wind power, conservation in building design, recycling.

Readings may include: 'Don Clark, *Energy for Survival*; Barry Commoner, *The Closing Circle*; Meadows, et al., *Limits to Growth*; G. Garvey, *Energy, Ecology, Economy*.

Times: Class will meet twice a week for 1 1/2 hours.

Ronald R. Kinsman, Assistant Professor of Judaic Studies
(at Amherst under the Five College Program)

1. Amherst, Religion 21, **THE HEBREW SCRIPTURES**. A literary and historical study of the Bible in the context of Ancient Near East civilization and the subsequent impact of biblical thinking. The course will focus on institutional structures, ethical sensibilities, legal frameworks, and theoretical perceptions in the biblical narrative.

Times: TBA.

2. Amherst, Religion 53, **THE NEW TESTAMENT AND FIRST CENTURY JUDAISM** (three college colloquium in religion) same course as Religion 300a, Smith, and Religion 300a, Mount Holyoke). A study of the interrelationships between early Christianity and Judaism. Topics to be explored include: Jesus the Jew; Messianic Expectations; Jewish Sects and the Victory of Pharisaic Judaism; the Law; Jewish-Christian Relationships. Prerequisite: one course in the Jewish or Christian traditions or permission of the instructor.

This course will be co-taught with Karl Donfried, Associate Professor of Religion, Smith College.

Times: TBA.

Janice Raymond, Assistant Professor of Women's Studies/Medical Ethics
(at Hampshire under the Five College Program)

1. University, Women's Studies 290B, **ISSUES IN WOMEN'S STUDIES** Questions and Non-Questions: Integrating the issues, lecture/discussion. This course will be an *issues* course. It will focus on topics currently being discussed in the Women's Movement in general and Women's Studies in particular. It will use these issues as springboards to discuss the adequacy/ inadequacy of various disciplinary approaches and to introduce what Women's Studies is/should be about. Some issues to be focused on include: women's horizontal violence; separatism; androgyny; individual vs. social analyses; lesbianism; heterosexuality; co-optation; money; the downward mobility syndrome; lowest common denominatorism; structure and structurelessness; women's culture; tokenism; mothers and daughters; and value freedom. Readings for the course will include basic books such as *Sexual Politics*, *Women and Madness*, *Radical Feminism* as well as more recent journal articles and books such as *Against Our Will*, *Of Women Born*, and *Beyond Good and Evil*.

Times: Monday and Wednesday, 4-5:15 p.m.

2. Hampshire, Natural Science 124/224, **FEMINIST THEORY: ITS RELATIONSHIP TO HEALTH AND HEALING ISSUES**. The course will examine patriarchal models of health and healing, especially as incarnated in the Hippocratic tradition of regular medicine. Special attention will be focused upon medicine as "mythopoetic ritual" and science as metaphysics. We will explore the works of modern critics of medicine such as Dubos and Illich -- who have critiqued traditional models of health and health care from a basic philosophical perspective -- with a view toward developing a further feminist analysis. To this end, the course will also explore works of feminist theory and values such as Daly, Rich, Woolf, and selected articles in this area. A course for those who are interested in making "creative connections." Interview with instructor required.

Times: Class will meet twice a week for 1 1/2 hours.

Salma Jean Cohen, Distinguished Visiting Professor of Dance
(at Smith under the Five College Program)

1. Amherst, Drama 29, **THE DIABOLICAL BALLETES RUSSSES**. Beginning with the awakening of Russian art in the late 19th century as the background of Diaghilev and the Mir Iskusstvo group. Then tracing the evolution of the company's repertoire in western Europe from the dramatic use of Slavic folklore through the avant-garde experiments with artists of the School of Paris up to the neo-classical works of Balanchine. Discussions will center on the interrelations of the arts so characteristic of this period, with particular regard to the contributions of Bakst, Benois, Picasso and Stravinsky. Readings will be drawn from contemporary criticism and from memoirs. Recent interpretations of the significance of the Diaghilev era will also be analyzed and evaluated. Prerequisite: a reading knowledge of French.

Times: TBA.

2. Smith, Theatre 322b, **HISTORY OF DANCE THEORY AND CRITICISM**. Readings will be drawn from the period starting with the 17th Century and focusing on theatre dance of the western world. Among the authors to be studied are choreographers like Horewer, Blais, Fokine, and Graham; specialists like Cahusac, Volynsky, and Hoppes; thinkers from other areas like Langer, Valery. Theories will be analyzed as alternative view of dance values, but also in relation to contemporary dance practice. Current criticism will be discussed in relation to its use of philosophical concepts. Prerequisite: a reading knowledge of French.

Times: TBA.

FACULTY

SCHOOL OF HUMANITIES AND ARTS

John Boettiger, associate professor of human development, joined the Hampshire planning staff in 1967, and has devoted himself particularly to exploring experiential and self-reflexive approaches to personal growth. He has taught at Amherst College, from which he has a B.A., and pursued research at the RAND Corporation in California. Professor Boettiger will be on leave Fall Term 1976.

Raymond Kervyn Brady, assistant professor of philosophy, although mainly a scholar of the western philosophical tradition, is also outstanding in Eastern Studies scholarship. He holds a B.A. in philosophy and an M.A. in theology from Notre Dame as well as an A.B. in philosophical theology from Yale University where he is currently a candidate for a Ph.D. He will be on leave S.T. 1977.

Jess Cloud, faculty associate in English literature, is presently concerned with orientalist and "exotic" literatures. His special interests include Shakespeare, the history of ideas and the relationship between science and the humanities. He earned his B.A., M.A., and Ph.D. at Columbia University.

Graham Gordon, assistant professor of human development, earned his A.B. in mathematics at Southwestern College in Memphis and an M.Div. at the Louisville Presbyterian Seminary. He was awarded a Fielding Walker Fellowship in doctrinal theology for study at the New College of the University of Edinburgh, Scotland. He is also co-moderator of the Dukin House.

Linda Gordon, assistant professor of human development, holds an A.B. in psychology from Adelphi University. Prior to coming to Hampshire, she was associated with South Hampton College on Long Island, where she worked with experimental education groups. She shares the mastership of Dukin House with her husband.

Van R. Halsey, Jr., dean of admissions and associate professor of American Studies, was associate director of admissions at Amherst College from 1956 to 1969. His special interests include teacher training and the production of new history materials for secondary schools. His B.A. is from Rutgers University and his Ph.D. from the University of Pennsylvania.

Joy Hardin, faculty associate in human development, is also an instructor in the Outdoors Program at Hampshire. She completed her undergraduate work at Earlham College and has studied at Temple University and the University of Massachusetts where she is a candidate for the Ed.D. degree.



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

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

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

Norton Juster, associate professor of design, is a practicing architect, designer, and writer whose books include *The Phantom Tollbooth*, a children's fantasy, and *The Dot and the Line*, a mathematical fable made into an Academy Award-winning animated film. His B. Arch. is from the University of Pennsylvania, and he studied at the University of Liverpool on a Fulbright scholarship.

Louise Brown Kennedy, assistant professor of literature, is interested mainly in the Renaissance and the seventeenth century with particular emphasis on Elizabethan and Jacobean drama, Shakespeare, the metaphysical poets, and Milton. She received a B.A. from Duke University and an M.A. from Cornell where she is a candidate for a Ph.D.

Jerome Lieblich, professor of film studies, has produced several award-winning films and has exhibited at the Museum of Modern Art, George Eastman House, and other museums. He has taught at the University of Minnesota and State University College at New Paltz, New York. Professor Lieblich will be on leave A.Y. 1976-77.

Richard C. Lyon, professor of English and American Studies, was chairman of the American Studies curriculum at the University of North Carolina at Chapel Hill and Hampshire's first Dean of the College. He holds a Ph.D. from the University of Minnesota and is editor of *Santa Ana on America*. He has a joint appointment with the School of Language and Communication. He will be on leave Spring Term 1977.

Robert Marquez, associate professor of Hispanic-American literature, has worked for the World University Service in Peru and Venezuela, served as area coordinator of the migrant education program at Middlesex County in Massachusetts, and published translations of Latin American poetry. He holds a B.A. from Brandeis and a Ph.D. from Harvard. He will be on leave Spring Term 1977.

Elsie Mayes, associate professor of film studies, has a B.A. in art from Stanford. She did graduate study in painting and photography at the University of Minnesota. Her photographs have appeared in many exhibitions and publications.

Francis McClellan, assistant professor of dance, received a B.S. in dance from the Juillard School of Music and an M.Ed. from the University of Massachusetts. She was a member of the Joan Kerr Dance Company and the Anna Sokolow Dance Company; she has also assisted Louis Lomax. She is a certified teacher of Latin American and Effort/Shape Movement Analysis. She has reconstructed several works from Lomax's scores. In addition to being a dancer and choreographer, Francis has studied sensory awareness with Charlotte Selver.

B. Randall McClellan, assistant professor of music, received his B.M. and M.M. from the University of Cincinnati and his Ph.D. from the Eastman School of Music. He has taught music theory in composition at West Chester State College, Pennsylvania, where he was also director of the electronic music studio. An active composer-performer of orchestral, chamber, choral, and electronic music, he also enjoys singing in the style of North India. He is an arranger of "sound awareness training" about which he has written a book, *The Soundless Sound*. His current studies include sensory awareness with Charlotte Selver and the music of non-western cultures. His music is published by Western International Music and by Seasaw Music Press and his electronic music is available on Opus One Records.

James McIlwaine, assistant professor of music, was born and persuaded on the Texas Gulf Coast. After a B.M. at North Texas State, he became a Master of Musical Performance and Composition at Yale. A California hermitage was interrupted by Hampshire College in 1972. Constant work in European, jazz, and pop styles has resulted in equal fluency in each of these idioms, but his musical roots still lie firmly anchored in the gospel, symphony, salsa, and rhythm-and-blues of the South. Recent compositions include music for children's theatre, a choral piece with electric band, a set of piano pieces, a piano trio, and about a hundred songs and jazz tunes. Recent performances include appearances at Carnegie and Alice Tully Halls and, during a recent leave of absence, gigs at several San Francisco clubs, along with a studio work in Los Angeles. Works-in-progress include numerous songs, musical settings of *King Lear*, and a rock theatre piece.

Robert Naugher, associate professor of philosophy of religion, has a B.A. from the University of Notre Dame and an M.A. from Chicago. His publications include *Personalities and Possibilities*, *Tooling Stones: Rethinking the Political*, and *Gave Notes*. He has taught at the University of Notre Dame and at Indiana University. Professor Naugher will be on leave during the Fall Term 1976.

Joan Murray, assistant professor of art, is a graduate of Hampshire College, and earned her M.A. in painting and color theory at Goddard College.

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

Lawrence Pichot, assistant professor of history, has been a political writer and commentator for the BBC for whom he once narrated several documentaries. He earned a B.A. at London University and an M.Sc. and Ph.D. at the London School of Economics. Besides specializing in Hegelian-Marxian philosophy and the history of political ideas, he is an accomplished poet, translator, and film maker. He will be on leave Spring Term 1977.

Earl Pope, associate professor of design, holds a B.Arch. degree from North Carolina State College at Raleigh and has been design and construction critic for the Pratt Institute in New York City. He has been engaged in private practice since 1962.

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

David Roberts, associate professor of literature and mountaineering, holds a B.A. from Harvard University and a Ph.D. from the University of Denver. He is the author of *The Mountains of Bygone*, a book about mountain climbing, and *Roberts: A Wilderness Narrative*.

Elleanor Skinner, faculty associate in human development, holds a B.A. in English literature and an M.Ed. in counselling from the University of Massachusetts, and an M.A. in higher education from the University of Wisconsin. She was a Five College Fellow in 1971-72, and is currently assistant master of Dukin House.

David E. Smith, professor of English, holds a B.A. from Middlebury College and a Ph.D. from the University of Minnesota. He has taught at Indiana University, and his interests include colonial American writing, nineteenth-century American literature, and American intellectual and religious history.

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



Ray Superior, associate professor of art, earned his B.F.A. at the Pratt Institute in New York and his M.F.A. at Yale University. He has also studied at the Instituto Allende in Mexico. He has had several years experience in teaching drawing, painting, and printmaking, and has exhibited his work at a number of northeastern colleges and museums.

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

Edward Ward, faculty associate in human development, received his B.A. from the University of Minnesota and his M.Ed. from the University of Massachusetts. He has been a member of the Outdoors Program since 1971.

*Appointment pending.

SCHOOL OF LANGUAGE AND COMMUNICATION

Nancy Frisberg, assistant professor of linguistics, has a B.A. from the University of California at Berkeley, and an M.A. and Ph.D. from the University of California at San Diego. She has done research on various aspects of American Sign Language (including children's acquisition of the language, historical development, morphological and phonological patterns, etc.) at the Salk Institute and the National Technical Institute for the Deaf. She is also affiliated with the Registry of Interpreters for the Deaf.

Allen Hanson, assistant professor of computer science, has a B.S. from Clarkson College of Technology, and his M.S. and Ph.D. in electrical engineering are from Cornell University. From 1969-1973 Mr. Hanson taught in the Computer, Information, and Control Sciences Department at the University of Minnesota. He has particular interests in the areas of undergraduate computer science curriculum development, artificial intelligence and machine perception, and the application of computer technology to nontechnical areas. Mr. Hanson is Coordinator of the School of Language and Communication.



David Kerr, assistant professor of mass communications, has a B.A. from Miami University in Ohio, an M.A. from Vanderbilt University, and is completing his Ph.D. at Indiana University. His teaching experience includes courses in radio-TV, Journalism, and English. He will be on leave Spring Term 1977.

James Koplin, associate professor of psychology, received his B.A., M.A., and Ph.D. from the University of Minnesota, and taught at Vanderbilt University before coming to Hampshire. His special interests are psycholinguistics and cognitive psychology. He has a joint appointment with the School of Social Science.

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

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

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

Michael Radetsky, assistant professor of philosophy, received a B.A. from Cornell University, an M.A. from the University of California at Berkeley, and is working on his doctorate at Berkeley. A Ford-Wilson Fellow, his special interests are philosophy of action and philosophy of psychology. Mr. Radetsky will be on leave for the academic year 1976-77.

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

Neil Scilling is assistant professor of psychology. He has a B.A. from Amherst College and a Ph.D. in psychology from Stanford University.

Janet Tallman, assistant professor of anthropology, received a B.A. from the University of Minnesota at Minneapolis and is completing her doctorate at the University of California at Berkeley. She has conducted field work in Yugoslavia on social interaction patterns in rural and urban Serbia and has worked in an editorial capacity for the *Kroeber Anthropological Society Papers*. Ms. Tallman will be an exchange professor at Evergreen State College in the fall and will be on leave Spring Term 1977.

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

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



SCHOOL OF NATURAL SCIENCE

Herb Bernstein - associate professor of physics, teaches a unique and revolutionary 3-semester physics sequence starting with Quantum Mechanics for the Millions and progressing through Electricity and Magnetism to Vector Mechanics. Is the only theoretical physicist we know with patentable ideas and a real interest in how things work. Interested in quantum mechanics, relativity and biophysics. Ph.D. from U.C. San Diego, and worked at Brookhaven, the Institute for Advanced Studies at Princeton, The Institute for Theoretical Physics in Louvain, Belgium, the Technion at Haifa, Israel, SIAC, and the Hudson Institute. Herb will be on leave fall semester 1976 and spring semester 1977.

Mary Beth Bernstein - assistant professor of biology, got her Ph.D. from the University of Oregon, with a study of the micro-organisms that inhabit the inside of Douglas Fir needles. She's taught at the University of Oregon, the University of Hawaii, and California Polytechnic State Univ., and has a major interest in micro-ecology, a field which she's pioneered.

Merle Bruno - assistant professor of biology, received her Ph.D. in sensory neurophysiology (especially vision) but also interested in elementary school science teaching. Publications and courses reflect both interests equally. Has had NSF support for her workshops for science teachers from local public schools. Work on crustacea and vertebrate sensory neurophysiology has been supported by the NIH and Grass Foundation.

Ray Coppinger - associate professor of biology, has worked at the Woods Hole Oceanographic Institute, the Smithsonian Astrophysical Observatory in Cambridge, the U.S. Fish and Wildlife Service, and the Beebe Tropical Research Station in the West Indies. Holds a 4-college Ph.D. (Amherst, Smith, Mt. Holyoke, U. Mass.). Varied interests include philosophy, forest management, animal behavior, New England canids, monkeys in the Caribbean, African ecology, biosocial human adaptation (anthropology/ecology) and meowry theory (book in progress). Ray has been a past New England sled dog racing champion and has originated his own breed of sled dog. Ray will be on leave fall semester 1976 and spring semester 1977.

Jane Egan - assistant professor of animal behavior, received her B.A. in archaeology and anthropology and her Ph.D. in animal behavior from Cambridge University. Her research interests are in physical anthropology, studying the effects of environmental factors on the development of behavior in humans and other animals. She is a member of Survival International, which is involved in preventing the exploitation and/or extinction of indigenous tribes (hunters and gatherers) and other exploited groups. Jane will be on leave fall 1976.

John Foster - professor of biology, previously taught biochemistry at the Boston University School of Medicine and was a director of the Science Curriculum Improvement Program for the NSF. He holds a Ph.D. in biochemistry from Harvard. In addition to his involvement in biochemistry and in human biology, he is interested in amateur electronics, ecology and field biology, and white-water canoeing.



Dugene Frankel is a 5-College joint faculty member housed at Hampshire. He is assistant professor of technology studies, with a specialty in the history of technology. His Ph.D. is from Princeton, and he was on the faculty of Trinity College before joining us. In addition to teaching numerous aspects of the history of technology, he also is active in our science policy program, and particularly in areas having to do with the history, assessment and alternatives to energy policy.

David Gaw - associate professor of chemistry, holds a B.Sc. from the University of London in chemistry and a Ph.D. in physical inorganic chemistry from the University of the West Indies. He formerly taught at Xavier College in Sydney, Nova Scotia. His interests include Caribbean affairs, physical chemistry, kinetics, reactions in electromagnetic fields, bio-inorganic chemistry, chemistry for the consumer, and, in particular, the mechanism of chemical reaction. David will be on leave spring semester 1977.

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

Stan Goldberg - associate professor of history of science, taught at Antioch College, was a senior lecturer at the University of Zambia, and a post-doctoral fellow at the Smithsonian Institution. He currently has an NSF grant for a study of early 20th century physics. His Ph.D. is from Harvard. His teaching interests include physics, history of science, science and public policy, and photography.

Susan Gulbhor - Dean of the School of Natural Science and associate professor of biology, obtained her Ph.D. in embryology from Yale University. She has held positions at Yale's biology department, Hecotopia University in Ankara, Turkey, and Stanford University where she worked in cancer research. Interests also include science fiction, evolutionary genetics and adaptations, the literature of natural history, and women in science.

Courtney Gordon - assistant professor of astronomy, holds a Ph.D. from the University of Michigan. Her work includes studies at the Royal Greenwich Observatory in England, the Harvard College Observatory, the Arecibo Observatory, and the Kitt Peak National Observatory. She has assisted as scientist at the National Radio Astronomy Observatory in Charlottesville, Va. In addition to astronomy, Courtney is interested in relativity, cosmology, extraterrestrial communication, codes for cipher and animal communication (dolphins and chimps). She is a member of the Five-College Astronomy Department.

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

Nike Gross - assistant professor of the history of science, received his B.S. in chemistry from Brooklyn College and his Ph.D. in 19th century physiology from Princeton. His interests include the history of biology, especially evolution, physiology, embryology, and molecular biology; history of social and behavioral sciences; science and social thought; and modern European social and intellectual history. Nike will be on leave fall 1976 and spring 1977.

Everett Hefner - professor of experimental physics, was an associate physicist with the Brookhaven National Laboratory, a NSF fellow at Cambridge University and a faculty member at the University of Rochester, where he received his Ph.D. His interests include the physics of electronic music, nuclear physics, cosmic rays, environmental science, holography and APL. He served as the first Dean of the School of Natural Science at Hampshire.

Ken Hoffman - associate professor of mathematics, has an M.A. from Harvard, where he also served as a teaching fellow. He was chairman of the mathematics department at Talladega College in Alabama during 1967-70. In addition to algebraic number theory and combinatorics, Ken's interests include education, American Indians, field botany, and farming.

David Kelly - associate professor of mathematics, has taught at New College, Oberlin, Talladega College, and Boston University. He holds an M.S. from MIT and continues his training at Dartmouth. He has, since 1971, directed the NSF supported Summer Math Program for high school students at Hampshire. His special interests are analysis and the history of mathematics.

Allan Krass - associate professor of physics and science policy assessment, was educated at Cornell and Stanford, where he received his Ph.D. in theoretical physics. He previously taught at Princeton, U.C. at Santa Barbara and the University of Iowa, as well as the Open University in England. His interests include physics, science and public policy (particularly arms control) and the environment, where he has worked on flood control and nuclear energy. Allan will be on leave fall semester, 1976.

Nancy Lantry, associate professor of chemistry, holds a Ph.D. from MIT. She has worked as a research associate at MIT and Amherst College and has taught at Smith College and the Center-Dickinson School of Nursing. She has also coordinated a chemical analysis lab as part of the Mill River Project in Northampton. Her interests include stereochemistry and organic molecules, environmental chemistry, science for non-science students, the bassoon, and nature study.

Ralph Latta, faculty associate in natural science and naturalist in the Outdoors Program, is currently doing doctoral work in environmental education and interdisciplinary approaches to the man/landscape theme. Ralph's courses reflect his concerns about the environment.

Lynn Miller, professor of biology, has taught at the American University of Beirut and at Adelphi University. He has a Ph.D. from Stanford. His principal interests are applied microbiology (composting, sewage treatment, fermentation) and social aspects of genetics (agriculture, genetic engineering, genetic counseling) as well as stress and disease. He is especially interested in working with students on independent study, tutorials and small group projects. His research concerns ergosterol metabolism in yeasts and PTC tasting in humans.

Sandra Owsen, assistant professor of microbiology, does research in biochemistry at the University of Massachusetts in addition to teaching at Hampshire. She received her Ph.D. from the University of Massachusetts. Her research involves membrane development, structure and function. In addition she is interested in microbiology from a public health standpoint in developing countries, research on the microbial contribution to energy production, the microbes that inhibit us, and cancer.

Janice Raymond, assistant professor of women's studies and medical ethics under the Five College Program. She is a Ph.D. candidate in a joint program of Andover Newton Theological School and Boston College, in religion and society. Before coming to Hampshire she taught at Boston College, the New School for Social Research, Andover Newton Theological School, and U. Mass, Boston. She is interested in the past, present and future of women's healing, abortion, the sexual politics of mental health, and women's health care delivery.

John Reid, assistant professor of geology, has pursued his lunar surface and earth's interior research at the Smithsonian Astrophysical Observatory in Cambridge, the Geochronology Laboratory at MIT and Rensselaer Polytechnic Institute. He received a Ph.D. from MIT. He previously taught in three high school physics programs. His professional interests center around volcanology as a means of understanding the chemical evolution of the earth and the use of volcanoes as a source of geothermal power. John moves rapidly between research labs at MIT and Los Alamos, but returns to Hampshire to continue his teaching which has covered areas like the evolution and natural history of the Connecticut River Valley, heavy metal poisoning in nearby towns, meteorology, and white water canoeing.

***Paul Slater**, faculty associate in agriculture and planning, received his B.S. and M.R.P. (Master in Resource Planning) from the University of Massachusetts. He is currently a member of a subcommittee of the Governor's Commission on the Status of Women in Agriculture, Food Policy, and Land Use Reform, and is an agricultural consultant to the Hampshire County Planner. Paul's interests cover the broad issues of land use and resources, particularly in New England.

***Jonathan Souvaine**, faculty associate in science and public policy, has an A.B. from Columbia College and a J.D. from Harvard Law School. He is Executive Director of the Massachusetts Public Interest Research Group, Amherst, Massachusetts.

Mike Sutherland, assistant professor of statistics, holds an interschool appointment in Natural Science and Social Science. He has been a consultant with the Systems Management Corporation in Boston and has worked on problems involving applications of statistics to the social sciences. His Ph.D. is from Harvard. His interests include mathematics, statistics, philosophy, carpentry, machinery, automobiles and people.

Lou Wilcox, associate professor of biology, holds a Ph.D. from Cornell in plant pathology. He has held faculty positions at Lycoming and Earlham Colleges and was director and professor of biology at the Fakahatchee Environmental Studies Center in Goodland, Florida. His special interests are tropical ecology, particularly mangrove swamps, the structure and function of natural and manmade communities, problems of food supply and environmental studies. He was responsible for establishing and directing the program in Bahamian ecology at Earlham College. Lou will be on leave spring semester 1977.

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

Ann Woodhill, assistant professor of biology, is especially interested in physiology and neurobiology, biochemistry and molecular biology, and molecular evolution. Her teaching experience includes mathematics in Nigeria as a Peace Corps volunteer, and during spring semester presented a course in the Neurobiology Department at Harvard University. She received her Ph.D. from the University of Washington.

***Michael Woolf**, visiting associate professor of physics, is an experimental low temperature physicist who enjoys teaching astronomy, electronics, fluids, shape changes with time (and, of course, plain old physics). His Ph.D. is from Berkeley, and he worked at Bell Labs before moving on to the U.C.L.A. faculty. He was lured to Hampshire by a love for undergraduate teaching and a taste for New England farming, which he continues to try.

*Appointment pending.



SCHOOL OF SOCIAL SCIENCE

Richard M. Albert, assistant dean of the college and assistant professor of political science, has served on the research staff of the Urban Institute in Washington, D.C. His B.A. is from Hobart College and his Ph.D. from Harvard.

Carolee Bengelsdorf, assistant professor of political science, holds an A.B. from Cornell, studied Russian history at Harvard, and is working on a doctorate in political science from MIT. She is interested in political development in Southern Africa and other Third World areas. She has conducted research in Algeria, Cuba, and Peru, and has been a school teacher in Kenya and Honduras. Professor Bengelsdorf will be on leave Fall Term 1976.

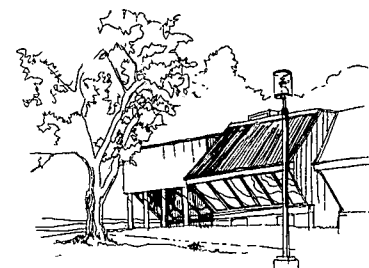
Robert C. Birney, Vice President of Hampshire College and professor of psychology, was a member of the Four College Committee which helped plan Hampshire College. He served as the first Dean of the School of Social Science and before that was chairman of the psychology department at Amherst College. Holder of his B.A. from Wesleyan University, he earned his Ph.D. from the University of Michigan.

R. Bruce Carroll, associate professor of political science, has taught at Middlebury and Smith Colleges, where he also directed Washington summer internship programs. His B.A. is from the University of Vermont and his Ph.D. from the University of Chicago.

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

E. Oliver Fowlkes, assistant professor of law, received a B.A. from Southwestern College, Memphis, and a J.D. from Memphis State University School of Law. He has been engaged in a variety of legal projects involving civil liberties, welfare recipients, housing legislation, and mental hospitals.

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



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

Edward Graer, associate professor of political science, received a B.A. from Columbia College and a J.D. from Yale Law School. He has been engaged in urban politics in Gary and directed the urban affairs program at Wheaton College. In addition to articles on urban politics, he is the author of *Big Steel, Little Steel* and editor of a reader, *Black Liberation Politics*.

William Grohmann, assistant professor of education and Master of House III, has a B.A. from Cornell and an M.A. from Columbia and is preparing a doctoral dissertation for Union Graduate School. He has been a Peace Corps teacher in Micronesia and an assistant dean of students at Columbia. His area of special interest is non-traditional alternatives in higher education.

Gloria I. Joseph, professor of education, has a B.S. from New York University and a Ph.D. from Cornell University. At the University of Massachusetts where she was associate professor of education, she served as co-chairman of the School's Committee to Combat Racism, and at Cornell she was assistant dean of students, director of the Committee on Special Educational Projects' counseling service, and associate professor in the African Studies and Research Center. Professor Joseph will be on leave Academic Year 1976-77.

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

Joan B. Landes, assistant professor of political science, holds a B.A. from Cornell University and an M.A. from New York University, where she completed her doctorate in 1975. She was formerly an assistant professor of political science at Bucknell University. Her research interests are on the theoretical foundations of the women's liberation movement. She is also interested in political theory, American politics and political development. Professor Landes will be on leave Spring Term 1977.

Barbara Harrison Linden, associate professor of sociology, has a B.A. from Syracuse University and a Ph.D. from Columbia, where she also taught and served as architectural consultant for problems in college housing at the University. Her academic interests include urban blight and the sociology of education.

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

Philip P. McKean, assistant dean of academic advising and associate professor of anthropology, received a B.D. from Yale Divinity School and an M.A. and Ph.D. from Brown University. He has served as a university chaplain in Djakarta, Indonesia, and at Brown, and as a Clergyman in Rhode Island. His research and publications examine cultural change and modernization in Bali, religion and ritual.

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

Anson Rabinbach, assistant professor of history, holds a B.A. from Hofstra University and an M.A. and a Ph.D. from the University of Wisconsin, where he also taught European history. He is interested in modern, social and intellectual history with special emphasis on Central Europe. Professor Rabinbach will be on leave Academic Year 1976-77.

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

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

Barbara Thurlington, dean of the college and assistant professor of political science, has taught at Connecticut College and Mount Holyoke College. She attended Swarthmore College and has a B.A. from the American University at Beirut. She did graduate work at Columbia University.

Robert von der Lippe, associate professor of sociology, was director of the National Institute of Mental Health graduate training program in the sociology of medicine and mental health at Brown University. He has also taught at Columbia University and at Amherst College. His B.A., M.A., and Ph.D. degrees are from Stanford University.

Stanley Warner, associate professor of economics and Master of Merrill House, holds a B.A. from Albion College, an M.A. from Michigan State, and a Ph.D. from Harvard. His research and teaching interests include American economic history, economic development, and industrial organization. He has taught previously at Santa Cruz and Bucknell. Professor Warner will be on leave Academic Year 1976-77.

Frederick S. Weaver, associate professor of economics has a B.A. from the University of California at Berkeley and a Ph.D. from Cornell University. He has done research in Chile as a Foreign Area Fellow and has taught economics at Cornell and the University at Santa Cruz. His special interest is the historical study of economic development and underdevelopment.

Barbara Yngvesson, associate professor of anthropology, received her B.A. at Barnard College and her Ph.D. at the University of California at Berkeley. She specializes in the anthropology of law and social organization, and has done field work in Peru and Sweden. She has also worked for the Department of Native Affairs in Papua, New Guinea. Professor Yngvesson will be on leave Spring Term 1977.



SCHEDULE OF CLASS MEETING TIMES
FALL TERM 1976

SCHOOL OF HUMANITIES AND ARTS

CLASS SCHEDULE

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
HA 102 Chekhov	C. Hubbs		16-Div I	TBA	ARB
HA 108 Color	A. Hoener	Open	None	TTh 1030-12	FPH ELH
HA 110 Film Workshop I	TBA	Lottery	12	T 1-5	
HA 115/		Beg-1st Come	25	TBA	
215 Studio Exp-Dance	TBA	Int-1st Come	25	MW 1-230	Dance Studio
		Adv-1st Come	25	MW 11-1230	Dance Studio
		1st Come	15	TTh 930-1130	ARB
HA 122 Painting Workshop	J. Murray				
HA 123/		Instr Int	16	MW 10-12	Dakin Masters
223 Free to Be	L. Gordon/G. Gordon				
HA 127/		1st Come	25	MWF 11-12	EDH 15
227 Approaching Poetry	D. Roberts	1st Come	12	MW 11-1230	EDH 16
HA 128 Women Athletes	J. Hardin/J. Abramowitz				
HA 130/		Open	None	F 9-12	FPH 104
230 Theology	R.K. Bradt			TBA	
HA 131 Natural Way to Draw	L.B. Clark/R. Superior				
HA 132/		Open	None	MW 130-330	PH D-1
232 Chesnutt & Dunbar	E. Terry	1st Come	16	TTh 11-1	PH D-1
HA 134 College Writing	E. Terry	Open	None	MW 130-330	FPH 108
HA 135 Emerson/James/Santayana	R. Lyon	Chorus-Open	None	TTh 7-9pm	FPH ELH
HA 139/		Singers-Audition	None	TBA	
239 Hampshire Chorus	J. McElwaine	Madrigal-Audition	24	TBA	
HA 142/		Instr Int	12	TTh 10-12	Dakin Asst. Mast.
242 Alternative Lifestyles	E. Skinner/C. Tierney		16	TBA	
HA 143 Symbol and Psyche	J. Boettiger	Open	None	Th 10-12	FPH ELH
HA 144 Mother-Mod Lit	L. Pitkethly	Lottery	24	MTh 130-430	CSC 3rd Fl
HA 145 Perception/Communication	N. Juster/E. Pope	Open	None	TTh 130-330	PH D-1
HA 147 Mark Twain	E. Terry				
HA 149/		Open	None	TBA	
249 Mother Russia	J. Hubbs	Lottery	15	M 1-5	Photo Lab
HA 150 Still Photo Workshop	E. Mayes				
HA 151/		1st Come	75	TTh 130-3	ARB
251 Visual Formulation	A. Hoener, et al	1st Come	30	TTh 930-11	Dance Studio
HA 155 Jazz Dance I	R. Jones	Open	None	TTh 9-1030	FPH 107
HA 157 Music Lab	J. McElwaine				

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
HA 158 Sound Awareness	R. McClellan	1st Come	15	MWTh 130-3	FPH 107
HA 162/		Instr Int	None	M-F 7-11pm	PAC
262 Rehearsal/Performance	L. O'Brien	Open	None	TBA	
HA 170 Individuation-Jung	J. Boettiger				
HA 172/		Open	None	TTh 1030-1230	FPH 107
272 Song	J. McElwaine	Open	None	MW 10-12	PAC
HA 177 Acting Workshop	L. O'Brien				
HA 179/		Open	None	TTh 1030-12	EDH 15
279 Lit of Great Exptns	D. Roberts	1st Come	16	TBA	
HA 180 Dostoevsky	J. Hubbs	1st Come	15	MW 9-1030	Dance Studio
HA 184 Improv Dance	F. McClellan	Chamber-Audition	None	MW 3-5	EDH 4
HA 191 Chamber Music	J. McElwaine	Improvisation-Open	None	MW 6-9pm	FPH ELH
HA 197/		Open	None	TTh 9-11	EDH 16
297 U.S. History	V. Halsey	Instr Per	15	TTh 11-1230	PH C-1
HA 203 Five Writers	L.B. Kennedy	Instr Per	12	M 1-5	FPH ELH
HA 210 Film Workshop II	TBA	Open	None	TTh 930-11	CSC 113
HA 211 Spanish America	R. Marquez	Instr Per	None	W 9-2	Blair
HA 220 Film/Photo Studies	E. Mayes	Open	None	MW 11-1230	CSC 113
HA 224 Shakespeare	J. Cloud	Instr Per	12	T 1-5	Photo Lab
HA 225 Photo Workshop	E. Mayes	Open	None	F 130-4	FPH 106
HA 228 Metaphysics II	R.K. Bradt	Instr Per	6	TTh 9-12	Photo Class
HA 235 Animated Film	E. Mayes/S. Oakes	Instr Per	None	TTh 930-1230	ARB
HA 236 How to Draw	R. Lyon	Open	None	TTh 11-1	FPH 108
HA 237 Twain/James/Crane	F. McClellan	Instr Per	10	MW 730-9	Dance Studio
HA 244 Dancing & Performing	R. Marquez	1st Come	20	TTh 130-3	CSC 113
HA 254 Conrad/Carpentier	C. Hubbs	16-Div II		TBA	
HA 268 Literary Modernism	R. McClellan	1st Come	8	MWF 9-1030	FPH 101
HA 270 Adv Electronic Music	L. Pitkethly	Instr Per	15	T 10-12	FPH 106
HA 277 Radical Lit Criticism	J. Murray/R. Superior	1st Come	15	W 1-3	ARB
HA 280 Studio Art Critique	J. McElwaine	Open	None	T/Th 1-3	FPH 107/ELH
HA 281 Fugue	L. Pitkethly	Instr Per	15	M 10-12	FPH 104
HA 284 Hegel/Marx	L.B. Kennedy	1st Come	25	MW 2-330	EDH 15
HA 289 Shakespeare & Woolf	R. McClellan	Open	None	MWF 11-12	FPH 107
HA 291 Ear Training	R. McClellan	Instr Per	8	TBA	FPH 212
HA 293 Grp Ind Study-Score					

