HAMPSTEAD COLLEGE
ACADEMIC PROGRAM

Students at Hampshire College pursue their academic goals through research and study in small, student-driven classes. Students work closely with faculty and other students to design individualized programs of study, focusing on areas of interest and learning in an environment that fosters creativity, collaboration, and critical thinking.

Registration Dates and Calendar

- **Spring Semester:**
  - **January 1:** New Student Orientation
  - **February 1:** Registration begins
  - **February 19:** Classes begin
  - **March 5:** Exam day
  - **May 5:** Final exam day
  - **May 15:** Graduation day

- **Summer Session:**
  - **July 1:** Registration begins
  - **August 15:** Classes begin
  - **August 29:** Exam day
  - **September 1:** Final exam day

Hampshire College encourages its students to explore different modes of learning, experimenting with new techniques and perspectives. The college offers a wide range of courses and programs, including interdisciplinary studies, independent research, and creative arts projects. Students are encouraged to take advantage of opportunities to learn outside the classroom, such as internships, community service, and study abroad programs.

SCHOOL OF HUMANITIES AND ARTS
CURRICULUM STATEMENT

In these course listings you will find a surprising amount of freedom in choosing your courses for the Spring Term. Remember this is the same way that you began to plan your studies for Division I. The courses you select may change from year to year or from term to term, but it is important to keep the following points in mind:

- **Selective:** You are not required to take a specific course for each major.
- **Interdisciplinary:** You can combine subjects from different disciplines to create a unique program that suits your interests.
- **Creative:** You can explore new ideas and approaches in a supportive and collaborative environment.

The curriculum at Hampshire is designed to be flexible, allowing students to pursue their passions and develop their own intellectual trajectories. Whether you are interested in the arts, humanities, or sciences, Hampshire provides a dynamic learning environment that promotes critical thinking and creative expression.

**NOTE:** Please do not discard this course guide. RECYCLE IT, OR SAVE IT FOR FUTURE USE.
SCHOOL OF HUMANITIES AND ARTS

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SCHOOL OF HUMANITIES AND ARTS
The ses of this course will be the observation 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 the gradual development of a coherent theme. The second meeting will be devoted to the examination of student's work. Each student will be asked to bring to class three to four works in progress. These will be studied in a critical manner, with the emphasis placed on the student's ability to identify and organize problems in his painting. The third meeting each week will be spent discussing and critiquing the completed works of the students in the course, as well as the works of other students. The class will meet once weekly for 2-hour sessions. Enrollment is limited to 15 students.

This spring term course will be offered in the Department of Fine Arts.

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

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

The course is designed to develop a personal photographic project in the student through workshop activities, discussions of black and white and color grades, and first-hand exposure to the working environment of the visual artist.

The class will meet once a week for 2-hour plus half hour time to be arranged. Enrollment is limited to 15 students.

The course will meet once a week for three hours with workshop time to be arranged. No previous experience is necessary.

The class will meet once a week for two hours with workshop time to be arranged. Enrollment is limited to 15 students.

In the first few weeks of the semester, we will explore the principles of photographic composition. For the whole of the semester we will be using a range of black and white negative and color. We will be using both black and white and color negatives, and we will be using both black and white and color negatives to produce a range of slides for an assigned show in a variety of subject areas. The course will use both black and white and color negatives to produce a range of prints for an assigned show in a variety of subject areas. The course will use both black and white and color negatives to produce a range of prints for an assigned show in a variety of subject areas.

The class will meet once a week for 4-hour sessions.

The class will meet once a week for 4-hour sessions.

The class will meet twice weekly for 2-hour sessions. Enrollment is limited to 12 students.

The class will meet twice weekly for 2-hour sessions. Enrollment is limited to 12 students.

The class will meet twice weekly for 2-hour sessions. Enrollment is limited to 11 students.

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

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CRITICAL LITERACY AND INTUITIVE RESPONSE: TALKING ABOUT ART AND ITS POWER

This course will meet to listen to selected compositions, working towards acquiring a sensitive and analytical lyrical language for music. The classroom will be expected to develop as well as to critique as an integral part of the learning experience. It will be a forum for the exchange of ideas, the sharing of personal views, and the development of the ability to listen critically. Attendance is required.

Unit 1
Organization: The class will meet three times a week, 1 1/2 hours each time. There will be assigned papers and oral presentations. Grading is based on participation.

CRITICAL THINKING AND REFLECTION

This course will last twice a week for two-hour sessions prior to moving into twice-night sessions. Participation will be assessed through group discussions, presentations, and written assignments. The class will be given specific sets of texts to read and analyze. The instructor will also be available for one-on-one discussions. Attendance will be required for all sessions. The instructor will provide feedback on assignments. Grading is based on participation.

Group Discussion Part II

Joseph Principe

This will be the continuation of the previous course. The class will meet to discuss the reading of assigned texts and to reflect upon the implications of the readings. The class will be asked to relate the readings to their own experiences and ideas. The instructor will provide feedback on the discussions. Grading is based on participation.

PHOTOGRAPHIC TECHNIQUES

This course will take place for two-week sessions prior to moving into twice-night sessions. Participation will be assessed through group discussions, presentations, and written assignments. The class will be given specific sets of texts to read and analyze. The instructor will also be available for one-on-one discussions. Attendance will be required for all sessions. The instructor will provide feedback on assignments. Grading is based on participation.

DESIGNING THE NEW WORLD

The class will meet twice weekly for two-hour sessions. Grading is based on attendance and participation in the discussion.

CRITICAL THINKING AND REFLECTION

This course will meet to discuss the reading of assigned texts and to reflect upon the implications of the readings. The class will be asked to relate the readings to their own experiences and ideas. The instructor will provide feedback on the discussions. Grading is based on participation.

Introduction to Modern Dance

This course will be an introduction to the history and techniques of modern dance. The class will be given specific sets of texts to read and analyze. The instructor will also be available for one-on-one discussions. Attendance will be required for all sessions. The instructor will provide feedback on assignments. Grading is based on participation.

Theatre and Performance

This course will meet twice weekly for two-hour sessions. Grading is based on attendance and participation in the discussion.
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In this course we will be reading and discussing poetry, novels, and nonfiction works which will help us develop a broader perspective on political, social, and economic issues. We will focus on the works of significant authors and their contributions to society. The course will include discussions on the themes of race, class, gender, and power. In addition, we will explore the different forms and styles of writing that challenge and offer new perspectives on human experience.

The class will be limited to 15 students. Each week, students will be responsible for preparing a short essay on the assigned readings. The essays will be due at the beginning of the class session.

This course will meet twice weekly for three hours.

SCHOOL OF LANGUAGE AND COMMUNICATION

COMMUNICATION CURRICULUM STATEMENT

The Communication curriculum is designed to provide students with a comprehensive understanding of the principles and practices of effective communication. This curriculum is intended to prepare students for a variety of careers in fields such as journalism, public relations, advertising, and media studies.

The curriculum includes a broad range of courses in areas such as writing, public speaking, media production, and research methods. Students will develop skills in critical thinking, analysis, and problem-solving, as well as the ability to effectively communicate ideas and information to diverse audiences.

The program is designed to provide students with a strong foundation in communication theory and practice, as well as opportunities for hands-on experience in real-world settings. Students will have the opportunity to work with faculty members and other professionals in the field, and to gain practical experience through internships and other forms of experiential learning.

The Communication curriculum is designed to be flexible, allowing students to tailor their course of study to their individual interests and career goals. Students can choose from a variety of electives and specializations, such as media studies, public relations, and professional writing.

The program prepares students for a wide range of careers in the fields of communication and media. Graduates of the program have gone on to successful careers in journalism, public relations, advertising, marketing, and media production.

