

hampshire college

COURSE GUIDE

spring term • 1976



AMHERST, MASSACHUSETTS 01002

HAMPSHIRE COLLEGE ACADEMIC PROGRAM

DIVISIONS

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

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

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

Division II: In the Concentration the student develops a concentration in one or more fields while continuing to explore other areas. Students determine with their faculty adviser 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 evaluates the student's work 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 (Kenneth Hoffman). Dean Hoffman also assists students who are having problems with progress through examinations, working with both students and advisers. Ruth Vanhington, 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 Pittsman (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 other colleges in the Valley.



REGISTRATION DATES AND CALENDAR

1976

January Term	Monday, January 5 - Wednesday, January 28
New students arrive	Saturday, January 31 -
Matriculation/Orientation	Monday, February 2
Advising and registration for new students and students returning from leave	Tuesday, February 3
Classes start	Wednesday, February 4
Drop-add period	Thursday, February 5 - Friday, February 13
Last day to enroll in Five- College courses	Tuesday, February 17
Examination day (no classes)	Thursday, February 19 Wednesday, March 10
Spring recess	Saturday, March 20 - Sunday, March 28
Leave notification deadline	Monday, April 5
Examination day (no classes)	Tuesday, April 13
Advising period begins	Monday, April 19
Adv. and pre-registration	Monday, April 26 - Friday, April 30
Examination day (no classes)	Monday, May 3
Last day of classes	Friday, May 14
Evaluation period	Monday, May 17 - Friday, May 21
Examination period	Monday, May 24 - Friday, May 28
Commencement	Sunday, May 30

NOTE: TO FIVE COLLEGE STUDENTS:

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

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

SCHOOL OF HUMANITIES AND ARTS CURRICULUM STATEMENT

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In these course listings you will find a quite astonishing range of offerings for the Spring 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, and that is the main matter of concern in any Division I course.

If you take a course with a literary scholar, for example, or with a philosopher, you will learn how a specific kind of humanist, who has mastered one great body of materials in the humanities, illustrates the general modes of inquiry employed by humanists in a variety of circumstances. It might come down to library methods, the mechanics of analysis, the selection and validation of documentary data or the techniques of argument, but the overriding concern will be to show you a

working humanist in action up close. In the arts there is a much greater emphasis necessary on perception and expressive form, but the model should operate the same way.

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 programs, 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."

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

SCHOOL OF HUMANITIES AND ARTS

DIVISION I

AMERICAN BLACK AUTOBIOGRAPHY
HA 102A SENSE OF PLACE IN NEW ENGLAND
HA 105 (OP 125)FILM WORKSHOP I
HA 110AN INTRODUCTION TO POPULAR AND
CONTEMPORARY MUSIC THEORY
HA 113MUSIC OF OUR TIMES
HA 119GODS, BEASTS, AND MEN: THE BEGINNINGS
AND THE END OF POLITICAL THEORY
HA 121PAINTING WORKSHOP AND CRITIQUE
HA 122COLLEGE WRITING
HA 134THE MAN-MADE ENVIRONMENT: THE PHYSICAL
DETERMINANTS OF FORM
HA 136STILL PHOTOGRAPHY WORKSHOP
HA 150