SCHOOL OF LANGUAGE AND COMMUNICATION

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
LC 101 Math and Children	W. Marsh	Open	None	MW 330-530	FPH 106
LC 105 Language Acquisition	J. Koplin	1st Come	15	MW 9-11	EDH 17
LC 106/206 Strings/Trees/Langs	W. Marsh	Open	None	MWF 12-1	FPH 106
LC 156 Intro to Computers	TBA	Open	None	TBA	
LC 180 Mass Communication	D. Kerr	1st Come	60	MWF 11-12	FPH WLH
LC 195/295 Amer Sign Language	N. Frishberg	Open	None	MWF 9-11	FPH 105
LC 201 Press-America	D. Kerr	1st Come	40	MW 9-11	FPH WLH
LC 205 Intro to Linguistics	N. Frishberg	Open	None	TTh 11-1230	EDH 17

SCHOOL OF NATURAL SCIENCE

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
NS 101 Extraterrestrial Intell	C. Gordon, et al	Open	None	MW 1030-12	FPH 108
NS 102 Special Topics-Astronomy	E. Hafner	Open	None	TBA	
NS 110 Patterns-Space/Time	M. Woolf/J. Reid	Open	None	TBA	
NS 111 Photographic Process	S. Goldberg/D. Gay	Open	None	MW 9-1030	CSC 114
NS 120 General Biology	M.B. Bernstein/N. Goddard	Open	None	MW 9-11	CSC 2nd Fl
NS 121 Human Biology I	J. Foster	Open	None	W 330-530+Lab	FPH WLH
*NS 122 Human Movement-Physlgy	Ann Woodhull	Open	None	MW 930-11	PH C-1
NS 123 Male and Female	N. Goddard/W. Greenleaf	Open	None	TTh 130-3	CSC 2nd Fl
NS 124/224 Feminist Theory	J. Raymond	Instr Int		TTh 130-3	PH B-1
*NS 126 Beanbag Genetics	L. Miller	Open	None	MWF 830-1030	FPH 106
*NS 127 Informational Macrmcls	L. Miller	Open	None	MWF 830-1030	FPH 106
*NS 128 Genetics of Evolution	L. Miller	Open	None	MWF 830-1030	FPH 106
NS 132/232 Neurobiology-Lectures	M. Bruno, et al	Open	None	TBA	
NS 140 Connecticut River Valley	M.B. Bernstein	Open	None	MW 1-230	FPH WLH
NS 142/242 Energy Conservation	G. Frankel	Open	None	TBA	
NS 143 Law, Science, Public Pol	J. Souweine	Open	None	TBA	
NS 147/247 Intro-Polar Environment	G. Hirshberg	Open	None	TBA	

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
NS 148/248 Air Pollution/Health	M. Bruno	Open	None	MW 130-330	EDH 13
NS 149 Agriculture in U.S.	P. Slater	Open	None	Th 9-11	CSC 3rd Fl
NS 151 Hist of Agr in N.E.	P. Slater	Open	None	M 9-11	CSC 3rd Fl
NS 160 Confident Calculus	D. Kelly	Open	None	TBA	
NS 161 Math-Scntsts/Sci Scntst	K. Hoffman/D. Kelly	Open	None	MWF 10-11	FPH MLH
*NS 191 Scientific Writing	A. Peyton	Open	None	TBA	
NS 212 Organic Chemistry I	N. Lowry	Open	None	TBA	
*NS 213 Acids, Bases & Buffers	N. Lowry	Open	None	TTh 9-1030	CSC 2nd Fl
NS 214 Physics/Chemistry-Earth	J. Reid	Open	None	TTh 9-1030	CSC 114
NS 215 Physical Chemistry-Biols	D. Gay	Open	None	MW 11-1230	CSC 3rd Fl
NS 225 Bacterial Viruses	S. Oyewole	Open	None	MW 11-12/TTh 130-430	
NS 230 Neurophysiology Lab	M. Bruno/Ann Woodhull	Open	None	or MW 130-530	CSC 2nd Fl/Lab
NS 231 Neurobiological Instrmnt	Al Woodhull	Open	None	NS 230 TBA	
NS 241 Photosyntheses, Etc.	J. Foster	Open	None	TTh 9-11	FPH 104
NS 244 Environmental Ethics	R. Lutts	Open	None	TBA	
NS 245 Solar Energy	D. Smith	Open	None	TBA	
NS 246 Readings in Ecology	L. Wilcox/M. Sutherland	Open	None	TTh 9-11+	FPH WLH
NS 250 Capitalism & Empire	History Group	Open	None	TTh 130-3	CSC 125
NS 262 Topology & Geometry	K. Hoffman	Open	None	MWF 11-12	CSC 125
NS 263 Math Statistics	D. Kelly/M. Sutherland	Open	None	TTh 130-3/Th 7-9pm	FPH 106/Lab
ASTFC 022 Intro-Astrnmy	C. Gordon/K. Gordon	Open	None	MW 130-330	Smith
ASTFC 031 Space Science	W. Irvine	Open	None	TTh 230-345	Smith
ASTFC 037 Astronmcl Obsrvtn	R. White/W. Seitter	Instr Per	None	MF 125-320	GRC 534-U. Mass.
ASTFC 043 Astrophysics I	E.R. Harrison	Instr Per	None		

SCHOOL OF SOCIAL SCIENCE

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
SS 105 Contemp Anthropology	L. Glick	1st Come	30	MW 130-3	EDH 16
SS 108 Analysis of Space	B. Linden, et al	Lottery	35	TTh 9-11	Blair
SS 113 Soc of Health/Illness	R. von der Lippe	1st Come	30	TTh 130-330	Blair
SS 114 Econ Perspectvs-Women	L. Nisonoff	1st Come	25	TTh 11-1	FPH 104
SS 117 Interp-Other Cultures	B. Yngvesson	Open	None	MW 130-330	FPH 104

SCHOOL OF SOCIAL SCIENCE

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
SS 123 Math-Scntsts/Sci Scntst	K. Hoffman/D. Kelly	Open	None	MWF 10-11	FPH MLH
SS 124 Community	B. Turlington	1st Come	20	TTh 9-11	CSC 125
SS 125 Intellectuals-Sci Change	J. Koplin	1st Come	20	TTh 9-11	EDH 17
SS 129 Adult Development	L. Farnham	Lottery	16	TTh 930-11	FPH 105
SS 130 The Outsiders	P. Glazer	Open	None	TTh 11-1	FPH 103
SS 135 Liberty & Liberation	L. Mazor	Lottery	20	MW 9-1030	FPH 108
SS 140 Social Order	R. von der Lippe	1st Come	20	MWF 9-11	PH B-1
SS 145 Metropolitanism	B. Carroll			TBA	
SS 180 Legal Aid-Legal Servcs	O. Fowlkes	Open	None	TTh 9-11	FPH 103
SS 181 Topics in Education	M. Bruno/W. Grohmann			TBA	
SS 206 Personality	R. Birney	Open	None	MW 130-330	PH B-1
SS 207 Seminar-Psychotherapy	L. Farnham	Instr Per	8-10	W 130-330	FPH 105
SS 210 Intro-Economics	F. Weaver	Open	None	WF 930-11	PH A-1
SS 214 Capitalism & Empire	History Group	Open	None	TTh 9-11+	FPH WLH
SS 220 Judicial System	B. Yngvesson/O. Fowlkes	Open	None	MW 9-11	FPH 103
SS 225 Spanish America	R. Marquez/F. Weaver	Open	None	TTh 930-11	CSC 113
SS 230 Anthropological Thought	J. Glick	Open	None	MW 9-1030	FPH ELH
SS 241 Theories-Women's Lib	J. Landes	Open	None	TTh 11-1	FPH 105
SS 248 Sex Roles-Law/Society	L. Mazor/J. Rifkin	Open	None	MW 130-330	FPH 103
SS 255 Math Statistics	D. Kelly/M. Sutherland	Open	None	MWF 11-12	CSC 125

INTEGRATIVE SEMINARS

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
IN 301 Social Science Workshops	B. Linden	1st Come	8	TBA	
IN 305 Social Theory	J. Landes/M. Miller	Instr Per	20	W 1-330	FPH 106
IN 307 Human Environment	T. Tierney, et al	Instr Per	None	TBA	
IN 311 Science & Style	S. Goldhor/D. Smith	Instr Per	12	TBA	
IN 314 Politics & Satire	D. Miller, et al			TBA	
IN 317 Artistic Development	B. Glantz	Instr Per	12	TTh 10-12	PH B-1

OUTDOORS PROGRAM

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
OP 102 Kayak Rolling	E. Evans			TBA	RCC
OP 103 Beg Kayak Class	E. Evans			TBA	
OP 105 Beg Hatha Yoga	Y. Ariel			TBA	
*OP 106 Top Rope Climb	D. Cole			T 1-6pm	
OP 113 Beg Tai Chi Chuan	P. Gallagher			M 630-745pm	TBA
OP 114 Cont Tai Chis Chuan	P. Gallagher			M 8-915pm	TBA
OP 115 Beg Shotokan Karate	M. Taylor			MWF 3-430	So Lounge
OP 116 Int Shotokan Karate	M. Taylor			TThSun 730-930pm	So Lounge
OP 118 Aikido	TBA			TTh/Sun 3-430/330-5	
OP 128 Women Athletes	J. Hardin/J. Abromowitz	1st Come	12	MW 11-1230	EDH 16
OP 179/					
279 Lit of Great Expdtns	D. Roberts	Open	None	TTh 1030-12	EDH 15
*OP 201 Lead Rock Climb	D. Roberts/E. Ward	Instr Per		F 1-6pm	
OP 202 Adv Kayak Class	E. Evans			TBA	
OP 206 Cont Hatha Yoga	Y. Ariel			TBA	
OP 275 Teaching Outdoor Skills	J. Hardin/E. Ward	Instr Per	12	M 130-330/W 130-530	
OP 285 Environmental Ethics	R. Lutts	Open	None	TTh 9-11	FPH 104

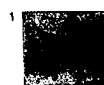
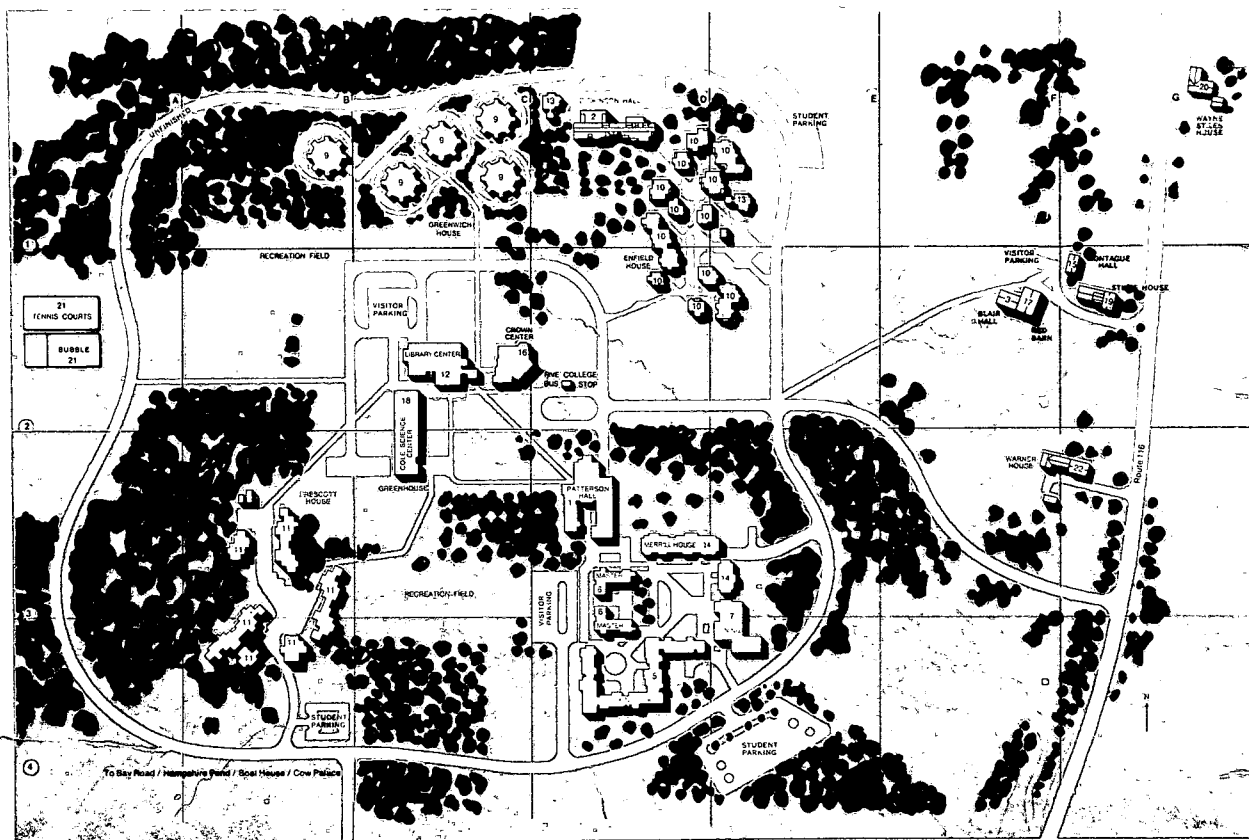
CODES

CSC Cole Science Center
 EDH Emily Dickinson Hall
 FPH Franklin Patterson Hall
 PH Prescott House
 RCC Robert Crown Center
 ARB Arts Barn

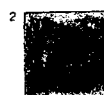
ELH East Lecture Hall
 MLH Main Lecture Hall
 WLH West Lecture Hall
 PAC Performing Arts Center

TBA To Be Announced/Arranged

* Course is not term-long, see course description for details



FRANKLIN PATTERSON HALL. As a part of the Merrill-Dakin Houses complex, this building contains a large lecture hall, two large classrooms, eight seminar rooms and thirty-two faculty offices. D3



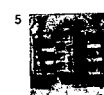
EMILY DICKINSON HALL. In close proximity to Greenwich and Enfield Houses, this building helps integrate residential and academic life. It has a student-run food facility, a performance space, classrooms, and faculty offices. D1



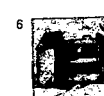
BLAIR HALL. Although it blends with its New England farmhouse setting, Blair Hall was built by the College in 1967 to house several administrative offices. F2



COW PALACE. Just past the Amherst town line into Hadley via West Bay Road, this renovated barn serves as headquarters for the College's Physical Plant staff. B4



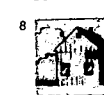
WINTHROP S. DAKIN HOUSE. Named in honor of the College's first treasurer and founding trustee, Dakin House consists of seven interconnected "cottages" housing 296 students. D4



DAKIN AND MERRILL MASTERS HOUSES. These buildings serve as homes for the Dakin and Merrill House Masters and their families. In addition, they contain offices for the Masters' staffs and accommodations for guests of the College. D3 D4



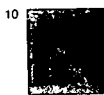
DINING COMMONS. Located on the east side of the quadrangle, the Dining Commons primarily serves Merrill and Dakin House residents for meals and snacks. E4



HAMPSHIRE BOATHOUSE. Located less than a mile off Route 116 toward Hadley on West Bay Road, the Boathouse is a workshop and storage area for students' kayaks and canoes. F4



GREENWICH HOUSE. Five modular facilities comprise Greenwich House. Each structure houses 44 people and is divided into apartments encircling an enclosed common core for recreation and workshop space. B1



ENFIELD HOUSE. Modular townhouses form Enfield House. Each townhouse has four to six bedrooms on two or three levels. Students share cooking and housekeeping duties. The townhouses are arranged in clusters near Greenwich House. D1



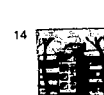
PRESCOTT HOUSE. This latest House accommodates 270 students in suites of four to 14 people. Also included in the modern complex are 16 faculty offices, four conference rooms, an 80-seat dining hall, and a separate Master's residence. B3



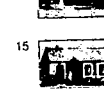
HAROLD F. JOHNSON LIBRARY CENTER. This multi-purpose facility houses: print and non-print collections; TV, film, graphics and photography studios; experimental classrooms; INTRAN center; bookshop; post office; duplication services and a display gallery for student and faculty art work. C2



GREENWICH AND ENFIELD MASTERS' HOUSES. These new Masters' Houses each contain four bedrooms, a master bedroom, dining, living and guest rooms, a study, three baths and a kitchen. Both are on two levels. D1 E1



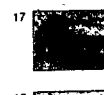
CHARLES E. MERRILL HOUSE. The College's first residence is named in honor of the late investment pioneer. Three "cottages", forming two sides of a quadrangle, house 251 students. Rooms are mostly singles arranged in suites. D3



MONTAGUE HALL. Originally a farm equipment shed, Montague Hall now houses the College's Health Services for out-patient care. C2



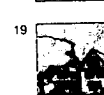
ROBERT CROWN CENTER. This recreation facility contains a 25-yard swimming pool, games area, gym floor, sauna, lounges, climbing wall, and offices for both the Athletic and Recreation Coordinator and the Outdoors Program. C2



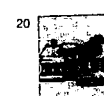
RED BARN. This large barn is being converted into a student center by members of the College community—students, faculty, staff and administrators. F2



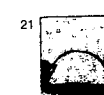
CHARLES W. COLE SCIENCE CENTER. Natural science and mathematics facilities include computer terminals, seminar rooms, offices and three floors of open laboratories with research quality equipment. Special facilities for all the major sciences are available. In addition, a number of administrative offices are located here. C2



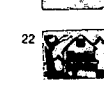
STILES HOUSE. One of the College's original buildings, Stiles House served as Hampshire's planning headquarters from 1966 until the College opened its doors in 1970. It now houses the Admissions and Financial Aid Offices. C2



WAYNE STILES HOUSE. The first floor of the Wayne Stiles House is an arts and crafts workshop for individual student projects. Students provide their own equipment. A student caretaker and his family live on the second floor. G1



TENNIS COURTS AND SPORTS BUBBLE. The Hampshire community has unlimited use of 6 all-weather tennis courts located at the end of a field west of Cole Center. During winter months, four courts are covered by an air-supported fabric "bubble" to provide space for indoor recreation. A2



WARNER HOUSE. An old New England farmhouse, Warner House is presently being used as faculty offices. G3

Hampshire College

Amherst, Massachusetts / 01002

Non satis scire

Revised Course Guide ★ Fall Term 1976 Hampshire College Amherst, Mass. 01002



REGISTRATION AND COURSE SELECTION

REGISTRATION PROCEDURES
PASSED BY ACADEMIC COUNCIL NOVEMBER 1975

1. No centralized registration for Hampshire courses will occur until two weeks after classes begin.
2. There will be a period during each semester (to coincide with Pre-Registration at the other colleges) during which students will meet with their advisors to discuss their proposed programs for the following semester. During this period, Hampshire students may pre-register for 3-College courses, and 5-College students may pre-register for Hampshire courses (within the limits set out in the Course Description Guide for 5-College enrollment, listed for each course where necessary).
3. At the beginning of each semester, before classes begin, one day will be set aside (corresponding to the day previously used for registration of new and returning from leave students) during which preliminary registration will take place for limited enrollment courses only. Sign-up sheets may be posted, or instructors may hold interviews. Whatever enrollment method is to be used will be clearly listed in the Course Description Guide.
4. An advising period, coordinated through each School's Advising Center, will begin before classes start, and extend throughout the first two weeks of classes, when students will be expected to consult with their advisors or, for new students, with the Advising Centers, regarding their final course decisions.
5. Preliminary class lists for limited enrollment courses only should be posted by the end of the first class meeting.

6. At the end of the second week of classes, students will sign class lists for the courses in which they wish to be enrolled, which the instructor will forward to the School Office.

7. At the beginning of the third week of classes, it will be the responsibility of each School Office to supply Central Records with a full and complete class list for each course.

As you may be aware, in November 1975 Academic Council accepted a proposal to eliminate pre-registration for Hampshire courses by Hampshire students (the full proposal is listed above). The specific procedures, beginning for Fall Term, will go like this:

1. The week of April 26-30 (Monday-Friday) is an advising period, during which students should be in contact with their advisors to plan next semester's program. During this time 5-College students may pre-register for Hampshire courses (according to the guidelines set by each course, see proposal #2), and Hampshire students will be able to pre-register for 5-College courses. Interchange applications received after this period will be held for processing the following semester.
2. Check the Course Description Guide thoroughly for enrollment methods. Some courses will hold lotteries the first day of class, others will either have sign-up sheets or interviews. No Fall Colloquy activities will be held until 10:30am on Thursday and Friday, September 9th and 10th, giving time for interviews to be held. Some faculty will be available for interviews prior to this, however, all faculty will have office hours posted for some time to be available for interviewing (where enrollment is limited), prior to the beginning of classes. Again, check the Course Guide and Time Schedule for exact information on each course.

3. Class list forms, provided by Central Records, will be distributed the second week of classes. Sign the list for each course in which you wish to be enrolled (please print clearly, using your full name); the lists will be forwarded to Central Records, and we will do the rest of the work.

4. Students taking ASTFC courses at the other schools should sign a list at Central Records.

NOTES:

a. 5-College Interchange Applications are available at Central Records - Procedures for their filing remain the same.

b. Independent Study Forms are also available at Central Records, and should be completed either during April 26-30 this semester, or during the first two weeks of Fall Term.

c. Although 5-College students may sign Hampshire class lists (clearly indicating what schools they are from), they are still responsible for filing Interchange Applications at their home institutions.

If you have any questions regarding this procedure, please contact Central Records, ext. 4701.

NOTE TO FIVE-COLLEGE STUDENTS:

Hampshire College courses require different modes of enrollment, depending on instructor and course. All students should refer to the schedule of class meeting times to find the method of enrollment for an individual course. Courses with open enrollment do not require permission of instructor.

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

Although Five College students may participate in lotteries and sign class lists, they are still responsible for filing the 5-C Interchange Form with their home institution.

REGISTRATION DATES AND CALENDAR

1976

Matriculation and Advising	Tuesday, September 7 - Wednesday, September 8
Fall Colloquy (or School Programs)	Thursday, September 9 - Sunday, September 12
Classes Begin	Monday, September 13
Examination Days	Tuesday, September 28 Wednesday, October 20
Mid-Term Break	Saturday, October 23 - Tuesday, October 26
Classes Resume	Wednesday, October 27
Examination Day	Thursday, November 18
Advising, Five-College Pre- registration, and January Term Registration	Monday, November 15 - Friday, November 19
Thanksgiving Vacation	Wednesday, November 24 - Sunday, November 28
Last Day of Classes	Wednesday, December 15
Evaluation Period	Thursday, December 16 - Wednesday, December 22
Winter Recess	Thursday, December 23 - Sunday, January 2

1977

January Term	Monday, January 3 - Wednesday, January 26
New Students Arrive and Matriculate	Thursday, January 27 - Sunday, January 30
Advising and Matriculation for Returning Students	Saturday, January 29
Classes Begin	Monday, January 31 - Tuesday, February 1
Examination Days	Wednesday, February 2 Monday, February 21 Tuesday, March 15
Spring Recess	Saturday, March 12 - Sunday, March 27
Examination Day	Wednesday, April 20
Advising and Five-College Preregistration	Monday, April 25 - Friday, April 29
Examination Day	Friday, May 6
Last Day of Classes	Friday, May 13
Evaluation Period	Monday, May 16 Friday, May 20
Examination Period	Monday, May 23 - Friday, May 27
Commencement	Saturday, May 28

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HAMPSHIRE COLLEGE ACADEMIC PROGRAM

DIVISIONS:

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

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

Division I: The Division of Basic Studies introduces students to the aims and methods of liberal education at Hampshire College, giving them limited but direct and intense experience with disciplines in all four Schools. This is done not in the customary introductory survey courses, but through class examination of particular topics of study in courses or seminars stressing the method of inquiry. Students in the first division learn how best to inquire into subject matters, how to understand their own educational needs and abilities, and how to develop the arts of self-instruction as they apply to their own style of learning. Students must pass a Division I examination in each School.

(continued on page 2)

HAMPSHIRE COLLEGE ACADEMIC PROGRAM

(continued from page 1)

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

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

ADVISING:

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



SCHOOL OF HUMANITIES AND ARTS CURRICULUM STATEMENT

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

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

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

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

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

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

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

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



SCHOOL OF HUMANITIES AND ARTS

DIVISION I

CHEKHOV AND THE CONTEMPORARY THEATRE
HA 102

C. Hubbs

DANCE IMPROVISATION AND MYTH
HA 103

Pendry

COLOR
HA 108

Hoener

FILM WORKSHOP I
HA 110

Joslin

INTENSIVE DANCE IMPROVISATION WORKSHOP
HA 113

Wall

PERSPECTIVES ON SELF-KNOWLEDGE
HA 119

Swanson

PAINTING WORKSHOP AND CRITIQUE
HA 122

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HA 126

Abady

WOMEN ATHLETES: A PERSONAL OVERVIEW
HA 128 (OP 128)

Hardin

THE NATURAL WAY TO DRAW
HA 131

Superior, Clark

COLLEGE WRITING
HA 134

Terry

THREE AMERICAN PHILOSOPHERS: EMERSON,
JAMES, SANTAYANA
HA 135

Lyon

THE MAKING AND UNDERSTANDING OF HUMAN ENVIRON-
MENTS: PERCEPTION AND COMMUNICATION
HA 145

Juster, Pope

MARK TWAIN: SOCIAL REFORMER THROUGH
LITERATURE OR LITERARY OPPORTUNIST?
HA 147

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STILL PHOTOGRAPHY WORKSHOP
HA 150

Arnold

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HA 155

Jones

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R. McClellan

SOUND AWARENESS AND THE CREATIVE PROCESS
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R. McClellan

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HA 160

Huston

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HA 177

O'Brien

THE WORLD OF FEDOR DOSTOEVSKY
HA 180

J. Hubbs

DIVISIONS I AND II

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HA 114/214

Payne

STUDIO, EXPERIENCE IN DANCE
HA 115/215

TBA

EXPLORING SEXUALITY OR FREE TO BE YOU AND ME
HA 123/223

L. Gordon,
G. Gordon

APPROACHING POETRY
HA 127/227

Roberts

THEOLOGY
HA 130/230

Bradt

THE FICTION OF CHESHNET AND DUNBAR
HA 132/232

Terry

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HA 140/240

Wheelock

ALTERNATIVE LIFESTYLES: THE QUIET, NON-
VIOLENT REVOLUTION IN PARTNERSHIPS
HA 142/242

Skinner,
Tierney

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HA 146/246

Atady

MOTHER RUSSIA: THE MYTH OF WOMAN IN
RUSSIAN CULTURE
HA 149/249

J. Hubbs

VISUAL FORMULATION
HA 151/251

Hoener, Murray,
Superior

AFRO-AMERICAN CHAMBER ENSEMBLE
HA 153/253

Wood

REHEARSAL AND PERFORMANCE
HA 162/262

O'Brien

GROUP INDEPENDENT STUDY IN JAZZ/ROCK FUSION
HA 167/267

Wright

A HISTORICAL PERSPECTIVE OF AFRO-AMERICAN MUSIC
HA 172/272

Wood

THE LITERATURE OF GREAT EXPEDITIONS
HA 179/279 (OP 179/279)

Roberts

DIVISION II

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HA 210

Joslin

THE INTELLECTUAL AND SOCIAL HISTORY OF
SPANISH AMERICA
HA 211 (SS 223)

Marques, Weaver

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

Mayes

SOME ASPECTS OF THE MOTHER IN MODERN LITERATURE
HA 222

Pickettly

ADVANCED TUTORIAL ON SHAKESPEARE
HA 224

Kennedy

PHOTOGRAPHY WORKSHOP
HA 225

Arnold

STATISTICS II
HA 228

Bradt

POETRY WRITING WORKSHOP
HA 231

Salkey

ANIMATED FILM MAKING
HA 235

Mayes, Oakes

HOW TO DRAW
HA 236

Superior

AMERICAN LITERARY REALISM: MARK TWAIN,
HENRY JAMES, STEPHEN CRANE
HA 237

Lyon

A GROUP FOR DANCING AND PERFORMING
HA 244

F. McClellan

FICTION WRITING WORKSHOP
HA 245

Salkey

THE POLITICAL NOVELS OF JOSEPH CONRAD
AND ALEJO CARPENTIER
HA 254

Marques

MAGIC AND THE OCCULT IN THE RENAISSANCE
HA 264

Allen

LITERARY MODERNISM
HA 268

C. Hubbs

SEMINAR IN ADVANCED ELECTRONIC MUSIC
HA 270

R. McClellan

SOME READINGS IN RADICAL LITERARY CRITICISM
HA 277

Pickettly

ADVANCED PHOTO CRITIQUE
HA 278

Mayes

STUDIO ART CRITIQUE
HA 280

Murray,
Superior

HUCEL, MARK, AND THE PHILOSOPHY OF RIGHT
HA 286

Pickettly

SHAKESPEARE AND WOOLF
HA 289

Kennedy

EAR TRAINING: THE PERCEPTION OF MUSIC
HA 291

R. McClellan

GROUP INDEPENDENT STUDY IN SCORE ANALYSIS
HA 293

R. McClellan

HA 172 CHEKHOV AND THE CONTEMPORARY THEATRE

Clay Hubbs

Shortly before his death in 1903, Chekhov's actress wife asked him what he thought was the meaning of life. "You ask me what life is! It is like asking what a carrot is. A carrot is a carrot, and nothing more is known." His plays provide no ready-made answers. They do not tell stories or describe personal histories. There seems to be little action.

Chekhov's insistence that "life on the stage should be as it really is" would appear to be the very creed of the dramatic realist. Yet in attempts to better understand his dramatic methods, students of Chekhov's theatre have come to see that in his philosophical grasp of his material as well as in many particular dramatic devices, Chekhov anticipates the theatre of Beckett and Pinter and other playwrights sometimes collectively labeled as absurdist. In fact, the absurdist playwrights are generally more conventional than Chekhov—if by a conventional play we understand one in which a situation of tension builds toward a climax involving a contest of wills over a central issue, the killing of the king, e.g. In Chekhov's plays the central issue is not understood and therefore not acted upon.

Like the playwrights of our own time, Chekhov deals with the mysterious, the paradoxical, the ludicrous—with life as it is—and forces the audience to look closely at itself. But unlike such playwrights as Ionesco, e.g., his technique is apparently naturalistic; his characters are never caricatures.

The question we might ask is "Why?" For an answer we have to look beneath the imitative surface of the works, to the structure rather than the words, to the use of emotional states rather than external events as the source of dramatic effect. The focus must be upon language; but it is a language which can only be developed by actors on a stage, before an audience, not merely the "literary" language of a text.

Antonin Artaud's writings on the theatre make the connection between Chekhov and the contemporary theatre. Artaud's insistence on a language of space rather than a language of words, on the appeal to the unconscious rather than to the conscious, rational mind, can effectively be compared with Chekhov's presentation of life as it is.

Along with the major plays of Chekhov and the dramatic theories of Artaud and others, we will study works by Strindberg, Genet, Beckett, Pinter, and other playwrights—Chekhov's contemporaries and our own.

-Enrollment is limited to 16 Division I students. The seminar will meet twice weekly for 13-hour sessions.

HA 103 DANCE IMPROVISATION AND MYTH

Betsy Pendry

This class will explore the various elements involved in dance improvisation, such as space, time, weight, flow, body isolation, and body sculpturing, etc. The themes for those explorations will be mythic, personal, cultural, and universal. We will attempt to give form and unity to our mythic struggles with creativity, passion, self-actualization, relationships, death, and sexuality. The class will use movement as the starting point for our understanding of myth as well as the other art forms.

We will read the play *Evans*, readings in classic mythology, works by Mircea Eliade, Joseph Campbell, and Lawrence and Ann Halprin, finding movement relationships with literature and the graphic arts. Personal growth is intrinsic in this process, but the emphasis of the class is largely concerned with collective creativity and the articulation of mythic themes through movement.

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

*Betsy Pendry is a Division II student concentrating in Dance. Francis McClellan will supervise the course.

HA 108 COLOR

Arthur Hoenner

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

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

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

Enrollment is open.

HA 110 FILM WORKSHOP I

Tom Joslin

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

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

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

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

The class will meet once a week for a four-hour session. Enrollment is limited to 12. Selection will be by lottery; sign-up anytime from September 7th through the 10th.

HA 113 INTENSIVE DANCE IMPROVISATION WORKSHOP

Heidi Wall*

This workshop will be an intensive spiritual/physical/artistic journey for students who are willing to make a serious commitment in time, energy, and emotional involvement. We will be using improvisation techniques to work toward:

1. A heightened mind-body awareness--to become conscious of how one's body feels when empty and at rest and to notice the physical responses we have when different variables are introduced into this state. Meditation will be an on-going assignment along with a journal. It is the concentration and awareness that develop in meditation that I would like us to bring to the problems we explore so that ultimately the whole class becomes meditation.

2. A facility for spontaneous movement--to begin to identify, break down, and move through the barriers to being here now and responding freely and uninhibitedly to whatever comes up. To recognize and act upon our natural impulses and movement sources.

3. Knowledge of our outermost physical limits--to take risks and experiment with balance, weight, postures, endurance, sound, etc., to discover and expand our range of movement possibilities.

4. A collective group response--to create a space which is safe for all of us to work in. To explore our interrelationships through movement and to develop a "group intuition."

5. Experience in using improvisation as source material for creating dances.

The class will meet three times weekly for two-hour sessions. The first hour will involve meditation and warm-up exercises followed by movement improvisations. We will draw from a wide spectrum of material ranging from work with body parts to personal styles, natural movement, unnatural movement, images, space, emotions, contact improvisation, voice, sound, rituals, theatre techniques, etc., as well as movement tasks, games, and structured problems. We will also address some of the philosophical and spiritual dimensions of our work and the use of improvisation historically.

The class will also involve two Sunday workshops led by invited artists and participation in a dance-theatre event (performance). In this event we will put into practice our experience with improvisation as a source of dance material. Parts of the event will be generated from work done in class, and some class time will be devoted to rehearsing.

It is strongly recommended that students have previous dance or theatre background. An interview with the instructor is required and a high degree of commitment will be the top priority.

*Heidi Wall is a Division III student. Francie McClellan will supervise the course.

HA 119 PERSPECTIVES ON SELF-KNOWLEDGE

John Swanson

Students will experience a variety of approaches to self-understanding based on the disciplines of humanistic psychology and applied behavioral science. The methodology and insights of Perls, Schutz, Dasey, Weir, Rogers, Gibb, and Benne will be instrumental. The course will be oriented toward the experiential growth and the examination of relevant theoretical models for increasing self-awareness and insight.

Enrollment is limited to 16, and an interview with the instructor is required prior to admission. The class will meet Wednesdays 1:00-3:00 and Fridays 10:00-12:00.

HA 122 PAINTING WORKSHOP AND CRITIQUE

Joan Murray

The focus of this course will be the exploration of three distinct but interrelated aspects of painting.

One meeting each week will be devoted to working on assigned painting problems, such as color mixing and progression, different ways of creating line with paint, form exploration, and the use and creation of texture with paint. This will be started during class to be completed outside of class. We will be using water base paint media for these studies in water color, acrylic, etc.

Students will also be asked to work on their own paintings, in the medium of their choice, outside of class. When it seems appropriate, students will be requested to deal with particular problems or foci in their paintings.

One meeting a week will be spent critiquing the completed studies as well as students' paintings.

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



HA 126 INTRODUCTORY DIRECTING

Josephine Abady

This course is designed to introduce the student to the art and the craft of directing. We will explore the basic skills a director needs including the following: the use of space, analysis of a script, communicating with the actor, working with the design concept and the designer, and developing ground plans.

Enrollment is limited to 10. The class will meet three times weekly for two-hour sessions, with additional workshops to be arranged.

HA 128 WOMEN ATHLETES: A PERSONAL OVERVIEW

(OP 128)

Joy Hardin*, Jennifer Abramowitz**

Over the last century many women have excelled in activities of an athletic nature. This class will study some of these women. We will read autobiographies, biographies, and some articles on women who have climbed mountains, lived simply in harsh climates such as Alaska, and sailed alone across oceans. We will also study women who have trained and competed in Olympic events and women who have earned their livelihood as coaches, referees, and professional athletes.

In our discussion of these athletes, we will attempt to discover what physical activity means to us, as well as to answer questions of a personal nature about these women, such as: Why did they choose physical or athletic pursuits? What were their goals and dreams? How did they acquire or develop their physical abilities? What were their personal lives and relationships like? Did the fact that they were women affect their lives and activities? We will also give some consideration to the worth of the writing as literature, and the importance of the women in terms of women's athletic history. Participants can expect the course to focus mainly on reading and discussion, but to also include some writing both in journal and short paper form, and some guest speakers or field trips.

The course will meet twice weekly for 1½-hour sessions. Enrollment is limited to 12 students on a first come/first served basis. Five College students should contact one of the instructors.

Tentative book list: When I Put Out to Sea, Nicolette Milnes Walker; Billie Jean, Billie Jean King; A Running Start, An Athlete's Memoir, Linda Huey; I Always Wanted To Be Somebody, Althea Gibson; Court on Court: A Life in Tennis, Margaret Smith Court; Four Seasons North: A Journal of Life in the Alaskan Wilderness, Billie Wright; This Life I've Led, Babe Didrikson Zaharias, OJLB; Justin Becham; Women Who Win, Francine Sablin; Below the Surface: The Confessions of an Olympic Champion, Dawn Fraser.