For more information on the program, including course descriptions and requirements, please contact the Communication Department.

SCHOOL OF LANGUAGE AND COMMUNICATION

Languages and Thought

Language Acquisition

Language Technology

Language and Society

For more information, contact the program director.

ADVISORY COMMITTEE

The advisory committee consists of faculty members from various departments and disciplines who are committed to the well-being of the students in the Communication program. The committee meets regularly to discuss student needs, program developments, and other matters relevant to the program.

The advisory committee includes representatives from the departments of English, Journalism, and Media Studies, as well as representatives from other departments and programs throughout the university.

The advisory committee is responsible for overseeing the program, ensuring its alignment with the university's strategic priorities, and maintaining a focus on student success.

For more information, contact the program director.

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Language Acquisition

Language Technology

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For more information, contact the program director.
AFL PREPARING WORKERS
Allen Bennett and Staff

AGENDA:
1. New organization and approach to AFL-organized groups of union members.
2. Measures to be taken to assess AFL and organizing.
3. Next steps.

1. Performance of the AFL in the field of organizing.
2. Methods of organizing individual AFL groups.
3. Measures to be taken to strengthen AFL activities in local areas.

1. AFL's role in the current labor movement.
2. Strategies for increasing AFL membership.
3. Plans for future organizing efforts.

1. AFL's role in the current political climate.
2. Strategies for influencing public opinion.
3. Plans for influencing policymakers.

1. AFL's role in the current economic climate.
2. Strategies for influencing economic policies.

1. AFL's role in the current social climate.
2. Strategies for influencing social policies.
3. Plans for influencing social trends.

1. AFL's role in the current international climate.
2. Strategies for influencing international policies.
3. Plans for influencing international trends.

1. AFL's role in the current technological climate.
2. Strategies for influencing technological policies.

1. AFL's role in the current legal climate.
2. Strategies for influencing legal policies.

1. AFL's role in the current educational climate.
2. Strategies for influencing educational policies.

1. AFL's role in the current health climate.
2. Strategies for influencing health policies.

1. AFL's role in the current environmental climate.
2. Strategies for influencing environmental policies.

1. AFL's role in the current technological climate.
2. Strategies for influencing technological policies.

1. AFL's role in the current legal climate.
2. Strategies for influencing legal policies.

1. AFL's role in the current educational climate.
2. Strategies for influencing educational policies.

1. AFL's role in the current health climate.
2. Strategies for influencing health policies.

1. AFL's role in the current environmental climate.
2. Strategies for influencing environmental policies.

1. AFL's role in the current technological climate.
2. Strategies for influencing technological policies.

1. AFL's role in the current legal climate.
2. Strategies for influencing legal policies.

1. AFL's role in the current educational climate.
2. Strategies for influencing educational policies.

1. AFL's role in the current health climate.
2. Strategies for influencing health policies.

1. AFL's role in the current environmental climate.
2. Strategies for influencing environmental policies.
LC 274 THE WRITING OF THE JOURNALISTIC ESSAY

Nelson Warner

A limited number of students will be accepted, each undertaking the major research project as an individual project. This is not a writing course; it is a course for students who are anxious to get good research training. Presently, the selection of the instructor is based on personality of the student by letter of recommendation. The instructor is expected to work closely with the student during the course. Presently, the emphasis will be on a limited number of students who are anxious to get good research training.

Enrollment limit: 6

LC 272 HUMORISTIC: CONTEMPORARY PROBLEMS

Christopher Winters-

Anthony Quinton’s recent book The Nature of Things will be the subject of a conference on the second half of the term. The conference will be about a chapter or two. Several faculty members from the philosophy and English departments will be involved. Some of the participants will be Dr. John Smith, Dr. Mary Brown, and Dr. Jane Doe. The conference will be open to students who are interested in the topic.

At least these short papers will be expected from students in the first part of the term: A critical examination of the second half of the course (after the conference). It will be necessary to have a paper on the topic of the conference and to have it submitted by the end of the term.

The class will meet on Mondays and Tuesdays, 1:30-2:30.

Enrollment limit: 25, with permission of the instructor.

LC 261 TUTORIAL IN EXPERIMENTAL TELEVISION

Peter Crow

This tutorial is designed to provide an opportunity to work on research in experimental television, including production, development, and evaluation processes. The course is designed to help students develop skills in the areas of production, research, and evaluation.

Enrollment limit: 10, with permission of the instructor.

LC 258 COMPUTER GRAPHIC DESIGN

Robert Wagner

This workshop is designed for students interested in becoming professional designers or artists in the field of graphic design. Students are invited to begin working on a small or medium project. The workshop will be held at the end of the week. No prior experience is required for admission.

Enrollment limit: 10, with permission of the instructor.

LC 256 CONCEPTUALIZING AND DEVELOPING

Edward A. Smith

The course will meet on Wednesdays from 9:00-10:30. McNair

LC 254 CONCEPTUALIZING MODELS OF PROFICIENCY

Donald Johnson

The course will meet on the first Monday of the month. No prior experience is required.

Enrollment limit: 15, with permission of the instructor.

LC 252 THE JOURNALISM OF THE FUTURE

David Kelly

This seminar will be devoted to the study of the various aspects of journalism, such as writing, editing, and production. It will also provide an overview of the history of journalism and the role of media in society.

Enrollment limit: 12, by invitation only.
SCHOOL OF NATURAL SCIENCE CURRICULUM STATEMENT

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

1. Because we have to try harder. Completely, for example, students must work to develop expertise in the natural sciences. The professor's efforts will not be shared and the profoundness, but at trying to interest and contact the majority of students, where the experience with science courses are been either having or frightening.

2. Because we do not have any preeminent students. If you want to see a course, please find the course you see and see if anything else is possible. This way you be on occasional course with limited attendance. It will be classily method. At the end of the drop-off period, you can register in any course you want to stay at by stopping the line the semester passes around.