DIVISIONS I AND II

VISUAL COMMUNICATIONS
HA 109/209STUDIO EXPERIENCE IN DANCE
HA 115/215PRINTMAKING WORKSHOP
HA 117/217ADVANCED TECHNICAL PRODUCTION
HA 118/218STAGE AND THEATRE MANAGEMENT
HA 129/229THEOLOGY
HA 130/230DANCE WORKSHOP: TECHNIQUE AND IMPROVISATION
HA 133/233HAMPSHIRE COLLEGE CHORUS
HA 139/239KITSCH: BAD ART?
HA 140/240GROUP INDEPENDENT STUDY IN INSTRUMENTAL
AND VOCAL CHAMBER MUSIC ENSEMBLES
HA 144/244SCENE STUDY, PART II
HA 146/246ORIGINS OF VISUAL DESIGN THINKING
HA 148/248THE GREEK THEATRE
HA 152/252CRITICAL LISTENING AND INTUITIVE RESPONSE:
TALKING ABOUT MUSIC AND ITS FORM
HA 153/253REHEARSAL AND PERFORMANCE/MEYERHOLD
HA 162/262DIRECTING THE NEW SCRIPT
HA 171/271INDIVIDUAL AND/OR GROUP INDEPENDENT
STUDIES IN MUSIC
HA 177/277PERSONAL HISTORY: PRESENT AND PAST
HA 182/282PERSONAL HISTORY: PRESENT AND FUTURE
HA 183/283CONTEMPORARY POETRY
HA 187/287VOCABULARY OF SEEING
HA 188/288LITTLE BIG-THINGS
HA 192/292J. S. HISTORY: THE FIRST HALF OF THE
NINETEENTH CENTURY
HA 197/297PLAYWRITING WORKSHOP
HA 198/298

DIVISION II

READINGS IN PHILOSOPHY
HA 202FILM WORKSHOP II
HA 210FFORKE/SHAPE: LANGUAGE OF MOVEMENT
AND OBSERVATION
HA 213FILM/PHOTOGRAPHY STUDIES: INDIVIDUAL
PROBLEMS IN FILM MAKING, PHOTOGRAPHY,
AND OTHER RELATED MEDIA
HA 220LITERATURE OF PATRIARCHIES
HA 223PHOTOGRAPHY WORKSHOP
HA 225THE MECHANICS OF SHORT FICTION
HA 226VISUAL CONCEPTS IN STAGE DIRECTION
HA 235WHEN INTO LITERATURE AND CRITICISM
HA 236SEMINAR IN MOVEMENT DYNAMICS: A FURTHER
EXPLORATION INTO EFFORT/SHAPE
HA 243THE UNITED STATES IN THE 1890's
HA 257 (SS 212)WORLD MUSIC WORKSHOP
HA 265THE FICTION OF CONTEMPORARY SPANISH AMERICA
HA 295LITERATURE, SOCIETY, AND SOCIAL CHANGE
HA 296HA 102 AMERICAN BLACK AUTOBIOGRAPHY
Eugene Terry

An examination of major 19th and 20th century autobiographies noting the classic form these works take with their recurrent movement from despair to insight through attention to self, race and humanity. Some attention will be given the fictional treatment of autobiographical materials - both personal and collective.

Examples of works to be read:

Frederick Douglass, *Narrative of the Life of Frederick Douglass*Booker T. Washington, *Up From Slavery*W.E.B. Dubois, *The Autobiography of W.E.B. Dubois*Richard Wright, *Black Boy*

James Baldwin, "Notes of a Native Son"

James Baldwin, *Go Tell It on the Mountain*Malcolm X, *The Autobiography of Malcolm X*Ernest Gaines, *The Autobiography of Miss Jane Pittman*

Students taking this course will have an opportunity to search for patterns in their own lives by doing some autobiographical writing.

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

HA 105 A SENSE OF PLACE IN NEW ENGLAND
(OP 125)

David Smith and David Roberts

Perhaps more powerfully than any other region in America, New England has always seemed to inspire in its topographically sensitive writers a strong sense of individual locale, landscape of the comfortable scale, in some cases even a *genius loci*. And despite its large population, New England has managed to preserve relatively well much of the carrier "feel" and intimations of some of its most celebrated places. The purpose of this course is to combine a reading of several of New England's most articulate evocations of place with actual visits to those locales in quest of sympathetic/echoes of discordant modernity. The dual approach - reading which evokes investigation - represents for high teachers an ideal fusion of experiential with intellectual learning; we hope to persuade our students of the value of such an attack by means of this course.

Structured around particular kinds of landscape (e.g., beach, island, village) and particular parts of New England, the course will seek after generalities that cut across the centuries of white habitation, as much as it will inevitably lament the loss of wilderness and freshness from so much of our landscape. The field investigations are an integral part of the course, and every student must be willing to commit at least three weekends and two weekday afternoons during the Spring Term to them.