*Joy Hardin is a Faculty Associate in the School of Humanities and Arts and an Instructor in the Outdoor Program.

**Jennifer Abramowitz is a Division III student concentrating in Psychology, Outdoor Education, and Women's Studies.

HA 131 THE NATURAL WAY TO DRAW

Laurie Beth Clark* and Roy Superior

"There is only one right way to draw and that is a perfectly natural way. It has nothing to do with artifice or technique. It has nothing to do with aesthetics or conception. It has only to do with the act of correct observation, and by that I mean a physical contact with all sorts of objects through all the senses." --Kimon Nicolaides

Kimon Nicolaides outlines his approach to learning drawing in his book *The Natural Way to Draw*. He describes it as a book to be used as you would an arithmetic book, working out "the problems. The basic idea is to have you arrive at the relationship between thought and action."

As a group we will read and discuss what is written and follow Nicolaides' outlined exercises. The plan is extremely demanding, each section requiring fifteen hours of drawing in five three-hour sessions. The class is organized as a group independent study. Members should expect to make a serious commitment of class time as well as recognize their responsibility toward active group participation.

*Laurie Beth Clark is a Division III student concentrating in the visual arts.

HA 134 COLLEGE WRITING

Eugene Terry

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

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

HA 135 THREE AMERICAN PHILOSOPHERS: EMERSON, JAMES, SANTAYANA

Richard C. Lyon

The general aim of the course is to introduce three radically different perspectives--those of a transcendentalist, a pragmatist, and a materialist--as alternative means of comprehending the world and our experience of it. Through a reading of selected essays by the three philosophers, we will consider their views of the nature of belief, the relation of mind and body, free-will and determinism, the problem of evil, the nature and place of science, and the conflict of idealism and materialism. We will sometimes notice the personal character and history of each philosopher and the times in which they lived, with an eye to the ways in which these might assist our understanding of their systematic positions. (2) Our own and in what ways, private and public history might influence beliefs were questions of vital interest to the three philosophers themselves.)

The class will meet once a week for three hours with occasional group tutorials. Enrollment is open.

HA 145 THE MAKING AND UNDERSTANDING OF HUMAN ENVIRONMENT: PERCEPTION AND COMMUNICATION

Norton Juster, Earl Pope

This course deals with perception and awareness of the man-made environment and the problems of recording and communicating it. We will be concerned with developing a sensitivity to surroundings, spaces and forms--an understanding of place and the effects of the environment on people.

This is primarily a workshop course, using direct investigation, research, and design projects of a non-technical nature to confront and expose environmental problems and to understand the approaches and creative processes through which environment is made.

Subject matter will include: (1) How people perceive their environment, understand it, organize it, and make it coherent. How the environment communicates. (2) The elements of perceptual understanding. (3) The vocabulary of form and "the language" of the designer. (4) Visual thinking and communication as a tool for dealing conceptually with ideas and observations. (5) Techniques of visual communication.

Much of the work will require visual presentation and analysis; however, no prior technical knowledge or drawing skills will be necessary. (Ability to use a camera would be helpful.) The student must provide his own drawing tools. Projects and papers will be due throughout the term. This course demands both time and commitment.

The class will be divided into two sections that will meet alternately. There will be two three-hour meetings per week plus odd day sessions for field trips, special services, and problems (to be mutually determined). Enrollment is limited to 24 (12 per section).

HA 147 MARK TWAIN: SOCIAL REFORMER THROUGH LITERATURE OR LITERARY OPPORTUNIST?

Eugene Terry

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

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

HA 150 STILL PHOTOGRAPHY WORKSHOP

William Arnold*

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

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

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

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

The class will meet once a week for 3½ hours plus lab time to be arranged. Enrollment is limited to 15 students. Selection will be by lottery; sign-up anytime from September 7th through the 10th.

*Appointment pending.

HA 153 JAZZ DANCE I

Richard Jones*

This class teaches the first part of the Luigi Jazz Technique. It includes basic jazz steps, body isolation, and the performance of short dance patterns.

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

*Richard Jones teaches dance at the University of Massachusetts.

HA 157 MUSIC LAB

Randall McClellan, Supervisor

This lab will be organized and coordinated by Division III music students under the supervision of Randall McClellan. The object of the lab is for students to gain proficiency in basic skills essential to virtually all forms of music, i.e., notation, elementary theory, form and analysis, and sight singing.

Participation is highly recommended by the music faculty.

HA 158 SOUND AWARENESS AND THE CREATIVE PROCESS

Randall McClellan

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

We will meet three times weekly with one of the meetings devoted to discussion and theoretical matters, the exact nature of which will depend on the needs and wishes of the students.

Enrollment is limited to 15.

HA 160 DANCE TECHNIQUE AND RELEASE

Eleanor Huston

Working with dance technique two days each week, we will, as in Studio Experience in Dance, deal primarily with the physical discipline behind dance and movement.

The third class day we will focus our energies on muscular release and the identification of the clues, as well as obscure, sources and locations of tension within the body. In tracing our movement throughout our everyday activity, we will try to discover those times when we collect and store tension. Breathing, spinal release, and centering movement will be used to work toward freedom of movement within an active and conscious centering process. Time will be spent with constructive rest as a relaxation and reassignment exercise. We will be allowing ourselves through our work to make a greater number of choices in muscular contraction and decontraction, and we will be working toward the integration of this expanded framework of choice into our movement patterns. Some selected readings in the area will be discussed by the group.

The course is being offered at the beginning level. There is some possibility of room for additional students in the release workshop portion of the course. Contact the instructor for further information.

HA 176 BASIC MUSIC THEORY

Vishnu Wood

This course is designed with the beginning music student in mind. We will deal thoroughly with the various components of music theory, note values, meter, major and minor scales, triads, arpeggios, chords, and musical notation.

In addition, the course will consist of an introduction to improvisation and practice methods. We will compare and contrast the study of Western musical theory with a study of theory within the Afro-American continuum.

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

HA 177 ACTING WORKSHOP

Liam O'Brien

"We do not know how to celebrate because we don't know what to celebrate." --Peter Brook, *The Empty Space*

Everyone can act and improvise. Anyone who desires to can play in the theatre and learn to become asteworthy. This workshop will deal specifically with the building of our individual improvisational techniques and our understanding of intention and thus center on the process of developing the ability to behave freely, imaginatively, and purposefully in our relationships to environment, objects and other persons.

The workshop demands that you allow yourself to gain a trust of your intuitive faculty and relate your responses and decisions to the service of the moment, the character, and finally the play.

We will develop a program of movement and vocal exercises in conjunction with individual and group explorations employing both silent exercises and transmissions with dialogue.

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

HA 180 THE WORLD OF FEDOR DOSTOEVSKY

Joanna Hubbs

"Gentlemen, I am tormented by questions; answer them for me." --Huston, *From Underground*

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

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

The class will meet three times a week: twice with me and once with a student discussion leader. Enrollment is limited to 16 students.



HA 114/214 WRITING

* Nina Payne

Writing is a way of connecting daily life experience with inner vision, bringing them into deeper relationship. By means of exercises that draw on personal history, anecdotes, dreams, family jokes, etc., students will spend class time in the process of writing. The work will be intense in quality and varied in form, its direction to be discovered as we go along. There will be readings from a variety of sources including the work of poets, writers, and, when they choose, members of the class.

The class will meet once a week for 2½-hour sessions. Enrollment is limited to 10, and instructor's permission is required.

*Appointment pending.

HA 115/215 STUDIO EXPERIENCE IN DANCE

TBA

This course in dance technique will deal primarily with the physical discipline behind dance and movement and the physicality of relaxation and release within movement.

There will be two sections (for the beginning level, see Dance Technique and Release, HA 160):

Section I: Intermediate modern technique
Section II: Advanced modern technique

Each section will meet twice weekly for 1½ hours each session. Enrollment is limited to 25 students in each section. The course is open to students of all divisions.



HA 123/223 EXPLORING SEXUALITY OR FREE TO BE YOU AND ME

Linda and Graham Gordon

What do I have to do to be a man? Am I feminine? Do I have to perform in a particular way to be accepted? How can I be a full and sexual human being?

Many of us live with assumptions and fears about our sexuality as we have not had the opportunity to share and explore our feelings with others. In this course we will take the time to do some exploration and also seek reference points from those who have gone before. Co-travelers such as Carl Jung, Muriel James and Dorothy Jeward, Erich Fromm, Fritz Perls, William Masters and Virginia Johnson, and Sam Keen will accompany us on our journey. The main focus, however, will be on our own experience.

Because of the heuristic nature of this course, enrollment will be limited to 16 persons and an interview with the course's faculty is required. The class will meet Mondays and Wednesdays, 10:00-12:00, in the Dakin Masters' House.

HA 127/227 APPROACHING POETRY

David Roberts

It is the premise of this course that the incomparable richness of six centuries of poetry in English--from about 1300 to the early twentieth century--remains inaccessible to most college-age students, many of whom read and love modern literature; and that the cause of that inaccessibility have less to do with the intrinsic nature of earlier poetry than with a set of barriers thrown in the student's way by the evolutions of language and aesthetics.

The course, then, will be organized around those barriers or problems. We will choose poems from a single large anthology--the Norton Anthology of Poetry--with no particular attention to chronology, but in an effort to penetrate each barrier and break through to a genuine appreciation for what each poem attempts and accomplishes. On a single day, we might read anonymous ballads from the fourteenth century, from Robert Burns, and from A. E. Housman; our focus will be on the ballad as form, or on dialect as a special kind of language.

The problems around which the course will be structured are:

Allusion
Prosodic concerns: meter, rhyme, rhythm
Meaning and obscurity
Myth (Greek and Christian)
Form
Language: diction, change of meaning, dialect
Language: style and rhetoric
Metaphor and conceit
Intention

A poet like Donne, for instance, might be of use to us in our analysis of meter, because he was castigated by Ben Jonson (and others) for "not keeping the accent"; in our study of metaphor, because Samuel Johnson dismissed his "enormous and disgusting hyperbole"; and in our discussion of style, because T. S. Eliot lauded his "massive music."

Finally, in the last month, we will study two more or less coherent single books of contemporary poetry--W. H. Auden's *Homage to Chloë* and Anne Sexton's *The Death Notebooks*--in an effort to connect the methodology of some of our more difficult but rewarding recent poetry.

The amount of reading required by this course is relatively small; but the student should be willing to engage in intensive close reading of individual poems, as well as in research beyond the poem to enhance his/her understanding of it.

The class will meet three times weekly for one-hour sessions. Enrollment is limited to 25 and is first come, first served.

HA 130/230 THEOLOGY

R. Kenyon Bradt

God, who are you, and what is thy name? By what words are we to call upon you and with what words are we to speak of you, not knowing you? Not knowing you, what is the knowledge whereby we know not knowing? 's our knowing and what is our unknowing? What is there to be known of you, God? Who are you, and what is thy name?

This course will be concerned with God, with what God is, and with what can and cannot be known of God. Its work will consist of reading a select group of theological texts, including the *Divine Names* and *Mystical Theology* of Dionysius the Areopagite, the *Prolegomena* and *Monologism* of Anselm, the *Of Learned Ignorance* of Colinvaux, the *Six Theosophical Points* of Boehme, and the *Enchiridion* of Spinoza among others, and participating in the development of question and thought as that takes place in its bi-weekly lecture and discussion meetings.

Enrollment is unlimited, open to all concerned with the matter of the issue at hand. The class will meet once a week for three hours.

HA 132/232 THE FICTION OF CHESHUTT AND DUNBAR

Eugene Terry

A study of novels and short stories by Charles W. Chesnut and Paul Laurence Dunbar--two curious out-of-the-culture-of-their-time writers who attempted to break the color barrier to the literary establishment. Their achievements and failures have yet to be fully discovered despite favorable early reception of both by William Dean Howells, who in his reviews set a pattern for judgment of their work which has continued to the present.

The object of this course is to assess these authors' works through an examination of their purposes, content, and methods, attempting to discover their place in American fiction.

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

HA 110/240 MACHAUT, MONTEVERDI, MOZART

Gretchen Wheelock*

An antidote to the Three B's, this course will examine varieties of vocal expression in the music of Guillaume de Machaut (1300-1377), Claudio Monteverdi (1567-1634), and W. A. Mozart (1756-1791). Stylistic conventions, both musical and poetic-dramatic, peculiar to the historical context of each composer will be studied in light of prevailing tastes and the social conditions which fostered them (e.g., the courtly love tradition in the 14th century, Italian court patronage in the 17th century, the rise of the middle class music consumer in the late 18th century). Secondary sources such as Hutings's *The Musician's Middle Ages*, Arnold Hauser's *The Social History of Art*, Arthur Loesser's *Men, Women and Pianos* will supplement contemporary documents of the period under study--the Arturi-Monteverdi controversy, Charles Burney's *Journals*, De Ponte's memoirs, critical reviews, etc.

The central concern will be the musical works themselves. Machaut's settings of ballads, *liturgical*, *romances* as compared with the mass and motet; the separation of secular and sacred modes of expression. Monteverdi's early and late madrigals, and operas *Orfeo* and *L'incoronazione di Poppea*; mannerism vs. dramatic expression. Mozart's *Idomeneo*, *Così fan tutti*, and *The Magic Flute*: convention and invention in serious and comic opera.

The class will meet twice weekly for 1½-hour sessions. Enrollment is limited to 15. Ability to read music is necessary.

*Appointment pending.

HA 142/242 ALTERNATIVE LIFESTYLES: THE QUIET, NON-VIOLENT REVOLUTION IN PARTNERSHIPS

Ellie Skinner* and Cathy Tierney**

What are the foundations upon which traditional marriage and familial relationships are based? How and why are these established patterns of partnership being challenged currently? Innovations or deviations? What does the future hold in terms of alternative models for people sharing their lives together?

In this course, we will explore these questions and others related to what Carl Rogers terms "the quiet revolution" in partnerships in our society. The search will take us back through history as well as across to other cultures. Our major focus will be on contemporary alternatives, such as the changing concept of marriage, intentional communities, group marriage, single-sex bonds, and extended families. The writings of Ransome, Laing, Fromm, Constantine, Skinner, Masters and Johnson, Maslow, Mead, Skinner, and others will serve as resources in our exploration. In addition, we will examine our personal experience and values in relation to others, with a view toward our own life planning.

Enrollment will be limited to 12 persons, and an interview with the instructors is required. The class will meet on Tuesdays and Thursdays 10:00-12:00 in the Dakin Assistant Master's Apartment.

*Ellie Skinner is a Faculty Associate in Human Development and Assistant Master of Dakin House

**Cathy Tierney is the Resident Counselor in Prescott House.

HA 146/246 ADVANCED SCENE STUDY

Josephine Abady

This is a concentrated acting course based on the classic periods including selections from the following: Greek, Elizabethan, French classical tragedy, French farce, and restoration comedy. Emphasis will be placed on the actor learning the physical conventions of the period and how to incorporate them into performance and the handling of the language used in these plays.

Enrollment is limited to 15, and the instructor's permission is required for admission to the class. The class will meet three times weekly for two-hour sessions. Additional workshops will be arranged.

HA 149/249 MOTHER RUSSIA: THE MYTH OF WOMAN IN RUSSIAN CULTURE

Joanna Hubbs

This is a course in cultural history which focuses on a study of mythological patterns in Russian culture. Referring to the insights of anthropologists and psychologists, historians, and writers, poets and artists, we will concern ourselves with the most prominent of Russian archetypes, that of Mother Russia.

We will begin our exploration of the origins of this epithet through which a nation has identified itself to the world by a study of the fertility cults of the Great Mother Goddesses and their dying son-consorts which flourished in the ancient world. Through a reading of folktales, epics, religious texts, and the examination of archaeological artifacts, we will try to assess the manner in which this cult continued to play a significant role in Russian culture.

We will then trace the evolution of Mother Earth to Mother Mary and the concomitant transformation of her son and consort, the dying god, to Christ and finally to the figure of Tsar, presenting himself as husband rather than son of Russia.

From a reading of ancient folk traditions and beliefs most prominently preserved in the fairy tale, a form which is then carried over into Russian literature proper, we will turn more specifically to the manner in which this mythologized perception of woman is translated into her position. For this we will turn to works of literature, of legal document, of memoir and specialized scholarly monographs. We will use films as well as slides to attempt to "capture" both the image and reality of woman in Russian culture.

The reading list will tentatively include folktales, epics (*Byliny*), religious texts and songs for the early period of Russian history. Later we will read "documents" such as the *Domostroy*, a set of Muscovite instructions on family life. Beginning with the nineteenth century, we will read works by Pushkin (*Queen of Spades*), by Gogol (*The Nose*), by Tolstoy (*Anna Karenina*), by Dostoevsky (*The Idiot*), by Pasternak (*Dr. Zhivago*), the memoirs of feminine revolutionaries, works by women writers of the later nineteenth century, by women poets of the twentieth century, and will end up with three dramatically different images of the female drawn from the writings of the philosopher Solov'ev, from the post-revolutionary author Zamyatin (*Utopia*), and finally our contemporary, Solzhenitsyn (*Matryona's Home*).

In addition, there will be a number of films shown, some dealing with folktales (*The Snow Maiden*), others with historical themes by Eisenstein (*Queen of Spades*) and the work of recent Soviet filmmakers (*Ballad of a Soldier*)--all reflecting the great measure both the myth or reality of woman in Russian culture.

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

HA 151/251 VISUAL FORMULATION

Arthur Mooney, Joan Murray, Roy Superior

A variety of experiences aimed at brightening awareness and perception through the use of design techniques and considerations. Students will be expected to solve assigned problems of both two and three dimensions.

This course will provide valid areas of investigation for both divisions. Students will be expected to supply their own materials, initiative, imagination, and perspiration.

The class will meet twice weekly for two-hour sessions. A list of materials will be provided at the first class meeting. Enrollment is limited to 75.

HA 153/253 AFRO-AMERICAN CHAMBER ENSEMBLE

Vishnu Wood

The Chamber Ensemble will focus on the interpretation, articulation, and performance of the music of Thelonius Monk, John Coltrane, Miles Davis, Duke Ellington, Randy Weston, and others. Some of the major focal points of the class will be concentrated listening, transcription from recordings, interpretation of musical scores, and contextual improvisation.

The Chamber Ensemble's repertoire will depend on the instrumentation of the students in the group. To develop group intention, there will be concentration on musical texture, timbre, and rhythmic qualities.

All students will be encouraged to enroll in the parallel lecture course, A Historical Perspective of Afro-American Music (see course description for HA 172/272) which will deal in depth with the above composers in a historical context.

The ensemble will meet twice weekly for two-hour sessions. Enrollment is limited to twenty. Some auditions will be necessary.

HA 162/262 RENAISSANCE AND PERFORMANCE

Liam O'Brien

This will be a fully mounted production, directed by the instructor, with actor casting at the beginning of the Fall Term, and technical positions by interview at the close of the casting period. The class will meet nightly 7:00-11:00, Monday through Friday, until opening. The show to be mounted will be announced the first week of the Fall Term.

Enrollment will be limited by the number of roles to be filled. Audition and interview with the instructor is required.

Note to Five College students: All theatre courses at Hampshire carry only pass/fail grades for non-Hampshire students.



HA 167/267 GROUP INDEPENDENT STUDY IN JAZZ/ROCK FUSION

James Wright*

The purpose of this independent study is to form a working group operating in the areas mapped by Weather Report, progressive British rock, and electronically processed music of all kinds. We will be playing largely original music with equal amounts of structure and improvisation. It will be strongly rhythmic music emphasizing textural and contrapuntal resources as opposed to the harmonic focus of mainstream jazz.

Hopefully, we will have a thinking band, constantly questioning and redefining the music we make through mutual criticism and the composition that the band will generate.

Qualities we are hoping to find include a knowledge of what not to play coupled with an intelligent awareness of rhythmic space, a disciplined imagination, and a willingness to work hard. Most important is the ability to listen and respond as part of a group making music. Interested persons should be good players, and the ability to read (though not necessarily to sight read) is mandatory. We particularly need a reed player and a keyboardist or guitarist, but anyone should feel free to audition.

The group will rehearse three times a week for two to three hours, plus section rehearsals as needed. Enrollment is limited to six.

*The group constitutes a large part of the Division III work of James Wright. Randall McEllean is the faculty supervisor.

HA 172/272 A HISTORICAL PERSPECTIVE OF AFRO-AMERICAN MUSIC

Vishnu Wood

I have performed a concert presenting a Historical Perspective of Afro-American Music at colleges, churches, public schools, the United Nations, countries in Africa, and most recently at Hampshire College. (A video tape is available of this concert.)

This lecture class will consist of a historical study of African-American music. The areas of concentration will be:

African tribal music - Pygmies, Ashanti, Yoruba, etc.
Caribbean music - Mighty Sparrow
Ragtime - 1900's, New Orleans, Buddy Boulden, Louis Armstrong
Spirituals - Mahalia Jackson
Blues - Field hollers, work songs, spirituals
Big Bands - 1930's, Swing era, Duke Ellington
Bebop - Dizzy Gillespie, Charlie Parker, 1940's
Mainstream - 1950's, Thelonius Monk
Avant-garde - 1960's, John Coltrane
Jazz-rock - 1970's, Herbie Hancock, Chick Corea

This class will consist of an in-depth study of these music and will climax with a live performance of top professional artists. Students of the class will present by way of narration the different historical periods in performance.

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

HA 179/279 THE LITERATURE OF GREAT EXPEDITIONS

(OP 179/279)

David Roberts

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

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

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

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

Reading list (tentative): Joshua Slocum, *Sailing Alone Around the World*; Maurice Herzog, *The Ascent of Annapurna* (the first 8000-meter peak climbed in the world); Richard Hakluyt, *Hakluyt's Voyages* (first-hand Elizabethan accounts of voyages); Bernal Diaz, *The Conquest of New Spain* (best first-hand account of Cortes' conquest of Mexico); Basile, *The Harrow South to the Deep North* (a 17th-century Japanese poet-wanderer); *Journals of Lewis and Clark* (edited by Bernard de Voto); John Wesley Powell, *The Exploration of the Colorado River*; Ashley Cherry-Garrard, *The Worst Journey in the World* (best account of Scott's last Antarctic expedition); Geoffrey Moorhouse, *The Fearful Void* (crossing the Sahara lengthwise); Jeannette Meisner, *To the Arctic* (the best summary of arctic exploration).

Enrollment is open. There will be two meetings weekly of 1½-hour each.

HA 210 FILM WORKSHOP II

Tom Joslin

A workshop to help the student continue to develop his use of film toward the development of a personal vision. Specific areas of concern are: (1) the film as a tool for environmental and social change; (2) aspects of the experimental film, its aesthetics, energy, and personal vision; and (3) expanded cinema—new movements in film aesthetics.

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

There will be a lab fee of \$15.00. The class will meet once a week for four hours. Enrollment is limited to 12. Selection will be by lottery; sign-up anytime from September 7th through the 10th.

HA 211 THE INTELLECTUAL AND SOCIAL HISTORY OF SPANISH AMERICA

Robert Marquez, Frederick Weaver

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

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

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

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

Elaine Mayes

This course is open to film and photography concentrators in Division II and III only.

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

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

There will be a lab fee of \$15.00. The class will meet once a week for five hours.

HA 222 SOME ASPECTS OF THE MOTHER IN MODERN LITERATURE

Lawrence Pickett

This is a course on feminist insights in literature. It centers around the role of the mother in self formation and social control. The course is titled *Aspects* because I wish to leave the organization of the course open as far as possible to the class itself. But some themes to pursue might include: the mother and the spiritual content of modern experience; the mother and the poet; mothers and sons; mothers and daughters; mothers and fathers; motherhood, mother earth, mother right, etc.

A suggested list of books would include: Peter Handke, *A Sorrow Beyond Dreams*; Sheri Letter, *Love Farwell*; Simone de Beauvoir, *Memoirs of a Dutiful Daughter*; The Second Sex; Georges Bataille, *My Mother*; R. S. Johnson, *See the Old Lady Honestly*; Adrienne Rich, *Selected Poems*; Motherhood (Published Fall 1976); Barbara Jennings, *To Crack Our Single Solvina* (WMI); Jane Laxar, *The Mother Knot*; Sylvia Plath, *Letters Home*; Yves Bonnefoy and Erid Starkie, *Biographies of Rimbaud*; Rimbaud, *Collected Poems*; Alexander Mitscherlich, *Society Without the Father*; Virginia Woolf, *To the Lighthouse*; Gilles Deleuze, *Machinic*.

We would also view several related films; for example, Jean Luc Godard's *Numero Deux* (1975), Pier Paolo Pasolini's *Trois Femmes et un Secret*.

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

HA 224 ADVANCED TUTORIAL ON SHAKESPEARE

L. Brown Kennedy

This will be a group of upper division students who, in addition to working individually with the instructor, will meet together for three hours one evening a week to study a selection from among the plays Shakespeare wrote during the second half of his career (after 1601). We will expect to work on about six plays during the term; the final choice of texts will be made by the group. We'll begin by spending several sessions discussing one of the major tragedies (*Leont's or Hamlet*) in order to establish common terms and raise questions of critical method.

My notion of a tutorial includes steady writing (with a short working paper every two to three weeks); it presumes that all members take responsibility for formulating their ideas into hypotheses or interpretive approaches on which the entire group can then base its discussions. We will also plan to do some scene reading and to discuss at least a few of the plays as dramas to be staged, as well as texts to be interpreted.

Though there are no special course prerequisites, I will be assuming that participants have certain basic skills at the outset. As one way of assuring genuinely "advanced" work for all of us, I'd like people interested in participating in this term to have had a substantial amount of work at the Division II level in either literature, history, political theory, philosophy, or a related area.

Admission is by permission of the instructor. The time is to be arranged. An initial organizational meeting will be held Monday, September 13, at 7:30 p.m. in Greenwich House, Apartment 10. Enrollment will be limited to ten, so those interested should try to see me before that meeting.



HA 225 PHOTOGRAPHY WORKSHOP

Elaine Mayes

A workshop to help the student continue to develop his creative potential and extend the scope of his conceptions in dealing with photography as (1) personal confrontation, (2) aesthetic impressions, and (3) social awareness.

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

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

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

There will be a lab fee of \$15.00. The class will meet once a week for 3½ hours. Enrollment is limited to 12 students. Selection will be by lottery; sign-up anytime from September 7th through the 10th.

HA 228 METAPHYSICS II

Raymond Canyon Bradt

This course is a corollary to Metaphysics HA 221. Whereas that course treated the development of the ancient metaphysical tradition, this course will treat that tradition in its modern development. Its study will concentrate on the three great achievements of that development: Spinoza's *The Ethics*, Kant's *Critique of Pure Reason*, and Hegel's *Science of Logic*.

The class will meet once a week for three hours. Enrollment is unlimited.

HA 231 POETRY WRITING WORKSHOP

Andrew Salkey

This course will emphasize the principle that all our workshop poetry writing should be done, privately, for the reception and delight of our own workshop members and with them uppermost in mind, for after all we are our very first audience and group approval is vitally important as a source of confidence. Our poems should be written that being attended to by attentive readers and listeners to the work of other poets of the group is essential practice; and, of course, our readership and audience will grow and move onwards as we grow and move along as poets.

The workshop will be a forum for the relaxed reading of poems produced by its members. We will pay the closest possible critical attention to the prosody and meaning of class manuscripts, and that ought to be done informally but without loss of tutorial effect. We will emphasize the evidence of latent strengths in the work of the poets, and attempt sensitively to analyze their more obvious weaknesses, more often privately than in group sessions.

We will strive to respect the talents of the poets and resist all inducements to make them write like their mentor (that is, either like the external model of their choice or like their instructor or like the outstanding class poet).

Suggested parallel readings will come from the full range of contemporary writing in verse.

The class will meet twice weekly for two-hour sessions. Enrollment is limited to 16, and permission of the instructor is required.

*Appointment pending.

HA 235 ANIMATED FILM MAKING

Elaine Mayes, Stephen Oakes*

This will be a workshop for the production of animated film—not necessarily cartoons. Animation is a medium well suited for adding the dimension of time to the work of painters or graphic designers.

The class will (1) review the history and wide range of methods and resources for animation, and (2) work specifically with the technique of cel animation and explore the controls of illusion that it offers.

Each student should expect to spend as much as a hundred dollars on materials, film, and processing during the semester.

The class will meet once a week, on Thursdays, 9:00-10:00. Enrollment is limited to 6 students. Instructor approval is necessary.

*Stephen Oakes is a Division II student concentrating in film making.

HA 236 HOW TO DRAW (IN TEN DIFFICULT, AGONIZING LESSONS)

Roy Superior

A drawing course concerned with problem solving investigations of interior and landscape space for Division II concentrators. Experienced Division I students may be admitted with permission of the instructor.

The class will meet twice weekly for three-hour sessions. Enrollment is open, but an interview with the instructor is required. The course will cover all drawing media, and students will be expected to work their tails off.

HA 237 AMERICAN LITERARY REALISM: MARK TWAIN, HENRY JAMES, STEPHEN CRANE

Richard C. Lyon

Following the Civil War, writers of fiction in the United States mounted their long rebellion against the false sentiment, the smug proprieties, the evasive optimism of the genteel mind and genteel literature. The Realists sought not only to capture in their works the look and feel, the sound and atmosphere of the nation's everyday life. They wished also to record their dismay, rising sometimes to anger and despair, in the face of the social chaos, inequality, and violence which the new democracy and unchecked economic exploitation brought with them. Realist fiction thus manifests a double intention: a counsel of the imagination which will also be a counsel of social vision.

We will read several works of short fiction and novels by each of these writers, noting the different ways in which each of them reckons with the public and private crises of their lives and their times.

The class will meet twice a week for 14-hour sessions. Enrollment is open.

HA 244 A GROUP FOR DANCING AND PERFORMING

Francis McCellan

It appears timely and appropriate for Hampshire to more fully develop and utilize the different ways in which each of them reckons with the public and private crises of their lives and their times.

Dancers in the class will be expected to create through choreographic or improvisational modes. We will also include work in lighting, in recording and composing sound, possibly working from a laboratory score, and working creatively with musicians and/or artists.

The group will meet twice weekly for 14 to 2 hours at each meeting. Part of the meeting times will be used for rehearsals. Instructor approval is required for registration. Enrollment is limited to 10.

HA 245 FICTION WRITING WORKSHOP

Andrew Salkey

This workshop will emphasize as its guiding principle that all our workshop fiction writing should be done, primarily, for the reception and delight of our own workshop members and with their utmost in mind, for after all we are our very first audience and group approval is vitally important as a source of confidence. Our writers should be reminded that being attentive readers and listeners to the work of other writers of the group is essential practice; and, of course, our readership and audience will grow and move outward as we grow and move along as writers.

The workshop will be a forum for the relaxed reading, however extended, of short stories, novels-in-progress, plays, and other expressions of fiction produced by its members.

We will introduce and develop the necessary skills with which our writers will learn to regard, examine, and write fiction as a display of the imagination in terms of narrative, characterization, intention, and meaning; and these elements will be studied closely, not so much from approved external models as from the written work of our own class.

We will try to demonstrate that the practice of fiction ought to be manifestly about the creative description of human relationships in society, in spite of our skeptical creativity, in spite of our quicksilver flights of imagination.

We will encourage both on-the-spot oral critical analysis and considered manuscript-revision. We will allow, as time allows, for writing and lively analytical discussion of all forms of literary composition within the genre of fiction, however tentative, however idiosyncratic; our fiction writers will be encouraged to take any literary risk they may feel to be important to their development.

The class will meet twice weekly for two-hour sessions. Enrollment is limited to 15, and permission of the instructor is required.

*Appointment pending.

HA 254 THE POLITICAL NOVELS OF JOSEPH CONRAD AND ALEJO CARPENTIER

Robert Marquis

Writers of the very first rank, the novels of the "Polish-Englishman" Joseph Conrad (1857-1924) and the Cuban Alejo Carpentier (1904-) are, in some respects, complementary and mutually illuminating, across the chasm of historical distance, circumstance, and cultural allegiance that separates them. And despite their fundamentally opposed views of the world, Pata-taking craftsmen whose self-conscious preoccupation with form and technique has left its mark on the genre in their respective regions, each is also a novelist with a keen sense of the interrelationship of national and international affairs and an especially sharp sensitivity to the seminal political and social readjustments characteristic of the "inexorable movement of history" in their time.

Conservative believer in the inevitability of European global hegemony, Conrad nonetheless became, within the limit of his particular perspective, a radical and perceptive critic of the dialectic of imperialism. Set in the distant outposts of empire or, as he became more disturbed by the unfolding of events within Europe itself, in a Russia enveloped in revolutionary ferment, his fiction represents "a judgment on modern history and on the morality of political action (no less than)...his commitment to a position on the future of Europe and the West." Carpentier, a native of one of those reclaimed "Outposts of Progress," is, by contrast, a participant and participant in the long process of its national reawakening. His work constitutes an equally sustained appraisal from within of the historical situation and archetypal specificity of the Latin American experience, his commitment to the legitimacy of the continental resurgence of that ex-colonial region.

These, then, are writers who, from their varying points of vantage, plunge the reader into "the drama of modern life, modern politics, the social crisis and the future of nations...." It is the aim of this course to read, consecutively, several from among the novels of these authors and, in the light of these central concerns, to sort out the interaction between the context, their expressed ideology, their aesthetic theories and novelistic goals, and the finished work of fiction.

The course will meet twice weekly for 14-hour sessions. Enrollment is limited to 20 students.

Tentative reading list: Conrad - *A Personal Record*, *Tales of Horses and History*, *Heart of Darkness*, *Nostradamus*, *The Secret Agent*, *Under Western Eyes*, Carpentier - *The Kingdom of This World*, *Explosion in a Cathedral*, *The Lost Steps*, *Reasons of State*.

HA 264 MAGIC AND THE OCCULT IN THE RENAISSANCE

Sally Allen

This course will investigate the various forms of magic and the occult in the Renaissance—in particular, astrology, alchemy, Pythagorean number symbolism, the Kabbalah, and Hermetic philosophy. We will read and discuss not only the theoretical aspect of these, but also the literary, artistic, and philosophical expressions of this tradition in the Renaissance. Thus while delving into alchemy, we will also read Paracelsus; when discussing Hermetism, we will view slides of the works of such artists as Botticelli and Michelangelo; and after learning about number symbolism, we will read Spenser's *The Shepherdes' Calendar*. We will conclude the course by examining the argument which proposes that modern science grew out of the magical tradition. Throughout, we will look at the kinds of explanations and power the magical world view offered.

The class will meet twice weekly for 14-hour sessions. Enrollment is limited to 20.

HA 268 LITERARY MODERNISM

Clay Hubbs

"On or about December 1910, human character changed." The occasion of this famous remark by Virginia Woolf was the first English showing of post-impressionist French paintings, but she had in mind a number of related revolutions in thought and expression occurring around the turn of the century.

It can be argued that modernism, including literary modernism, is something that happened, that we live in a post-modern age. It can also be argued that modernism is a permanent state of mind, that every age is modern. A study of modernism, including literary modernism, would be as empty exercise if it led only to a definition. By reading some of this century's major English writers against the intellectual and social background which helped to shape their works, we can better understand the works themselves, how they came to be written, and how they contributed to the literary art of the present.

It will be necessary to begin the seminar with a few assumptions. First, that Virginia Woolf was right: something significant and unprecedented did happen around the turn of the century, and this something involved the theory of knowledge, the question of what and how we can know. In modern literature the reality of the objective world is radically questioned. So while the bulk of our reading will be in twentieth-century English fiction and our focus on the revolution in the word rather than in the world, an attempt will be made to see how the two revolutions relate and are perhaps even one and the same.

Tentative reading list: Hardy, *Tess of the d'Urbervilles*; Conrad, *Heart of Darkness*; Lawrence, *Women in Love*, *Six Men*, *Last Chances*; Joyce, *A Portrait of the Artist as a Young Man*; Forster, *A Passage to India*; Woolf, *To the Lighthouse*, *Mrs. Dalloway*; Yeats, Eliot and Pound, selected poems; Beckett, selected prose.

The class will meet twice weekly for 14-hour sessions. Enrollment is limited to 16 Division II students.

HA 270 SEMINAR IN ADVANCED ELECTRONIC MUSIC

Randall McCellan

This course is designed to meet the needs of those students who already possess some experience in electronic music studio techniques. We will concentrate on compositional process, specialized recording techniques, and aesthetics. Students will be expected to fulfill weekly assignments which utilize specific compositional problems.

The class will meet three times weekly for 14-hour sessions. One of the three weekly meetings will be devoted entirely to acquainting ourselves with the history of electronic music and to the analysis of selected electronic compositions.

Enrollment is limited to 8.