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

F. If you clearly stated other courses, our courses will offer grades for five-free students.

SCHOOL OF NATURAL SCIENCE

ANIMAL BEHAVIOR

- Introduction to Animal Behavior
- 101/105
- Genetics

BIOLOGY

- The History of Agriculture in New England
- 140

CEMISTRY

- Chemistry
- 121/122 (CH 122)
- Chemistry
- 144/145

ENVIRONMENTAL BIOLOGY

- Introduction to Environmental Science
- 146

EXPERIMENTAL BIOLOGY

- Introduction to Experimental Biology
- 147

HEALTH AND NUTRITION

- Health and Nutrition
- 148

MATH AND PHYSICS

- Math and Physics
- 149

ANIMAL PHYSIOLOGY

- Introduction to Animal Physiology
- 150

PHYSICS

- Introduction to Physics
- 151

PLANT PHYSIOLOGY

- Introduction to Plant Physiology
- 152

SOIL SCIENCE

- Introduction to Soil Science
- 153

ECOLOGY

- Introduction to Ecology
- 154

EVOLUTION

- Introduction to Evolution
- 155

FOSSILS

- Introduction to Fossils
- 156

GEOGRAPHY

- Introduction to Geography
- 157

GEOLOGY

- Introduction to Geology
- 158

HUMAN ANATOMY

- Introduction to Human Anatomy
- 159

INSECTS

- Introduction to Insects
- 160

PLANTS

- Introduction to Plants
- 161

PSYCHOLOGY

- Introduction to Psychology
- 162

SOCIOLOGY

- Introduction to Sociology
- 163

SOCIAL PROBLEMS

- Introduction to Social Problems
- 164

STUDY SKILLS

- Introduction to Study Skills
- 165

TEACHING

- Introduction to Teaching
- 166

ANIMAL BEHAVIOR

- Introduction to Animal Behavior
- 167

BIOCHEMISTRY

- Introduction to Biochemistry
- 168

BOTANY

- Introduction to Botany
- 169

CHEMISTRY

- Introduction to Chemistry
- 170

ECOLOGY

- Introduction to Ecology
- 171

GEOLGY

- Introduction to Geology
- 172

HUMAN ANATOMY

- Introduction to Human Anatomy
- 173

INSECTS

- Introduction to Insects
- 174

PLANTS

- Introduction to Plants
- 175

PSYCHOLOGY

- Introduction to Psychology
- 176

SOCIOLOGY

- Introduction to Sociology
- 177

STUDY SKILLS

- Introduction to Study Skills
- 178

TEACHING

- Introduction to Teaching
- 179

ANIMAL BEHAVIOR

- Introduction to Animal Behavior
- 180

BIOCHEMISTRY

- Introduction to Biochemistry
- 181

BOTANY

- Introduction to Botany
- 182

CHEMISTRY

- Introduction to Chemistry
- 183

ECOLOGY

- Introduction to Ecology
- 184

GEOLGY

- Introduction to Geology
- 185

HUMAN ANATOMY

- Introduction to Human Anatomy
- 186

INSECTS

- Introduction to Insects
- 187

PLANTS

- Introduction to Plants
- 188

PSYCHOLOGY

- Introduction to Psychology
- 189

SOCIOLOGY

- Introduction to Sociology
- 190

STUDY SKILLS

- Introduction to Study Skills
- 191

TEACHING

- Introduction to Teaching
- 192

ANIMAL BEHAVIOR

- Introduction to Animal Behavior
- 193

BIOCHEMISTRY

- Introduction to Biochemistry
- 194

BOTANY

- Introduction to Botany
- 195

CHEMISTRY

- Introduction to Chemistry
- 196

ECOLOGY

- Introduction to Ecology
- 197

GEOLGY

- Introduction to Geology
- 198

HUMAN ANATOMY

- Introduction to Human Anatomy
- 199

INSECTS

- Introduction to Insects
- 200

PLANTS

- Introduction to Plants
- 201

PSYCHOLOGY

- Introduction to Psychology
- 202

SOCIOLOGY

- Introduction to Sociology
- 203

STUDY SKILLS

- Introduction to Study Skills
- 204

TEACHING

- Introduction to Teaching
- 205

ANIMAL BEHAVIOR

- Introduction to Animal Behavior
- 206

BIOCHEMISTRY

- Introduction to Biochemistry
- 207

BOTANY

- Introduction to Botany
- 208

CHEMISTRY

- Introduction to Chemistry
- 209

ECOLOGY

- Introduction to Ecology
- 210

GEOLGY

- Introduction to Geology
- 211

HUMAN ANATOMY

- Introduction to Human Anatomy
- 212

INSECTS

- Introduction to Insects
- 213

PLANTS

- Introduction to Plants
- 214

PSYCHOLOGY

- Introduction to Psychology
- 215

SOCIOLOGY

- Introduction to Sociology
- 216

STUDY SKILLS

- Introduction to Study Skills
- 217

TEACHING

- Introduction to Teaching
- 218
**Course Information**

**Course Name:** Botanical and Physiological Aspects of Agriculture

**Instructor:** Nita H. Webster

**Course Description:** This is an introductory course in the physiological and botanical principles used in horticulture, as well as the practical application of these principles. Students will learn plant classification, growth, development, and care in both field and greenhouse conditions. Special emphasis will be on the study of turfgrass, vineyard operation, and maintenance of ornamental gardens.

**Course Objectives:**
- To understand the basic principles of plant physiology and their application in agriculture.
- To learn about turfgrass management, vineyard operation, and maintenance of ornamental gardens.

**Meeting Times:**
- Tuesdays and Thursdays, 2:00 PM to 4:00 PM

**Materials Needed:**
- Textbook: *Principles of Plant Physiology* by Nita H. Webster
- Lab Manual: *Turfgrass Management* by David J. Keesler

**Grading Policy:**
- 40% Exams
- 30% Quizzes
- 30% Lab Reports

**Attendance Policy:**
- Absences will be recorded and may affect final grades.

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**Course Description:**

**Course Name:** Irrigation and Water Management

**Instructor:** Allen Moon

**Course Description:** This course will cover the principles and practices of irrigation and water management. Students will learn about the physics of water flow, the principles of irrigation systems, and the environmental impact of irrigation practices. Special emphasis will be placed on the design and operation of irrigation systems, water quality, and the conservation of water resources.

**Meeting Times:**
- Tuesdays and Thursdays, 2:00 PM to 4:00 PM

**Materials Needed:**
- Textbook: *Irrigation and Water Management* by Allen Moon

**Grading Policy:**
- 40% Exams
- 30% Quizzes
- 30% Lab Reports

**Attendance Policy:**
- Absences will be recorded and may affect final grades.

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**Course Description:**

**Course Name:** The Future of Agriculture in New England

**Instructor:** Paul Cleaver

**Course Description:** This course will explore the challenges and opportunities facing the agricultural sector in New England. Students will learn about the impact of climate change, the importance of sustainable agriculture, and the role of technology in improving crop yields and reducing environmental impact.

**Meeting Times:**
- Tuesdays and Thursdays, 2:00 PM to 4:00 PM

**Materials Needed:**
- Textbook: *The Future of Agriculture in New England* by Paul Cleaver
- Lab Manual: *Sustainable Agriculture in New England* by David J. Keesler

**Grading Policy:**
- 40% Exams
- 30% Quizzes
- 30% Lab Reports

**Attendance Policy:**
- Absences will be recorded and may affect final grades.

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**Course Description:**

**Course Name:** Modern Biotechnology

**Instructor:** Susan Davis

**Course Description:** This course will cover the principles and practices of modern biotechnology. Students will learn about the history of biotechnology, the current state of the field, and the future of biotechnology. Special emphasis will be placed on the ethical and social implications of biotechnology.

**Meeting Times:**
- Tuesdays and Thursdays, 2:00 PM to 4:00 PM

**Materials Needed:**
- Textbook: *Modern Biotechnology* by Susan Davis
- Lab Manual: *Biotechnology Ethics* by David J. Keesler

**Grading Policy:**
- 40% Exams
- 30% Quizzes
- 30% Lab Reports

**Attendance Policy:**
- Absences will be recorded and may affect final grades.

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**Course Description:**

**Course Name:** Gender and Society

**Instructor:** John Stewart

**Course Description:** This course will explore the role of gender in society. Students will learn about the history of gender roles, the impact of gender on social and economic status, and the implications for gender equality.

**Meeting Times:**
- Tuesdays and Thursdays, 2:00 PM to 4:00 PM

**Materials Needed:**
- Textbook: *Gender and Society* by John Stewart
- Lab Manual: *Gender and Society* by David J. Keesler

**Grading Policy:**
- 40% Exams
- 30% Quizzes
- 30% Lab Reports

**Attendance Policy:**
- Absences will be recorded and may affect final grades.

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**Course Description:**

**Course Name:** The Impact of Science on Society

**Instructor:** Michael Green

**Course Description:** This course will explore the impact of science on society. Students will learn about the history of science, the role of science in society, and the implications for science policy.

**Meeting Times:**
- Tuesdays and Thursdays, 2:00 PM to 4:00 PM

**Materials Needed:**
- Textbook: *The Impact of Science on Society* by Michael Green
- Lab Manual: *Science Policy* by David J. Keesler

**Grading Policy:**
- 40% Exams
- 30% Quizzes
- 30% Lab Reports

**Attendance Policy:**
- Absences will be recorded and may affect final grades.

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**Course Description:**

**Course Name:** Agricultural Science: A History of Medicine

**Instructor:** Michael Green

**Course Description:** This course will explore the history of agriculture and medicine. Students will learn about the role of agriculture in the development of medicine, and the impact of medicine on agriculture.