Reading list (tentative):

Beach (Cape Cod):
Thorau, CAPE COD
Henry Beston, THE OUTERMOST HOUSE
John Hay, THE GREAT BEACHWoods (Maine):
Thorau, MAINE WOODS
Sarah Orne Jewett, THE COUNTRY OF THE POINTED PIRSRural (New Hampshire):
Frost, SELECTED POEMS
Robert Lowell, LIFE STUDIES
Edward Hoagland, WALKING THE DEAD DIAMOND RIVER
Island:
Kenneth Roberts, BOON ISLAND
J. H. de Crevecoeur, LETTERS FROM AN AMERICAN FARMERHouse:
Frost, POEMS
Emily Dickinson, POEMSOther:
Ray Mungo, TOTAL LOSS FARM

The class will meet three times weekly for 1 1/2-hour sessions. Enrollment is limited to 35.

HA 110 FILM WORKSHOP I

Jerry Liebling

This course is concerned with the film as personal vision; the film as collaborative effort; the meaning of thinking, selected 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 evocative documentation of the world, its people and events. It has given added scope and insistence 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 3 1/2-hour session. Enrollment is limited to 12.

F. McClellan

Lyon, Mazor

Wood

Marquez

Marquez

HA 113 AN INTRODUCTION TO POPULAR
AND CONTEMPORARY MUSIC THEORY

James McElwaine and Daniel Marcus*

This class is geared to provide a firm theoretical foundation for the student who wishes to perform and compose in the popular and/or "jazz" idiom.

We will begin with the construction of seventh chords, their harmonic functions within a key, and discuss the concept of harmonic rhythm and how to take advantage of it, and go on to secondary dominants and ii-V's, pivot chords and modulations, diminished chords, etc.

Throughout the course we will be analyzing a number of standard compositions and writing some of our own based on the principles discussed in class.

In addition, we will be doing quite a bit of ear training. This will include singing and recognition of simple intervals, differentiation of types of seventh chords and recognition of various chord patterns, and reading and dictation of rhythm and melody.

Prerequisites to this class is a familiarity with the fundamentals of the music (conventional notation, key signatures, and the construction of simple intervals and triads). Students who are shaky on this but who still wish to take this class should see Danny Marcus as soon as possible so that you can arrange some brush-up sessions during the remainder of this semester.

Enrollment is unlimited, but an interview with the student instructor is required. The class will meet for 1 1/2 hours, twice a week.

*Daniel Marcus is a Division III student in music, concentrating in jazz composition and arranging.

HA 119 MUSIC OF OUR TIMES

James McElwaine

A study of the history and style of popular music in America since 1900, particularly its revolutionary concepts of structure and improvisation. We will listen to, discuss, and criticize:

Spirituale
Ragtime
Blues
Swing
Bebop
Rock

Although all ethnic music of America will be discussed, the innovations and imaginations of America's black musicians will serve as our primary critical basis. The ability to listen critically to popular music will be developed by several written and/or oral analyses of selected works by such composers and performers as King Oliver, Louis Armstrong, Johnny Hodges, Mezz Mezzelle, Bessie Smith, and their successors. A working knowledge of the structural and harmonic forms of popular music, its social and artistic implications, and its modern reliance on media will be acquired in this course. We will end the term with projections of our ideas about popular music into the remaining decades of this century. The ascension and triumph of ROCK and the artistic merit of music in bad taste will grace our final attentions.