HA 277 SONET READINGS IN RADICAL LITERARY CRITICISM

Laurence Pickett

There are many common assertions about creativity: that it is self-expression, that it takes place in isolation, that it has something to do with "artistic" that only superior individuals are good at it, that art contains truths not to be found anywhere else in the culture, that perhaps in religious or various sorts of "therapy." At least these radical criticisms assert the objectivity of art, the knowledge of an experienced critic, that it is art, literature is related (like cryptography) to the structures of power in society. Power, exercised in various ways by technology, for example, over nature by white cultures over non-white cultures, by masculine notions of sexuality, family ethics and spirituality over those of women; by mass culture, which, in the interests of an elite, reduces all experience to the cliché of everyday life.

We cannot hope in one class to cover all this area, but we can try to explore certain connections. We can compare the different kinds of criticism suggested by different radical positions: feminist, vulgar marxist, third world, critical theory, or structuralist. We can discuss basic concepts such as *culture*, *ideology*, *the political in literature*, *ideology*, *propaganda*, and so on.

The readings will not be systematic nor will they contain ready-made answers. Rather they will be designed to show the extent of the dilemma. Students should take the course only if they're prepared to do extensive reading. Among authors to be considered will be Engelsberger, Goldmann, Rich, Pierce, Sartre, Lukacs, Adorno, Benjamin.

The class will meet for two hours once a week. Enrollment is limited to 15.

HA 278 ADVANCED PHOTO CRITIQUE

Elaine Hayes

This class is supplementary to individual work in still photography, designed to serve Division II and III concentrators who have taken at least two photography classes and who need regular criticism of their work.

Students will be encouraged to expand their ideas, and criticism will emphasize the developmental potential of individual work.

Enrollment is unlimited, and admission is by portfolio and consultation with the instructor. The class will meet once a week for four hours (Thursdays 1:00-5:00 p.m.). There will be a lab fee of \$15.00.

HA 280 STUDIO ART CRITIQUE

Joan Murray and Roy Superior

This course will be devoted to the criticism of current student work as well as of slides of significant work done by artists past and present. More or less equal attention will be given to these areas with an emphasis on the aesthetic statements of the work and the formal elements which lead to these statements.

Visiting critics from different disciplines within the Hampshire community as well as outside critics will be invited to participate on a regular basis.

The class will meet once a week for two hours. Enrollment is limited to 15.

HA 284 HEGEL, MARX, AND THE PHILOSOPHY OF RIGHT

Laurence Pickett

This is a class devoted to the understanding of one book: Hegel's *Philosophy of Right* (1821), a philosophical work and one of the most important political texts of the nineteenth century. As the principal difficulty in the study of Hegel is his terminology, we will spend a good deal of the time on specific concepts like *dialectic*, *mediation*, *rationality*, *reality*, *universality*, *particularity*, etc.

Students should take this course only if they are prepared to seriously grapple with Hegel as a philosophical writer and are prepared to take time to thoroughly understand his ideas. *The Philosophy of Right* also exercised considerable influence on Karl Marx, and part of the course will be an examination of Marx's critique of Hegel in his early writings.

The class will meet for two hours once a week. Enrollment is limited to 15.

HA 289 SHAKESPEARE AND WOOLF

L. Brown Kennedy

Lovers and mad men have such seething brains, Such shaping phantasies, that apprehend more Than cool reason ever comprehends. The Lunatic, the Lover and the Poet. Are of imagination all compact.

—A Midsummer Night's Dream

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

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

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

The method of the course will be directed close reading, discussion, and periodic lecture. The class will meet twice weekly for 14-hour sessions. Enrollment is limited to 25.

HA 291 EAR TRAINING: THE PERCEPTION OF MUSIC

Randall McCellan

In this course we will approach ear training through the study of complete musical works. Our goal will be to develop an ability to perceive musical structures through aural analysis. Practice drills and dictation, both in and out of class, will supplement our audition of music scores by means of special tapes which will be available in the library.

Typically, we will concern ourselves with matters of rhythm, pitch, texture, and form by listening to selected compositions. Our practice drills will focus on rhythmic patterns, singing, playing, and analysis of sonority types and chord patterns. In our analysis we will focus our attention on form, structure, melodic development, devices of unity and variety, and style.

The course presupposes a knowledge of intervals, scales, key signatures, triads, and seventh chords, and basic notation.

For those who do not possess such knowledge, a non-elementary ear training course will be offered by upper division students concentrating in music.

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

HA 293 GROUP INDEPENDENT STUDY IN SCORE ANALYSIS

Randall McCellan

We will devote the semester to the study of three major works: *Symphony No. 4* by Sibelius; *Musik für Strings*, Percussion and Cello by Bartok; and a work, to be determined, by George Crumb. In our analysis we will focus our attention on form, structure, melodic development, devices of unity and variety, and style.

It is projected that this course will become a regular feature of our music program, offered every semester with a different selection of music each time.

The class will meet once a week for two hours. Enrollment is limited to 8.

SCHOOL OF LANGUAGE AND COMMUNICATION CURRICULUM STATEMENT

The concept of a School of Language and Communication is unique to Hampshire College. The school represents a synthesis of disciplines concerned with the forms and nature of symbolic activity, among them linguistics, cognitive and developmental psychology, mass communications, sociolinguistics, personal interaction theory, computer science, analytic philosophy, and mathematical logic. These are among the most vital areas of study in current intellectual life, and the emerging connections between them are among the most important interdisciplinary developments in this century; but only at Hampshire are they grouped together and taught as a central part of a liberal arts education.

Although some of the problems, theories, and areas of concern central to the school date back to antiquity, the methods and techniques we use in dealing with them are products of modern, and very often of contemporary, thought. These methods are directly tied to some of the most important intellectual revolutions since the Enlightenment, just as many of the problems which concern us are tied to revolutionary changes in society and in everyday life.

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

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

The listing by disciplines above is convenient, but it should not obscure the interdisciplinary character of the School. Most of the School's faculty have studied more than one discipline, and many of the School's courses are substantially interdisciplinary. Students who are primarily interested in one of the disciplines are urged to take courses in the related ones.

The School has eliminated the teaching-tutorial plan that was in effect last year; the enhanced course offerings are a manifestation of the decision. These offerings are planned to complement those of the other four colleges, so the student who does not find a particular course here is likely to find it in one of the other catalogs. The School supports Division II and III work in all of its disciplines, and students who are considering work that involves a particular L&C area should talk with one of the faculty members in that area, or go to the L&C Advising Center.

INDEPENDENT STUDY PACKETS IN L&C

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

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

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

SCHOOL OF LANGUAGE AND COMMUNICATION

MATHEMATICS AND CHILDREN LC 101	W. Marsh
LANGUAGES, SOCIETIES, AND TRANSLATION LC 102	T. Tymoczko
INTERPERSONAL COMMUNICATION: A SOCIAL PSYCHOLOGICAL PERSPECTIVE LC 103/203	J. Hornik
OUR MENTAL LIFE LC 104	M. Kiteley
LANGUAGE ACQUISITION LC 105	J. Koplin
STRINGS, TREES, AND LANGUAGES LC 106/206	W. Marsh
FICTION INTO FILM LC 107/207	R. Ullian
UNDERSTANDING A SMALL COMPUTER SYSTEM LC 108	K. Jordan J. Linn W. Torcaso
THE SOCIOLOGY OF EVERYDAY LIFE LC 109 (SS 138)	J. Melster
THE STRUCTURE AND CONTROL OF AMERICAN MASS MEDIA LC 110/210	J. Miller
AN INTRODUCTORY COURSE IN BILINGUALISM LC 111	S. Nieves
SOCIAL LINGUISTICS LC 112	S. Nieves
INTRODUCTION TO COMPUTERS AND PROGRAMMING LC 156	TBA
MASS COMMUNICATION, MASS CULTURE, AND MASS SOCIETY LC 180	D. Kerr R. Lyon J. Miller

AMERICAN SIGN LANGUAGE LC 195/295

A HISTORY OF THE PUEBLO IN THE UNITED STATES LC 301

ALTERNATIVE COMMUNICATION THEORIES LC 302

INTRODUCTION TO LINGUISTICS LC 303

NEWS REPORTING AND EDITING LC 308

DEFINING AND APPLYING THE TELEVISION PROCESS LC 309

INTRODUCTION TO TV PRODUCTION LC 324

FICTION WRITING WORKSHOP LC 383

EXPERIMENTAL TELEVISION LC 395

REPRESENTATION AND THE STRUCTURE OF THOUGHT LC 395 (IN 337)

LC 101 MATHEMATICS AND CHILDREN

William Marsh

This new course will begin with an informal introduction to the philosophy of mathematics which help us consider how mathematics is, or may be, different from other things we ask children to learn. The middle part of the course will focus on Piaget's ideas on the development of children's abilities to handle mathematical concepts. Finally we will look at the history of the adopting of the "New Math" and some recent reactions against it and at some of the ethical and other problems of testing for, and grouping students by, mathematical ability and background. Overall, I hope these somewhat disconnected topics will supply background for students who want to teach mathematics, though the course itself will provide neither the mathematical background nor the techniques and methods needed for good teaching of elementary mathematics. The instructor hopes to work later on independent studies with students who want to work more directly on pedagogical problems.

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

Enrollment limit: none

LC 102 LANGUAGES, SOCIETIES, AND TRANSLATION

Thomas Tymoczko*

Sociologists and anthropologists sometimes wonder whether a universal social theory is possible. Linguists wonder whether a universal linguistic theory is possible. The process of translating is relevant to both questions. It has even seemed to some that we have only to translate the other's speech in order to discover the nature of the other's language and society. But exactly what is a translation? Do we have a viable concept of translation and, if so, what is its scope and limits?

This course will focus on the process of translating and examine several theories of translation. We will be especially interested in the connection between theories of translation and general philosophical positions on language and culture.

The course will consist of two parts. During the first part we'll work collectively to articulate the known facts and outstanding problems concerning translation. For the second part, each student will choose a topic, research it, and discuss it or her work with the rest of the class. It will be possible to arrange a Division I examination by completion of the project and a satisfactory oral. The project will be one paper of about 20 pages.

Readings will be drawn from translators (Nida), philosophers (Gottlob Frege, Quine), linguists (Chomsky, Carstairs), anthropologists (Whorf, Needham), and literary critics (Steiner, Richards).

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

Enrollment limit: 16

*Mr. Tymoczko is an assistant professor of philosophy at Smith College.

LC 103/203 INTERPERSONAL COMMUNICATION: A SOCIAL PSYCHOLOGICAL PERSPECTIVE

John Hornik

"Social psychology can be defined as the study of how people organize, evaluate, and respond to their social experience" (David Schneider). From this perspective we seek to understand interpersonal communication from the vantage point of the individual. How does the individual think about, feel about, and behave with respect to others? What influences these thoughts, feelings, and behaviors? These are the central questions which the social psychologist seeks to answer.

This course will offer students an opportunity to explore basic areas of social psychology and to learn to examine critically psychological theories of and research on human social behavior. It will be organized as a series of units, each covering a topic of historical and/or current interest. Students may also elect to work on alternative/additional areas of social psychology (e.g., cooperation-competition, interpersonal attraction) or to tailor the course so that it relates to particular interests of their own (e.g., law, education, voting, design of space). Division II students especially are encouraged to negotiate individual contracts which are consistent with their concentration plans.

Class meetings will generally consist of lecture-discussions, research demonstrations, films, and student presentation. All students anticipating evaluation will be expected to (1) do substantial written work (probably 3-4 papers), (2) comment constructively on the papers of other students, (3) complete contracted reading, (4) contribute to class discussion, (5) assess his/her own development in the course, and (6) write an evaluation of the instructor and the course.

The course will meet Thursday evenings from 7:30-10:30.

Enrollment limit: 30

LC 104 OUR MENTAL LIFE

Murray Kiteley*

A selection of recently discussed topics in the philosophy of mind: the self, consciousness, intentionality, classifications of mental phenomena, continuity of mind-brain identity.

Classical views, such as those of Descartes, Kant, and Russell, will be broached, but the main attention will turn to essays written in the last couple of decades by such authors as Ryle, Anscombe, Chisholm, Dennett, Malcolm, Sellars, and Quine.

The course will meet Mondays and Tuesdays from 11:00 to 12:30.

Enrollment limit: 30

*Mr. Kiteley is Professor of Philosophy at Smith College.

H. Frinberg

D. Kerr

F. Johnson

N. Frinberg

B. Moulton

S. Stankis

T. Muller

R. Ullian

P. Crown

A. Hanson

K. Sellings

G. Witherspoon

LC 105 LANGUAGE ACQUISITION

James Koplin

Almost all children acquire the language of their community on a regular schedule and within a relatively short period of time. We will spend most of this course examining what it is that the child does in this task. Special attention will be given to the descriptive material in such sources as Roger Brown's studies of pre-school children and Carol Chomsky's analysis of the continued development of language in the grade school years. When a student is able to do a thorough acquaintance with this material, the student will be able to do an adequate answer to the question, "How does a child do it?" The only adequate answer at this time, however, is that "nobody really knows."

Each student will enroll in the section with no experience in the study of the language. The section will be designed to be an experiment in the part has indicated that this concrete field observation of a child in the process of acquiring language will be an invaluable aid to understanding the theoretical issues discussed during class sessions. Time will be made available near the end of the term for these students to report on their work for the benefit of everyone.

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

Enrollment limit: 15



LC 106/206 STRINGS, TREES, AND LANGUAGES

William Marsh

This course presents a series of related topics in mathematical logic and modern algebra which are interesting in and of themselves and also have applications in what might be called the language sciences: linguistics, computer science, cognitive psychology, and analytic philosophy. We will start with a rarefied definition of language in terms of sets and other "new math" concepts, then look at graph theory and programs, and next give an equally rarefied mathematical model of a computer. After looking at some algebraic aspects of linguistics, we will preview modern algebra by discussion groups and by trying to untangle Piaget's notion of grouping. Finally, we will use semantic tableaux to outline a proof of the Completeness Theorem for first-order logic.

We will have some readings and an outside speaker in each of linguistics, artificial intelligence, Piagetian psychology, and philosophy; these will permit at least a little perspective on how the mathematical ideas presented in the course fit into other fields.

In the past this course has been taken successfully both by Division II students aiming to get most of the material done by Division I students wanting to see how mathematics gets done and to get ideas for their L&C Division I examination.

The course will meet three times a week for one hour each time.

Enrollment limit: none

LC 107/207 FICTION INTO FILM

Robert Ullian

This course will observe the transition of a selected number of fiction works into film. Although some amount of speculation and research into actual production considerations will be included in the discussion of each product, the main emphasis of the course will be an examination of the cinematographic possibilities of each piece of fiction, and an analysis of how these elements have been translated onto the completed film.

Projects for study will include: *Patcher Ranch* by Saitj Ray (India), *Ben-Hur* by Akira Kurosawa (Japan), *Julia et Jim* by Francois Truffaut (France), *Walkabout* by Nicholas Roeg (Australia), *The Grapes of Wrath* by John Ford (USA), *Women in Love* by Ken Russell (England), and *The Angel Levine* by Jan Kadar (USA). For each film students will be assigned a brief exercise that will call attention to a specific scene or element of the transition. In addition, Division II students will be asked to complete a longer project during the term. This course will require reading the original books and viewing the films.

NOTE: A number of the films will be shown through the facilities of the Oram Welles (Campus) Cinema on Route 9 in Hadley. As a prerequisite of the course, students must be prepared to attend these showings and to purchase a subscription ticket to the series of films included in the course.

In addition to the film viewing, the course will meet twice a week, from 1:30 to 3:30 on Wednesday and 1:30 to 2:30 on Friday.

Enrollment limit: 20; 12 Division I, 8 Division II. Other students wishing to attend the lectures and films will be welcome.

LC 108 UNDERSTANDING A SMALL COMPUTER SYSTEM

Kevin Jordan, John Linn, and William Torcaso*

This course is intended for those who are interested in computers and want to learn how to use Hampshire's microcomputer systems. Topics we will consider are:

- The functional structure of a small computer system (what the pieces are and how they hang together).
- Assembly language programming (making the pieces do what you want).
- An introduction to system software.
- An introduction to PL/M, a language for writing systems.

Last spring Hampshire acquired a small computer system consisting of two microcomputers, a line printer, a disk, tape storage, a graphics terminal, and a digitizing camera. These constitute what is called system hardware. To complete an active system programs are needed. This course is aimed at generating interest and skills necessary for the writing of these programs.

It will help to have previous programming experience (as in LC 156). If you are unsure of your background, contact one of the instructors or Allen Hanson. Programming is a cumulative skill and one that requires a certain level of commitment to maintain. Regular, hopefully manageable assignments will be given. For those who have not done an L&C Division I examination, this course presents ample opportunity.

The course will meet for an hour three times a week.

Enrollment limit: 20

*Kevin Jordan and John Linn are Division III students, William Torcaso is a Division II student. The faculty sponsor is Allen Hanson.

LC109
(SS 128)

THE SOCIOLOGY OF EVERYDAY LIFE

Joel Meisler

Please turn to the Social Science listings for this course description.

LC 110/210 THE STRUCTURE AND CONTROL OF AMERICAN MASS MEDIA

James Miller

The media of mass communications can be thought of in a variety of ways: as social institutions, as cultural form, as technology. This course treats the media primarily as an industry composed of formal organizations in which people belonging to numerous organizations work.

We will look at the media of our own society, emphasizing broadcasting—radio and television. The course will have four sections: (1) an introduction to relevant theory from mass communications, economics, sociology, and organization theory; (2) structure of the large industry—ownership patterns within and across media, networking, economies of scale, mass production, etc.; (3) formal and informal constraints on media operation—broadcast regulation, professionalization of newspeople, etc.; (4) presentation and discussion of student research into media structure and control—case studies, conducted by Division I students using mostly secondary source materials; and empirical projects, conducted by Division II students who might, for example, do first-hand investigations of local media.

The course will touch on many topics, some of which are not ordinarily considered together, and hopefully will be informative and descriptive (How many TV stations are there?), theoretical (How are freedom of the press and mass production related?), analytically critical (Why is broadcast regulation accused of being a failure?), and a good time (Is happy-talk local TV news alive and well in this area?).

The course will meet on Mondays and Wednesdays from 3:30-5:30.

Enrollment limit: 20

LC 111 AN INTRODUCTORY COURSE IN BILINGUALISM

Sarah Nieves-Squires

This course is an introduction to the issues surrounding bilingualism as a linguistic, political, and social phenomenon. Special attention will be given to bilingualism in the United States and the Spanish-speaking population.

The course will meet Mondays and Wednesdays from 3:30-5:30.

Enrollment limit: 16

LC 112 SOCIAL LINGUISTICS

Sarah Nieves-Squires

This course will be an analysis of the overt and covert relationship between language usage, access to knowledge, and social control, with special reference to bilingual situations utilizing the sociology of knowledge as a tool for analysis.

The course will meet Tuesdays and Thursdays from 11:00-1:00.

Enrollment limit: 16

LC 156 INTRODUCTION TO COMPUTERS AND PROGRAMMING

TBA

This course is an introduction to computers, programming, and problem-solving. The programming language used will be APL, a powerful, yet concise problem-solving tool. The first part of the course consists of a brief discussion of the structure of a computer and the use of assembly language. While the bulk of the course is devoted to applications of the computer and APL to various problems, the techniques developed from an introduction to computer science. The last part of the course will be devoted to a large group project. This will serve to provide programming experience and a chance to introduce some of the more advanced features of APL in the context of useful examples. Virtually no mathematical sophistication is required.

Completion of this course implies a broad exposure to programming (APL in particular) and computer science. Anyone who finishes should have no trouble doing an excellent Division I examination in LAC.

The required textbook for the course is *APL: An Interactive Approach* (2nd edition) by Gilman and Ross. Additional readings will be assigned.

The course will meet twice a week for 1½-2 hours each session.

Enrollment limit: none

LC 180 MASS COMMUNICATION, MASS CULTURE, AND MASS SOCIETY

David Kerr, Richard Lyon, and James Miller

This course is an introduction to the study of public communications. We will examine some of the intellectual, economic, and social forces governing the rise of the mass media, and how these forces continue to shape the purposes and functioning of the media in this century.

We will consider what is meant by the terms culture, art, masses. Several critical interpretations of the modern condition will be examined. The American context will be explored in terms of the passing of the 19th century genteel tradition and the movement toward a wider and more open-minded cultural vision. The view that the artist is spokesman of the age will be looked at in the context of modern conditions, together with the impact of popular culture on high culture.

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

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

The course will meet three times a week for one hour each session. Some meetings each week will be lecture or debate sessions and others will be small discussion groups.

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

Enrollment will be limited to 40 students, with 40 places held for students entering in the Fall Term, 1979.

LC 195/295 AMERICAN SIGN LANGUAGE

Nancy Frishberg

American Sign Language (ASL) is the language of the deaf community in the United States. The people who "speak" this language have been told that it is "concrete" (as opposed to "abstract"), "bad English," "unintellectual gesturing." In the past fifteen years, however, linguists have begun to look at ASL seriously and to compare it with oral languages. In this class we will learn to use the language and will learn what linguists have been saying about it.

We will consider topics such as pantomime (versus sign), sign language "phonology," children's acquisition of ASL, posture and folklore in ASL, language universals, as well as others.

Students who have some sign language skills may enroll at the Division II level and will be expected to help lead discussions on readings.

We will meet twice a week for 1 1/2 hours each time for language instruction, and an additional two hours each week for linguistics discussions as suggested above.

Enrollment limit: 195--25
295--none

LC 201 A HISTORY OF THE PRESS IN THE UNITED STATES

David Kerr

"At its core, the First Amendment sought to guarantee that the government should not censor the press, but that the press should, for all time, have the right—indeed that it was duty bound—to censor government." James Aronson

"What Sigmund Freud did for sex, Spiro Agnew has done for the American newspaper publisher. The Vice President has found a way to relieve the owners of daily papers of microscopic guilt over their conservative bias." Ben R. Bagdikian

"Theoretically, a newspaper that does not give news, or is corrupt, or fails to stand up for the underdog, attracts the attention of a virtuous newspaper looking for a home, just as the tarantula, in the Caribbean, attracts the blue heron. Good and bad papers will wrestle, to continue our insect parallel, virtue will triumph, and the good paper will place its sting in the bad paper's belly and yell, 'Sit Smelter Newhouse manage!' or something of the sort. Then it will eat the advertiser's content of the bad paper's breadbasket. This no longer exists. Money is not made by competition among newspapers, but by avoiding it." A. J. Liebling

This will be a history survey course in which we will explore the role of the United States press in communicating events, values, and patterns of behavior to the American public. As we trace the development of the American press from the ill-fated *Public Occurrences* of Benjamin Harris to the *Washington Post* of Benjamin Bradlee, we will be questioning the extent to which the press has been an agent of change or merely a recorder of change.

We will see the press as watchdog over the actions of the rich and powerful and as lapdog for those same persons. We will ask whether the press, which is the only industry singled out for protection in the Constitution, has considered its First Amendment protection a privilege or a license. We will work toward an understanding of the impact of technological advances on the press and in turn on the perceptions and opinions of the public. We will test the proposition, expressed by many in the communications industry, that bigness, functional monopoly, and profit motives can mean better, cheaper, and more accurate news. During the term we will study times in the past when the United States press has influenced and enforced American foreign policy, and assess the likelihood of it happening in the future (or the present). And, of course, we will scrutinize the claims to accuracy of historians of the American press and, by studying alternative versions, attempt to arrive at some semblance of the truth.

Each student will be expected to design and execute a research project dealing with some aspect of the history of the United States press. To that end we will study the modes of inquiry available to those who wish to evaluate the accuracy of what may have passed as unquestioned truth for some time. If you have ever wondered to what extent the press supported the extermination of the American Indians in the 1870's, or if TV news exposure really changed the American consciousness about civil rights, or if the press made John Dillinger and J. Edgar Hoover heroes during the same years, or there was backing in the press for environmental action during the 19th century, or if the press and the Presidency have ever really been adversaries—then this class will give you the opportunity to find out.

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

Enrollment limit: none

LC 202 ALTERNATIVE COMMUNICATION THEORIES

Fern L. Johnson*

The aim of the course is to investigate the theoretical assumptions underlying a number of different approaches to human communication. Both traditional paradigms such as behaviorism and symbolic interactionism and more contemporary work in systems theory, game theory, and humanistic psychology will be considered. Each approach will be treated as it relates to philosophical questions, research methods, and practical applications. Readings will include such authors as Skinner (behaviorism); Mead and Blumer (symbolic interactionism); Watzlawick, Beavin, and Jackson (systems theory); Berne (game theory); and Maslow (humanistic psychology).

To facilitate integration of course material, students will be asked to write several short position papers and to complete one broader range term project.

The course will meet Tuesday mornings from 9:00 to 12:00.

Enrollment limit: none

Ms. Johnson is an assistant professor in the Department of Communication Studies at the University of Massachusetts in Amherst.

LC 205 INTRODUCTION TO LINGUISTICS

Nancy Frishberg

This course is intended for people who have passed Division I in LAC and who are interested in jumping into linguistics. We will look at the field from the bias of generative (transformational) theory, specifically in the areas of phonology, morphology, syntax, and semantics. I expect that because of my own interests and the useful directions from which students converge on linguistics, we will also look at some of the so-called "byphenated" parts (ethno-, psycho-, socio-, etc.).

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

Enrollment limit: none

LC 208 NEWS REPORTING AND EDITING

Stanley Moulton*

This course is designed to give students experience in print journalism. No reporting experience is required, although an instructor will be willing to supervise a small number of more advanced students on special projects. The emphasis will be on instructor and peer criticism of written work produced by the students.

Students will learn writing and editing techniques needed for newspaper reporting. Topics covered include: types of reporting and news stories; styles of news writing; judgment and style; to discern what is news; techniques of gathering information and organizing a news story; an understanding of editing and rewriting; and consideration of nontraditional styles, including precision journalism, advocacy journalism, and reportage.

There will be weekly reading and writing assignments. Suggested texts, both for their own usefulness and to illustrate the techniques of journalism school teaching, include *Reporting* by Michael V. Charney and *Manuals of News Reporting* by Izard, Culbertson and Lambert. Students will produce publishable work.

The course will meet for a two-hour workshop on Tuesdays from 4:00 pm to 6:00 pm. Sessions with individual students will be arranged.

Enrollment limit: 15

*Appointment pending.

LC 209 DEFINING AND APPLYING THE TELEVISION PROCESS

Stanley Stanfekt

This course is designed to explore the process of the television production with all of its questions and problems. The information needs to be presented? Who is the audience? How and why should the information be presented? What effect is sought by producing the program? Is the project worth the undertaking?

The course will combine the skills and interests of students with moderate to extensive experience in TV production with those who have no TV experience. The principle focus of the course will be the production process with only a limited amount of time spent on the technical aspects. Students with no TV equipment experience, however, will be given the opportunity in various forms to acquire the experience necessary to the course projects. Initial projects will be instructor designed with an internship model serving as the basis of operation. As the course progresses, projects designed by the group will become the object of course activities.

Much of the work for the course will be done outside of the regular class meetings. The regular meetings will be used for instruction and coordination of activities.

The class will meet Tuesdays and Thursdays from 1:30 to 3:30, with six hours additional studio time to be arranged.

Enrollment limit: 15

LC 224 INTRODUCTION TO TV PRODUCTION

Richard Muller

This course is an introduction to the process of making television programs, concentrating on the live studio environment. Students will work as a production team assisting people from the town of Amherst who want programs produced for cablecasting, and with groups from the wider area who want programs produced for airing on WGBY, the Western Massachusetts Public Television station in Springfield. (Although arrangements with the station are not complete at this writing, it seems likely that we will be using the station's full color remote unit to produce the programs for WGBY. Details of this will be discussed at the first course meeting.)

Students will first learn camera operation, audio and video mixing, graphics and slide preparation, and floor managing. As the course proceeds, students will take full responsibility for cable programs, including direction, production coordination, and liaison with client groups. Emphasis is not on mastery of equipment, but rather on mastery of the different tasks which studio production involves.

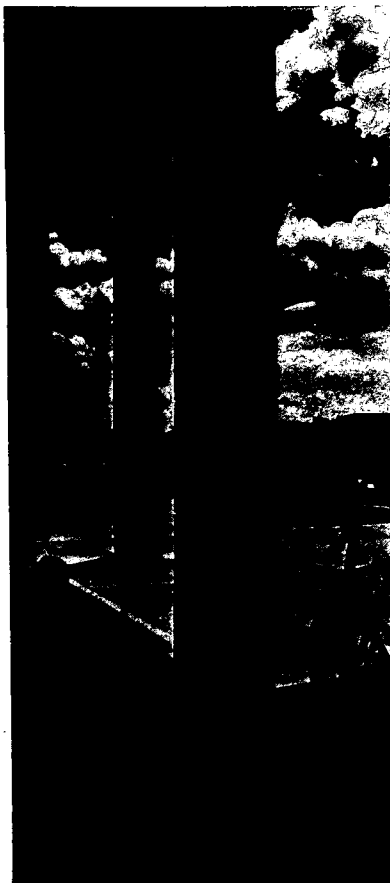
Although the course itself will not prepare students for the Division I examination in LAC, students who wish to undertake independent study of "access" broadcasting and cablecasting will be encouraged to do so. Similarly, students may wish to go beyond the course to learn the technical details of equipment use, and thus prepare to pass the test which would qualify them to use Hampshire's production facilities unsupervised.

The class will be small, and will of necessity involve close teamwork under rather tense conditions. To assist the group in developing a sense of itself, and of its individual members, there will be a four or five-day canoeing or hiking trip early in the course. This trip is a part of the course, not an optional social event, and course participants will be selected first from those who can arrange the time for the trip as well as the subsequent course activities.

The course will meet Tuesdays and Thursdays from 9:00-11:00 AM.

Enrollment will be limited to 12; these will be selected by lot if necessary after the first class meeting. Full details of the course will be discussed at the first meeting, and it is likely that the course will be fully enrolled from those at that meeting.





LC 263 FICTION WRITING WORKSHOP

Robert Ullian

This course will include a two-hour weekly workshop with provision for additional informal meetings at those times when an especially large amount of work has been handed in. The course may also host a series of young writers. Individual meetings will be arranged so that projects can be discussed at length and in privacy.

This workshop would probably be most useful to people who have considered writing as a career, and have projects under way. However, writers at differing stages of development are welcome.

Requirements: Writing sample submitted LAC School Office prior to instructor's permission.

The class will meet Thursdays from 2:00-4:00, with optional meetings on Friday from 2:30-3:30.

Enrollment limit: 12.

LC 266 EXPERIMENTAL TELEVISION

Peter Crown

Experimental Television is primarily an advanced studio production course which explores non-traditional uses of the medium in art, science, and education. Rather than attempting to mimic the styles and formats of broadcast television, we will look for new ones in a creative atmosphere. The course is both conceptual and technical in nature, and will include electronic image-making devices ranging from a camera and mirror system to video synthesizers and computers. Depending on the interests and aptitudes of the members of the class, we will encourage a lab type situation for building special effects hardware. Some of the video tapes produced in this course last year were presented in gallery, museum, and broadcast situations, and it is hoped that this will continue.

The class will meet twice a week for five-hour studio sessions. The times will be arranged.

Enrollment limit: 12. Instructor's permission and a background in television production or some other applicable skill are required for admission to the course.

LC 299 REPRESENTATION AND THE STRUCTURE OF THOUGHT

(IN 337)
Allen Hanson, Neil Stillings, and
Christopher Witherspoon

This seminar will be concerned with a range of issues about the relationship between minds and computers. In the first part of the seminar, we will read and discuss Fodor's recent book *The Language of Thought*, with particular attention to his claims and arguments drawing on recent empirical work in psychology, linguistics, and artificial intelligence. Following this, we will take up some of the related issues concerning psychological explanation, psychological reality, and the logical status of the computer metaphor. The last part of the seminar will consist in student presentations formulating their own research and project work in the context of the themes and issues of the seminar. Additional readings will be assigned throughout the seminar.

This seminar is intended primarily for Division III students whose projects are in the areas of cognitive psychology, artificial intelligence, linguistics, or philosophy of psychology, mind, and language. Advanced Division II students in these areas are also welcome. Each participant will be expected to lead or co-lead one meeting of the seminar.

The course will meet Wednesdays from 2:00 to 4:00. Participant selection will be done by interview during the first meeting of the seminar.

Enrollment limit: 15

SCHOOL OF NATURAL SCIENCE CURRICULUM STATEMENT

How to use these course descriptions:

1. Courses are arranged by subject matter. Read it all because some of the connections may not be obvious. For example, *The Photographic Process* course is listed under Physics, Chemistry and Geology. Air Pollution and Health: *Developing a Curriculum for Elementary Schools* is listed under Environmental Science and Public Policy. (Well, we had to arrange it some way).
2. Courses whose numbers start with 1 are Division I courses; those whose numbers start with 2 are Division II courses. A few are both. If you're looking for a topic for a Division I exam, and/or have no background in the area but would like to learn something about it, a Division I course is probably the place to start. The 100 number means that the instructor has planned the course for beginners.
3. Some of our courses are mini-courses, and take less than a full semester. These are marked by having their time-table in parentheses next to the title. For example, *Beanbag Genetics*, NS 126 (1st 4 wks). It usually also states this in the course description. Check both to be sure.
4. Please notice that almost all of our courses have open enrollments, so you don't have to worry about getting into them. Try several if you like. At the end of the drop-add period, you can register in any course you want to stay in by signing on; list the instructor passes around.
5. Unless clearly stated otherwise, our courses will offer grades for Five-College students.
6. If you still have questions after reading this catalogue, come see us or talk to the people in the Advising Center (Science Building, Room 127).

SCHOOL OF NATURAL SCIENCE

PHYSICAL AND EARTH SCIENCES:

ASTRONOMY:

EXTRATERRESTRIAL INTELLIGENCE

NS 101

Gordon, Gordon

Miller

HOW THINGS WORK

NS 102

Hafner

INTRODUCTION TO ASTRONOMY AND ASTROPHYSICS

ASTFC 22

Gordon, Gordon

SPACE SCIENCE: TOPICS OF CURRENT ASTRONOMICAL RESEARCH

ASTFC 31

Irvine

ASTRONOMICAL OBSERVATIONS

ASTFC 37

White, Seitter

ASTROPHYSICS I: STELLAR STRUCTURE

ASTFC 43

Harrison

PHYSICS, CHEMISTRY, GEOLOGY:

PHOTOGRAPHIC PROCESS

NS 111

Goldberg, Gay

ORGANIC CHEMISTRY I

NS 112

Lowry

ACIDS, BASES AND BUFFERS

NS 213 (2nd 6 wks)

Lowry

PHYSICAL CHEMISTRY FOR BIOLOGISTS

NS 215

Gay

PHYSICS OF WAVES

NS 116

Van Blerkom

FLUIDS

NS 118/218

Woolf

BASIC PHYSICS II, ELECTRICITY AND MAGNETISM

NS 219

Van Blerkom

LIFE SCIENCES:

GENERAL BIOLOGY

NS 120

Bernstein, Goddard

HUMAN BIOLOGY I: PHYSIOLOGY AND MEDICINE

NS 121

Foster

HUMAN MOVEMENT PHYSIOLOGY

NS 122

Woodhull (Ann)

MALE AND FEMALE REPRODUCTIVE FUNCTION

NS 123

Goddard, Greenleaf

FEMINIST THEORY: ITS RELATIONSHIP TO HEALTH AND HEALING ISSUES

NS 124/224

Raymond

BACTERIAL VIRUSES

NS 225

Oyelele

BEANBAG GENETICS

NS 126 (1st 4 wks)

Miller

INFORMATIONAL MACROMOLECULES

NS 127 (2nd 4 wks)

Miller

GENETICS OF EVOLUTION

NS 128 (3rd 4 wks)

Miller

NEUROPHYSIOLOGY LAB

NS 230

Bruno, Woodhull

NEUROBIOLOGY LECTURE SERIES

NS 132/232

Bruno, Woodhull, Woodhull

IN THE LABORATORY

NS 133/233

Miller

ECOLOGY:

WINTER TREES

NS 139 (Minicourse)

Bernstein, Moir

NATURAL HISTORY OF THE CONNECTICUT RIVER VALLEY

NS 140

Bernstein, Foster, Hoffman, Reid, Wilcox

AGRICULTURE OF THE UNITED STATES

NS 149

Slater

PHOTOSYNTHESIS AND NITROGEN FIXATION:

TWO PROBLEMS IN QUANTITATIVE ECOLOGY

NS 241

Foster

ENVIRONMENTAL SCIENCE AND PUBLIC POLICY:

ENERGY CONSERVATION: ITS SCIENCE AND ITS SOCIAL POLICY

NS 142/242

Frankel

LAW, SCIENCE, PUBLIC POLICY AND CITIZEN INVOLVEMENT

NS 143 (SS 211)

Souwine

ENVIRONMENTAL ETHICS

NS 244 (OP 195)

Lutes

READINGS IN ECOLOGY

NS 246

Wilcox, Sutherland

INTRODUCTION TO THE POLAR ENVIRONMENT

NS 147/247

Hirschberg

AIR POLLUTION AND HEALTH: DEVELOPING A CURRICULUM FOR ELEMENTARY SCHOOLS

NS 148/248

Bruno

NUTRITION SEMINAR

NS 249

Miller

HISTORY OF SCIENCE:

CAPITALISM AND EMPIRE

NS 250 (SS 214)

Goldberg and SS

History Group

THE HISTORY OF AGRICULTURE IN NEW ENGLAND: A FARMER'S VIEW

NS 151

Slater

THE MEDICAL REVOLUTION, 1500-1700

NS 152/252

Howard

THE EMBRYOLOGY OF EVOLUTION

NS 153/253

Howard

MATH:

CONFIDENT CALCULUS

NS 160

Kelly

MATHEMATICS FOR SCIENTISTS AND SOCIAL SCIENTISTS

NS 161 (SS 123)

Hofmann, Kelly

TOPOLOGY AND GEOMETRY

NS 262

Hofmann

MATHEMATICAL STATISTICS: THE GENERAL LINEAR MODELS OF STATISTICAL ANALYSIS

NS 263 (SS 255)

Kelly, Sutherland

SCIENCE EDUCATION:

SCIENTIFIC WRITING

NS 191

Peyton

HUMANIZING THE EDUCATION OF CHILDREN

NS 192

Gongareilly

AIR POLLUTION AND HEALTH: DEVELOPING A CURRICULUM FOR ELEMENTARY SCHOOLS

NS 148/248 (See E.S.A.P.P.)