**Meeting Times:**
- Tuesdays and Thursdays, 2:00 PM to 4:00 PM

**Materials Needed:**
- Textbook: *Agricultural Science: A History of Medicine* by Michael Green
- Lab Manual: *Agricultural History* by David J. Keesler

**Grading Policy:**
- 40% Exams
- 30% Quizzes
- 30% Lab Reports

**Attendance Policy:**
- Absences will be recorded and may affect final grades.

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**Course Description:**

**Course Name:** Mass Communication

**Instructor:** Nancy Lowery

**Course Description:** This course will explore the role of mass communication in society. Students will learn about the history of mass communication, the impact of technology on mass communication, and the implications for mass communication.

**Meeting Times:**
- Tuesdays and Thursdays, 2:00 PM to 4:00 PM

**Materials Needed:**
- Textbook: *Mass Communication* by Nancy Lowery
- Lab Manual: *Mass Communication* by David J. Keesler

**Grading Policy:**
- 40% Exams
- 30% Quizzes
- 30% Lab Reports

**Attendance Policy:**
- Absences will be recorded and may affect final grades.

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**Course Description:**

**Course Name:** Food Science

**Instructor:** Karen Smith

**Course Description:** This course will explore the science of food. Students will learn about the chemistry of food, the role of food in health and nutrition, and the implications for food safety.

**Meeting Times:**
- Tuesdays and Thursdays, 2:00 PM to 4:00 PM

**Materials Needed:**
- Textbook: *Food Science* by Karen Smith
- Lab Manual: *Food Safety* by David J. Keesler

**Grading Policy:**
- 40% Exams
- 30% Quizzes
- 30% Lab Reports

**Attendance Policy:**
- Absences will be recorded and may affect final grades.
**MATHEMATICS**

**HS 102**

**SPECIAL RECENT DECAY**

David G. Goodson

The course will cover seven basic concepts of advanced mathematics: significant topics in the theory of differential equations; applications in science, engineering, and economics; and the historical development of the subject. Emphasis will be placed on the use of computers in solving problems.

**Class will meet three times a week for one hour each.**

**HS 104**

**SPECIAL RECENT DECAY**

David G. Goodson

The course will cover seven basic concepts of advanced mathematics: significant topics in the theory of differential equations; applications in science, engineering, and economics; and the historical development of the subject. Emphasis will be placed on the use of computers in solving problems.

**Class will meet three times a week for one hour each.**

**HS 106**

**MATHEMATICS 106**

David G. Goodson

Freshman special topics course for advanced mathematics students. Topics vary each semester. Emphasis on problem-solving techniques, and applications of mathematics to real-world problems. Students will also have the opportunity to work with computers in solving problems.

**Class will meet twice a week for 1 hour each.**

**HS 122**

**MATHEMATICS 122**

David G. Goodson

Freshman special topics course for advanced mathematics students. Topics vary each semester. Emphasis on problem-solving techniques, and applications of mathematics to real-world problems. Students will also have the opportunity to work with computers in solving problems.

**Class will meet twice a week for 1 hour each.**

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**PHYSICS**

**HS 140**

**ELECTRONICS AND PROJECTS**

Albert R. Goodson

The course will cover the fundamentals of electronics, including circuit analysis, digital and analog signal processing, and basic electronics fabrication. Students will also have the opportunity to design and build their own electronic projects.

**Class will meet once a week for 3 hours each.**

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**CHEMISTRY**

**HS 140**

**CHEMISTRY 140**

Sally Goodson

The course will cover the fundamentals of general chemistry, including atomic structure, chemical bonding, and reaction mechanisms. Emphasis will be placed on the use of computers in solving problems.

**Class will meet twice a week for 3 hours each.**

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**SOCIAL STUDIES**

**HS 142**

**THE HISTORY OF SCIENCE**

Stanley Goldberg

The course will cover the history of science from ancient times to the present day, with a focus on the development of scientific theories and the impact of scientific discoveries on society. Emphasis will be placed on the use of computer-generated resources, including databases and multimedia presentations.

**Class will meet once a week for 3 hours each.**

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**ART**

**HS 144**

**ART HISTORY**

Helen Goldberg

The course will cover the history of art from ancient times to the present day, with a focus on the development of artistic movements and the impact of art on society. Emphasis will be placed on the use of computer-generated resources, including databases and multimedia presentations.

**Class will meet once a week for 3 hours each.**

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**ENG 146**

**COMPUTER VARIABLES**

Kenneth Goodson

The course will cover the fundamentals of computer science, including programming languages, data structures, and algorithms. Emphasis will be placed on the use of computer-generated resources, including databases and multimedia presentations.

**Class will meet once a week for 3 hours each.**

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**HS 182**

**MATHEMATICS II**

David G. Goodson

The course will cover advanced topics in mathematics, including calculus, linear algebra, and differential equations. Emphasis will be placed on the use of computers in solving problems.

**Class will meet twice a week for 3 hours each.**

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**HS 184**

**MATHEMATICS III**

David G. Goodson

The course will cover advanced topics in mathematics, including calculus, linear algebra, and differential equations. Emphasis will be placed on the use of computers in solving problems.

**Class will meet twice a week for 3 hours each.**

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**HS 186**

**MATHEMATICS IV**

David G. Goodson

The course will cover advanced topics in mathematics, including calculus, linear algebra, and differential equations. Emphasis will be placed on the use of computers in solving problems.

**Class will meet twice a week for 3 hours each.**

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**HS 188**

**MATHEMATICS V**

David G. Goodson

The course will cover advanced topics in mathematics, including calculus, linear algebra, and differential equations. Emphasis will be placed on the use of computers in solving problems.

**Class will meet twice a week for 3 hours each.**
SCHOOL OF SOCIAL SCIENCE CURRICULUM STATEMENT

The School of Social Science, representing a variety of academic disciplines, offers a curriculum that will encourage students to think more broadly about the social issues that confront us. Our course offerings are designed to provide a diversity of perspectives and to encourage the development of critical thinking skills.

The following is a list of courses that are available at the School of Social Science:

- Sociology
- Political Science
- Anthropology
- Economics
- Psychology
- History
- Geography
- Urban Studies
- Global Studies

We encourage students to pursue courses across different disciplines to gain a comprehensive understanding of social phenomena. Our faculty members are dedicated to fostering an environment that promotes intellectual curiosity and intellectual freedom. We believe that education is not just about learning facts, but about developing the ability to think critically and to apply knowledge to real-world situations.

We welcome students from all backgrounds and encourage diversity in our academic community. Our goal is to provide a supportive and inclusive environment that allows students to reach their full potential.

Thank you for choosing the School of Social Science. We look forward to welcoming you to our academic community.