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

HA 121 GODS, BEASTS, AND MEN:
THE BEGINNINGS AND THE END OF POLITICAL THEORY

Robert E. Neagher

In order to situate ourselves politically in a thoughtful manner it is well to realize that, as historical mappings go, both the emergence and the demise of political theory lie behind us. Political philosophy begins with the city, the Greek polis, a place for neither gods nor beasts but for men. According to Plato and Aristotle, a man who is little more than an animal is unsuited for life in the city; whereas the man who is little less than a god has no need for the life of the city. It is men whose lives fall between moderation and the madness of passion and the madness of thought who require the city as a place of light and speech to illuminate and to articulate their lives and to bring them into being. From there our political path leads eventually to the denial of the primacy of the possibility of thought and it remains for man only to calculate his power and his own immediate benefit. We will follow the rough outline of that path from wisdom to power, the path from the fundamental in-consummation of the human to the radical privacy of the human. Our principal readings will be: Plato, *The Republic*; Thomas More, *Utopia*; Machiavelli, *The Prince*; Thomas Hobbes, *Leviathan*; Karl Marx, *Economic and Philosophical Manuscripts*; and Friedrich Schlegel, *Thinking the Political*, ed. Robert Neagher. Our final aim will be to question both in theory and in practice whether it is responsible to speak of the end of political theory, or to insist that we speak of it, or to live as if the only appropriate or possible objects of political thought and speech are privately calculated and fully practicable benefits. However, this aim, if reached, will be the fruit of arduous route through wandering but warring works.

This course will meet twice weekly for two hours and is unlimited.



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 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 2-hour sessions. Enrollment is limited to 15.

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 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.

A second section of this course will be offered on the University of Massachusetts campus.

HA 136 THE MAN-MADE ENVIRONMENT: THE PHYSICAL DETERMINANTS OF FORM

Norton Juster and Earl Pope

This Spring Term course will be concerned with structure and form—that is, the external determinants which give form to our environment. More specifically, it will deal with intuitive approaches to structure, the nature of building materials, and environmental systems. The material will be structured around design projects within a studio format.

Visual presentations, both two-dimensional and three-dimensional models, will be required but no prior technical knowledge or drawing skills are necessary.

Although this course is complementary to the other Division I Man-Made Environment courses, there is no prerequisite.

The class will be limited to 24 students and will meet twice a week for three-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 experience 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 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.

HA 109/209 VISUAL COMMUNICATIONS

Arthur Hoener and Joan Murray

An exploration of the broad field of graphic design with emphasis placed upon understanding the underlying design philosophies used by the designer. Lectures and class assignments will acquaint the student with the artist/designer's role in the area of Advertising Design and Illustration.

Hampshire Graphic Design will be run through this course. HGD is an on-campus design service that is composed primarily of upper division students and incorporates an apprenticeship system for new people in the program. Students serving as apprentices will be involved in all aspects of the design and production process.

Enrollment is open. The class will meet once a week for three hours with workshop time to be arranged.

HA 115/215 STUDIO EXPERIENCE IN DANCE

Francis McClellan

This course in dance technique will be divided into two sections:

- Section 1: Beginning - one hour, twice weekly
- Section 2: Advanced - a 1-hour and a 1½-hour class per week

Students at the intermediate level may register for HA-133/233 Dance Workshop: Technique and Improvisation.

This course, which may be taken as a fourth course, will focus primarily on the physical dimension of mastering movement. It is open to students of all divisions.

Enrollment is open.

* Advanced Division III students will assist in teaching this course.

HA 117/217

PRINTMAKING WORKSHOP

Roy Superior

Basic instruction in the techniques of woodcut, linocut, and all related relief printing methods, as well as silkscreen, and use of the letterpress.

A continuing workshop for those with previous printmaking experience.

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



HA 118/218 ADVANCED TECHNICAL PRODUCTION

Joseph Fishback and William Davis*

The course consists of lecture and on-the-job sessions designed for specific problems in technical theatre. The work will be concentrated in stage lighting (both theory and practice), scenic design, and stage construction. The material is designed to prepare students to run productions as Technical Directors, Designers, and Stage Managers. Actual production work will be required of the participants.

The class will be divided into two sections. One section will meet Mondays 11:00-12:00 and Wednesday 10:00-11:00. The other section will meet on Tuesdays and Thursdays 10:00-11:00. All sessions will be held in the Performing Arts Center.

*William Davis is the Technical Supervisor in Theatre.

HA 129/229 STAGE AND THEATRE MANAGEMENT

Liam O'Brien

Don't get into the boat unless you can afford to sink.
American theatre proverb

I. Stage Management

In the first few weeks of the semester we will explore the responsibilities and trade skills of the stage manager in commercial, regional, stock, college, and community theatre. Emphasis will be placed on acquisition of basic skills, and thus each person enrolled will cut a script for light, sound, and business cues and call his or her book over headset for executive in the booth. Each student will learn both to call a show and run the control room equipment.