Bruno

PHYSICAL AND EARTH SCIENCES:

EXTRATERRESTRIAL INTELLIGENCE

NS 101

Courtney Gordon, Kurtiss Gordon, Lynn Miller

Since the Copernican revolution, our concept of the size of the universe has continuously increased while our concept of the uniqueness of our place in the universe has been repeatedly diminished. The idea that intelligent beings may exist on other worlds has fascinated mankind for hundreds of years. We are at last close to the time when extraterrestrial communication may be possible. How can we communicate? Are there other worlds ready to receive our messages? Have other worlds already tried to communicate with us? Our search will lead us to consider:

- a) the astronomical evidence - What factors determine how many planets are suitable for life, and how close to earth the nearest one may be?
- b) the biological evidence - What constitutes life on earth? How 'did it evolve'? What conditions and how much time are necessary for intelligence to emerge?
- c) the nature of communication - What kind of a message must we send to show we are intelligent? How successful have we been at deciphering the communications of bees, dolphins, or other nonhuman species?
- d) philosophical implications - Should we transmit? or just listen?

Readings will include Shklovskii and Sagan *Intelligent Life in the Universe* and articles in current journals. The course will meet for the first 6 weeks and last 2 1/2 weeks of the term. In the intervening time, the students will be expected to complete individual or group projects, which will be presented to the class during the latter part of the term and which may be developed into Division I exams. In past terms, student projects have included:

- recreation of the classic experiment to produce amino acids from inorganic compounds under conditions believed to have existed on the primitive earth;
- examination of the evidence for detection of planets around nearby stars;
- discussion of the impact of the Oron Welles *War of the Worlds* radio broadcast;
- evaluation of physical, biological (and psychological) impediments to human-dolphin communication, and attempts to overcome the



NS 102 HOW THINGS WORK

Everett Hafner

Designed for students with little or no prior technical background, but with persistent curiosity about all those gadgets that penetrate our lives. We deal with a new topic in each session: reviewing its history, the physical laws on which it depends, its connections with other things, and its are such things as jet propulsion, telephony, nuclear power reactors, electronic calculators, radio and television, high-fidelity sound recording, lasers, xerography, and alternative sources of energy.

Each topic generates a list of readings and exercises for students to follow up out of class. One session in four is devoted to general techniques in problem-solving, using only the most familiar mathematical ideas: arithmetic, algebra and simple trigonometry. Indeed, a principal aim of the course -- beyond its attempt to explain how everything works -- is to bring out the essential fact that most of our technology is no more than a complicated development from a modest set of physical and mathematical laws.

The class meets twice a week. In addition, a small group is chosen each week to produce a half-hour panel discussion on the air, using the facilities of the Five-College FM radio station, WPCR. Students are encouraged to exploit this activity as the basis for a Division I examination in Natural Science.

ASTFC 22 INTRODUCTION TO ASTRONOMY AND ASTROPHYSICS

Courtney and Kurtiss Gordon (at Hampshire)

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

Time: Tuesday, Thursday, 1:30-3, plus laboratory, Thursday, 7-9:30 p.m.

ASTFC 31 SPACE SCIENCE: TOPICS OF CURRENT ASTRONOMICAL RESEARCH

William Irvine (at Smith)

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

Time: Monday, Wednesday 1:30-3.

ASTFC 37 ASTRONOMICAL OBSERVATION

Richard Whise and Waltraut Seitter (at Smith)

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

Time: Tuesday, Thursday, 2:30-3:45.

ASTFC 43 ASTROPHYSICS I: STELLAR STRUCTURE

E.R. Harrison (at U. Mass.)

The basic equations of stellar structure and their solution; polytropes; the virial theorem; energy transport in stars by radiation, conduction, and convection; atomic processes leading to stellar opacity; nuclear energy generation in stars; stellar evolution. **Requisite:** ASTFC 23 and the physics sequence, or permission of instructor (Div. II).

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

NS 111 THE PHOTOGRAPHIC PROCESS

Stanley Goldberg and David Gay

This is an introductory course which will deal with technical elements in photography. Subjects covered will include photographic emulsions, densitometry, sensitometry, characteristic curves, some systems, introduction to color film and processes. There will be laboratory-like projects and the opportunity to standardize your own photographic technique. No prior experience with photography is needed. You will need a camera and film. **Class will meet twice a week for 14 hours.**

NS 212 ORGANIC CHEMISTRY I

Nancy Lowry

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

Text: Morrison and Boyd, *Organic Chemistry*, 1 set of models, Benjamin, Organic Chemistry. **Background:** High school chemistry (Div. I with permission of instructor). Three one hour meetings per week plus one two hour lab.

NS 213 ACIDS, BASES AND BUFFERS

Nancy Lowry

This is a minicourse which will be taught during the 2nd 6 weeks. You'll never get anywhere in the world if you can't solve acid/base problems. This minicourse starts with the basics and by the end you will be able to determine the pH of anything (well, almost anything). Division I with permission of instructor. **Class will meet once a week for two hours.**

NS 215 PHYSICAL CHEMISTRY FOR BIOLOGISTS

David Gay

This course will deal with those aspects of physical chemistry of major concern to students of the life sciences. Three major areas of physical chemistry will be covered: structure, energy and kinetics. The minimum prerequisite will be high school chemistry. **Class will meet twice a week for 14 hours.**

NS 116 PHYSICS OF WAVES

Janet Van Blerkom

The study of wave phenomena presents an "embarrassment of riches," for there is hardly a human activity which does not involve wave motion in some form or other, even thought itself. Yet underlying all the vast number of manifestations of wave propagation in nature - from the rich sonority of a cello to the light from stars and galaxies - there is a unifying conception, implicit in the formulation of the simplest of wave problems, that of a vibrating string, are the basic physical laws governing much more profound phenomena.

The course will proceed in this direction. The vibrating string is studied first to identify those features common to wave phenomena in general. Subsequent topics include musical instruments, water waves, seismic waves, light (electromagnetic waves), and the fundamental wave nature of matter itself. Because of the diversity of illustrative material, a large number of demonstrations is possible. The only prerequisite is a willingness to employ mathematics where necessary. **Class will meet twice a week for 14 hours each.**

NS 118/218 FLUIDS

Michael A. Woolf

A laboratory course, supplemented by films and lectures, on the phenomena of fluids. Useful to students interested in physics, meteorology, geology, ecology, anatomy, flying, sailing and sports -- wherever the influence of fluid flow (air, water, blood, etc.) is important (everywhere!).

Building on the fundamentals of mechanics, practical aspects of fluid behavior will be studied by designing and performing experiments -- literally, by "getting one's hands ver." Phenomena to be investigated include: hydrostatics, buoyancy, surface tension and bubbles, waves, viscosity and drag, streamlining, vorticity and lift, turbulence and instabilities.

Along with a number of experiments, each student will be expected to complete a final project in her/his area of interest which may lead to a Natural Science Division I examination. Although the use of simple arithmetic is inevitable, there are no special prerequisites. Students with a background in calculus may wish to pursue hydrodynamic theory more deeply.

Classes will meet for a two hour weekly film-lecture on Monday mornings, time TBA. A weekly four hour lab will meet Tuesday and/or Wednesday afternoons.

NS 219 BASIC PHYSICS II, ELECTRICITY AND MAGNETISM

Janet Van Blerkom

This course is part of the Basic Physics sequence, open to students who have had some calculus and Basic Physics I or its equivalent. Starting with a four-week module on Special Relativity, the course proceeds to electrostatics, electrodynamics, and magnetism. A weekly math seminar concurrently to develop useful methods in vector calculus.

Classes meet four hours/week plus a problem session, plus a two hour Math Seminar.

LIFE SCIENCES:

NS 120 GENERAL BIOLOGY

Mary Beth Bernstein and Nancy Goddard

Students will get an overview of whole organisms and how they function in their environments by examining concepts related to development, inheritance, physiology, structure, behavior, ecology and evolution. We will use specific examples from plant and animal research. Expect to get your hands dirty and your feet wet in the lab and in the field.

Mary Beth is interested in plants, fungi, and how organisms interact with each other. Nancy is a zoologist interested in studying organisms from the evolutionary point of view. Together they hope to be both teachers and learners in this course. **Class will meet twice a week for 3 hours.**

NS 121 HUMAN BIOLOGY I: PHYSIOLOGY AND MEDICINE

John Foster, Coordinator

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

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

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

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

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

In addition to these activities during the semester there will be opportunities for field trips to medical centers. Also at the end of the semester there will be a symposium session in which individuals and groups will be able to report their findings in the special interest groups and to learn of others' results. The conference and lecture portions will be videotaped to be available for later reference. Meeting times:

90 minute discussion session per week,
90 minute clinicopathologic conference every other week,
90 minute conference, follow-up on alternate weeks,
1 hour laboratory lecture/demonstration per week,
(lab open and available at most times during the week).

NS 122 HUMAN MOVEMENT PHYSIOLOGY

Ann Woodhull

(This is a 6 week minicourse, starting about November 1). Dancers, musical performers, and others often want to know what muscles are involved in a particular movement and how movement is controlled. In this class we will not attempt to survey human anatomy or kinesiology (the study of movement). Rather, by reading scientific papers we will look closely at how scientists try to obtain information on muscle use and control. We also have the equipment to record muscle potentials (electromyograms) from ourselves and others to check out some hypotheses about movement. No science background needed. **Class will meet twice a week for 1 1/2 hours.**

NS 123 MALE AND FEMALE REPRODUCTIVE FUNCTION

Nancy Goddard and Walter Greenleaf *

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

*Walter Greenleaf is a Hampshire College student.

NS 124/224 FEMINIST THEORY: ITS RELATIONSHIP TO HEALTH AND HEALING ISSUES

Janice Raymond

The course will examine patriarchal models of health and healing, especially as incarnated in the Hippocratic tradition of regular medicine. Special attention will be focused upon medicine as "mytho-poetic ritual" and science as metaphysics. We will explore the works of modern critics of medicine such as Duhos and Illich - who have critiqued traditional models of health and health care from a basic philosophical perspective - with a view toward developing a further feminist analysis. To this end, the course will also explore works of feminist theory and values such as Daly, Rich, Woolf, and selected articles in this area. A course for those who are interested in making "creative connections." Intensive with instructor required. **Class will meet twice a week for 1 1/2 hours.**

NS 225 BACTERIAL VIRUSES

Sandra Oyebole

This course is designed to introduce students to the dynamics of the host-virus relationship. Bacterial viruses have been one of the most important elements in the development of molecular biology. Fortunately, the scientists most active in the early research on bacterial viruses have been prolific writers and have not hesitated to share their failures and successes - their successes first, of course. Thus, we will be able to explore the "folklore" of bacterial virus research through this literature. We will also be reading and discussing some of the current literature. Any students interested in learning the laboratory techniques of bacterial virology will be encouraged to do so, and should make specific arrangements with me. (Lab work would involve approximately five hours per week). **Class will meet twice weekly for 1 1/2 hours.**

GENETICS LISTINGS:

The following three minicourses in genetics constitute a full semester course if all are taken. Students may "take" any one minicourse without enrolling in the other two (at their own pleasure/risk). Each minicourse should require about 10 hours of reading each week for a typical college student as well as the six hours of class time.

Any student who wishes an evaluation (or grade) for any minicourse (or for all of them) should expect to do more work in the form of a paper, additional reading, lab work, or problem solving by arrangement with instructor at the beginning of the minicourse.

NS 126 BEANBAG GENETICS

Lynn Miller

An introduction to genetics for students with no previous exposure. We will listen to, watch, and discuss a series of 12 films by Curt Stern, one of the foremost geneticists of this century and a popular lecturer at University of California, Berkeley. We will read several original research papers that established various branches of genetics. Students will be introduced to the elementary mathematics of probability and analysis necessary to "do" genetics. We will work various set problems and discuss the limitations of these techniques when dealing with the real world. Students taking this and one of the other minicourses in genetics should be well prepared to develop a Division I Natural Science exam. **Class will meet three times a week for two hours each.**

Hampshire College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other college-administered programs.



NS 127 INFORMATIONAL MACROMOLECULES

(2nd 4 wks)

Lynn Miller

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

The object of the course is to learn how to read research papers in this important but highly specialized field and then to discuss some of the implications of this work for more general ideas about biology, evolution and science. Class will meet three times a week for two hours each.

NS 128 GENETICS OF EVOLUTION

(3rd 4 wks)

Lynn Miller

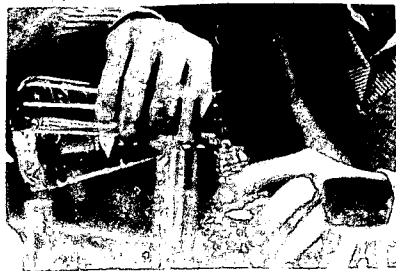
This course is designed for students interested in current ideas of the mechanism of evolution. We will read and discuss Dobzhansky's *Genetics of the Evolutionary Process*. Much of our time will be used to become familiar with some of the mathematical concepts that have been used to describe evolutionary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

NS 230 NEUROPHYSIOLOGY LAB

Merle Bruno and Ann Woodhull

An intensive course in the research techniques used to study nerves and nervous systems. It will consist of lab work, reading and lectures. Students will put together their own recording set-ups, and will test and become familiar with them by repeating experiments which are in the literature. They will then begin to formulate and work on questions that they themselves propose.

We will record action potentials and synaptic potentials from nerves, muscles and brains of crayfish, frogs and perhaps some other animals (and plants?). There will be opportunities both to learn several preparations and to stick with one long enough to do an original investigation. (Interested Division I students should see an instructor). Two one-hour morning seminar/lectures plus two afternoon labs per week.



Ser 1 - Bruno, Al Woodhall, Amy L. 'Pie'

19. The following eight lectures by people closely associated with the FBI, to be held in the following order:

The program will consist of the following:

Two weekly 90-minute class/seminar sessions for discussion of readings, lectures by faculty or visiting speakers, etc.

One weekly afternoon session (choice of two afternoons) for field trips and/or laboratory work, depending on the nature of the material under discussion.

Minicourses for deeper exploration of specific topics, or short term ones to teach specific laboratory and fieldwork skills. These will be announced shortly before the year begins and at intervals thereafter.

Opportunities for projects, exams and any other fruitful interactions the program may generate.

NS 149 AGRICULTURE IN THE UNITED STATES

Paul Singer

if we do indeed desire to consider the modification or restructuring of our agricultural system. It is imperative that we understand the basic-line situation which is under consideration for possible change.

libro con el título "El mundo de los niños" y el subtítulo "El mundo de los niños en el mundo de los niños".

Largely for historical reasons the U.S.A.P.P. program has traditionally been identified closely with the School of Natural Science. We are very anxious to reduce this identification and to involve students interested primarily in the public policy, economic or ethical aspects of the environmental problems. This is a typical example of the kind of shift of the program toward a balance between public policy and science, but whether this can be accomplished depends heavily on whether a sufficient number of students in the social sciences are human enough to take the initiative. We think we can. It is sufficient to say that even the social faculty members in the program recognize the need to make their science courses relevant to the needs of students whose primary interests are not scientific. The following list of courses stands as evidence

This year the theme of the E.S.A.P.P. program is conservation, in particular conservation of energy. We intend to use Hampshire College as a workshop for studying the economic, political, sociological, ethical and scientific aspects of energy conservation and the courses listed here have been designed with this theme in mind. The study of energy conservation will run for the entire year, so students may expect another group of courses in this area to be offered in the Spring semester.

city, observation is not the only right-hand variable being measured. In addition, the right-hand variable is measured at two points in time. The first measurement is taken at the time of the first observation, and the second measurement is taken at the time of the second observation. The first measurement is taken at the time of the first observation, and the second measurement is taken at the time of the second observation.

THE UNIVERSITY OF CHICAGO

in this lecture we attempt to give an overview of the scientific, technical, environmental and social issues involved in energy conservation, the research topic for the environmental

an examination of the energy concept in physics, looking at conversion processes, the first and second laws of thermodynamics, efficiencies and the various modes of heat transfer. We then study the pollution and waste involved in some of the principal energy-consuming and energy-converting technologies: nuclear power, fossil fuels, hydro, wind, solar, geothermal, inorganic farming, disposable packaging. We try to study these wasteful practices in the context of larger social issues: the limits to growth controversy, the supposedly exploitative nature of advanced industrial capitalism. Finally, we look at the energy needs of the future and wind power conservation in building design, recycling.

Readings may include: Wilson Clark, Energy for Survival; Barry Commoner, The Closing Circle; Meadows, et al., Limits to Growth; G. Garvey, Energy, Ecology, Economy. Class will meet twice a week for 14 hours.

NS 143 LAW, SCIENCE, PUBLIC POLICY AND CITIZEN INVOLVE-

Jonathan Souweine

Please turn to the Social Science course listings for a complete description of this course.

NS 244 ENVIRONMENTAL ETHICS
(OF 285)
Ralph Lutts

description of this course.

Lou Wilcox and Mike Sutherland

This course undertakes to examine current research problems in ecology and the application of quantitative methods to these problems. Material for the course is drawn from research articles published within the past year, albeit ecology

gical review articles from earlier years are used. Students will be expected to use the following facilities with ease: sophisticated literature search methods, oral and written communication, and critical analytical abilities. Pending research begins prior to the beginning of the course, some or

all of the following topics will be considered: diversity, stability, modelling, energy flow, island bio-geography, and ecological problems in land use. Class will meet twice a week for 1½ hours.

NS 147/247 INTRODUCTION TO THE POLAR ENVIRONMENT

Gary Hirschberg

The polar areas of the globe have grown to play an increasingly dynamic role in human affairs and there is every reason to believe that this trend will continue. Rapidly becoming the last wilderness area on earth, the polar world is now the focus of tremendous technological incursions. The development of Alaska's north slope and recent hushed developments in the Beaufort Sea are mere steps in a progression that must be monitored by extremely knowledgeable individuals to prevent certain catastrophe. Irresponsible management of these areas will almost undoubtedly lead to the demise of the last of earth's frontiers. Only by increased knowledge of the components of this system, combined with an understanding of the heritage and present logistical of human influence, can we hope to render logical decisions regarding the destiny of the polar world.

In this course, we will examine the physical, biological, and human processes past and present, that have combined to determine the nature of the polar environment. We will begin with a series of intensive readings and guest speakers in areas including: The History of Polar Exploration; Form and Function of Tundra and Glacial Systems; Permafrost, Vegetation, and Wildlife Relationships; Modern International Exploitation of Natural Resources; and Paleontological Records of the Polar Environments. These lectures/discussions will be structured to provide a broad but comprehensive introduction to the major areas of polar studies.

Following this period, each student will be required to research a specific area of polar studies for presentation to the class. Bibliographies will be provided prior to discussions by respective class leaders. In addition, we will take field trips to two nearby centers of polar research to familiarize ourselves with research directions in the Arctic and Antarctic areas. The course will meet twice weekly. There will be an informational meeting in late April, watch for announcements.

NS 148/248 AIR POLLUTION AND HEALTH: DEVELOPING A CURRICULUM FOR ELEMENTARY SCHOOLS

Merle Bruno

A scientist at the Harvard School of Public Health has a 10 year grant to study the effects of air pollution on lung capacity in children. I have been talking with some people in Boston who are interested in developing science curriculum materials which will make children more aware of the possible influences of smoking and air pollution on their health. We are not interested in developing brainwashing pamphlets or scare slogans. We'd like to encourage children to ask more questions about decisions they make about their lives and help them find ways to make these decisions for themselves. I am interested in working on this project and finding students here to help in the research.

Curriculum development is a long hard process if you really intend to respond to the needs of children and not just sell your product. We won't have a big neat curriculum package at the end of one semester - but we may have learned a lot and have begun to eliminate some of the wrong approaches. There will be lots of opportunities to do Division I exams or for Division II students interested in curriculum development to begin a project.

Study groups will be formed to: (1) collect current health care curricula and develop means to evaluate them; (2) collect and critically evaluate current information on air pollution, smoking, cancer, etc.; (3) develop some curriculum ideas to try out on each other and if they look good enough, to try them with children.

We will work with new science education materials to help break away from the "final answer" approach to teaching science and will explore and question why anyone might want to teach science to young children. Class will meet two times a week for 2 hours. (If you have some information we can use in this study, please send it to me even if you don't take the course. Thanks.)

NS 249 NUTRITION SEMINAR

Lynn Miller, et al.

Intended for students who have taken Nutritional Ecology of Humans or other introductory work in nutrition or who are enrolled in nutrition-related courses as a part of their concentrations, this seminar will meet weekly to explore topics presented by its members.

One of the outcomes of the seminar will be to prepare those students interested in becoming the student teachers of the Nutritional Ecology of Humans course given in the Spring Term. Another activity of members of this group will be to write articles, edit, and prepare for printing one or more editions of the student-produced journal, *Alternative Nutrition*.

Lynn's office is in the Science Building, Room 202. The seminar will meet on Mondays from 1:00 on (or by arrangement).

HISTORY OF SCIENCE

NS 250 CAPITALISM AND EMPIRE

(SS 214)

Stan Goldberg and History Group

Please turn to the Social Science course listings for a complete description of this course.

NS 151 THE HISTORY OF AGRICULTURE IN NEW ENGLAND:

A FARMER'S VIEW

Paul Sladter

New England was once self sufficient in food production. As the population of the Northeast grew and new land was made available elsewhere, farmers in New England adapted successfully where the land was suitable, while at the same time abandoning unsuitable sites.

It is hardly likely that New England can become self sufficient once again, but a review of the region's agricultural past might provide ideas which could help attain a greater degree of self sufficiency than that which currently exists through the development of a more diversified and stable agriculture.

This course, using such readings as Wilson's, *The Hill Country of Northern New England*, Black's, *The Rural Economy of New England and Pabst's Agricultural Trends in the Connecticut Valley - 1800-1900*, will review the agricultural history of the region with an eye toward uncovering discarded agricultural practices which may have current application. Class will meet once a week, for two hours.

NS 152/252 THE MEDICAL REVOLUTION, 1500-1700

Rio Howard

A lecture-discussion course. When William Harvey announced his discovery of the circulation of the blood, he had not seen the capillaries and could only deduce their presence indirectly. His opponents claimed with some reason that it was ridiculous to revise traditional physiology and discard the medical practice based on it because of one man's indirectly proven theories on the very complex subject of the human body. Yet we know that the blood circulates. Why was this fact not discovered before Harvey? Why was it discovered by Harvey? How did Harvey and his disciples sell their new medical theory before the invention of the microscope? Why did the medical establishment eventually buy it? This course will examine Harvey's ancestors to answer these questions, beginning with Galen and traditional physiological doctrine before Harvey. We will look at the medical ideas derived from this physiology (Did this medicine work?) and the changes in these ideas which were initiated by Vesalius' anatomical studies and which culminated in Harvey.

The more nefarious purpose of the course is to look at the reception of new ideas in medicine in a historical context and to determine the extent to which what is right are on both sides. How "scientific" was Harvey? How nose-backed were his opponents? How wrong-headed was traditional medicine? We will consider the Paris Faculty of Medicine in this period as a case study in what medicine, medical training and orthodox doctors were like and examine their reactions to Harvey and other medical innovators.

The course will meet twice a week for one and one half hours. Every other week or so, one session will be devoted to discussion of one or two readings organized around a central question in the course. Students will be asked to write a four page consideration of the readings and question before the discussion.

NS 153/253 THE ORIGIN OF EVOLUTION

Rio Howard

A lecture-discussion course in the roots of evolutionary thought in biology. We will look at Darwin's ancestors in the Enlightenment for the most part. But in order to understand why they asked the questions they did we will also briefly examine the older biological theories of Aristotle and Galen. The point of the course will be to discover where the idea of evolution came from (how would you arrange living organisms if you didn't have a book and a friend to give you an idea?). We actually won't find any neat origin for evolutionary thought (you know that anyway), but we will turn over some interesting theoretical rocks in modern biology by looking at 18th century versions of the same. What is a scientifically valid definition of species and what does "scientifically valid" mean? How should living organisms be classified? How are living organisms made out of nonliving matter? Do you have to know how living organisms develop in order to classify them properly? What does it mean to say an organism is "primitive" or "highly evolved"?

The course will meet twice a week for one and one half hours. Every other week or so, one session will be devoted to discussion of one or two readings organized around a central question in the course. Students will be asked to write a three to four page consideration of the readings and question before the discussion.

MATH:

NS 160 CONFIDENT CALCULUS

David Kelly

This intensive course will cover the basic concepts, techniques, transcendental functions, geometric interpretations, and physical applications of differential and integral calculus - the material of the traditional two-term "freshman calculus" (see any other college catalogue for further details). We'll meet for four hours of class and an evening problem seminar each week, and the course will include an introduction to the computer.

Students who do not anticipate a continuing study of mathematics or the physical sciences should consider alternative introductions to college math (including NS 101, 12 101, 12 106/206). Students with questions about their mathematical preparation are encouraged to discuss their selection of a math course with one of Hampshire's mathematicians. While book seminars are anticipated, we do not expect a calculus course in the spring.

NS 161 MATHEMATICS FOR SCIENTISTS AND SOCIAL SCIENTISTS

(SS 123)

Ken Hoffman, David Kelly

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

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

Other topics may be included. The computer will be used throughout the course. No previous programming experience is necessary. Class will meet three times a week for one hour plus a weekly problem session.

NS 262 TOPOLOGY AND GEOMETRY

Ken Hoffman

In 1872 Felix Klein set forth his famous Erlangen program, in which each branch of geometry was characterized by the properties of the underlying space which are left invariant under the group of transformations associated with that geometry. We will follow Klein's program in this course, developing first the basic concepts of transformation groups, and proceeding from there to study the topology of Euclidean space, projective geometry, non-Euclidean geometry, metric geometry, and differential geometry, with the bulk of our attention centering on the first three topics. Book seminars will be available the following term for students interested in further work in topology and differential geometry. Although there are no prerequisites, a fairly high level of mathematical maturity and comfortableness with abstract mathematics are essential. Class will meet twice a week for 1 1/2 hours.

NS 263 MATHEMATICAL STATISTICS: THE GENERAL LINEAR MODELS OF STATISTICAL ANALYSIS

(SS 235)

David Kelly, Michael Sutherland

Underlying many of the standard statistical procedures such as regression analysis, analysis of variance, and contingency table analysis are common basic mathematical concepts and techniques. Our course will present the student with an opportunity to explore the geometry of model building, the linear algebra and matrix theory necessary for formulating models and the functional analysis useful for model optimization. Throughout the course the mathematical theory will be applied and demonstrated on data sets using the facilities and programs of the Mass Computer Center. Class will meet three times a week for one hour.

Other Mathematical Services

Math Review:

Designed to help students prepare for GRE's, MCAT's, and life, weekly classes on topics from secondary school mathematics will be scheduled each term. Topics will be announced in advance, and students are encouraged to come to those sessions they need most.

Math for the Trupid:

A full course for students who feel uneasy about their mathematical preparation will be offered in the spring.

Introductory Statistics:

Mike Sutherland will arrange small group independent study to introduce the techniques and concepts of elementary statistical analysis.

Book Seminars:

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

Advanced Calculus
Topics in Complex Analysis
Number Theory

Guest Spots:

Hampshire's mathematicians are anxious to participate in other courses as consultants, guest lecturers, and sources of quick doses of mathematical succor.

For Spring '77:

We anticipate Division II math courses in Quantitative Methods, Mathematical Economics, and Analysis. We expect Div. II courses to lead frequently to Book Seminars in the following term. A Division III Seminar, "Math and the Other Arts" is tentatively planned for Spring.

SCIENCE EDUCATION:

NS 191 SCIENTIFIC WRITING

Anne Peyton* (Faculty Supervisor: Susan Goldhor)

A short, practical course on scientific writing, designed to improve writing ability and style for Division II course in Natural Science. Students should have completed their essays in progress; contact with faculty members; a clear understanding of what the exam and paper should entail; and a literature search well underway.

We will meet for approximately six weeks to cover: literature research and evaluation; moving from concepts and ideas to writing; organizing your ideas into logical sequences; graphs and visual numerical data; rough draft editing and re-writing documentation and bibliographic form and editing.

The first class will be during the first full week of October; we will meet for six weeks, and your writing should be at a final draft stage by Thanksgiving. The actual time and place will be announced during September.

*Anne Peyton is Media Resources Adviser in the Hampshire College Library Center.

NS 192 HUMANIZING THE EDUCATION OF CHILDREN

Ann Gengareilly

Focusing on the early childhood years, this course will explore various possibilities for creating a more human environment for learning. We will seek ways in which the total person, as opposed to a method, can shape the crucial issues related to a child's development. In the words of Martha Graham, "There is a vitality, a life-force, an energy, a quickening which is translated through you into action, and because there is only one of you in all time, this expression is unique." Accordingly, a more personalized approach to education will underlie our endeavors to realize the rich potential of both students and teachers.

Areas to be considered range from the concrete to the more philosophical. The course will include fantasy, the role of play, the effect of space on behavior, the subject-matter of a child's world, opportunities for problem-solving, the teacher as "artist," and questions concerned with humane discipline.

Course enrollment will be limited to fifteen students in order to create a personal and individualized approach to the subject. Classes will emphasize group discussion and will include workshops, films, the sharing of fieldwork observations, and the presentation of individual projects. The projects will permit a more intense exploration into a field that holds particular interest for an individual. Conferences will be encouraged in order to insure close communication and appropriate guidance.

Permission of the instructor is required for this course. Class will meet twice a week for 2 hours each.

NS 148/248 AIR POLLUTION AND HEALTH: DEVELOPING A CURRICULUM FOR ELEMENTARY SCHOOLS

Merle Bruno

See course description listed under E.S.A.P.P.



SCHOOL OF SOCIAL SCIENCE

CURRICULUM STATEMENT

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

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

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

*See statement on Law Program, on page 16.

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

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

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

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

Louise Farnham - I am a clinical child psychologist by training, but that tells little about either current interests or my past history. My undergraduate work was at the University of Minnesota where I majored in psychology (after several false starts in other directions). As a graduate student, also at the University of Minnesota, I worked in both the Psychology Department and the Institute of Child Development, as well as hanging around the Zoology Department taking good notes. My research interests were in competition (and other scintillating matters) in mice was successfully defended in 1962 although it was basically indefensible. After a great deal of training and experience "curing" children and adults, I came to Hampshire College to teach psychology at Yale and after that the story goes on and on, mostly in California.

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

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

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

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

William Grossman - My primary interest is in higher education - including purposes, policies and effects of colleges and universities; historical and sociological analysis; trying to put Hampshire in perspective. I'm willing to work on a (non-technical) area of education study on other levels. Also: Micronesia (or Pacific Studies) as related to colonialism or cultural studies; current political/social issues; some role of women in capitalist societies; the role of the state and its policies. I am just completing a two-year term as an

Frank M. Holmquist - I was born and raised in Wisconsin, went to Indiana for graduate work and completed a dissertation on a peasant cooperative in Kenya.

My teaching interests largely stem from spending six out of the last eight years doing research and teaching in Kenya, Uganda, and Tanzania. For the moment my core concerns include problems of African development, the multiple aspects of peasant farm and community development, the history of development in Third World settings, revolution, development in socialist systems, and virtually all aspects of African politics and political economy. I am trying to expand a more rudimentary understanding of a variety of subject matter: bureaucratic behavior and organization theory, the world food crisis, aspects of education policy, Marxist theory, the political economy of the American popular movement, bourgeois industrial democracy, and the evolution of rural African political economy from home-steading to agro-business.

Gloria L. Joseph - A Black educator of West Indian parentage. My interests and experiences are many and varied - educational psychology, social psychology, school psychology, golf, tennis, Caribbean studies. Traveled widely having spent three years in Europe with the Department of Army Civilians as an educational specialist - still travel frequently. Naturally and eruditely bring a black perspective to my and all environmental, excellent listener. Most recent areas of interest and involvement - photography and Trustee of Emmanuel (Catholic) College in Boston. Will be on AY 76-77 leave.

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

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



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

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

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

Joel Merz - As an undergraduate at Stanford I studied English and American literature; briefly did the same in graduate school; dropped out and into the Peace Corps; went to Berkeley to study sociology; became caught up in the anti-war movement, university reform, and free schools; took a Ph.D. in sociology. I wrote about free schools and youth culture, and I am still interested in education and social change. I have worked with students in the areas of social education, each area my focus tends to be on the nexus of social structure and the self. I emphasize a symbolic interaction perspective and particularly like the work done by Erving Goffman. In academic years 1976-77 I will be the Master of Prescott House, and I expect to participate actively in evaluating the house system at Hampshire.

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

editor of the *Review of Radical Political Economics*, and am currently writing a history of women's work in America and their struggles to control that work.

Anson C. Rabinbach - I went to P.S. 33, Junior High School 79, and De Witt Clinton High School in the Bronx, New York, from which I was formally expelled in 1962. I graduated from Rhodes night school in New York City the following year and received a B.A. from Hofstra University in 1967. Leaving New York State with hundreds of dollars in back parking tickets, I entered the University of Wisconsin in the history graduate program. From 1967-70 I studied European social and intellectual history, concentrating on social movements and social theory in the twentieth century. My M.A. degree was granted for a thesis on the social transformation of the Vienna Jewish community at the end of the 19th century and the subsequent rise of antisemitism, Zionism, and nationalism. My Ph.D., on the history of Austrian socialism and Marxism, was granted in 1973. A Ford and SDS fellow while at Wisconsin, I spent two years doing research in Vienna and as an editor of *NEW GERMAN CRITIQUE: An interdisciplinary Journal of German studies*. I am interested in European intellectual and social history, problems of culture and cultural criticism, Marxism, critical theory, and contemporary social and political theory. Will be on AY 76-77 leave.

Harris Stone - I am an unsuccessful architect. This is in spite of the fact that everything I touch seems to rot. I was going to be a success. My parents were rich. I went to the right schools: Brown, where I majored in Art History, and Harvard, where I received a Masters degree in Architecture and studied City Planning. I did my apprenticeship at two firms, and opened my own office. But then the 1960's happened. I was one of those "politicized" by the "movement." The problems with which I am now most concerned have little to do with the normal practice of architecture. I am intensely interested in assembling another hermetically sealed package of expensive merchandise. My interest is in the process whereby societies and their various institutions structure the physical environment. At the same time I am struggling to find a way whereby modern architecture can respond to the rough beauty of construction, the vitality of the street, and the impact of history.

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

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

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

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

Stanley L. Warner - A Michigan farm boy who went to Harvard to study economics and was later persuaded that there is a class structure to society which does not encourage free ways in this direction. My interests are several but for the most part they focus on the historical development and contemporary performance of American capitalism. More specific concerns are (1) the modern corporation as understood by conventional and radical theories; (2) the historical relationship between the corporation and the state; and (3) the nature of work and the literature on work alienation. Looking back on my own rather substantial investment in human capital, I have decided to declare myself a waiting asset, rather after the practice of the international oil companies, in order to deduct an annual depletion allowance from my tax liability. Will be on leave AY 76-77.