Sincerely,
[Your Name]
SCHOOL OF SOCIAL SCIENCE

NATION AND THE LAW
S 104
P. Ebdon

SOUTH AFRICA
S 195
L. Farnham

SELECTIVE LEGALIZATION
S 196
A. Kuklick

THE HISTORIAN'S USE OF SOURCES: EXAMINATION OF A CASE STUDY
S 200
S. DeMott

SOCIAL CLASS AND THE DEMOCRATIC IDEA IN AMERICAN POLITICS
S 210
J. White

POLITICS AND EDUCATION
S 215
R. Alpert

STERILITY OF VERTICAL AMERICANA: A CENTERED PERSONALITY PERSPECTIVE
S 222
H. Sykes

COMMUNITY: CONFIRMATION AND PREJUDICE IN URBAN, COUNTRYSIDE, AND COLLEGES
S 224
T. O'Hara

COMPARATIVE SOCIALIST DEVELOPMENT
S 275
F. Holmquist

PROFESSING HOMOSEXUALITY
S 277
R. Wexler

PERSPECTIVES ON INHIBITION: THEORETICAL SOURCES OF HUMAN AGGRESSION
S 279
J. Meier

FUNCTIONAL STUDIES OF MOURNING
S 298
D. E. Kluger; M. D. Dubrow; J. Weber

THE FORGOTTEN PEOPLE: LAW AND THE SPIRITUAL HERD IN SOUTHWESTERN LITIGATION
S 298
J. G. Poulin

WOMEN IN MEDICAL SOCIAL RESEARCH
S 300
J. Rosenthal; N. Alpert

THE SOCIAL CONTEXT OF HEALTH IN THE UNITED STATES
S 305
A. M. Lazer; J. G. Poulin

THE FACTORY
S 310
S. Clower

IN THE SEARCH OF THE EMOTIONAL SCIENTIST: THERAPEUTIC ISSUES AND PRACTICAL PROBLEMS
S 324
J. Hekmat

AMERICAN POLITICAL SYSTEM: BASIC STRUCTURAL ALTERNATIVES
S 345
R. Lerner

MODERN EUROPEAN JEWISH HISTORY
S 348
J. W. G. M. Talbot; J. H. Rabinowitch

QUANTITATIVE METHODS IN THE SOCIAL SCIENCES
S 350
J. A. V. U. S. S.; J. A. V. U. S. S.

CULTURAL ENGINEERING: ARCHAEOLOGICAL POPULATION STUDIES
S 354
R. Grinker

CRIME AND PUNITIVENESS
S 355
M. G. Davis

COMMUNITIES IN AMERICAN LABOR HISTORY AND THEORY
S 357
I. H. Wezel and I. H. Wezel

SOCIAL SCIENCES, LAW AND SOCIETY
S 365
J. S. Wezel and J. S. Wezel

RACISM AND THE LAW
S 366
Neal Gabler

INDEX
S 366

SELECTED READINGS
L. E. Eden

The seminar will address such questions as: What is the nature of anthropological science? What is the cognitive psychology of anthropological science? What are the implications of anthropological science for human behavior? How does the study of the mind affect our understanding of the world? These questions will be addressed through a series of seminars on cognitive anthropology, cognitive psychology, and cognitive science. The seminar will meet weekly, with each student presenting a talk on a topic related to one of the seminar readings. Evaluation is based on presentations, term papers, and participation.

ENROLLMENT IS LIMITED TO 20.

S 106
EUROPEAN LIBERALISM
A. M. Lazer

This course is an introduction to some fundamental concepts and problems in political theory and intellectual history. By examining the growth and fate of European liberalism, fundamental qualities of political order, control, rationality, and liberty, the seminar will be transformed into the study of social, historical, and intellectual themes in a larger context. The seminar will meet weekly, with each student presenting a talk on a topic related to one of the seminar readings. Evaluation is based on presentations, term papers, and participation.

ENROLLMENT IS LIMITED TO 20.

S 108
THE GALETTIE'S USE OF SOURCES: EXAMINATION OF A CASE STUDY
J. W. G. M. Talbot

Accurate concentration of the past requires a variety of methodologies and applications. In this course, students will learn about the methods and procedures by which historians construct sources for the early modern European period which illustrates the strengths and weaknesses of various forms of historical inquiry. The course will explore the methods used by historians to reconstruct the past, with particular emphasis on the sources available to historians. Students will be expected to critically evaluate the sources available to historians and to develop their own interpretive strategies for the early modern European period. Evaluation is based on presentations, term papers, and participation.

ENROLLMENT IS LIMITED TO 20.
POLITICAL AND EDUCATION
Richard Alger
This course will explore the ways in which the American educational system has shaped and is shaped by politics. It will be a course primarily concerned with political and social change in education, with particular emphasis on social and political justice. The emphasis is not on understanding the substantive issues of education, but on developing analytical and conceptual skills.


The course will meet twice a week for 1 hour each session. Enrollment is limited to 25.

COMMUNITY, GOVERNMENT AND FREEDOM IN OTTAWA, CHICAGO, AND COLLEGES
Barbara Tatorington
The aim of this seminar is to introduce students to some of the basic questions (and ways of trying to answer them) that are central to the study of the American community and society. We will explore some of the theoretical concepts of community as they apply to interpersonal relationships, social institutions, and social structures. The course will include an examination of the nature and extent of community, as well as an examination of the role of the community in society.

The course will meet twice a week for 1 hour each session. Enrollment is limited to 20.

COMPARATIVE SOCIALISM DEVELOPMENT
Frank Repmunk
The wide variety of social development experiences will be illustrated by reference to cases from all over the world. The course will be based on a selection of reading materials, including a variety of readings and case studies, as well as a number of video materials. The course will also include a field trip to a number of different communities, including a trip to Canada and a trip to Israel.

The course will meet twice a week for 1 hour each session. Enrollment is limited to 20.

CRITICISM OF ARTISTS AND THEIR EDUCATION
Mary Beth Warner
This course will introduce the student to the traditional forms of folklore with emphasis placed on the study of modern folklorists as they relate to the contemporary American society. The course will focus on the American experience, and the emphasis on the student's relationship to the American experience will be reflected in the selection of readings and materials. The course will also incorporate a number of other aspects of American culture, including the role of the artist in modern society.

The course will meet twice a week for 1 hour each session. Enrollment is limited to 25.

EXPERIMENTAL COLLEGE
William Gribbons
A review of some institutions past and present which people consider non-conventional. Issues of philosophy, theory, and practice will be discussed. We will begin with a number of readings, and then move on to a number of discussions, with some practical exercises included.

The course will meet twice a week for 1 hour each session. Enrollment is limited to 20.

THE ROLE OF THE SCHOOL: PHILOSOPHY IN THE PUBLIC SCHOOL
Clara J. Jones and Brenda Weller
This course will focus on the role of the school in modern society, with particular emphasis on the concept of the school as a social institution. The course will include a number of readings, as well as a number of discussions, with some practical exercises included.

The course will meet twice a week for 1 hour each session. Enrollment is limited to 25.

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The course will meet twice a week for 1 hour each session. Enrollment is limited to 25.
SEVEN SIDEBARS IN MEDICAL SOCIAL SCIENCE:

50 396 - NEEDS OF HIGHER HEALTH CARE DELIVERY
Robert van der Sloot
In this section we will read about, discuss, and evaluate seven sidebar stories
about the needs of higher health care delivery. The stories will
be presented in an individual heath care setting, and
be followed by a summary of the
paradigmatic approach to the
problem. Each story will cover one
story about health care delivery needs
in an individual health care setting.

50 396 - MEDICAL SYSTEMS: HEALTH CARE OR SOCIAL CONTROL?
Bartholomew and Laura Lamanon
We will begin the course with an examination of modern medical systems and the political
and economic pressures that influence the shape of the medical system.

50 396 - SOCIETY IN AMERICA AND ALTERNATIVES TO INDUSTRIALIZATION
Linda Neilson
We will attempt to address why it is often perceived that modern life is characterized by
poverty, pollution, and despair.

50 396 - THE PHILIPPINES OF DEATH AND HOPE
Ruth Faia
Death is a part of life that our cultures teach us to acknowledge.

50 396 - POLITICAL THEORY: AMERICAN/LIBERAL CUSTOM?
Jean Landa and Mark Witte
This course is designed to introduce students to the main conceptions of American liberalism.

50 396 - THE UNITED STATES IN THE 1950'S
Richard Lipp and Lester Newell

50 396 - MID-WESTERN SCIENTISTS: A HISTORY OF MEDICINE
Michael Gross
Why did medicine become "scientific" in the west? To prepare ourselves for the revolution in medical
practice, we must understand the context in which the medical profession emerged. In this section,
we will examine the evolution of science as an institution of society and its problems and
its self-justification of its position in the societal structure.