II. Theatre Management

The majority of the semester's meetings will be devoted to the study of contemporary theatre management practice. This is a business course for all theatre artists, not simply for would-be producers or impresarios.

We will deal with such considerations as cost control, capital expenses, methods of budget control, staffing, generating revenue, the physical plant, and box and front of house management. The function of public relations, fund raising, and unions will be explored and each student will present a full budget prospectus for an assigned show in a certain type of theatre. The course focus will rest on one's growing ability to present a cogent overview of production financing and management.

Readings will accompany lectures and class projects. The course is open to a maximum of 15 students on a first come basis. While prior experience in management practice is welcome, it is not essential.

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

HA 130/230

THEOLOGY

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? What is 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. It will consist of reading a select group of theological texts, including the *Divine Names* and *Mythical Theology* of Dionysius the Areopagite, the *Prolegomena* and *Monologism* of Anselm, the *Of Learned Ignorance* of Guillelmus, the *Six Theosophical Points* of Boehme, and the *Ethics* 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 twice weekly for two-hour sessions.

HA 133/233 DANCE WORKSHOP: TECHNIQUE AND IMPROVISATION

Eleanor Huston

We will work with both improvisational and modern dance technique. Technique will be at an intermediate level, dealing with the physical foundations and discipline of dance, and working with the physicality of relaxation and release within movement. We will do some work with the development of personal warm up rituals.

The group will explore improvisational work on both sides of those lines between improvisation as a personal and interpersonal growth activity, and improvisation as a performance and theatre activity. We will work toward an honesty of personal movement in self-oriented and interactive improvisation, and attempt to carry over that authenticity of movement into improvisation with consideration for visual impact. We will work toward an integration of our work in the technical and improvisational spheres, through development of an increasing pool of personal physical resources, and a greater awareness of what is currently available to us, and what becomes available to us, in our own movement patterns.

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

HA 139/239 HAMPSHIRE COLLEGE CHORUS

James McElwaine

The Chorus is Hampshire's only large-scale, regularly performing musical ensemble. High musical standards of precision and expression are enhanced by the intense, communal experience of people singing together. Our rehearsals and performances are exercises in the dynamics of group music.

The Chorus rehearses twice a week, about 2½ hours each rehearsal. Four to six concerts are scheduled throughout the year, on and off campus, the music being selected from all historical styles plus the contemporary fashions of gospel, rock and jazz, and avant-garde. Smaller, specialized groups are formed within the chorus to sing madrigals, quartets, sacred harp, and solo song. This year, all members of the chorus will work together in small laboratory groups, practicing the skills of singing: pitch retention, intervallic recognition, and melodic memorization. This work will be reviewed and expanded during the first part of each chorus rehearsal. We will cover simple intervals, tetrachords, and some harmonic structure this fall in these laboratories.

Membership in the Chorus is open to the entire College community. There are no required technical proficiencies. The Chorus does require a commitment to the making of music.

HA 140/240 KITCHEN: BAD ART?

James McElwaine

"Good taste is the worst enemy of art."
--George Bernard Shaw

"The nation that controls magnetism will control the universe."
--Dietrich Smith

In a time of too many qualifications, even our art has been assaulted with the goods-and-bads to an extent never before witnessed. We are all obsessed with defining taste and beauty and logic all within peculiar cultural or ethnic or social parameters, at any cost; and the result has been an exaltation of the sublime and the profound to the point of buffoonery and charlatanism and isolation.

In order to recover the rather obscure meanings of modern art from the miasmas of our modern minds, we will approach art from its own best friend, according to Shaw, the realm of kitchen-bad taste in art. This will require the discarding of the myths of immediacy and relevance in modern art and, perhaps, the disavowal of all that is Christian in contemporary art. Proceeding from these rather Cartesian precepts, we will explore bad taste in depth, or is that bad depth in taste? For kitchen has not been overwhelmed by the scores of committed, serious artists, but has indeed flourished so that even today we live in the golden age of questionable art. But maybe what I term questionable art is the least questionable of all in its sincerity and frankness and craft. And perhaps we have all been led far and wide by the legends and legends of creative people we seem to have spawned along our way.