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

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

SCHOOL OF SOCIAL SCIENCE

CONTEMPORARY ANTHROPOLOGY: A SELECTIVE INTRODUCTION	SS 105	L. Glick
CROSS-CULTURAL ANALYSES OF SPACE	SS 108	R. Linden, P. McKean and J. Vogt
PROBLEMS IN URBAN POLITICAL ECONOMY	SS 110	L. Hogan
SOCIOLOGY OF HEALTH AND ILLNESS	SS 113	R. von der Lippe
ECONOMIC PERSPECTIVES ON WOMEN	SS 114	L. Nisano
INTERPRETING OTHER CULTURES	SS 117	B. Yngvesson
AN INTRODUCTION TO PSYCHOLOGY	SS 120	R. Birney
MATHEMATICS FOR SCIENTISTS AND SOCIAL SCIENTISTS	SS 123 (NS 161)	K. Hoffman and D. Kelly
COMMUNITY: COMMITMENT AND FREEDOM IN UTOPIAS, COMMUNES AND COLLEGES	SS 126	B. Turlington
NEW MEDIA: POLITICS IN COMMAND	SS 127	R. Mossfeld and J. Keplin
THE SOCIOLOGY OF EVERYDAY LIFE	SS 128 (LC 109)	J. Meister

THE POLITICS AND ECONOMICS OF THE AMERICAN EDUCATIONAL SYSTEM

SS 136

B. Banks

LIBERTY AND LIBERATION

SS 135

L. Mazar

PEASANT SOCIETY AND DEVELOPMENT

SS 138

F. Holmquist

SOCIAL ORDER HERE AND THERE

SS 140

R. von der Lippe

THE CHILD IN AMERICAN SOCIETY

SS 146

M. Mahoney

THE INDIVIDUAL IN MODERN SOCIAL THOUGHT

SS 145

J. Benjamin

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

SS 180

O. Fowlkes

COLLEGES

SS 185

W. Grahmann

POLITICS OF EDUCATION IN CAPITALIST SOCIETY

SS 187

J. Goldfeder

POLITICAL THEORY OF MARX AND MARXISTS

SS 189

J. Goldfeder

SEMINAR: PSYCHOTHERAPY

SS 207

L. Farnham

THEORIES OF PERSONALITY DEVELOPMENT IN CHILDHOOD

SS 209

M. Mahoney

INTRODUCTORY ECONOMICS

SS 210

F. Weaver

LAW SCIENCE, PUBLIC POLICY AND CITIZEN INVOLVEMENT: AN ACTION ORIENTED SEMINAR ON HOW TO EFFECT ENVIRONMENTAL POLICY AT THE STATE OR LOCAL LEVEL

SS 211 (NS 143)

J. Souweine

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

SS 214 (NS 230)

History Group (S. Goldberg, P. Glaser, C. Frankel, L. Mazar, L. Nisano, M. Slater, F. Weaver)

THE ROLE OF ASSESSMENT IN EDUCATION

SS 217

R. Banks

WHAT'S HAPPENING IN COURT: CONTEST, CONCILIATION, AND CONTROL IN THE JUDICIAL SYSTEM

SS 220

B. Yngvesson and O. Fowlkes

BLACK AMERICANS IN A CAPITALIST ECONOMY

SS 223

L. Hagan

THE INTELLECTUAL AND SOCIAL HISTORY OF SPANISH AMERICA

SS 225 (NS 211)

R. Noyes and F. Koenig

ANTHROPOLOGICAL THEORY: EUROPEAN PERCEPTIONS OF NON-EUROPEAN CULTURES

SS 227

L. Cella

GENERAL ANTHROPOLOGY: THE HUMAN CONDITION

SS 228

L. Cella

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CROSS-CULTURAL ANALYSIS OF SPACE

SS 108

Barbara Linden, Philip McKean and Jay Vogt

This course takes as its premise the importance of cultural definitions of space and of the relationship between these conceptions and other social phenomena. We are interested in studying the specific aspects of social structure and cultural norms by focusing on the use of space in both publicly and privately built environments. Our method in the course will involve close analysis of three different cultures, studying in each case specific structures and general patterns of spatial awareness in our effort to elucidate the relations between different cultural phenomena.

The first two weeks of the term will be spent in reading basic works on the above subjects. Field trips will be undertaken to areas known for traditional or innovative "built environments." Film and ethnographic records will allow students to have direct involvement in the process of data collection of this type, and to begin to relate these environments to others discussed in the course.

The next sections of the course will focus on cross-cultural research areas including:

Analysis of Non-Western Cultural Settings:

The effects of modernization and rapid social change: Space and Cultural History in Bali

A Historical Perspective:

Architecture and Social Class: the Study of Industrial Housing in 19th Century England

During the final two weeks of class and in divisional examinations students will present their own research findings, based on studies they have done in each of the general case analyses. These projects may be done individually or in groups, but all students are expected to present results of work accomplished. Papers will be reproduced and distributed prior to the research presentations in order to give students as much opportunity as possible for thoughtful, critical reflection during class time.

The course will meet twice a week for two hours each meeting. Enrollment is limited to 35. A lottery will be held on the first day of class.

*Jay Vogt is a Division III Hampshire College student.

PROBLEMS IN URBAN POLITICAL ECONOMY

SS 110

Lloyd Hagan

The course is designed as an exercise in methods of inquiry by economists. Urban living in a highly developed technological society provides the setting in which the economic, social, and political problems of urban living are studied as the mechanism through which new knowledge is developed or in which old knowledge is re-evaluated. The course will focus on the economic, social, and political problems of urban living in a highly developed technological society. The course will focus on the economic, social, and political problems of urban living in a highly developed technological society.

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INTERPRETING OTHER CULTURES

SS 117

Barbara Yngvesson

In this course we will explore some of the premises, challenges and problems of anthropology as a tool for understanding cultural systems and social relationships. In the first part of the course we will raise and explore questions about what it means to be an anthropologist and about the problems involved in attempting to observe and describe a group or society to which one is oneself an "outsider." We will examine fictional and non-fictional accounts by anthropologists about other people, by anthropologists about themselves, and for purposes of contrast, works by others such as journalists and novelists in which an attempt is made to portray and make sense of a particular way of life. During this section of the course we will be reading books by Colin Turnbull, Jean Briggs, James Agee, Eleanor Boven and Elliot Liebow. The second part of the course will focus on problems of interpretation by examining topics such as witchcraft, initiation ceremonies, and law. We will be reading essays from Marvin Harris, Cowie, Pige, Wars and Mitches, Becker's *The Outsiders*, and James Spradley's *You Do Yourself a Harm*.

Finally, we will raise questions about the contributions anthropology is making to an understanding of humans and human society, and about the usefulness of the anthropological approach. In this section we will read essays from Robin Fox *Encounter with Anthropology*, and from Hyman's *Reinventing Anthropology*.

The class will meet for two 1 and 1/2 hour sessions each week. Enrollment is limited to 20.

AN INTRODUCTION TO PSYCHOLOGY

SS 120

Robert C. Birney

The course will follow the organization of Brown and Herstein's *Psychology*. Provision will be made for those students who wish to achieve proficiency with the text material by using the text file. Class discussions, films, and occasional lectures will focus on reading of original works chosen to illustrate the modes of inquiry found in the behavioral sciences. The design of this course will embrace an effort to combine the instruction in modes of inquiry with a "survey" of major content areas of modern academic psychology.

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

MATHEMATICS FOR SCIENTISTS AND SOCIAL SCIENTISTS

SS 161

Ken Hoffman and David Kelly

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

Computer simulation
Elementary linear algebra and matrix
Input-output models
Game theory
Decision theory
Stochastic processes
Probability
Statistics
Optimization
Differential equations
Partial differential equations
Integral equations
Numerical methods
Computational methods
Data analysis
Modeling
Simulation
Optimization
Decision theory
Game theory
Stochastic processes
Probability
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The Great Road, Agnes Smedley
Fanchen, William Hinton
100-Day War, William Hinton
For Essays on the Chinese Revolution, Mao Tse-Tung
The Chinese Road to Socialism, E. Wheelwright and B. McFarlane

There will be other texts worked out according to the interests of the students who enroll. But, in doing this planning, we will keep in mind the following remark:

"We shouldn't read too many books. We should read Marxist books, but not too many of them either. It will be enough to read a few dozen. If we read too many we can... become bookworms, dogmatists, revisionists."
-Mao Tse-Tung
The Spring Festival on Education
13 Feb-March 1965

The class will meet for two 1 1/2 hour sessions per week using a group discussion format. Student papers are encouraged, but not required; each person should expect to participate in the discussions and to present, prepare, and generally be in charge of one session of the seminar.

Enrollment is limited to 25.

*Co-teachers listed in alphabetical order. Karen Hasefeld is a Division III student in the School of Social Science studying political economy. James Koplin is a psychologist.

SS 128 THE SOCIOLOGY OF EVERYDAY LIFE (LC 109)

Joel Melster

"From birth to death we live in a symbolic as well as a physical universe."

Our lives are literally governed by symbolic meanings -- laws, rules, norms and values -- by which we indicate to others and to ourselves how to act and why we act the way we do. We are predominantly social, communicative beings, and even at our most spontaneous we find ourselves playing socially defined roles and performing socially created rituals. (My writing this description and your reading it is in one part of such a symbolic interaction. We are tied together by an intricate web of meanings and intentions.)

In this course we will be working to elucidate the underlying structures and rules of various kinds of social interaction, taking the point of view of Erving Goffman that life "is" theater. So the course will introduce you to a body of sociological theory, known generally as the symbolic interactionist perspective, and to research methods which will enable you to begin to see the deeper structures of social life.

Our focus for analysis will be the study of friendship, a peculiar relationship not tied to the necessities of kinship, sexual attraction, or material interests. Not much has been said formally about this relationship since Cicero, and I think there is much to be said, especially in view of the contemporary decline in value of marriage and family.

These are the kinds of questions we will be asking: What are the ritual grounds of friendship? What are the important personal and institutional determinants of friendship relations? What are the social and psychological functions of friendship? What are the social and historical conditions of friendship? What conditions encourage the formation and maintenance of friendships, and what conditions discourage them?

These are large questions, but we are going to do precise research in order to begin to build the grounds for good answers. The sources of our data may include some or all of the following: the natural settings of the community; mass media -- movies, television, periodicals; fiction, poetry and drama; biography and autobiography, and letters.

The course will meet twice a week, Tuesday and Thursday, 10 to 12, at my house.

Enrollment is limited to 20.

If you plan to take this course, you should read Erving Goffman, *The Presentation of Self in Everyday Life*, before the first class meeting.

SS 129 ADULT DEVELOPMENT

Louise Farnham

"There has been little question of the importance of understanding the development of the infant, the child, and the adolescent; much research and theory has focused upon these age groups. Until recently, however, the lives of people older than college students have not been the subject of social scientists' investigations except for the elderly. Interest has been shifting and, as a result, more theoretical and empirical work has become available to inform the study of adult development."

This seminar will be based upon some of that recent work which addresses questions of stage in adult development, career changes in later life, parenthood and the relationship with one's own parents, and so on. In addition to reading and discussing research studies, members of the seminar will be required to conduct research of their own. After discussion of the ethics and methods of such studies, students will complete field assignments dealing with some of the issues in adult development.

The reading for the seminar will include not only reports of research and theoretical discussions, but also relevant biography and fiction.

The class will meet twice each week for an hour and a half each session. Enrollment is limited to sixteen students who will be chosen by lottery early in the term if that is necessary. Five College students are welcome.

SS 134 THE POLITICAL AND ECONOMICS OF THE AMERICAN EDUCATIONAL SYSTEM

Rae Banks

In addition to analyzing general structural features of the system such as the public-private economy of education and the relationship between culture, society and the schools, the course will also focus on the specific processes that are a product of this structure. These processes will include but not be limited to: the assimilation or non-assimilation of culturally different groups into the mainstream of the system, the impact of language on the educational process, developmental and normative principles, and the effect on education, and the role of testing in the schools.

The required texts will be Henry, *Culture Against Man*, Silberman, *Crisis in the Classroom*, Labov, *Language in the Inner City*. In addition other readings will be taken from books and journal articles.

The course will meet twice a week for 1 1/2 hours each session. Enrollment is limited to 20.

SS 135 LIBERTY AND LIBERATION

Lester Mauer

Freedom has many names. Liberty is the one which has been central in politics and political thought since the Seventeenth Century. It figures in key phrases of our constitutional documents ("life, liberty and the pursuit of happiness," "life, liberty and property") as well as in our political rhetoric ("Equal vigilance is the price of liberty"). In the names of organizations such as the Liberty League and the American Civil Liberties Union, and even on our coins. Liberation, which seems to be a more recent term, we know primarily from its use in the women's movement, from anti-colonial struggles (wars of national liberation), and in other recent political movements.

This course will explore the meaning of freedom through a close study of these two concepts, both as they appear in formal legal and political philosophy and as they are used in law and politics. Our study of liberty will include some of the works of John Locke and John Stuart Mill, but it will also focus on legal cases in which liberty of contract and freedom of expression have been at issue. We will pursue liberation in the writings of Robert Marcuse, anarchist authors such as Emma Goldman and Peter Kropotkin, and in recent political controversies involving women, children, minorities and colonial peoples.

The course will meet twice a week for 1 1/2 hours each session. Enrollment is limited to 20.



SS 138 PEASANT SOCIETY AND DEVELOPMENT

Frank Holmquist

Peasants remain the majority of mankind. If we want to know something about our past, present, and future, we should know something about theirs. There are several characteristics of peasant societies, but the one that provides our focus is their markedly inferior political and economic status vis-a-vis more powerful urban forces. Modern industrial society has in no small way been built on the backs of the peasantry.

Our interest centers on the role of the peasantry in the rise of various forms of capitalism and industrialization in the Third World as well as in parts of Europe. We will discuss how isolated "tribesmen" become peasants under the influence of external markets and coercive political forces (usually colonialism); how class structures arise and condition peasant society development; how peasant cultures interact with urban capitalist structures via new technological inputs -- the Green Revolution -- has had, at best, ambiguous results for the welfare of the peasant majority; why economic issues, especially that of who controls the land, are central to any understanding of peasant politics whether this involves everyday struggles for advantage, sporadic local protest, banditry, Mediterranean Mafia activity, millenarian movements, or nationwide revolutionary struggle.

The course is designed to introduce the student to several modes of inquiry into the peasant situation, but particular attention will be paid to the peasant's own view of their situation. We will read all or portions of the following books: Foxes, *Juan the Chamula*; Hinton, *Fanchen*; Wolf, *Peasant Wars of the Twentieth Century*; Nole, *Blossoms in the Dust*; Moore, *Social Origins of Dictatorship and Democracy*; Robinson, *The Peasant*; Sevenhagen, *Social Classes in Agrarian Societies and Agrarian Problems and Peasant Movements in Latin America*. Students may wish to do further work in one or another of the following recommended books: Rosenberger, *All God's Owners*; The Life of Hsiao Shu; Lewis, *Pedro Martinez*; Blythe, *Akenfield*; Dagnaud, *Change at Shekita*; Shanin, *Peasants and Peasant Societies*.

The class will meet twice a week for an hour and a half each session. Enrollment is unlimited.

SS 140 SOCIAL ORDER HERE AND THERE

Robert von der Lippe

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

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

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

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

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

SS 146 THE CHILD IN AMERICAN SOCIETY

Naureen Mahoney

In this course we shall ask what children require for healthy development and examine American social structure and values to determine the extent to which they enhance or inhibit this development. We will look at as many as possible of the discipline of developmental psychology has traditionally viewed children and research with children to see whether it helps answer our major question and then propose alternatives to this traditional view.

Class discussion and reading will include the following topics: the genetics vs. environment controversy, the child in the family, in alternative care, in early intervention programs, in school, and in peer groups. In order to sharpen our focus on development in the United States, we will contrast the American child's experiences with those of children in other cultures, especially the Soviet Union, China and Israel.

Class will meet twice a week for 1 1/2 hours each time. Enrollment is limited to 20.

SS 149 THE INDIVIDUAL IN MODERN SOCIAL THOUGHT

Jessica Benjamin

The purpose of this course is to examine the way in which certain basic assumptions are developed in social theory. The theme is individualism. In modern social thought certain predicaments concerning the individual's relation to society come: the conflict between the desire for autonomy and the need to depend on others, the possibility of free thought in an unfree society, the questions of whether human beings are inherently rational or irrational, social or egoistic. In particular we will question the assumption that the core of individuality or selfhood is the rational mind.

The method a thinker uses to develop ideas will be carefully considered. How does the posing of questions in a particular form affect the choice of answers? How are problems of thought related to problems of social living? What does it mean to think critically? Selections from the writings of major theorists will be analyzed intensively. The course will include the works of such thinkers as Hobbes, Nietzsche, Marx, Freud and Weber, and a few commentaries on their theories.

The course will meet twice weekly for 1 1/2 hours. Enrollment is limited to 25.

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

Oliver Fowlkes

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

What is the relationship between law and poverty?

Is poverty illegal?

How do professional and political constraints affect the poverty lawyer?

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

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

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

The course will meet twice a week and even though field work is not required and the instructor will not be able to find placements for everyone, he encourages and will assist those who want this experience to find it. Lawyers and personnel from legal service offices, public defender programs and governmental agencies will be utilized where possible to help students integrate their reading with actual experiences.

Enrollment is unlimited.

SS 185 COLLEGES

William Grohmann

Over ten million people are now students in U. S. colleges and universities. In this seminar, we'll investigate how this situation developed, for what purposes and with what effects. Why do so many people attend? What do they get out of it? What social and economic purposes are served by the institutions of higher education in this country?

The course will have a discussion format based on a wide range of short readings and will meet twice a week for 1 1/2 hours each session.

Enrollment is limited to 20. Division II students may enroll with the permission of the instructor.

SS 187 POLITICS OF EDUCATION IN CAPITALIST SOCIETY

Jerry Gutfelder*

This course will present an overview of the historical, functional and structural aspects of education in American society. Some of the books used will be Clarence Kerler, et al. *Roots of Crisis: American Education in the Twentieth Century*; Joel Spring, *The Rise of Education in Corporate Society*; Diane Ravitch, *The Great School Wars*; and Alan Rosenblatt, *Pedagogy and Power*.

The course will meet twice a week for 1 1/2 hours each time. Enrollment is limited to 20.

*Appointment pending.

SS 189 POLITICAL THEORY OF MARX AND MARXISTS

Jerry Goldfeder*

An exploration of the social and political theory of Karl Marx and how it has been extended and amplified by people such as Rosa Luxemburg, Lenin and Mao. The basic text will be Robert Tucker, ed., *Marx, Engels Reader*.

The course will meet twice a week for 1 1/2 hours each time. Enrollment is limited to 20.

*Appointment pending.

SS 207 SEMINAR: PSYCHOTHERAPY

Louise Farnham

The focus of this seminar will be upon the process of psychotherapy with emphasis on the therapist-client interaction, reasons for clients' desiring and resisting change and various methods of facilitating change. Reading will include various personal accounts by therapists of their experiences endeavoring to facilitate change as well as more theoretical views of the relationship between personality dynamics and therapeutic strategies.

The seminar will meet once a week for two hours and there will be individual 45 minute tutorials once a week.

Students will be expected to discuss their own work with clients during the tutorials and to relate their experiences with material discussed in the seminar.

Participation in the seminar is strictly limited to students in Division II who are working in field placements during Fall term 1976 or who have worked in field placements during Spring term 1976. The seminar is limited to 8-10 students with written permission of the professor required.

SS 209 THEORIES OF PERSONALITY DEVELOPMENT IN CHILDHOOD

Maureen Mahoney

This seminar is intended to familiarize the student with major theories in the area of personality development in childhood. Class discussions, readings and lectures will be organized around general stages in the early development of personality -- attachment, autonomy, identification and moral development. Within each of these areas, we will compare and contrast theoretical explanations of Freud, Erikson, Piaget, Sullivan and the social learning theorists and discuss methods for determining which theory is more valid.

The course will meet once a week for 2-3 hours. Enrollment is limited to 20.

SS 210 INTRODUCTORY ECONOMICS

Frederick Weaver

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

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

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

SS 211 LAW SCIENCE, PUBLIC POLICY AND CITIZEN INVOLVEMENT: (NS 143) AN ACTION ORIENTED SEMINAR ON HOW TO EFFECT ENERGY CONSERVATION POLICY AT THE STATE OR LOCAL LEVEL

Jonathan Soucine

Of ENERGY CONSERVATION and the weather, it has been noted that "everyone talks about it, but no one does anything about it." A group of Hampshire College students and faculty plan to spend part of next fall expending a lot of energy to see what, if anything, can be done about it.

This particular course is designed to complement some other courses which will stress the science and politics of energy conservation; it is a practical in the science of implementing public policy, in this case, energy conservation policy.

For purposes of this course, the importance of conserving energy will be assumed. We shall spend our time: 1) reviewing energy conservation strategies, and evaluating the feasibility of implementing them; 2) analyzing strategies for implementing public policy; in general; and 3) actually implementing selection of energy conservation programs. Specifically, each student shall be expected to work on implementing at least one significant energy conservation policy at the local, regional or state level.

Readings in energy conservation policy and the problems faced by citizens who attempt to effect public policy will be suggested. Class hours will be devoted to identifying various strategies for implementing the energy conservation strategies which we will select; discussing the moral, philosophical and political implications of these strategies; and practicing some of these strategies, through role playing, the use of audio and video tape, etc. Additional meetings will be scheduled when and if a student needs additional consultation to resolve problems that may arise as he/she attempt to implement his/her energy conservation policy.

No papers or examinations presently are planned. Assistance will be given, as requested, in the formulation of written papers designed to buttress particular energy conservation implementation strategies. Journals may be used as a supervisory tool, at the request of the student.

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

SS 212 CAPITALISM AND EMPIRE: SEMESTER I (NS 250) LATE MIDDLE AGES TO 19TH CENTURY

History Group (Stanley Goldberg, Penina Gleser, Gene Frankel, Lester Mazor, Laurie Nisonoff, Miriam Slater, Frederick Weaver)

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

In association with these lectures, we are offering a series of mini-seminars which are designed to focus on particular questions. In greater depth. These seminars will also offer a forum for further discussion of the issues and questions treated in the lectures. We are encouraging students who are enrolled in the lecture course to plan on taking one or more of these seminars according to individual interest. The seminars are open only to students enrolled in the Capitalism and Empire course in this or previous terms.

The following mini-seminars are being offered for the Fall 1976:

- Block A. (First sequence) Tues. & Thurs. 1:30-3 P.M.
1. Feudal Institutions and Society - Lester Mazor
 2. European Expansion - Frederick Weaver
- Thursday, Sept. 30-Thursday, Oct. 21 (7 sessions)
- Block B.
1. Brewsters, Spintners and Farmers: Women and the Origins of Capitalism - Laurie Nisonoff
 2. From Natural Law to Natural Rights: Science and the Enlightenment - Stanley Goldberg
- Thursday, October 28 - Thursday, November 18 (7 sessions)

SS 217 THE ROLE OF ASSESSMENT IN EDUCATION

Rae Banks

The course will focus on the role of assessment in the educational system with emphasis on the social-psychological implications of testing for American minorities. Topics will include: basic concepts in assessment and test construction, the political economy of testing, the IQ controversy, test bias, the relationship between competence and performance and alternative assessment strategies.

The required text will be Cronbach's *Essentials of Psychological Testing* (latest edition). Other readings will be taken from *Sandoz: The Psychological Testing of American Minorities*; Thorndike, *Educational Measurements*; and *The Science and Politics of IQ Testing*; Jensen, *Education and Group Differences* and numerous journal articles.

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

SS 220 WHAT'S HAPPENING IN COURT? CONTEST, CIVIL ACTION AND CONTROL IN THE JUDICIAL SYSTEM

Barbara Ingveson and Oliver Fowles

A basic premise of the Anglo-American judicial system is the concept of deviance by determining responsibility of the individual through the adversary process. But the legal system may also serve to assure contact between contestants by pressing on them negotiation and conciliation or by diverting their cases to specialized tribunals. This Division II course will look at various judicial, psychological and legal materials which figure into the decision making process of various courts including District, Superior, Juvenile, Small Claims and Housing Courts. Some issues which will be examined are: symbolic effects of judicial decision making, role of courts in establishing legal norms, and treatment of deviance as social pathology.

The organization of the course will reflect our commitment to the idea that courts can best be understood by using a variety of perspectives and ways of learning. We expect to use novels, as well as works by lawyers and social scientists; judges and other court officials will be incorporated into the course where possible; and there will be field visits to various courts. Also, students will be given the option of carrying out field work as participant observers in courts in the Northampton/Springfield area. Students who take advantage of this option will be expected to have readings/discussion groups in which methodological and ethical questions of field work are dealt with. Students will be expected to lead and participate actively in class discussions and they will also be required to write at least two papers, one of which is a long report based on either field or library research on some aspect of court processes.

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

SS 223 BLACK AMERICANS IN A CAPITALIST ECONOMY

Lloyd Hogan

The course is an ambitious attempt to synthesize a vast body of economic knowledge in terms of a significantly large and identifiable group in the society. The American economy is used as the setting, and black Americans are selected as the group for special study. The aim is to develop a set of tools, methods, concepts, and approaches which may be generalized to other important groups in the society. For example, the course should give some clues about the way in which the economy impinges on different ethnic groups, women, poor people, regional enclaves, etc. The course is organized around the operation of five sets of economic institutions -- process of consumption, process of production, labor market, consumer commodity market, and the process of capital accumulation. Each set of institutions is analyzed from the standpoint of competing methodologies -- neo-classical, radical, conservative, etc. General understandings and conclusions are derived. In turn these are specialized to the specific impact on the black population in the U.S. Great stress is placed throughout on data sources as well as on empirically derived parameters based on the existing theories and conceptions. The course is developed over two terms. The first term concentrates on (a) the historical development of capitalism in the world and its origin here in the U.S., (b) the process of consumption, (c) the process of production, and (d) an introduction to market theory. The second term is devoted to a detailed analysis of the labor market, the consumer commodity market, and the process of capital accumulation. A very extensive set of readings and a research paper are required.

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

SS 225 THE INTELLECTUAL AND SOCIAL HISTORY OF (NS 213) SPANISH AMERICA

Robert Marques and Frederick Weaver

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

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

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

SS 230 ANTHROPOLOGICAL THOUGHT: BROAD PERCEPTIONS OF NON-EUROPEAN HUMANITY

Leonard B. Glick

Medieval Europeans believed that most of the world was inhabited not by human beings like themselves but by an assortment of creatures representing various stages of existence in the Great Chain of Being. From the fifteenth century onward, they were steadily confronted with evidence that there were all sorts of people in the world, and that they were indeed diverse but were obviously human. Nevertheless, some Europeans denied the full humanity of newly encountered people -- usually because it conflicted with their economic interests, their ideological or religious commitments, or both. Others recognized human diversity as a potential foundation for expanded ethical and philosophical conceptions, and drew conclusions accordingly. Eventually, European (and Euro-American) attempts to come to terms with human unity and diversity were incorporated into academic studies, of which the principal modern legacy is called anthropology.

This course will trace the development of modern anthropology from its historical beginnings, with particular attention to persistent themes rather than to ephemeral "schools" or theories. In line with our attempt to achieve a broad perspective, twentieth century anthropology will be viewed as an expression of ideas characteristic of our times and social conditions. We'll conclude with a consideration of the arguments of radical critics who propose to "reinvent" anthropology.

Among the books to be read, wholly or in part, for the course are: George Stocking, *Race Culture and Evolution*; Marvin Harris, *The Rise of Anthropological Thought*; Margaret Hodgen, *Early Anthropology in the Sixteenth and Seventeenth Centuries*; Roy Harvey Pearce, *The Savages of America*; William Stenton, *The Legend of the Spotted Horse*; George Fredson, *Black Legend in the White Mind*; and Dell Wykes, *Reinventing Anthropology*.

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

SS 236 GROUP INDEPENDENT STUDY IN POLITICAL SCIENCE

Co-ordinated by Marty Wattenberg* and Barbara Turlington

The principal intention of this seminar is to provide a vehicle for advanced Division II and Division III students working in various aspects of political science to share their academic interests with peers and to further the development of intellectual community. We hope to include students from all of the major areas of political science -- U.S. government, comparative government, international relations and law, political theory, etc. Each student will be expected to present a paper (possibly work in progress) which all the other participants will be expected to read and discuss.

Students should consider this as a semi-social event; the requirements are simply to read the papers presented, attend seminar meetings (probably once a week), and to present one paper which may be something done or being done for another course.

The seminar will meet Monday nights at 7:30.

*Marty Wattenberg is a Division III student at Hampshire College.

SS 241 THEORIES OF WOMEN'S LIBERATION

Joan Landes

This is a course in social theory -- theory as applied to a set of historically unique problems: The situation of women the social determinants of sex differences between men and women and the preconditions for full equality between the sexes, and the transcendence of oppressive sexual dualisms in the struggle to create a more fully human community. We will consider a number of important contributions to the theory of women's liberation against the background of some major traditions in modern social thought: liberalism, Marxism and psychoanalysis. Within each of these traditions one can discover a variety of ways in which "woman" is seen, how she is defined and how her situation is explained. Therefore each theoretical perspective which is identified within the women's literature will then be used to elucidate the significant issues as well as the differing policies within the contemporary women's movement. The course will meet twice a week for 1 1/2 hours per session. Enrollment is open to women and men. Five College students are welcome.

SS 245 VERNACULAR ARCHITECTURE: A STUDY OF THE DIALECTIC BETWEEN THE NATURAL AND MAN-MADE ENVIRONMENT

Harris Stross

Workshops, places of worship, barns and farmhouses, market stalls, storage structures, two paths and a road, cemeteries, strips, sports stadiums, airports -- buildings and the links between them in the city and country will provide the focus of this course. Selected topics (e.g., changing land use patterns) will be investigated in an effort to develop a coherent method of analyzing the physical environment: what it is, how it functions, how it changes.

Field trips and the use of visual materials will supplement the reading which will include such books as: *Shelter: The Story of the Home*; Rudofsky, *Architecture Without Architects*; Ashby and Whitney, *The Barn*; Necks, *The Railway Station*; Scully, *Public*; Gwathmey, *Mill and Mansion*.

The first part of each class session will be devoted to a discussion of a specific topic and reading assignment (for example, working class housing with the reading of *Crucial Habitations*). The remainder of each class will be a studio in which the instructor will meet with the students in individual conferences. The conference work will involve a more intensive study of some aspect of the topics covered in the seminar portion of the class.

The class will meet once a week for four hours, enrollment is open.

SS 248 SEX ROLES, LAW AND SOCIETY

Lester Mazor and Janet Rifkin*

The roles of women and men are undergoing redefinition in many parts of the world. This change is both stimulated by and reflected in the legal process. This course will examine the changing law relating to issues of sex discrimination. It will begin with an historical overview of laws relating to women in employment, which will be used in part to establish familiarity with principal aspects of the legal process, such as the role of courts, legislatures, administrative agencies, and the practicing bar; the relationship of legal to informal modes of social control; and the dynamics of change in the law. The remainder of the course will focus on other topics, such as the relation of law and society to marriage, family, work, and crime.

The course is a joint effort of the Hampshire Law Program and the University of Massachusetts Legal Studies Program. It will be taught at Hampshire College Mondays and Wednesdays from 1:30-3:00. Enrollment is unlimited.

*Janet Rifkin is Assistant Professor of Legal Studies at the University of Massachusetts.

SS 249 THE JAPANESE ECONOMY: ECONOMIC POLICY AND CONDITIONS OF POST-WAR JAPAN

Teitichi Wada*

This course is so designed as to provide students with a general understanding of the economic development of Japan with special reference to its post World War II achievements, policy and conditions. Its rapid economic growth, though there are severe criticisms of the resulting dislocations, has never failed to be an object of intellectual as well as academic interests of the people both in advanced and newly developing countries. Therefore, attention will be focused on elucidating the economic responsibility for what is generally recognized as an extraordinary development and consequences with which Japan is now confronted.

Included in the reading list are: Allen, G. C., *Japan's Economic Expansion*; Bode, K., *The Structure and Operation of the Japanese Economy*; Kurihara, K. K., *The Growth Potential of the Japanese Economy*; Taira, K., *Economic Development and the Market in Japan*; Yamamura, K., *Economic Policy in Postwar Japan*; Wada, T., *Japanese Economy*.

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

*Teitichi Wada is Visiting Five-College Asian Studies Professor from Waseda University, Tokyo.

SS 255 MATHEMATICAL STATISTICS: THE GENERAL LINEAR (NS 263) MODELS OF STATISTICAL ANALYSIS

David Kelly, Michael Sutherland

Underlying many of the standard statistical procedures such as regression analysis, analysis of variance, and contingency table analysis are common basic mathematical concepts and techniques. Our course will present the student with the opportunity to explore the geometry of model building, the linear algebra and matrix theory necessary for formulating models and the functional analysis useful for model optimization. Throughout the course the mathematical theory will be applied and demonstrated on data sets using the facilities and programs of the U. Mass. Computer Center.

Class will meet three times a week for one hour. Enrollment is unlimited.

IN 314 POLITICS AND SATIRE

Daniel Miller, Michael Sillard,
David Bralow, and Chloé Amateau *

This integrative seminar will discuss the world's greatest satirists, comic and tragic, from antiquity to the present time, with critical and historical backgrounds and an introduction on the nature and value of satire. In the first half of the course we will discuss examples of satirical writing by people who are dead.

Topics and tentative discussion leaders include Bob Meagher, classic vision; Franc Smith, Irish satirists; Jess Cloud, Swift; Dick Lyon and David Smith, Mark Twain; Ralph Whitehead, twentieth-century United States political humor.

In the second half we will apply what we have learned about satire and laughing to living political commentators such as Buchwald, Sahl, and Baker. The only requirement for admission is a literacy test, which disqualifies you from running for public office in Philadelphia.

We would like students from a variety of backgrounds, foregrounds, and State Fairgrounds, and encourage students who might like to write their own satire to help us laugh, chuckle, and guffaw by answering such questions as "What makes Jimmy Carter smile?"

Richard Lyon will act as faculty supervisor for this seminar.

*Daniel Miller, Michael Silard, David Bralow, and Chloe Amateau are Division III students.

IN 317 THE ARTISTIC DEVELOPMENT OF PARIS IN THE
NINETEENTH CENTURY

This seminar will critically review numerous events (political, religious, technological, philosophical, etc.) and determine their effect on the development of photography, literature, and painting in 19th Century Paris.

Class will meet twice weekly for 2-hour sessions (possibly Tuesdays and Thursdays, 10-12 noon). The first class of each week will be devoted to guest speakers knowledgeable in specific areas (e.g., how the Franco-Prussian War and the urbanization of Paris influenced the contemporary writers and painters). The following Thursday, we will discuss the previous lecture and/or analyze the assigned weekly reading. Several literary analysts and art and cultural historians are involved in preparing the weekly topics and readings.

So far the only books selected are The Masterpiece by Zola and The Social History of Art by Arnold Hauser.

Barbara Glantz is a Division III student.

IN 324 LITERATURE AND PSYCHOLOGY

Sally Allen, Heather Allen, Jill Storey

This seminar is an integration of literature and psychology. It will be concerned with writers who put their life experiences into literary form as well as those who write about psychological theory or practice in diaries. The comingling of one's personal experience into an aesthetic product for public consumption raises some questions: What prompts a person to write about his/her experiences and feelings? What happens in the process of transforming life experiences into literary form? How does writing about life experience influence the writer's perception and integration of that experience? Can the act of writing transform the self? Finally, the making of a literary statement become transformed from an intangible psychological facet to an aesthetically valued expression of personal perception? Can the act of writing itself influence the reader in a way implicitly autobiographical?

We will begin the seminar with a brief background in psycho-biography, but after that we will explore these questions using the works and lives of individual writers. Some writers, such as James Agee, deal directly with these issues in their writing. With others, we will read both their work and biographical material about them in order to discover the causes and effects of their writing. These approaches are not the only possibilities; both the methods and the reading list will be flexible, according to the needs and wishes of the group.

The seminar has a second purpose which we hope will be at least as important as the first. We will be devoting a good deal of time simply to sharing Division III: our projects, our problems, our successes. Division III is often a very isolating, confusing, terrifying time, and the seminar can provide a structure for overcoming these problems. In addition to talking about our individual projects, we can apply the seminar topic to our work: what relation do our projects have to our lives?

The seminar will meet one evening a week for several hours, including pot-luck supper. Enrollment is limited to 12.

Possible reading list: Robert Jay Lifton, ed., Explorations in Psychohistory; James Agee, Let Us Now Praise Famous Men; Lillian Hellman, An Unfinished Woman or Scoundrel Time; Scott Fitzgerald, Tender Is the Night; Annis Nin, The Novel of the Future or Diaries; Colette, Earthly Paradise; Carson McCullers; Sylvia Plath; Robert Frost.

*Heather Allen and Jill Storey are Division III students.

IN J23 INTEGRATIVE SEMINAR: PERSPECTIVES ON ADULT DEVELOPMENT

Louise Farnham

There has been little question of the importance of understanding the development of the infant, the child, and the adolescent: much empirical research and theory in the social sciences has focussed upon these age groups. Until recently, however, the study of people older than college students have not been the subject of social scientists' investigations (except for the elderly), although the entire human life cycle has inspired literature and art and can be studied in biography and autobiography. Social scientists' interests have been shifting, and the result is that the study of older people is becoming a field that facilitates the study of adult development from social science perspectives.