50 396 - PATRISTIC AND OFFICE (CH 9 AND 10 CONTINUED)
L. Hansen (A), R. Kethan (H), G. Stetler (J), J. Forney (K)

50 396 - CAPITULATION WITH OFFICE (CH 9 AND 10 CONTINUED)
Herman Gross (G), Glenn (F), M.child (E), M. Gross (D), K. Schaar (C), A. Schaar (B), R. Stetler (A), J. Stetler (R), J. Stetler (L)

The second semester of this course will focus on the
history of American and French capitulation and
the political and social capitalistic foundations of
capitulation and non-capitulation. The course will include
study of the role of U.N. and O.N.U. in the
rise of the American empire and its involvement in
the creation of the capitalist world.

The course will not be a "covering" course.

50 396 - THE UNITED STATES IN THE 1950'S
Richard Lipp and Lester Newell

50 396 - CARTER'S FIRST TERM (CH 11 AND 12 CONTINUED)
Herman Gross (G), Glenn (F), M.child (E), M. Gross (D), K. Schaar (C), A. Schaar (B), R. Stetler (A), J. Stetler (R), J. Stetler (L)

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capitulation and non-capitulation. The course will include
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rise of the American empire and its involvement in
the creation of the capitalist world.

The course will not be a "covering" course.

50 396 - PATRISTIC AND OFFICE (CH 9 AND 10 CONTINUED)
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50 396 - CAPITULATION WITH OFFICE (CH 9 AND 10 CONTINUED)
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The course will not be a "covering" course.
hampshire college

Course Guide

Spring Term • 1976

Amherst, Massachusetts 01002

Section 2

The factory

The focus of this study center on the history and implications of industrialization will be the sites and buildings of the town. The factory in the context of the town. The factory is and the surrounding area will be examined in relation to the town's historical and cultural development. The factory was built in 1850 and operated until the 1930s. It was used as a textile factory and later as a warehouse. The factory has been restored and is now used as a community center. The factory is an example of the Industrial Revolution and the impact it had on American society.

100 American Politics: Basic Structures and Fundamental Alternatives

Frank Unisich

This course will examine the political institutions and processes of the United States government. The course will cover the three branches of government, the separation of powers, and the role of the Constitution and the Bill of Rights. The course will also explore the relationship between the federal government and the states, and the role of political parties in elections and policy-making. The course will include discussions of current political issues and the role of the media in shaping public opinion.

110 American Politics: Basic Structures and Fundamental Alternatives

Josh Unisich

This course will examine the political institutions and processes of the United States government. The course will cover the three branches of government, the separation of powers, and the role of the Constitution and the Bill of Rights. The course will also explore the relationship between the federal government and the states, and the role of political parties in elections and policy-making. The course will include discussions of current political issues and the role of the media in shaping public opinion.

220 Introduction to Political Science

Frank Unisich

This course will introduce students to the field of political science, including the study of politics, government, and public policy. The course will cover the fundamentals of political thought, the history of political thought, and the major fields of political science, such as political theory, political economy, and comparative politics. The course will also explore the relationship between politics and society, and the role of politics in shaping public policy. The course will include discussions of current political issues and the role of the media in shaping public opinion.

221 Environmental Science

Dr. John Smith

This course will introduce students to the field of environmental science, including the study of the natural environment and the impact of human activity on it. The course will cover the fundamentals of environmental science, including the study of ecosystems, the atmosphere, and the oceans. The course will also explore the role of environmental science in addressing global challenges, such as climate change and biodiversity loss. The course will include discussions of current environmental issues and the role of science and policy in addressing them.

222 Introduction to Political Science

Frank Unisich

This course will introduce students to the field of political science, including the study of politics, government, and public policy. The course will cover the fundamentals of political thought, the history of political thought, and the major fields of political science, such as political theory, political economy, and comparative politics. The course will also explore the relationship between politics and society, and the role of politics in shaping public policy. The course will include discussions of current political issues and the role of the media in shaping public opinion.

223 Introduction to Political Science

Frank Unisich

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224 Introduction to Political Science

Frank Unisich

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EDUCATION STUDIES
CURRICULUM STATEMENT

Learning experiences which formally and informally as a discipline and/or as a subject area should include the following:

1. **Character and social development.**
2. **Thinking and reasoning.**
3. **Communicating.**
4. **Creative and aesthetic development.**
5. **Physical development.**
6. **Lifelong learning in the context of society.**

A significant number of the courses offered in this education program have been designed to provide students with opportunities to develop these areas of knowledge and skills. The program is structured to ensure that students acquire the skills and knowledge necessary to function effectively in society.

The offerings in the education program are not directly directed to prepare students for careers in teaching, but may include the following:

- Elementary School
- Secondary School
- Post-Secondary Education
- Community College
- Adult Education
- Special Education

These offerings are designed to provide students with a broad range of educational experiences and opportunities that will enable them to pursue careers in the field of education.

EDUCATION STUDIES

ES 101/105 Elementary School Teaching
ES 102/106 Secondary School Teaching
ES 103 Elementary Education
ES 104/108 Special Education
ES 109/110 Adolescents and Young Adults
ES 111/115 Early Childhood Education
ES 112/116 Special Education
ES 113/117 Child Development
ES 114/118 Social Studies
ES 115/120 English Education
ES 116/122 Music Education
ES 117/123 Physical Education
ES 118/124 Art Education
ES 119/125 Health Education
ES 120/126 Special Education
ES 121/127 Secondary School Science Education
ES 122/128 Elementary School Science Education

For more information, see course description list under ES.

Class will meet twice a week for the hour block (3-4 hours per week).
Critical Thinking: The Social Theory of the University Student

Carey Dyckson

In response to the criticism of the university and the loss of meaning in the 1960s, a new social theory emerged which sought to understand the current conditions of the university. This new approach, known as critical theory, was developed by the Marxist group of intellectuals associated with the Frankfurt School. The theory was applied in universities, aiming to transform the educational system and make it more relevant to the contemporary society. However, this approach faced criticism, and it was questioned whether it was possible to create a university that could truly serve the social justice and democratic goals.

In conclusion, critical theory offers a new framework for understanding the university and its role in society. It challenges traditional views and suggests a more student-centered and socially engaged approach, which could be beneficial for the future of higher education.

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In conclusion, critical theory offers a new framework for understanding the university and its role in society. It challenges traditional views and suggests a more student-centered and socially engaged approach, which could be beneficial for the future of higher education.
INTRODUCTION

Robert Sanders

This semester we will explore the realm of human services intervention and find our way to work in the helping process. After our initial activities and experiences with the realm of human services, we will delve into the dynamics of the helping process. The nature of human services is not just a field of work, but a way of life. It is a profession that requires a commitment to the betterment of human conditions.

The field of human services encompasses a wide range of disciplines, including psychology, sociology, social work, and counseling. Each discipline offers its own unique perspective on the human condition and the role of the helping professional.

In this course, we will focus on the helping process and the professional role of the helping professional. We will explore the theories and models that guide the helping process and examine the skills and techniques that are essential to effective intervention.

Expectation: Students will be expected to actively engage in discussions and contribute to the learning process. They will be responsible for preparing for class, completing assignments, and participating in group activities.

SCHEDULE

Meeting Times:
- Tuesdays and Thursdays, 9:00 AM to 10:15 AM
- Location: Room 205, Hampshire College

Required Readings:

Course Projects:
- A group project that involves conducting a needs assessment in a community agency.
- A case study analysis of a professional helping process.

Grading:
- Course grades will be based on participation, discussion, and written assignments.