To reach decisions, or at least to get around to asking these questions, is the object of this course. We will meet three times weekly for 1½ hours each time to speak and dawdle and philosophize and prate over all the kitchen we can find—no one is immune to it. And we will criticize this art on its own merits and demerits, not from within the bounds of our own prejudices and propagandistries, seeking to understand the tremendous implications behind it. Why do we require this art as a society? What about nostalgia? What about camp? There will be kitchen festivals (kitchen-ism) where we can proudly share our prize possessions and thoughts, the real treasures of the 20th century, and maybe our deliberations will gain us a glimpse of when and why it all went away and how it's coming back at us this time.

There will be a joint class project of collage assembly toward the end of the term. The class is open to all interesting people.



HA 146/244 GROUP INDEPENDENT STUDY IN INSTRUMENTAL AND VOCAL CHAMBER MUSIC ENSEMBLES

Miriam Barndt-Webb

Coaching of ensembles is available for all three Divisions. Students may form their own ensembles or ask assistance in doing so. Rehearsals to be scheduled for regular sessions, some independent, some coached. Assistance will be available for choice and securing of repertoire of all periods. The medium is to be determined by student interest. Renaissance instruments are available for student use (recorders, other winds, and violas) and private viol lessons may be arranged. Concerts will be organized depending upon student interest and motivation.

Meeting times to be arranged for the mutual convenience of students and the instructor.

HA 146/246 SCENE STUDY PART II

Joseph Fishback

This will be a continuation of the workshop courses begun in the fall semester. Acting scenes will be presented and criticism given to focus on the students' specific acting problems. Class will be held on P.A.C. stage.

The object of the course will be to train prospective actors in the techniques necessary to develop their craft. Emphasis will be placed on the relationship between acting methodology and life experience.

Preparation of three to six scenes of five to fifteen minute duration will be expected of each student. These are to be of different genres, plus either a monologue or a scene for two characters. All scenes will be presented to the full classes with the possibility that video taping can be used to assist the actors in evaluating their work.

The class will meet twice weekly for 1½-hour sessions. Enrollment is limited to 20 students, and permission of the instructor is necessary.

The course has no prerequisite and students who have not taken Part I can participate in Part II.

HA 148/248 ORIGINS OF VISUAL DESIGN THINKING

Arthur Moener

In this course we will examine the nature of the primary visual thinking process. Through this process, the eye and mind generate design ideas which are then translated into a visual form that has substance and reality. Historically, this type of substantive design motif has a noble tradition which will be studied with an eye toward contemporary usage.

The class will meet once a week for a three-hour session and will involve outside assignments. Each student will be responsible for his or her personal art supplies which are available through local dealers.

Enrollment is limited to 20 students. Admission by permission of the instructor only.

HA 152/252 THE GREEK THEATRE

Robert E. Monagher

The Greek theatre (*theatron*), was, as its name suggested, a "seeing place," a place where people gathered to see with a fulsome clarity which they found in no other place. This class will strive to participate in the character, the scope, and the truth of that vision, perhaps peculiar to the Greek theatre.

The central work of the class will be to read the entire corpus of classical Attic tragedy, i.e., all the extant works of Aeschylus, Sophocles, and Euripides, as well as several comedies of Aristophanes. A reading of the *Iliad* and the *Odyssey* is assumed in advance, but there is no further requirement of prior study or experience in theatre or in classical Greek literature.

Since drama is public poetry written to be projected up and out of the masked polarities of a people's deepest character, the least a class of this sort might do is to read it aloud with spirit. Consequently, the class will meet once a week for an entire evening to read one play together and then to discuss it and the other readings for that week. In addition to their weekly meetings, it is to be hoped that the class might, as a shared project, prepare one drama for presentation in the Spring to the college community.