This seminar may be based upon work from some or all of the following: the social sciences, drama, literature, art, biography and autobiography, and human biology. The syllabus will be determined in large part by the members, who will each be expected to present a seminar report and lead a discussion dealing with a relevant topic: (e.g., the effects of having children, of children leaving home, relationships with aine parents, the effects of aine, middle age crises). For the first few weeks of the term, members will be asked to read and discuss relevant literature. It is hoped to provide an overview of the field. Ideally, the seminar members' presentations will be related to their Division III project and will reflect a variety of approaches to the understanding of adult life.

The seminar will be strictly limited to Division III students, and to 12 people. Should more than 12 people be interested, selection will be based on the basis of an interview. Preference will be given to students whose background work is related to the topic.

... will not make a bid for two hours after closing meeting
... for each of the following presentations:

IN 126 "TOPIC SEMINAR"

Andy Gordon, Jon Orleans, Mark Witrow and
Jenny Koplin (Faculty Sponsor)

We would like to have a group of students in various fields to discuss a topic of reading. Our criteria for choosing readings are not too strict, but we are looking for several disciplines. We are interested in the field of psychology, philosophy, and literature. We are also interested in the field of history and social sciences. We are looking for students who are interested in reading and discussing these topics. We are looking for students who are interested in the field of psychology, philosophy, and literature. We are also interested in the field of history and social sciences. We are looking for students who are interested in reading and discussing these topics.

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Andy Gordon, Jon Orleans and Mark Witrow are Division III
Hampshire College students.

IN 137 REPRESENTATION AND THE STRUCTURE OF THOUGHT
(IN 299)

Allen Hanson, Bob Stillings, and
Christopher Witherspoon

This seminar will be concerned with a range of issues about the relationship between minds and computers. In the first part of the seminar, we will read and discuss Forster's recent book, *The Language of Thought*, with particular attention to his claims and arguments drawing on recent empirical work in psychology, linguistics, and artificial intelligence. Following this, we will take up some of the related issues concerning psychological explanation, psychological reality, and the logical status of the computer metaphor. The last part of the seminar will consist in student presentations forming their own research and project work in the area of the themes and issues of the seminar. Additional readings will be assigned throughout the seminar.

This seminar is intended primarily for Division III students whose projects are in the areas of cognitive psychology, artificial intelligence, linguistics, or philosophy of psychology, mind, and language. Advanced Division II students in these areas are also welcome. Each participant will be expected to lead or co-lead one meeting of the seminar.

The course will meet Wednesdays from 2:00 - 4:00 p.m. Participant selection will be done by interview during the first meeting of the seminar.

Enrollment limit: 15.

LEGAL STUDIES

The Law Program is interdisciplinary. We are interested in examining issues in law and society from a variety of perspectives. We seek to organize and support activity across School, divisional, and other boundaries within the College. The activity of the Program includes courses, independent studies, concentrations, Division III projects, public events, field study support and supervision, and the acquisition and maintenance of library and other resources.

Law is a phenomenon which touches every aspect of our existence. The study of law of many kinds of inquiry. The range of activities possible within the scope of our Law Program is as broad as the interests of those participating in it.

The Law Program is not designed as preparation for law school. Although there is some overlap between the interests of students who want eventually to go to law school and those who want only to study the study of law as part of their undergraduate education, the Law Program as such is concerned only with the latter. (Pre-law counseling is done by E. Oliver Fowlkes and Lester Mazor.)

Each year the Law Program offers some courses in Hampshire's Division I, Basic Studies. Like all Hampshire Division I courses, the primary objective of these courses is to develop the student's understanding of the mode of inquiry of the School or Schools in which they are taught and generally to contribute to the student's growth as a learner. These Division I courses are usually of level in nature. During the Fall Semester of 1979, we will offer *SS133, Liberty & Legislation* by Lester Mazor, and *SS180, From Legal Aid to Legal Services* by E. Oliver Fowlkes.

The Division II courses are the core of the Law Program's content. Students who plan a concentration in law, or, as is often the case, a concentration which includes some aspect of law in it, should look to the Division II courses not only for the foundation, but also as the entry point for their work. This Fall we will be offering two Division II courses, *SS220, What's Happening in Courtroom*, and *SS221, The Law and the Individual*. The first is by Oliver Fowlkes and Barbara Yegorova, and the second is by Lester Mazor and Barbara Yegorova, and *SS248, Sex Roles, Law and Society*, by L. Mazor and J. Rifkin. For other legal studies courses offered in the Five-College area, refer to the policies, history, economics, sociology, environmental studies, women's studies, urban studies and a number of other fields. The Law Program regularly sponsors speakers, films, and other social events. Members of the Hampshire community who have in mind some event which would be appropriate for sponsorship by the Law Program are encouraged to submit for support to the Steering Committee.

Independent study related to law may be done under the supervision of any of the faculty working in the Law Program. In particular, E. Oliver Fowlkes is especially interested in mental health, the legal profession, representation for the poor and welfare law and can provide assistance in arranging field work placements. Barbara Linden has special interest in legal aspects of urban planning and organization aspects of law enforcement; Lester Mazor is especially interested in legal history, philosophy of law, the legal profession, the criminal law, labor law and family law. Joel Meister is especially interested in theories of rehabilitation and the politics of psychotherapy; Barbara Yegorova is interested in international law and politics; Barbara Yegorova has special interest in social control and conflict resolution processes outside the more formal mechanisms of legal activity, field study of legal processes and institutions, and anthropology of law.

Students have designed concentrations which draw very largely upon Law Program courses or which include some contribution to the Law Program to their plan of study. These have included concentrations in law and education, prisons, law and inequality, juvenile courts, and relevant portions of concentrations in politics, history, economics, sociology, environmental studies, women's studies, urban studies and a number of other fields. The Law Program regularly sponsors speakers, films, and other social events. Members of the Hampshire community who have in mind some event which would be appropriate for sponsorship by the Law Program are encouraged to submit for support to the Steering Committee.

No formality of admission or membership is required for participation in the Law Program. The easiest way to indicate your affiliation and to keep informed is by placing your name on the Law Program mailing list so that you will receive notices of Law Program events and activities. This list is maintained by Francine Duda, Patterson Hall, Room 218. The Law Program Center, where students working in the Program may organize and conduct their activities, is in Patterson Hall.

Francine Duda Barbara Turlington
Barbara Yegorova Help us improve our skills.
Barbara Linden Student Members to be
Lester Mazor elected in the Fall
Joel Meister

OUTDOORS PROGRAM

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

The Outdoors Program for 1976 - 1977 will try to give special emphasis to integrating outdoor and physical learning experiences with the rest of college and life. Progressively this means the Outdoors Program collaborating with Hampshire faculty, staff and students in ongoing courses (a possible canoe trip down the Connecticut River as part of "The American Literary Landscape" and expanding Outdoors Program courses to include interdisciplinary offerings (like Dave Roberts' "Literature of Great Expeditions" course).

"Fusion of body and intellect" has long been a goal of the O.P. This year the Program will continue to offer body potential work in the form of martial arts and body awareness alongside of climbing and kayaking courses.

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

During January Term and vacations, the O.P.'s major trips and expeditions occur. Climbing trips have included ascents of the Brooks range in Alaska, and five winter trips in the Colorado mountains; kayaking trips have included boating on the Rio Grande in Texas and four spring trips to the Smoky Mountain rivers. Other trips include women's winter camping and canoe and backpacking in Utah.

The Outdoors Program emerges as not a physical education department, nor an athletic program, nor an outdoor club, nor an Outdoor Bound model, nor a nature study program, nor intramurals, and not a School of the College. What is it? It is an attempt to open up possibilities for integrated learning of body and psyche, to promote an awareness and understanding of nature, to support students in creating their own physical and outdoor experiences, and to join physical ways of learning about oneself and the world with other ways of acquiring knowledge.

OP 102 KAYAK ROLLING

Carol Fisher

This class is for people who have never paddled a kayak and wish to learn the basic strokes. After mastery of these strokes, a person will learn to do the Eskimo Roll (the art of righting a kayak after it has capsized by use of the paddle).

Class will be held in the Robert Crown Center pool at night. Times to be announced in the fall.

Five-College students must negotiate credits with the instructor before finalizing them with their registrars.

OP 103 BEGINNER KAYAK CLASS

Carol Fisher

This class will go to nearby flat-water and easy white-water rivers. The goal of this class is to teach people how to handle a kayak with safety and assurance on easy white-water rivers.

Class time will be announced in the fall.

Five-College students must negotiate credits with the instructor before finalizing them with their registrars.

OP 105 HATHA YOGA (Beginning)

Yael Ariel

The beginning class will cover learning and practice of basic breathing methods and postures. Emphasis will be placed on developing a healthy and supple body.

Class will be held on Mondays from 2:30 - 3:45 pm. Check with the Outdoors Program office for place.

OP 106 TOP ROPE CLIMBING

Deborah Cole

This class is for people who have no climbing experience as well as for people who have climbed before and wish to continue top roping. This course will teach people to top rope climb safely and will introduce them to several of the local climbing areas. Class will meet Tuesday afternoons from 1:30 - 6:00 pm and will last only until Thanksgiving vacation.

OP 107 TOP ROPE CLIMBING (For Women Only)

Deborah Cole

This class will be the same format as OP 106 except that women only will be participating. This is an attempt to eliminate one more factor that might inhibit women from participating in a climbing class where men seemingly have the upper hand because of their strength. Class time will be Wednesdays from 1:00 - 6:00 pm until Thanksgiving vacation.

Five-College students will be graded on a pass/fail basis and must negotiate credits with the instructor before finalizing them with their registrars.

OP 108 RED CROSS ADVANCED LIFESAVING COURSE
(New Senior Lifesaving Course)

Gary Pearlmuter and Ellen Sawislak*

This course will be a standard Advanced Lifesaving course with a limit of 20 people. Times TBA in the fall. Check with the O.P. office.

Five-College students will be graded on a pass/fail basis and must negotiate credits with the instructors before finalizing them with their registrars.

*Gary Pearlmuter and Ellen Sawislak are Hampshire students.

OP 109 JUGGLING WORKSHOP

Marion Taylor

This course is designed to help beginners learn the fundamentals of ball and club juggling. As the semester progresses, we will try to cover 3-ball, 4-ball, and 5-ball juggling and 3-club juggling. Individuals with juggling experience are encouraged to work on new tricks and building up new routines with other people of similar expertise. We wish to keep the format flexible so that we may attempt other things such as unicycling, balancing, or whatever is suggested. From time to time, we hope to have visits from several professional jugglers from this area who will make demonstrations and help us improve our skills.

Class will meet Tuesdays and Thursdays from 4:30-5:30 on the Playing Floor of the Robert Crown Center.

OP 113 TAI CHI CHUAN (Beginning)

Paul Gallagher

Tai Chi Chuan is a "loving meditation". Although at advanced stages the forms might be used for self-defense, early learning of the form is rather care for health, concentration, fluidity and understanding the principles of the ancient Chinese classics. The beginning class will meet on Mondays from 6:30 - 7:45 pm. Place to be announced.

Five-College students will be graded on a pass/fail basis and must negotiate credits with the instructor before finalizing them with their registrars.



OP 114 TAI CHI CHUAN (Continuing)

Paul Gallagher

The continuing class will meet on Mondays from 8:00 - 9:15 pm. Place to be announced.

Five-College students will be graded on a pass/fail basis and must negotiate credits with the instructor before finalizing them with their registrars.

OP 115 SHOTOKAN KARATE (Beginning)

Marion Taylor

Shotokan Karate is an unarmed form of self-defense developed in Japan. It stresses the use of balance, timing, and coordination to avoid an attack and effective means of counterattack to be used only if necessary. The beginning course will cover: basic methods of blocking, punching, kicking, and combinations thereof; basic sparring; and basic kata, a prearranged sequence of techniques simulating defense against multiple opponents. Beginning class will meet Mon., Wed., and Fri. from 3:00 - 4:30 pm in the south lounge of the Robert Crown Center.

Five-College students will be graded on a pass/fail basis and must negotiate credits with the instructor before finalizing them with their registrars.

OP 116 SHOTOKAN KARATE (Intermediate)

Marion Taylor

The intermediate class will meet on Tues., Thurs., and Sun. from 7:30 - 9:30 pm in the south lounge of the Robert Crown Center.

Five-College students will be graded on a pass/fail basis and must negotiate credits with the instructor before finalizing them with their registrars.

OP 118 AIKIDO

Marion Taylor

Aikido is a Japanese form of unarmed self-defense having no offensive capabilities. It depends for effectiveness on the defender maintaining his own balance while redirecting the opponent's attack so as to unbalance him. Aikido techniques allow the opponent's attack to be foiled, the opponent to be helped gently to the ground and pinned there without doing any physical damage to him. The beginning class will learn basic techniques: both front and rear; methods of leading the opponent off balance and into falling; types of pins; and ways to gain release from various grabbing or holding attacks. All students will meet Tues. and Thurs. from 3:00 - 4:30 pm and Sun. from 3:30 - 5:00 pm.

Five-College students will be graded on a pass/fail basis and must negotiate credits with the instructor before finalizing them with their registrars.

OP 128 WOMEN ATHLETES: A PERSONAL OVERVIEW
(HSA 128)

Joy Herdin

(See HSA 128 for description)

OP 179/279 LITERATURE OF GREAT EXPEDITIONS
(HSA 179/279)

David Roberts

See HSA 179/279 for description.

OP 201 LEAD ROCK CLIMBING

David Roberts, Ed Ward

For people who have some climbing experience but do not yet lead. This class will teach lead climbing. Class will meet Friday afternoons from 1:00 - 6:00 pm and will run only until Thanksgiving vacation. Permission of the instructor is necessary.

Five-College students must negotiate credits with the Outdoors Program before finalizing them with their own registrars.

OP 202 ADVANCED KAYAK CLASS

Carol Fisher

This class is for people who have mastered the Eskimo Roll and wish to learn advanced white-water techniques. Class time to be announced in the fall.

Five-College students must negotiate credits with the instructor before finalizing them with their registrars.

OP 206 HATHA YOGA (Continuing)

Yael Ariel

The intermediate class will continue with postures and breathing exercises of more advanced levels. There will also be a greater emphasis on meditation.

Times will be Monday from 3:45-5:00 p.m. Place to be announced in the fall; check with the O.P. office.

OP 275 TEACHING OUTDOOR SKILLS

Joy Herdin, Ed Ward

This course is for people who are interested in teaching or leading school or community groups, and who have at least one outdoor skill such as kayaking, backpacking, canoeing, or climbing). The Monday sessions will be devoted to developing our teaching; we will examine and practice figuring out the needs of the group, selecting an appropriate method, and actually teaching. The Wednesday sessions will go out and do some skill together (e.g., orienteering, canoeing, tracking, rock climbing, etc.) led either by a class member or instructor.

In addition to class sessions, each student will arrange with a teacher or community group to lead a series of day or weekend trips throughout the semester. Groups are already have contact with include several alternative high schools, a drop-in center, an elementary school, and several Project Adventure programs.

Enrollment is by permission of the instructors and is limited to 12. The class will meet on Mondays from 1:30-3:30 pm, and Wednesdays from 1:30-3:30 p.m.

2 285 ENVIRONMENTAL ETHICS
IS 244)

Ralph Lutz

would large groups be grouped into wilderness areas? How much do we as human life is acceptable as an unavoidable cost of energy production? Is it right to impose population control on other nations? Ought we to try to prevent the extinction of endangered species? These questions point to environmental issues which involve ethical dilemmas. They are questions which are not often addressed in depth, because of the wealth of conflicting opinion, and because of the confused, "fuzzy", and frustrating discussion generally developing. Nevertheless, ethical issues must be examined because they underlie critical decisions which must be made and should be made thoughtfully. In addition, some authors have suggested that the major crises of our time are symptomatic of a more fundamental ethical crisis.

We will examine the views of a number of authors in the areas of humanism, evolutionary, and ecological approaches to ethics. The main thrust of the course will be dealing with the issue of how we can come to an understanding of what is environmentally ethical. We will examine the methods and assumptions of a wide variety of authors. After we have worked with the issue of how we can determine what is right and wrong, we will try to come to some understanding of what is environmentally right and wrong. The students will address questions, such as those asked above, in the context of specific case studies.

Students should expect to do a good deal of reading, to help prepare and conduct some of the classes, and to participate in group discussions. Everyone will be expected to prepare position papers dealing with specific issues. These papers will provide a focus for discussion at a number of meetings.

The course is designed for people who have no prior experience in philosophy, but who have a deep concern about, and a general familiarity with, environmental issues.

Class will meet Tuesday and Thursday, 9-11:00 a.m.

OUTDOORS PROGRAM STAFF PROFILES:

Deborah Cole, secretary/instructor, has been working with the Outdoor Programs for the past two years teaching beginning climbing, as well as basically holding down the fort. In the summer of 1976, she and several other Hampshire women will be climbing in the Wind River Range of Wyoming -- the first Hampshire-related all-women climbing trip to date.

Carol Fisher, Outdoor Programs kayak instructor, is a national champion wildwater kayaker. For five years in a row she has won the National Championships in wildwater kayaking. She joins the O.P. this year as a definite added strength to the program. Her other interest lies in the areas of biology, nutrition, and environmental action.

Joy Hardin, instructor and faculty associate in human development in the School of Humanities and Arts, places her energies in the areas of women and physical competence and mind/body awareness through the outdoors. She is currently teaching methods of teaching outdoors activity. She has an M.A. in education and is currently working on a doctorate in psychological education.

Ralph Lutz, the O.P. naturalist and faculty associate in natural science in the School of Natural Science, is currently doing doctoral work in environmental education and interdisciplinary approaches to the management theme. His O.P. courses reflect Ralph's concerns about the environment.

David Roberts, professor of literature and mountaineering, is an experienced mountaineer who has been on twelve Alaskan expeditions. He is also the author of *The Mountain of My Fear* and *Deborah: A Wilderness Narrative*.

Edward Ward, assistant director of the O.P. and faculty associate in human development in the School of Humanities and Arts, is also a mountaineer who has been on several expeditions in Alaska, sub-arctic Canada and the American West. Among Ed's concerns within the O.P. are community involvement, methods of teaching, as well as teaching lead rock climbing and ice climbing.

FEMINIST STUDIES

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

Social Science	Language and Communication
Carol Bengelendorf (LV FT 76)	Janet Tallian (LV AY 76-77)
Pamela Glumac	
Lester Mazur	Natural Science
Joan Landes (LV ST 77)	Susan Goldhor
Laurie Masonoff	Glenn Goldard
Glenn Joseph (LV AY 76-77)	Miriam Slater
Barbara Burlington	Sandra Oswell
	Janice Raymond

Humanities and Arts

L. Brown Kennedy

Related courses for Fall Term 1976 are:

- HA 128 (OP 128) - Women Architects: A Person Overview
- HA 146 - Some Aspects of the Mother in Modern Literature
- HA 142/142 - Alternative Literature: The Quiet, Non-Violent Revolution in Partnerships
- JS 123 - Male and Female Reproductive Function
- JS 126/226 - Feminist Theory: Its Relationship to Health and Healing Issues
- JS 114 - Economic Perspectives on Women
- JS 241 - Theories of Women's Liberation
- JS 248 - Sex Roles, Law and Society

THE COLLEGE

WRITING LABORATORY

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

We are developing a college-wide writing lab for dealing with the range and variety of writing problems typical at any liberal arts college. Eugene Terry will continue to be the writing director of the Library Center Staff in the College Writing. Debby Ralch, working out of the Dean's Office, will again be available to offer on-going individual or small group reading and writing tutorials. Natalie Colman and other members of the Library Center Staff will work with faculty to develop special instructional units on such typical research problems as location of sources and note-taking.

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

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

The four School Advising Centers will be used as information centers for the Writing Lab as it develops. Any student in any division in the School who wants to find out about special work in College Writing should take the question to a School Advising Center.

READING AND WRITING

IMPROVEMENT PROGRAM

As a part of the College Writing Laboratory, the program will offer individual and group work in writing, reading, and study skills. Individual programs will be devised according to the needs of the student. In other words, a student may come for help once or many times, may work on a specific project or on general skills, may receive individual instruction or be part of a group, may concentrate on writing or reading and study skills, or any combination thereof. For more information, see the Library Center Staff, extension 4756.

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Salma Jean Cohen, Distinguished Visiting Professor of Dance (at Smith under the Five College Program)

1. Amherst, Drama 29, THE DIAGHILEV BALLETS RUSSSES. Beginning with the awakening of Russian art in the late 19th century as the background of Diaghilev and the Mir Iskustvo group. Then tracing the evolution of the company's repertory in western Europe from the dramatic use of Slavic folklore through the avant-garde experiments with artists of the School of Paris up to the neo-classical works of Balanchine. Discussions will center on the innovations of the arts so characteristic of this period, with particular regard to contributions of Bakst, Benois, Pissarro and Stravinsky. Readings will be drawn from contemporary criticism and from memoirs. Recent interpretations of the significance of the Diaghilev era will also be analyzed and evaluated. Prerequisite: a reading knowledge of French.

Times: TBA.

2. Smith, Theatre 322b, HISTORY OF DANCE THEORY AND CRITICISM. Readings will start with Plato, but the major texts will be drawn from the period starting with the 17th Century and focussing on theatre dance of the western world. Among the authors to be studied are choreographers like Noverre, Blassis, Tokine, and Graham; specialists like Cobucci, Volynsky, and Heppentall; thinkers from other areas like Langer, Valery. Theories will be analyzed as alternative view of dance values, but also in relation to contemporary dance practice. Current criticism will be discussed in relation to its use of philosophical concepts. Prerequisite: a reading knowledge of French.

Times: TBA.

FACULTY

SCHOOL OF HUMANITIES AND ARTS

Josephine Abady, visiting assistant professor of theatre arts, holds a B.S. in speech and theatre from Syracuse University and an M.F.A. in directing from Florida State University. She has taught theatre arts at Florida State and at several New England schools, most recently at Bennington College in Vermont.

Sally Allen, visiting assistant professor of cultural history, earned her B.A. and M.A. at the University of Manitoba and her Ph.D. in Renaissance history at the University of Toronto. During the 1976-77 year she will serve as Master of Merrill House.

William Arnold, visiting associate professor of photography, holds a B.A. from San Francisco State College and an M.F.A. from the San Francisco Art Institute. He has taught photography at various colleges, and was until recently chairman of the photography department at the Pratt Institute in New York.

John Boettiger, associate professor of human development, joined the Hampshire planning staff in 1967, and has devoted himself particularly to exploring experiential and self-reflexive approaches to personal growth. He has taught at Amherst College, from which he has a B.A., and pursued research at the RAND Corporation in California. Professor Boettiger will be on leave Fall Term 1976.

Raymond Kenyon Brade, assistant professor of philosophy, although mainly a scholar of the western philosophical tradition, is also outstanding in Eastern Studies scholarship. He holds a B.A. in philosophy and an M.A. in theology from Boston College, as well as a Ph.D. in philosophical theology from Yale University where he is currently a candidate for a Ph.D. He will be on leave S.T. 1977.

Graham Gordon, assistant professor of human development, earned his B.A. in mathematics at Southwestern College in Memphis and his M.A. at the Louisville Presbyterian Seminary. He was awarded a Fulbright Fellowship in doctrinal theology for study at the New College of the University of Edinburgh, Scotland. He is also co-author of *Salma Jean*.

John H. Hiley, assistant professor of human development, holds an A.B. in psychology from Adelphi University. Prior to coming to Hampshire, he was associated with South Hampton College on Long Island, where he worked with experimental education groups. He has been the mentor of many students in his field.

John E. Hiley, Jr., dean of admissions and associate professor of William Studies, was a former director of admissions at Amherst College from 1971 to 1976. He has a Ph.D. in history from the University of Pennsylvania and is currently a Ph.D. from the University of Pennsylvania.

Joy Hardin, faculty associate in human development, is also an instructor in the Outdoor Program at Hampshire. She completed her undergraduate work at Larham College and has studied at Temple University and the University of Massachusetts where she is a candidate for the Ed.D. degree.

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

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

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

Fleanor Huston, visiting assistant professor of dance, has a master's degree in dance from Smith College where she taught modern dance and gymnastics. She has been associated with the Five College Moving Company as a performer and choreographer. She has also served on the board of directors of the Dance Circle of Boston.

Thomas Joslin, visiting assistant professor of film, holds a B.A. in photography from the University of New Hampshire and an M.F.A. in filmmaking from the Rhode Island School of Design. He has twice won awards from the National Endowment for the Arts for his work in film education.

Norton Jusor, associate professor of design, is a practicing architect, designer, and writer whose books include *The Practicing Architect*, a children's fantasy, and *The Dot and the Line*, a mathematical table made into an Academy Award-winning film. His B.A. is from the University of Pennsylvania, and he studied at the University of Liverpool on a Fulbright scholarship.

Louise Brown Kennedy, assistant professor of literature, is interested mainly in the Renaissance and the seventeenth century, with particular emphasis on Elizabethan and Jacobean drama, Shakespeare, the metaphysical poets, and Milton. She received a B.A. from Duke University and an M.A. from Cornell where she is a candidate for a Ph.D.

Jerome Liebling, professor of film studies, has produced several award-winning films and has exhibited at the Museum of Modern Art, the New House, and other museums. He has taught at the University of Minnesota and State University College at New Paltz, New York. Professor Liebling will be on leave A.Y. 1976-77.

Richard C. Lyon, professor of English and American Studies, was chairman of the American Studies curriculum at the University of North Carolina at Chapel Hill and Hampshire's first Dean of the College. He holds a Ph.D. from the University of Minnesota and is editor of *Sentayana on America*. He has a joint appointment with the School of Language and Communication. He will be on leave Spring Term 1977.

Robert Margus, associate professor of Hispanic-American literature, has worked for the World University Service in Peru and Venezuela, served as area coordinator of the migrant education program at Middlesex County in Massachusetts, and published translations of Latin American Poetry. He holds a B.A. from Brandeis and a Ph.D. from Harvard. He will be on leave Spring Term 1977.

Elaine Maves, associate professor of film studies, has a B.A. in art from Stanford. She did graduate study in painting and photography at the University of Minnesota. Her photographs have appeared in many exhibitions and publications.

Francis McClellan, assistant professor of dance, received a B.S. in dance from the Juilliard School of Music and an M.Ed. from the University of Massachusetts. She was a member of the Joan Kerr Dance Company and the Anna Sokolow Dance Company; she has also assisted Jose Limon. She is a certified teacher of Labanotation and Effort/Shape Movement Analysis. She has reconstructed several works from Labanotation scores. In addition to being a dancer and choreographer, Francis has studied sensory awareness with Charlotte Selver.

B. Randall McClellan, assistant professor of music, received his B.A. and M.M. from the University of Cincinnati and his Ph.D. from the Eastman School of Music. He has taught music theory and composition at West Chester State College, Pennsylvania, where he was also director of the electronic music studio. An active composer-performer of orchestral, chamber, choral, and electronic music, he also enjoys singing in the style of North India. He is an originator of "sound awareness training" about which he has written a book, *The Soundness Sound*. His current studies include sensory awareness with Charlotte Selver and the music of non-Western cultures. His music is published by Western International Music and by Soesav Music Press and his electronic music is available on Opus One records.

Robert Meagher, associate professor of philosophy of religion, has a B.A. from the University of Notre Dame and an M.A. from Chicago. His publications include *Personality*, *and Powers*, *Beckoning*, *Thinking*, *Stones*, *Rethinking the Political*, and *Cave Muses*. He has taught at the University of Illinois at Urbana-Champaign. Professor Meagher will be on leave during the Fall Term 1976.

Joan Murray, assistant professor of art, holds a B.A. from Hampshire College and an M.A. in painting and color theory from Goddard College. Her work has been exhibited in group shows at Hampshire and the University of Connecticut and in a one-person showing at Goddard. She has also served as guest critic and lecturer at a number of New England colleges.

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

Nina Payne, visiting faculty associate in human development, attended Connecticut College for Women and Sarah Lawrence College. She is author of *All the Day Long*, a collection of nursery rhymes and poems for children, published by Athenum, and has conducted writing workshops for all age groups.

Lawrence Pickett, assistant professor of history, has been a political writer and commentator for the BBC for whom he wrote and narrated several documentaries. He earned a B.A. at London University and an M.Sc. and Ph.D. at the London School of Economics. Besides specializing in Hegelian-Marxian philosophy and the history of political ideas, he is an accomplished poet, translator, and film maker. He will be on leave Spring Term 1977.

Euel Pope, associate professor of design, holds a B.Arch. degree from North Carolina State College at Raleigh and has been design and construction critic for the *Frank Institute* in New York City. He has been engaged in private practice since 1962.

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

David Roberts, associate professor of literature and mountaineering, holds a B.A. from Harvard University and a Ph.D. from the University of Denver. He is the author of *The Mountains of My Year*, a book about mountain climbing, and *Yohobach: A Wilderness Narrative*.

Andrew Salkey, associate professor of writing, has published widely in the fields of fiction, non-fiction, and poetry. A Jamaican national, Mr. Salkey has also worked as a broadcaster, journalist, teacher, and lecturer. He received his education at St. George's College and Munro College in Jamaica and the University of London, England.

Elleanor Skinner, faculty associate in human development, holds a B.A. in English literature and M.Ed. in counselling from the University of Massachusetts. She has a higher education from the University of Wisconsin. She was a Five College Fellow in 1971-72, and is currently assistant master of Dakin House.

David F. Smith, professor of English, holds a B.A. from Middlebury College and a Ph.D. from the University of Minnesota. He has taught at Indiana University, and his interests include colonial American writing, nineteenth-century American literature, and American intellectual and religious history.

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

John Swanson, faculty associate in human development, holds a B.A. from Carleton College and a B.Div. and M.Div. from Nashotah House Theological Seminary. Since 1974 Mr. Swanson has been employed as a free lance counselor and human relations consultant.

Ray Superior, associate professor of art, earned his B.F.A. at the Pratt Institute in New York and his M.F.A. at Yale University. He has also studied at the Instituto Aliende in Mexico. He has had several years experience in teaching drawing, painting, and printmaking, and has exhibited his work at a number of northeastern colleges and museums.

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

Edward Ward, faculty associate in human development, received his B.A. from the University of Minnesota and his M.Ed. from the University of Massachusetts. He has been a member of the Outdoor Program since 1971.

***Gretchen Wheelock**, visiting assistant professor of music, earned an A.B. at Wellesley and M.A. and M.Phil. at Yale where she is now a candidate for Ph.D. A fine music historian, Ms. Wheelock is expected to add a much needed dimension to our studies in cultural history.

William (Wishnu) Wood, assistant professor of music, attended the Detroit Institute of Musical Art of the University of Detroit. He is currently Director of "Wishnu and the Safari East Concert Workshop Ensemble," performing artists in residence at the Music Inn in Lenox, Mass. For the past year he was also artist in residence at Orchard Hill, University of Massachusetts.

*Appointment pending.

SCHOOL OF LANGUAGE AND COMMUNICATION

Peter Croom, visiting assistant professor of television, has a Ph.D. from the University of Arizona in physiological psychology, and has taught at Columbia University and New York Medical College. He has had a number of videotape showings and broadcasts, and was artist-in-residence and research coordinator at The Television Laboratory at WNET/13, New York.

Nancy Frishberg, assistant professor of linguistics, holds an A.B. from the University of California, Berkeley, and an M.A. and Ph.D. from the University of California, San Diego. She is certified as an expressive interpreter of American Sign Language and has served as an interpreter at the National Theater of the Deaf Summer School in Waterford, Connecticut.

Allen Hanson, assistant professor of computer science, has a B.S. from Clarkson College of Technology, and an M.S. and Ph.D. in electrical engineering from Cornell University. His main research interests are in non-numeric programming, artificial intelligence and pattern recognition. At the University of Minnesota he developed courses in computing fundamentals, artificial intelligence and higher level languages. Mr. Hanson is Coordinator of the School of Language and Communication this year.

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

James Koplin, associate professor of psychology, received his B.A., M.A., and Ph.D. degrees from the University of Minnesota, and taught at Vanderbilt University. His special interests are psycholinguistics and cognitive psychology. He has a joint appointment with the School of Social Science.

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

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

James Miller, assistant professor of mass communications, holds a B.A. from Western Illinois University, an M.A. from the University of Denver, and is completing his Ph.D. in communication research at The Annenberg School of Communications of the University of Pennsylvania. He has taught courses in communications at Brock University and has special interests in communication theory and government-media relations.

Stanley Moulton, faculty associate in journalism, graduated from Hampshire College in January, 1976, and is presently working as a full-time city staff reporter for the *Daily Hampshire Gazette*, Northampton, Massachusetts. His studies at Hampshire included an emphasis on literature, political science, and education. For two years, while on leave from Hampshire, he was a full-time staff reporter for the *Berkshire Eagle*, Pittsfield, Massachusetts.

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

Sarah Nieves-Squires, assistant professor of language studies, has a B.A. from the University of Puerto Rico and an Ed.D. from Columbia University in international education. She has also studied at the Sorbonne in Paris, and has studied anthropology at a graduate level at the University of Chicago. Her areas of intellectual interest and expertise include sociolinguistics, bilingual-bicultural education and studies, and Puerto Rican culture. She has also had administrative experience in several of these areas.

Michael Radetsky, assistant professor of philosophy, received a B.A. from Cornell University in 68 from the University of California at Berkeley, and is working on his doctorate at Berkeley. A Woodrow Wilson Fellow, his special interests are philosophy of action and philosophy of psychology. Mr. Radetsky will be on leave for the academic year 1976-77.

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

Stanley Stamski, assistant professor of television, has an M.A. from Michigan State University in educational and public television. He spent a year as television producer-director with the Armed Forces radio and television service in Korea. He holds a joint appointment with the Library where he serves as television producer.

Neil Steilling, assistant professor of psychology, has a B.A. from Amherst and a Ph.D. from Stanford. He is interested in psycholinguistics and other areas of the cognitive sciences.

Janet Tallman, assistant professor of anthropology, received a B.A. from the University of Minnesota and is completing her doctorate at the University of California at Berkeley. She completed field work in Yugoslavia on "racial interaction patterns in rural and urban Serbia and worked in an editorial capacity for the *Kroeber Anthropological Society Papers*. Ms. Tallman will be on leave for the academic year 1976-77.

Yvette Tenney, assistant professor of cognitive psychology, holds a B.A. and Ph.D. from Cornell University. Her primary interest is cognitive development. She has done research on spelling, visual imagery, and the development of memory. Ms. Tenney will be on leave Fall Term 1976.

Robert Ullian, faculty associate in communication, received a B.A. from Amherst College and an M.F.A. from Columbia University. His short stories and articles have appeared in *Esquire* and a number of other magazines. He is teaching at Hampshire with the partial support of a grant from the National Endowment for the Arts.

Christopher Witherspoon, assistant professor of philosophy, has a B.A. from Arkansas Tech and is completing his Ph.D. at the University of California at Berkeley, where he was a Danforth Graduate Fellow. His main research area is the philosophy of perception; his other areas include the philosophy of language and philosophical psychology.

*Appointment pending.

SCHOOL OF NATURAL SCIENCE

Herb Bernstein, associate professor of physics, teaches a unique and revolutionary 3-semester physics sequence starting with Quantum Mechanics for the Millions and progressing through Electricity and Magnetism to Vector Mechanics. This is the only theoretical physicist we know with patentable ideas and a real interest in how things work. Interested in quantum mechanics, relativity and biophysics. Ph.D. from U.C. San Diego, and worked at Brookhaven, the Institute for Advanced Studies at Princeton, the Institute for Theoretical Physics in Louvain, Belgium, the Technion at Haifa, Israel, SIAC, and the Hudson Institute. Herb will be on leave fall semester 1976 and spring semester 1977.

Mary Beth Bernstein, assistant professor of biology, got her Ph.D. from the University of Oregon, with a study of the microorganisms that inhabit the finches of Douglas Fir needles. She's taught at the University of Oregon, the University of Hawaii, and California Polytechnic State Univ., and has a major interest in micro-evolution, a field which she's pioneered.

Merle Bruno, assistant professor of biology, received her Ph.D. in sensory neurophysiology (especially vision) but also interested in elementary school science teaching. Publications and courses reflect both interests alike. Has had NSF support for her workshops for science teachers from local public schools. Work on crustacean and vertebrate sensory neurophysiology has been supported by the JHN and Grass Foundation.

Rex Coughlin, associate professor of biology, has worked at the Woods Hole Oceanographic Institution, the Smithsonian Astrophysical Observatory in Cambridge, the U.S. Fish and Wildlife Service, and the Beebe Tropical Research Station in the West Indies. Holds a 4-college Ph.D. (Amherst, Smith, Mt. Holyoke, U. Mass.). Varied interests: philosophy, forest management, animal behavior, New England birds, monkeys in the Caribbean, African ecology, biosocial human adaptation (anthropology/ecology) and monkey theory (book in progress). Ray has been a past New England sled dog racing champion and has originated his own breed of sled dog. Ray will be on leave fall semester 1976 and spring semester 1977.