Questions? Contact Robert Sanders at rsanders@hampshire.edu.
OUTDOORS PROGRAM CURRICULUM STATEMENT

The Outdoors Program is a voluntary, non-credit course to complement skills and interests in outdoor programs from sports. In the three free hours of the semester, it has afforded students numerous opportunities to pursue mountain climbing and bicycling skills, with an orientation toward student and staff directed expeditions and trips. The course is designed to provide physical education, hiking, marksmanship, swimming, canoeing, sailing, and camping have been the major conclusions.

The Outdoors Program for 1975-76 will try to introduce essential concepts in interpretative nature, to preserve the spirit of the wilderness, and to demonstrate the value of interpretative, scientific, and aesthetic relationships. The main emphasis will be on making students understand interpretative, scientific, and aesthetic relationships. The main emphasis will be on making students understand the natural environment, and on interpreting the natural environment for others.

A third goal is to facilitate a personal emotional experience of nature; to translate this experience into personal natural history explorations, and to encourage the student to develop his personal natural history exploration.

During January, February, and March, the Outdoors Program will include courses in mountaineering, world travel, orienteering, and the use of maps.

The Outdoors Program enables us to offer a physical education department on an additional course in the Outdoors Program. It is an attempt to open up possibilities for background knowledge in the form of intensive, exciting, and understanding of nature, to support students creating their own environmental awareness and to develop their own environmental awareness.

The Outdoors Program which will be in operation in the spring of the school year. The classes will be on Saturday and Sunday trips to the mountains of the Columbia River and Willamette valleys.

1. TOP ROCK (for credit)
   OF 100  Defense Gate - Instructor
   Description: This course is designed to introduce the student to the basics of rock climbing. The course will consist of two sessions each week for a total of six weeks. The sessions will be held on Saturday mornings from 9:00 to 11:00 and on Sunday afternoons from 2:00 to 4:00.

2. ORIENTEERING
   OF 120  Joe Reynolds - Instructor
   Description: This course is designed to introduce the student to the art of orienteering. The course will consist of two sessions each week for a total of six weeks. The sessions will be held on Saturday mornings from 9:00 to 11:00 and on Sunday afternoons from 2:00 to 4:00.

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   OF 120  Bill Stay - Instructor
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   Description: This course is designed to introduce the student to the art of orienteering. The course will consist of two sessions each week for a total of six weeks. The sessions will be held on Saturday mornings from 9:00 to 11:00 and on Sunday afternoons from 2:00 to 4:00.

9. TOPOGRAPHIC MAP READING
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10. ORIENTEERING
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        Description: This course is designed to introduce the student to the art of orienteering. The course will consist of two sessions each week for a total of six weeks. The sessions will be held on Saturday mornings from 9:00 to 11:00 and on Sunday afternoons from 2:00 to 4:00.

11. TOPOGRAPHIC MAP READING
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        Description: This course is designed to introduce the student to the art of reading topographic maps. The course will consist of two sessions each week for a total of six weeks. The sessions will be held on Saturday mornings from 9:00 to 11:00 and on Sunday afternoons from 2:00 to 4:00.

12. ORIENTEERING
    OF 120  Joe Reynolds - Instructor
        Description: This course is designed to introduce the student to the art of orienteering. The course will consist of two sessions each week for a total of six weeks. The sessions will be held on Saturday mornings from 9:00 to 11:00 and on Sunday afternoons from 2:00 to 4:00.

13. TOPOGRAPHIC MAP READING
    OF 120  Bill Stay - Instructor
        Description: This course is designed to introduce the student to the art of reading topographic maps. The course will consist of two sessions each week for a total of six weeks. The sessions will be held on Saturday mornings from 9:00 to 11:00 and on Sunday afternoons from 2:00 to 4:00.

14. ORIENTEERING
    OF 120  Joe Reynolds - Instructor
        Description: This course is designed to introduce the student to the art of orienteering. The course will consist of two sessions each week for a total of six weeks. The sessions will be held on Saturday mornings from 9:00 to 11:00 and on Sunday afternoons from 2:00 to 4:00.

15. TOPOGRAPHIC MAP READING
    OF 120  Bill Stay - Instructor
        Description: This course is designed to introduce the student to the art of reading topographic maps. The course will consist of two sessions each week for a total of six weeks. The sessions will be held on Saturday mornings from 9:00 to 11:00 and on Sunday afternoons from 2:00 to 4:00.

16. ORIENTEERING
    OF 120  Joe Reynolds - Instructor
        Description: This course is designed to introduce the student to the art of orienteering. The course will consist of two sessions each week for a total of six weeks. The sessions will be held on Saturday mornings from 9:00 to 11:00 and on Sunday afternoons from 2:00 to 4:00.

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    OF 120  Bill Stay - Instructor
        Description: This course is designed to introduce the student to the art of reading topographic maps. The course will consist of two sessions each week for a total of six weeks. The sessions will be held on Saturday mornings from 9:00 to 11:00 and on Sunday afternoons from 2:00 to 4:00.
### SCHEDULE OF CLASS MEETING TIMES - SPRING TERM 1976

**SCHOOL OF HUMANITIES AND ARTS**

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<th>COURSE</th>
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<th>ENROLLMENT METHOD</th>
<th>LIMIT TIME</th>
<th>PLACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC 102</td>
<td>Amer Black Autobiography</td>
<td>Open</td>
<td>None</td>
<td>MW 130-3</td>
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<tr>
<td>HC 105</td>
<td>Place in New England</td>
<td>Open</td>
<td>None</td>
<td>T 130-330</td>
</tr>
<tr>
<td>HC 110</td>
<td>Visual Communications</td>
<td>Lottery</td>
<td>None</td>
<td>T 130-330</td>
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<tr>
<td>HC 112</td>
<td>Film Workshop I</td>
<td>Lottery</td>
<td>Intervening</td>
<td>T 130-330</td>
</tr>
<tr>
<td>HC 113</td>
<td>Intro to Music Theory</td>
<td>Open</td>
<td>None</td>
<td>T 11-12</td>
</tr>
<tr>
<td>HC 115</td>
<td>Beg Studio Exp-Dance</td>
<td>Instr Per</td>
<td>15</td>
<td>TBA</td>
</tr>
<tr>
<td>HC 117</td>
<td>Printmaking Workshop</td>
<td>Intervening</td>
<td>1) M 11-12/5 10-11</td>
<td>Div IV</td>
</tr>
<tr>
<td>HC 118</td>
<td>Adv Tech Production</td>
<td>Intervening</td>
<td>2) T 10-11</td>
<td>Div IV</td>
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<tr>
<td>HC 119</td>
<td>Music of Our Times</td>
<td>Open</td>
<td>None</td>
<td>T 11-1230</td>
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<tr>
<td>HC 121</td>
<td>Gods/Beasts/Men</td>
<td>Open</td>
<td>None</td>
<td>T 9-11</td>
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<tr>
<td>HC 122</td>
<td>Painting Workshop</td>
<td>Lottery</td>
<td>None</td>
<td>MW 11-11</td>
</tr>
<tr>
<td>HC 129</td>
<td>Stage &amp; Theatre</td>
<td>Lottery</td>
<td>None</td>
<td>MW 11-11</td>
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<tr>
<td>HC 130</td>
<td>Dance Workshop</td>
<td>Lottery</td>
<td>None</td>
<td>MW 10-12</td>
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<tr>
<td>HC 133</td>
<td>Dance Workshop</td>
<td>Lottery</td>
<td>None</td>
<td>MW 10-12</td>
</tr>
<tr>
<td>HC 136</td>
<td>Man-Made Environment</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
</tr>
<tr>
<td>HC 139</td>
<td>Hampshire Chorus</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
</tr>
<tr>
<td>HC 140</td>
<td>Kisch-Bad Art?</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
</tr>
<tr>
<td>HC 144</td>
<td>Grp Ind Study-Music</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
</tr>
<tr>
<td>HC 146</td>
<td>Scene Study II</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
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<tr>
<td>HC 147</td>
<td>Visual Design</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
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<tr>
<td>HC 150</td>
<td>Still Photo Workshop</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
</tr>
<tr>
<td>HC 152</td>
<td>Greek Theatre</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
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<tr>
<td>HC 153</td>
<td>Music &amp; Its Form</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
</tr>
<tr>
<td>HC 162</td>
<td>Rehearsal/Performance</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
</tr>
<tr>
<td>HC 171</td>
<td>Directing-New Script</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
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<tr>
<td>HC 177</td>
<td>Ind/Grp Studies-Music</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
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<tr>
<td>HC 182</td>
<td>Ph/Present/Part</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
</tr>
<tr>
<td>HC 187</td>
<td>Contemporary Poetry</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
</tr>
<tr>
<td>HC 188</td>
<td>Vocabulary of Seeing</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
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<tr>
<td>HC 192</td>
<td>Little Big-Thinks</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
</tr>
<tr>
<td>HC 197</td>
<td>U.S. History</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
</tr>
<tr>
<td>HC 198</td>
<td>Playwriting Workshop</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
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<tr>
<td>HC 202</td>
<td>Readings-Philosophy</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
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<tr>
<td>HC 209</td>
<td>See NA 109</td>
<td>Lottery</td>
<td>None</td>
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<tr>
<td>HC 210</td>
<td>Film Workshop II</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
</tr>
<tr>
<td>HC 212</td>
<td>Effort/Expression</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
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<tr>
<td>HC 215</td>
<td>Adv Studio Exp-Dance</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
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<tr>
<td>HC 217</td>
<td>See NA 117</td>
<td>Lottery</td>
<td>None</td>
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<tr>
<td>HC 218</td>
<td>See NA 118</td>
<td>Lottery</td>
<td>None</td>
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<tr>
<td>HC 220</td>
<td>Film/Photo Studies</td>
<td>Lottery</td>
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<tr>
<td>HC 223</td>
<td>Literature of Patriarch</td>
<td>Lottery</td>
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<tr>
<td>HC 225</td>
<td>Photo Workshop</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
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<td>HC 226</td>
<td>Short Fiction</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
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<tr>
<td>HC 229</td>
<td>See NA 129</td>
<td>Lottery</td>
<td>None</td>
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<tr>
<td>HC 230</td>
<td>See NA 130</td>
<td>Lottery</td>
<td>None</td>
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<tr>
<td>HC 233</td>
<td>See NA 133</td>
<td>Lottery</td>
<td>None</td>
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<tr>
<td>HC 235</td>
<td>Vis Concepts-Stage Direct</td>
<td>Lottery</td>
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<tr>
<td>HC 236</td>
<td>Women-Lit/Criticism</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
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<tr>
<td>HC 239</td>
<td>See NA 139</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
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<tr>
<td>HC 240</td>
<td>See NA 140</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
</tr>
<tr>
<td>HC 243</td>
<td>Movement Dynamics</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
</tr>
<tr>
<td>HC 244</td>
<td>See NA 144</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
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<tr>
<td>HC 245</td>
<td>See NA 145</td>
<td>Lottery</td>
<td>None</td>
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<tr>
<td>HC 257</td>
<td>U.S. in 1890's</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
</tr>
<tr>
<td>HC 262</td>
<td>See NA 162</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
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<tr>
<td>HC 263</td>
<td>World Music Workshop</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
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<tr>
<td>HC 271</td>
<td>See NA 171</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
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<tr>
<td>HC 277</td>
<td>See NA 177</td>
<td>Lottery</td>
<td>None</td>
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<tr>
<td>HC 282</td>
<td>See NA 182</td>
<td>Lottery</td>
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<tr>
<td>HC 283</td>
<td>See NA 183</td>
<td>Lottery</td>
<td>None</td>
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<tr>
<td>HC 287</td>
<td>See NA 187</td>
<td>Lottery</td>
<td>None</td>
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<tr>
<td>HC 288</td>
<td>See NA 188</td>
<td>Lottery</td>
<td>None</td>
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<tr>
<td>HC 292</td>
<td>See NA 192</td>
<td>Lottery</td>
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<tr>
<td>HC 295</td>
<td>Contemp Span Amer</td>
<td>Lottery</td>
<td>None</td>
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<tr>
<td>HC 296</td>
<td>Litt/Soc/Soci Change</td>
<td>Lottery</td>
<td>None</td>
<td>MW 9-11</td>
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<tr>
<td>HC 297</td>
<td>See NA 197</td>
<td>Lottery</td>
<td>None</td>
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<tr>
<td>HC 298</td>
<td>See NA 198</td>
<td>Lottery</td>
<td>None</td>
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**SCHOOL OF LANGUAGE AND COMMUNICATION**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>INSTRUCTOR</th>
<th>METHOD</th>
<th>LIMIT TIME</th>
<th>PLACE</th>
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<tr>
<td>LC 105</td>
<td>Language Acquisition</td>
<td>Lottery</td>
<td>None</td>
<td>MW 11-11</td>
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<tr>
<td>LC 109</td>
<td>Crp Study-Moral Argu</td>
<td>Lottery</td>
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<td>LC 147</td>
<td>Conversation Analysis</td>
<td>Lottery</td>
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<td>LC 151</td>
<td>APL Programming</td>
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<tr>
<td>LC 156</td>
<td>Intro to Computers</td>
<td>Lottery</td>
<td>None</td>
<td>MW 11-11</td>
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<tr>
<td>LC 177</td>
<td>TV Criticism</td>
<td>Lottery</td>
<td>None</td>
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<tr>
<td>LC 192</td>
<td>Philosophy Intro</td>
<td>Lottery</td>
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<td>MW 11-11</td>
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<tr>
<td>LC 193</td>
<td>Left &amp; Right</td>
<td>Lottery</td>
<td>None</td>
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### SCHOOL OF LANGUAGE AND COMMUNICATION

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<thead>
<tr>
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<th>ENROLLMENT METHOD</th>
<th>LIMIT</th>
<th>TIME</th>
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<tr>
<td>LC 197 Cinematic Analysis</td>
<td>J. Brandau</td>
<td>Open</td>
<td>None</td>
<td>7:30-10:00pm</td>
<td>FPM MLH</td>
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<tr>
<td>LC 198 Political Rhetoric</td>
<td>R. Dugger</td>
<td>Lottery</td>
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<td>V 130-230</td>
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<tr>
<td>LC 205 Intro to Linguistics</td>
<td>R. Kardin</td>
<td>Open</td>
<td>None</td>
<td>TTH 11-12</td>
<td>EHM 16</td>
</tr>
<tr>
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**INTEGRATIVE SEMINARS**

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<td>IN 301</td>
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**EDUCATIONAL STUDIES**

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*Note: The above table includes all courses and instructors for the School of Social Science, with their respective enrollment limits and times.*
### FOREIGN STUDIES

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<td>J. Hudson</td>
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<td>F. Schalow</td>
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### OUTDOORS PROGRAM

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<tr>
<td>OP 107 Top Rope Climbing</td>
<td>D. Cole</td>
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<td>OP 108 Climbing Wall</td>
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<td>4-6pm</td>
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<td>OP 110 Kayak Rolling</td>
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<td>F. Gallagher</td>
<td>TThSun 730-930pm</td>
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<td>OP 123 Women &amp; Phys Comp</td>
<td>J. Hardin</td>
<td>MWF 8-930pm</td>
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<td>D. Roberts/P. Smith</td>
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