Jane Egan, assistant professor of animal behavior, received her Ph.D. in archaeology and anthropology and her Ph.D. in animal behavior from Cambridge University. Her research interests are in physical anthropology, studying the effects of environmental factors on the development of behavior in humans and other animals. She is a member of Survival International, which is involved in preventing the exploitation and/or extinction of indigenous tribes (hunters and gatherers) and other exploited groups. Jane will be on leave fall semester 1976 and spring semester 1977.

John Foster, professor of biology, previously taught biochemistry at the Boston University School of Medicine and was a director of the Science Curriculum Improvement Program for the NSF. He holds a Ph.D. in biochemistry from Harvard. In addition to his involvement in biochemistry and in human biology, he is interested in amateur electronics, ecology and field biology, and molecular cloning.

Bugene Frankel is a 5-College joint faculty member housed at Hampshire. He is assistant professor of technology studies, with a specialty in the history of technology. His Ph.D. is from Princeton, and he was on the faculty of the University of Maryland before joining us. In addition to teaching numerous aspects of the history of technology, he also is active in our science policy program, and particularly in NSF grants for a study of the history, assessment and alternatives to energy policy.

David Gay, associate professor of chemistry, holds a B.Sc. from the University of London in chemistry and a Ph.D. in physical inorganic chemistry from the University of the West Indies. He formerly taught at Xavier College in Sydney, Nova Scotia. His interests include Caribbean affairs, physical chemistry, kinetics, reactions in electrochemical systems, bio-inorganic chemistry, chemistry for the consumer, and, in particular, the mechanism of chemical reaction. David will be on leave spring semester 1977.

Ann Gengarelly, faculty associate in education studies, has a B.A. from Earlham College and has done some graduate level work at Queens College. She has taught elementary school for seven years, in Connecticut and Massachusetts, and has served as a resource person for the University of Massachusetts "Integrated Curriculum Program" and for the Gateway Regional School District in Massachusetts.

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

Stan Goldberg, associate professor of history of science, taught at Antioch College, was a senior lecturer at the University of Zambia, and a post-doctoral Fellow at the Smithsonian Institution. He currently has an NSF grant for a study of early 20th century physics. His Ph.D. is from Harvard. His teaching interests include physics, history of science, science and public policy, and photography.

Susan Goldner, Dean of the School of Natural Science and associate professor of biology, obtained her Ph.D. in embryology from Yale University. She has held positions at Yale's biology department, Westchester University in Ankara, Turkey, and Stanford University where she worked in cancer research. Interests also include science fiction, evolutionary genetics and adaptations, the literature of natural history, and women in science.

Judy Gordon, associate professor of astronomy, holds a B.S. from the University of Michigan. Her work includes the Royal Greenwich Observatory in England, the Harvard College Observatory, the Arecibo Observatory, and the Peak National Observatory. She is an assistant scientist at the National Radio Astronomy Observatory in Charlottesville, Virginia. In addition to astronomy, Courtney is interested in relativity, cosmology, extraterrestrial communication, codes and ciphers, and social interaction in physics and chemistry. She is a member of the Five College Astronomy Department.

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

Ike Cross - assistant professor of the history of science, received his B.S. in chemistry from Brooklyn College and his Ph.D. in 19th century physics from Princeton. Interests include the history of biology, especially evolution, physiology, embryology, and molecular biology; history of social and behavioral sciences; science and social thought; and modern European social and intellectual history. He will be on leave fall 1976 and spring 1977.

Buratt Hafner - professor of experimental physics, was an associate physicist with the Brookhaven National Laboratory, a NSF fellow at Cambridge University and a faculty member at the University of Rochester, where he received his Ph.D. His interests include the physics of electronic music, nuclear physics, cosmic rays, environmental science, holography and APL. He served as the first Dean of the School of Natural Science at Hampshire.

Gary Hirschberg, faculty associate in environmental studies, received his B.A. from Hampshire College. His studies and interests involve research on problems of human and environmental health. He spent this past spring at the Center for Northern Studies, taking part in their Semester in Residence program.

Ken Hoffman - associate professor of mathematics, has an M.A. from Harvard, where he also served as a teaching fellow. He is an expert in the mathematics department at Talladega College in Alabama during 1967-70. In addition to algebraic number theory and combinatorics, Ken's interests include education, American Indians, field botany, and farming.

Rio Howard, visiting assistant professor in the history of science, received her A.B. from Bryn Mawr and her M.A. and Ph.D. degrees from Cornell University. She has taught at the University of Miami, University of California at San Diego, Middlebury College, and Brooklyn Polytechnic Institute. Her major interest is intellectual history and her specialty is the evolution of the medical profession and its attendant fields of knowledge in France during the 16th and 17th centuries.

David Kelly - associate professor of mathematics, has taught at New College, Oberlin, Talladega College, and Boston University. He holds an M.S. from MIT and continues his training at Dartmouth. He has, since 1971, directed the NSF supported Summer Math Program for high school students at Hampshire. His special interests are analysis and the history of mathematics.

Allen Kress - associate professor of physics and science policy assessment, was educated at Cornell and Stanford, where he received his Ph.D. in theoretical physics. He previously worked at Princeton, U.C., Santa Barbara and the University of Chicago as well as low as well as Open University in England. His interests include physics, science and public policy (particularly arms control) and the environment (especially nuclear and flood control and nuclear energy). Allen will be on leave fall semester, 1976.

Henry Lewis, associate professor of chemistry, holds a Ph.D. from MIT. She has worked as a research associate at MIT and at the University of California at San Diego, and has also coordinated a chemical analysis lab as part of the Mill River Project in Northampton. Her interests include stereochemistry and organic molecular environmental chemistry, and non-scientific toxic substances, the bassoon, and nature study.

Ralph Lewis, faculty associate in natural science and naturalist in the Outdoor Program, is currently doing doctoral work in environmental education and interdisciplinary approaches to the environment. His courses reflect his concerns about the environment.

Lynn Miller, professor of biology, has taught at the American University of Beirut and at Adelphi University. He has a Ph.D. from Stanford. His principal interests are applied microbiology (composting, sewage treatment, fermentation) and social aspects of genetics (agriculture, genetic engineering, genetic counseling) as well as stress and disease. He is especially interested in working with students on independent study, tutorials and small group projects. His research concerns ergosterol metabolism in yeasts and *YAC* in humans.

Sandra Dymale, assistant professor of microbiology, does research in biochemistry at the University of Massachusetts in addition to teaching at Hampshire. She received her Ph.D. from the University of Massachusetts. Her research involves membrane development, structure and function. In addition she is interested in a public health standpoint in developing countries, research on the microbial contribution to energy production, the microbes that inhabit us, and cancer.

Janice Raymond, assistant professor of women's studies and social ethics under the Five College Program. She is a Ph.D. candidate in a joint program of Andover Newton Theological School and Boston College, in religion and society. Before coming to Hampshire she taught at Boston College, the New School for Social Research, Andover Newton Theological School, and U. Mass. Boston. She is interested in the past, present, and future of women's healing, abortion, the sexual politics of mental health, and women's health care delivery.

John Reid, assistant professor of geology, has pursued his lunar surface and earth's interior research at the Smithsonian Astrophysical Observatory in Cambridge, the Geochronology Laboratory at MIT and Renaissance Polytechnic Institute. He received his Ph.D. from MIT. He previously taught in three high school physics programs. His professional interests center around volcanology as a means of understanding the chemical evolution of the earth and the use of volcanoes as a source of geothermal power. John moves rapidly between research lab at MIT and Los Alamos, but returns to Hampshire to continue his teaching which has covered areas like the evolution and nature of the Connecticut River Valley, heavy metal poisoning in nearby towns, meteorology, and white water canoeing. John will be on leave a part of Fall Term 1976.

Paul Slater, visiting assistant professor in agriculture and planning, received his B.S. and M.P.A. (Masters in Resource Planning), from the University of Massachusetts. He is currently a member of a subcommittee of the Governor's Commission on the Status of Women entitled "Women in Agriculture, Food Policy and Land Use Reform," and is an agricultural consultant to the Hampshire County Planner. Paul's interests cover the broad issues of land use and resources, particularly in New England.

Jonathan Sparrows, faculty associate in environmental science and public policy, has an A.B. from Columbia College and a J.D. from Harvard School. He is Executive Director of the Massachusetts Public Interest Research Group, Amherst, Mass.

Mike Sutherland, assistant professor of statistics, holds an intercollegiate appointment in Natural Science and Social Science. He has been a consultant with the Systems Management Corporation in Boston and has worked on problems involving application of statistics to the social sciences. His Ph.D. is from Harvard. His interests include mathematics, statistics, philosophy, carpentry, machinery, automobiles and people.

Janet Van Blerkom, visiting assistant professor of physics, has taught at the University of Massachusetts and Smith College. She received her B.S. from M.I.T. and her Ph.D. from the University of Colorado. She has also done research at the Joint Institute for Laboratory Astrophysics (JILA) at the University of Colorado. Her research has been in theoretical low energy particle physics, with a strong interest in astrophysics.

Lou Wilcox, associate professor of biology, holds a Ph.D. from Cornell in plant pathology. He has held faculty positions at Lycoming and Earlham Colleges and was director and professor of biology at the Fakahatchee Environmental Studies Center in Goodland, Florida. His special interests are tropical ecology, particularly mangrove swamps, the structure and function of natural and manmade communities, problems of food supply and environmental studies. He was responsible for establishing and directing the program in Bahamian ecology at Earlham College. Lou will be on leave spring semester 1977.

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

Ann Woodhill, assistant professor of biology, is especially interested in physiology and neurobiology, biochemistry and molecular biology, and biological toxins. Her teaching experience includes mathematics in Nigeria as a Peace Corps volunteer, and during spring semester presented a course in the Neurobiology Department at Harvard University. She received her Ph.D. from the University of Washington.

Michael Woolf, visiting associate professor of physics, is an experimental low energy physicist who enjoys teaching astronomy, electronics, fluids, shape changes with time (and, of course, plain old physics). His Ph.D. is from Berkeley, where he worked at Bell Labs before moving on to the U.C.I.A. faculty in Santa Barbara. He has been a lecturer for undergraduate teaching and also for New England farming, which he continues to try.



SCHOOL OF SOCIAL SCIENCE

Richard M. Albert, assistant dean of the college and assistant professor of political science, has served on the research staff of the Urban Institute in Washington, D.C. His B.A. is from Robert College and his Ph.D. from Harvard.

Raphael A. Banks, visiting assistant professor of education, is a junior fellow at the Institute for Cooperative Human Development, Rockefeller University. She has a Master of Science degree in clinical school psychology from City College and is in doctoral program in social psychology at the City University of New York. She's been a lecturer at Brooklyn College, Medgar Evers College and the University of Massachusetts, Boston.

Carolee Bengalsdorf, assistant professor of political science, holds an A.B. from Cornell, studied Russian history at Harvard, and is working on a doctorate in political science from MIT. She is interested in political development in Southern Africa and other Third World areas. She has conducted research in Algeria, Cuba, and Peru, and has been a school teacher in Kenya and Honduras. Professor Bengalsdorf will be on leave Fall Term 1976.

Jessica Benjamin, visiting assistant professor of political science, has a B.A. from the University of Wisconsin, an M.A. from the Johann-Wolfgang-Goethe University of Frankfurt, and is a Ph.D. candidate at New York University. Her interests include contemporary social theory, the Frankfurt School, Marx and Weber.

Robert C. Binney, Vice President of Hampshire College and professor of psychology, was a member of the Four College Committee which helped plan Hampshire College. He served as the first Dean of the School of Social Science and before that was chairman of the psychology department at Amherst College. Holder of his B.A. from Wesleyan University, he earned his Ph.D. from the University of Michigan.

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

E. Oliver Foulkes, assistant professor of law, received a B.A. from Southwestern College, Memphis, and a J.D. from Memphis State University School of Law. He has been engaged in a variety of legal projects involving civil liberties, welfare recipients, housing legislation, and mental hospitals.

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

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

Merry H. Goldfeder, assistant professor of political science and education and director of the Education Studies Program, is a Ph.D. candidate at the University of California, Los Angeles where he received his M.A. He taught in the Bedford-Stuyvesant public school system for two years and his research interests include an integration of his interest in political and social theory with his commitment to an analysis of schooling.

*Appointment pending.

William Grohmann, assistant professor of education and Master of House III, has a B.A. from Cornell and an M.A. from Columbia and is preparing a doctoral dissertation for Union Graduate School. He has been a Peace Corps teacher in Micronesia and an assistant dean of students at Columbia. His area of special interest is non-traditional alternatives in higher education.

Lloyd Hagan, visiting associate professor of economics, has an A.B. from the University of Chicago and has done graduate work in public affairs at the State University of New York, Albany. He's editor of the *Review of Black Economy* and Assistant Director for Research and Senior Economist at the Black Economic Research Center. He is author of numerous articles and has taught at Amherst College and Harvard University.

Frank Holmquist, visiting assistant professor of political science, received his B.A. from Lawrence University, and his M.A. and Ph.D. from Indiana University. His interests are in the areas of comparative politics, political and administrative development, and American politics.

Glenn J. Joseph, professor of education, has a B.S. from New York University and a Ph.D. from Cornell University. At the University of Massachusetts where she was associate professor of education, she served as co-chairman of the School's Committee to Combat Racism, and at Cornell she was assistant dean of students, director of the Committee on Special Educational Projects' counseling services, and associate professor in the African Studies and Research Center. Professor Joseph will be on leave Academic Year 1976-77.

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

Joan B. Landes, assistant professor of political science, holds a B.A. from Cornell University and an M.A. from New York University, where she completed her doctorate in 1975. She was formerly an assistant professor of political science at Bucknell University. Her research interests are on the theoretical foundations of the women's liberation movement. She is also interested in political theory, American politics and political development. Professor Landes will be on leave Spring Term 1977.

Barbara Harrison Linden, associate professor of sociology, has a B.A. from Syracuse University and a Ph.D. from Columbia, where she also taught as an architectural consultant for problems in college housing at the University. Her academic interests include urban blight and the sociology of education.

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

Maureen Mahoney, assistant professor of psychology, received her B.A. from the University of California, Santa Cruz and her Ph.D. from Cornell University. Her special interests include social and personality development, sociology of the family and history of childhood and the family.

Philip P. McKean, assistant dean of academic advising and associate professor of anthropology, received a B.D. from Yale Divinity School and an M.A. and Ph.D. from Brown University. He has served as a university chaplain in Djakarta, Indonesia, and at Brown, and as a Clergyman in Rhode Island. His research and publications examine cultural change and modernization in Bali, religion and ritual.

Joel Meitner, visiting assistant professor of sociology and master of Prescott House, holds an M.A. from Stanford University and an M.A. and Ph.D. from Berkeley. He has worked as an urban economy organizer with the Peace Corps in Peru and as a secondary school social studies teacher and counselor at Palo Alto, California. For the past two years he has been an Associate for the Behavioral Sciences and Staff Director at the Institute of Society, Ethics and the Life Sciences, Hastings Center.

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

Anson Rabinbach, assistant professor of history, holds a B.A. from Hofstra University and an M.A. and a Ph.D. from the University of Wisconsin, where he also taught European history. He is interested in modern, social and intellectual history with special emphasis on Central Europe. Professor Rabinbach will be on leave Academic Year 1976-77.

Hedwig Rose, assistant professor of education and co-coordinator of the Education Studies Program, has an M.A. in education from Smith College where she concentrated in cooperative education and is presently a doctoral candidate at the University of Massachusetts. She was supervisor of practice teaching at Smith College's Department of Education and Child Study and has worked with the Northampton public school system.

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

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* and is an advocate architect-planner in New Haven, Connecticut.

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

Barbara Turlington, dean of the college and assistant professor of political science, has taught at Connecticut College and Mount Holyoke College. She attended Swarthmore College and has a B.A. from American University at Beirut. She did graduate work at Columbia University.

Robert von der Lippe, associate professor of sociology, was the director of the National Institute of Mental Health graduate training program in the sociology of medicine and mental health at Brown University. He has also taught at Columbia University and at Amherst College. He has a B.A., M.A., and Ph.D. degrees from Stanford University.

Stanley Warner, associate professor of economics and Master of Morrill House, holds a B.A. from Cornell College, a Ph.D. from Michigan State, and a Ph.D. from Harvard. His research and teaching interests include American economic history, economic development, and industrial organization. He has taught previously at Santa Cruz and Bucknell. Professor Warner will be on leave Academic Year 1976-77.

Fredrick S. Weaver, associate professor of economics has a B.A. from the University of California at Berkeley and a Ph.D. from Cornell University. He has done research in Chile as a Foreign Area Fellow and has taught economics at Cornell and the University at Santa Cruz. His special interest is the historical study of economic development and underdevelopment.

Barbara Yngvesson, associate professor of anthropology, received her B.A. at Barnard College and her Ph.D. at the University of California at Berkeley. She specializes in the anthropology of law and social organization, and has done field work in Peru and Sweden. She has also worked for the Department of Native Affairs in Papua, New Guinea. Professor Yngvesson will be on leave Spring Term 1977.

SCHEDULE OF CLASS MEETING TIMES
FALL TERM 1976

HA 109 Hampshire Graphic Design Ochotny/Frankel

SCHOOL OF HUMANITIES AND ARTS

CLASS SCHEDULE

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
HA 102	Chekhev	C. Hubbs	16-Div I	TBA	
HA 103	Dance-Improv/Myth	B. Pendry	1st Come	15	TTh 11-1230 Dance Studio
HA 108	Color	A. Hoener	Open	None	TTh 1030-12 ARB
HA 110	Film Workshop I	T. Joslin	Lottery	12	T 1-5 FPH ELH
HA 113	Intens Dance Improv/Wkp	H. Wall	Instr Per		TThF 1-3 Dance Studio
HA 114/					
214	Writing	N. Payne	Instr Per	10	Th 10-1230 EDH 16
HA 115/					
215	Studio Exp-Dance	TBA	Beg-1st Come	25	TBA
			Int-1st Come	25	MW 1-230 Dance Studio
			Adv-1st Come	25	MW 11-1230 Dance Studio
HA 119	Self-Knowledge	J. Swanson	Instr Per	16	W 1-3/F 10-12 EDH 17
HA 122	Painting Workshop	J. Murray	1st Come	15	TTh 930-1130 ARB
HA 123/					
223	Free to Be	L. Gordon/G. Gordon	Instr Int	16	MW 10-12 DH Masters
HA 126	Intro-Directing	J. Abady	Instr Per	10	TBA
HA 127/					
227	Approaching Poetry	D. Roberts	1st Come	25	MWF 11-12 EDH 15
HA 128	Women Athletes	J. Hardin/J. Abromowitz	1st Come	12	MW 11-1230 EDH 16
HA 130/					
230	Theology	R.K. Bradt	Open	None	F 9-12 FPH 104
HA 131	Natural Way to Draw	L.B. Clark/R. Superior			TBA
HA 132/					
232	Chesnutt & Dunbar	E. Terry	Open	None	MW 130-330 PH D-1
HA 134	College Writing	E. Terry	1st Come	16	TTh 11-1 PH D-1
HA 135	Emerson/James/Santayana	R. Lyon	Open	None	MW 130-330 FPH 108
HA 139/					
239	Hampshire Chorus	CANCELLED			
HA 140/					
240	Machaut, Etc.	G. Wheelock	1st Come	15	ThF 9-1030 EDH 4
HA 142/					
242	Alternative Lifestyles	E. Skinner/C. Tierney	Instr Int	12	TTh 10-12 DH Asst. Masters
HA 143	Symbol and Psyche	CANCELLED			
HA 144	See HA 222				
HA 145	Perception/Communication	N. Juster/E. Pope	Lottery	24	MTh 130-430 CSC 3rd Fl
HA 146/					
246	Adv. Scene Study	J. Abady	Instr Per	15	TBA
HA 147	Mark Twain	E. Terry	Open	None	TTh 130-330 PH D-1
HA 149/					
249	Mother Russia	J. Hubbs	Open	None	TBA
HA 150	Still Photo Workshop	W. Arnold	Lottery	15	M 1-5 Photo Lab
HA 151/					
251	Visual Formulation	A. Hoener, et al	1st Come	75	TTh 130-3 ARB
HA 153/					
253	Afro-Am Chamber Music	V. Wood	Audition	20	TTh 7-9pm EDH 4
HA 155	Jazz Dance I	R. Jones	1st Come	30	TTh 930-11 Dance Studio
HA 157	Music Lab	R. McClellan	Open	None	TTh 9-1030 FPH 107
HA 158	Sound Awareness	R. McClellan	1st Come	15	MWTh 130-3 FPH 107
HA 160	Dance-Tech/Release	E. Huston	Instr Per		MWF 930-11 Dance Studio
HA 162/					
262	Rehearsal/Performance	L. O'Brien	Instr Int	None	M-F 7-11pm PAC
HA 167/					
267	Grp IS-Jazz Rock	J. Wright	Instr Per	6	M 7-11pm/TTh 130-5 FPH 108
HA 170	Individuation-Jung	CANCELLED			
HA 172/					
272	Hist Persp-AfroAm Music	V. Wood	Open	None	TTh 3-5 EDH 4
HA 174	Basic Music Theory	V. Wood	Open	None	T 10-12/W 1-3 EDH 4
HA 177	Acting Workshop	L. O'Brien	Open	None	MW 10-12 PAC
HA 179/					
279	Lit of Great Exptns	D. Roberts	Open	None	TTh 1030-12 EDH 15
HA 180	Dostoevsky	J. Hubbs		16	TBA
HA 184	Improv Dance	CANCELLED			
HA 191	Chamber Music	CANCELLED			
HA 197/					
297	U.S. History	CANCELLED			
HA 203	Five Writers	CANCELLED			
HA 210	Film Workshop II	TBA	Instr Per	12	M 1-5 FPH ELH
HA 211	Spanish America	R. Marquez	Open	None	TTh 930-11 CSC 113
HA 220	Film/Photo Studies	E. Mayes	Instr Per	None	W 9-2 Blair
HA 222	Mother-Mod Lit	L. Pitkethly	Open	None	Th 10-12 FPH ELH
HA 224	Adv Tutrl-Shakespeare	L.B. Kennedy	Instr Per	10	TBA
HA 225	Photo Workshop	W. Arnold	Instr Per	12	T 1-5 Photo Lab
HA 228	Metaphysics II	R.K. Bradt	Open	None	F 130-4 FPH 106
HA 231	Poetry Writing-Workshop	A. Salkey	Instr Per	16	TBA
HA 235	Animated Film	E. Mayes/S. Oakes	Instr Per	6	TTh 9-12 Photo Class
HA 236	How to Draw	R. Superior	Instr Per	None	TTh 930-1230 ARB
HA 237	Twain/James/Crane	R. Lyon	Open	None	TTh 11-1 FPH 108
HA 244	Dancing & Performing	F. McClellan	Instr Per	10	MW 730-9pm Dance Studio
H 245	Fiction Writing-Workshop	A. Salkey	Instr Per	16	TBA
H 254	Conrad/Carpentier	R. Marquez	1st Come	20	TTh 130-3 CSC 113
H 264	Magic & the Occult	S. Allen	1st Come	20	MW 10-1130 MH Masters
H 268	Literary Modernism	C. Hubbs		16-Div II	TBA
H/ 270	Adv Electronic Music	R. McClellan	1st Come	8	MWF 9-1030 FPH 101
HA 277	Radical Lit Criticism	L. Pitkethly	Instr Per	15	T 10-12 FPH 106
HA 280	Studio Art Critique	J. Murray/R. Superior	1st Come	15	W 1-3 ARB
HA 281	Fugue	CANCELLED			

SCHOOL OF HUMANITIES AND ARTS

JRSE		INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
284	Hegel/Marx	L. Pitkethly	Instr Per	15	M 10-12	FPH 104
289	Shakespeare & Woolf	L.B. Kennedy	1st Come	25	TTh 11-1230	FPH 107
291	Ear Training	R. McClellan	Open	None	MWF 11-12	FPH 107
293	Grp Ind Study-Score	R. McClellan	Instr Per	8	TBA	
A 278	Adv Photo Critique	E. Mayes	Instr Per	None	Th 1-5	Photo Lab

SCHOOL OF LANGUAGE AND COMMUNICATION

LC 101	Math and Children	W. Marsh	Open	None	MW 330-530	FPH 106
LC 102	Lang/Soc/Translation	T. Tymoczko		16	TBA	
LC 103/						
203	Interpersonal Commun	J. Hornik	1st Come	30	Th 730-1030pm	FPH ELH
LC 104	Our Mental Life	M. Kiteley		30	MT 11-1230	FPH 103
LC 105	Language Acquisition	J. Koplin	1st Come	15	MW 9-11	EDH 17
LC 106/						
206	Strings/Trees/Langs	W. Marsh	Open	None	MWF 12-1	FPH 106
LC 107/						
207	Fiction - Film	R. Ullian		20	W 130-330/F 130-230	PH A-1
LC 108	Small Computer System	K. Jordan, et al		20	TBA	
LC 109	Soc of Everyday Life	J. Meister	1st Come	20	TTh 10-12	PH Masters
LC 110/						
210	Amer Mass Media	J. Miller	1st Come	20	MW 330-530	FPH 105
LC 111	Intro-Bilingualism	S. Nieves-Squires	1st Come	16	MW 330-530	FPH 104
LC 112	Social Linguistics	S. Nieves-Squires	1st Come	16	TTh 11-1	Blair
LC 156	Intro to Computers	C. Spellman	Open	None	TTh 130-330	FPH 105
LC 180	Mass Communication	D. Kerr, et al	1st Come	60	MWF 11-12	FPH WLH
LC 195/						
295	Amer Sign Language	N. Frishberg	Open	None	MWF 9-11	FPH 105
LC 201	Press in the U.S.	D. Kerr	1st Come	40	MW 9-11	FPH WLH
LC 202	Alt Commun Theories	F. Johnson	Open	None	T 9-12	EDH 16
LC 205	Intro to Linguistics	N. Frishberg	Open	None	TTh 11-1230	EDH 17
LC 208	News-Report/Edit	S. Moulton		15	T 4-6	EDH 16
LC 209	TV Production Process	S. Staniski	Instr Per	15	TTh 130-330(+6Hrs-TBA)	Lib-Video Lounge
LC 224	Intro to TV Production	R. Muller	Lottery	12	TTh 9-11	Lib 3rd Fl
LC 263	Fiction Workshop	R. Ullian	Instr Per	12	Th 2-4/F 230-330(Op.)	Kiva
LC 266	Experimental TV	P. Crown	Instr Per	12	TBA	
LC 299	Structure of Thought	A. Hanson, et al	Instr Int	15	W 2-4	CSC 113

SCHOOL OF NATURAL SCIENCE

NS 101	Extraterrestrial Intell	C. Gordon, et al	Open	None	MW 1030-12	FPH 108
NS 102	How Things Work	E. Hafner	Open	None	TBA	
NS 110	Patterns-Space/Time	CANCELLED				
NS 111	Photographic Process	S. Goldberg/D. Gay	Open	None	MW 9-1030	CSC 114
NS 116	Physics of Waves	J. Van Blerkom	Open	None	TBA	
NS 118/						
218	Fluids	M. Woolf	Open	None	TBA	
NS 120	General Biology	M.B. Bernstein/N. Goddard	Open	None	MW 9-12	CSC 2nd Fl
NS 121	Human Biology I	J. Foster	Open	None	W 330-530+Lab	FPH WLH
*NS 122	Human Movement-Physlgy	Ann Woodhull	Open	None	MW 930-11	PH C-1
NS 123	Male and Female	N. Goddard/W. Greenleaf	Open	None	TTh 130-3	CSC 2nd Fl
NS 124/						
224	Feminist Theory	J. Raymond	Instr Int		TTh 130-3	PH B-1
*NS 126	Beanbag Genetics	L. Miller	Open	None	MWF 830-1030	FPH 106
*NS 127	Informational Macrmicls	L. Miller	Open	None	MWF 830-1030	FPH 106
*NS 128	Genetics of Evolution	L. Miller	Open	None	MWF 830-1030	FPH 106
NS 132/						
232	Neurobiology-Lectures	M. Bruno, et al	Open	None	TBA	
NS 133/						
233	In the Lab	L. Miller	Open	None	TTh 1-330	CSC Lab
NS 139	Winter Trees	R. Moir	Open	None	T 730-930pm/Th 9-1	TBA
NS 140	Connecticut River Valley	M.B. Bernstein	Open	None	MW 1-230	FPH WLH
NS 142/						
242	Energy Conservation	G. Frankel	Open	None	MW 130-3	FPH MLH
NS 143	Law/Science/Public Pol	J. Souweine	Open	None	TBA	
NS 147/						
247	Intro-Polar Environment	G. Hirshberg	Open	None	M 3-5 / 730-9pm	FPH 107/106
NS 148/						
248	Air Pollution/Health	M. Bruno	Open	None	MW 130-330	EDH 13
NS 149	Agriculture in U.S.	P. Slater	Open	None	Th 9-11	CSC 3rd Fl
NS 151	Hist of Agr in N.E.	P. Slater	Open	None	M 9-11	CSC 3rd Fl
NS 152/						
252	Medical Revolution	R. Howard	Open	None	TBA	
NS 153/						
253	Embryology of Evolution	R. Howard	Open	None	TBA	
NS 160	Confident Calculus	D. Kelly	Open	None	TBA	
NS 161	Math-Scntsts/Sci Scntst	K. Hoffman/D. Kelly	Open	None	MWF 10-11	FPH MLH
*NS 191	Scientific Writing	A. Peyton	Open	None	TBA	
NS 192	Humanizing Ed-Children	A. Gengareilly	Instr Per	16	TTh 1-3	Donut 4
NS 212	Organic Chemistry I	N. Lowry	Open	None	MWF 10-11	EDH 16
*NS 213	Acids, Bases & Buffers	CANCELLED				
NS 214	Physics/Chemistry-Earth	D. Gay	Open	None	TTh 9-1030	CSC 114
NS 215	Physical Chemistry-Biols	J. Van Blerkom	Open	None	TBA	
NS 219	Basic Physics II	S. Oyewole	Open	None	MW 11-1230	CSC 3rd Fl
NS 225	Bacterial Viruses	M. Bruno/Ann Woodhull	Open	None	MW 11-12/TTh 130-430	
NS 230	Neurophysiology Lab				or MW 130-530	EDH 13/Lab

SCHOOL OF NATURAL SCIENCE

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
NS 241 Photosyntheses, Etc.	J. Foster	Open	None	TBA	
NS 244 Environmental Ethics	R. Luttis	Open	None	TTh 9-11	FPH 104
NS 245 Solar Energy	D. Smith CANCELLED	Open	None	TBA	
NS 246 Readings in Ecology	L. Wilcox/M. Sutherland	Open	None	TBA	
NS 249 Nutrition Seminar	L. Miller, et al	Open	None	M 1	CSC 202
NS 250 Capitalism & Empire	History Group	Open	None	TTh 9-11+	FPH WLH
NS 262 Topology & Geometry	K. Hoffman	Open	None	TTh 130-3	CSC 125
NS 263 Math Statistics	D. Kelly/M. Sutherland	Open	None	MWF 11-12	CSC 125
ASTFC 022 Intro-Astrnmy	C. Gordon/K. Gordon	Open	None	TTh 130-3/Th 7-9pm	FPH 106/Lab
ASTFC 031 Space Science	W. Irvine	Open	None	MW 130-330	Smith
ASTFC 037 Astronmcl Obsrvtn	R. White/W. Seitter	Instr Per	None	TTh 230-345	Smith
ASTFC 043 Astrophysics I	E.R. Harrison	Instr Per	None	MF 125-320	GRC 534-U.Mass.

SCHOOL OF SOCIAL SCIENCE

SS 105 Contemp Anthropology	L. Glick	1st Come	30	MW 130-3	EDH 16
SS 108 Analysis of Space	B. Linden, et al	Lottery	35	TTh 9-11	Blair
SS 110 Urban Political Economy	L. Hogan	1st Come	20	TTh 130-330	FPH 104
SS 113 Soc of Health/Illness	R. von der Lippe	1st Come	30	TTh 130-330	Blair
SS 114 Econ Perspctvs-Women	L. Nisonoff	1st Come	25	TTh 11-1	FPH 104
SS 117 Interp-Other Cultures	B. Yngvesson	Open	None	MW 130-330	FPH 104
SS 120 Intro-Psychology	R. Birney	Open	None	MW 130-330	CSC 114
SS 123 Math-Scntsts/Sci Scntst	K. Hoffman/D. Kelly	Open	None	MWF 10-11	FPH MLH
SS 124 Community	B. Turlington	1st Come	20	TTh 9-11	CSC 125
SS 125 Intellectls-Sci Change	CANCELLED				
SS 127 New China	J. Koplin	1st Come	25	TTh 9-11	FPH 108
SS 128 Soc of Everyday Life	J. Meister	1st Come	20	TTh 10-12	PH Masters
SS 129 Adult Development	CANCELLED				
SS 130 The Outsiders	CANCELLED				
SS 134 Amer Ed System	R. Banks		20	TBA	
SS 135 Liberty & Liberation	L. Mazor	Lottery	20	MW 9-1030	FPH 108
SS 138 Peasant Society	F. Holmquist	Open	None	TBA	
SS 140 Social Order	R. von der Lippe	1st Come	20	MWF 9-11	PH B-1
SS 145 Metropolitanism	CANCELLED				
SS 146 Child in Am Society	M. Mahoney	1st Come	20	MW 930-11	PH D-1
SS 149 Indiv-Mod Socl Thought	J. Benjamin		25	TBA	
SS 180 Legal Aid-Legal Svcs	O. Fowlkes	Open	None	TTh 9-11	FPH 103
SS 181 Topics in Education	CANCELLED				
SS 185 Colleges	W. Grohmann	1st Come	20	TTh 130-3	Donut 5
SS 187 Politics of Education	J. Goldfeder		20	TBA	
SS 189 Theories of Marxism	J. Goldfeder		20	TBA	
SS 206 Personality	CANCELLED				
SS 207 Seminar-Psychotherapy	L. Farnham	Instr Per	8-10	W 130-330	FPH 105
SS 209 Persnlty Devel-Childhood	M. Mahoney	1st Come	20	T 9-1130	FPH ELH
SS 210 Intro-Economics	F. Weaver	Open	None	WF 930-11	PH A-1
SS 211 Law/Science/Public Pol	J. Souweine	Open	None	TBA	
SS 214 Capitalism & Empire	History Group	Open	None	TTh 9-11+	FPH WLH
SS 217 Assessment in Education	R. Banks	Open	None	TBA	
SS 220 Judicial System	B. Yngvesson/O. Fowlkes	Open	None	MW 9-11	FPH 103
SS 223 Black Amers-Cap Econ	L. Hogan	Open	None	TTh 9-11	FPH 105
SS 225 Spanish America	R. Marquez/F. Weaver	Open	None	TTh 930-11	CSC 113
SS 230 Anthropological Thought	L. Glick	Open	None	MW 9-1030	FPH ELH
SS 236 Grp I.S.-PolSci	B. Turlington/M. Wattenberg	Open	None	M 730pm	TBA
SS 241 Theories-Women's Lib	J. Landes	Open	None	TTh 11-1	FPH 105
SS 245 Vernacular Architecture	H. Stone	Open	None	W 1-5	CSC 3rd Fl
SS 248 Sex Roles-Law/Society	L. Mazor/J. Rifkin	Open	None	MW 130-330	FPH 103
SS 249 Japanese Economy	T. Wada	Open	None	TBA	
SS 255 Math Statistics	D. Kelly/M. Sutherland	Open	None	MWF 11-12	CSC 125
SS 257 Pol Econ-Afro Devel	F. Holmquist	Open	None	TBA	
SS 260 School & Society	H. Rose	Open	None	TBA	

INTEGRATIVE SEMINARS

IN 301 Social Science Workshops	B. Linden	1st Come	8	TBA	
IN 305 Social Theory	J. Landes/M. Miller	Instr Per	20	W 1-330	FPH 106
IN 307 Human Environment	T. Tierney, et al	Instr Per	None	TBA	
IN 311 Science & Style	S. Goldhor/D. Smith	Instr Per	12	TBA	
IN 314 Politics & Satire	D. Miller, et al			TBA	
IN 317 Artistic Development	B. Glantz	Instr Per	12	TTh 10-12	PH B-1
IN 320 Literature & Psych	S. Allen, et al	Instr Per	12	TBA	
IN 323 Persp-Adult Ed	L. Farnham	Instr Int	12	TTh 930-1130	PH C-1
IN 326 Book Seminar	A. Gordon, et al		15	TBA	
IN 337 Structure of Thought	A. Hanson, et al	Instr Int	15	W 2-4	CSC 113

CODES

CSC	Cole Science Center
EDH	Emily Dickinson Hall
FPH	Franklin Patterson Hall
PH	Prescott House
WJC	Robert Crown Center
AKB	Arts Building
IPBUT	Greenwich House - Center Room
ELH	East Lecture Hall
MLH	Main Lecture Hall
WLC	West Lecture Hall
PAC	Performing Arts Center
TBA	To Be Announced or Arranged

* Course is one term-long, see course description for details

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