Division III students, particularly in dance, music, theatre, and art, are encouraged to discuss with the instructor the many possibilities for "integrative work" in the context of this course.

Enrollment is unlimited.

HA 153/253 CRITICAL LISTENING AND INTUITIVE RESPONSE: TALKING ABOUT MUSIC AND ITS FORM

James McElwaine

This course will meet to listen to selected compositions, working towards acquiring a suitable and sensible analytical language for music. The classical forms will be examined in detail as will most of the historical styles. We will develop both an oral and a literate analytical style; however, the music will seldom be dealt with in score form, so notational facility is not necessary.

This will be an ear-training course, attuning the ear to the formal and emotional content of music. Some composers we will listen to:

Monteverdi Schubert Berg
J. S. Bach Brahms Webern
Handel Debussy Messiaen
Haydn Mahler Partch
Mozart Stravinsky Varèse
Beethoven Schoenberg Cage

Armstrong Smith
Johannsson
Ellington
Parker
Coltrane

The class will meet three times a week, 1½ hours each time. There will be occasional papers and oral presentations. Enrollment is open.

HA 162/262 REHEARSAL AND PERFORMANCE/MEYERHOLD

Liam O'Brien

This course will meet twice a week for two-hour sessions prior to moving into night rehearsals. Participation will be determined by open casting at the very top of the semester. While the play to be performed will be presented in the Performing Arts Center as the last major production of the year, it has of this writing yet to be selected. Several scripts are currently being considered and a decision will be reached by January 1.

The play, however, will be performed employing the techniques of Vsevolod Meyerhold, which he explored and concretized in Russia in the 1920's. That is, the play will be constructivist in setting and employ a bio-mechanical acting style. The words and theories of Meyerhold and others will be discussed in class and work will begin on training the cast in bio-mechanics and constructivist, non-representational style. Set and crew work is expected from all participants.

HA 171/271 DIRECTING THE NEW SCRIPT

Joseph Fishback

The course is a training ground for directors who wish to handle new plays in conjunction with the authors. The student will find a playwright with whom he wishes to work and start preparing an original one act play for production. The work will include bringing into class all the revisions of the script for analysis, an early staged reading, and a discussion of all the problems in dealing with another creative artist (the playwright).

The object of the course is to prepare the directors for the kind of work they most likely will deal with in the theatre; that is, developing a skill in editing the written word into a workable dramatic structure. Intensive work with the author is expected, and the work will be judged on the growth of the play from its first draft to the final production.

The class will meet twice weekly for 1½-hour sessions. Enrollment is limited to 10 students, and permission of the instructor is necessary.

HA 177/277 INDIVIDUAL AND/OR GROUP INDEPENDENT STUDIES IN MUSIC

Miriam Barndt-Webb

The intent of this offering is to offer to the student the maximum freedom in developing any individual work or project, whether to fulfill Divisional examination work or to work as a concentration. It is hoped also that in the current academic year, students of American literature, Art, and History, who wish to bring to their concentrations some musical experience, would also take advantage of this offering.

The Studies will be developed by individual and/or group conferences with the instructor at regular intervals. A semester project will be one part of the course requirement, in addition to readings and as much field work as possible related to the specific topics. Although the study of Music history and related topics are available for study, it is hoped that a number of topics could relate to some aspect of the development of music in America, since much material is becoming available for the first time. A number of students would work toward the organization of several concerts during the semester.

The course is open to all Divisions, by discussion with the instructor. Meeting times to be arranged.

HA 182/282 PERSONAL HISTORY: PRESENT AND PAST

John Boettiger

That which hath been is now; and that which is to be hath already been; and God requireth that which is past.

Ecclesiastes 3:15

This course was offered in the Fall Term (1975) under the title "Identity, Intimacy, and Life History." It was—and is—intended as a substantial introduction to, or continuation of, studies in Human Development at Hampshire College. Along with its companion course described below (HA 183/283), its focus and ways of work embody a characteristic twofold commitment: to the mature, through careful and imaginative self-reflection and -recovery, of insight into one's own personal growth; and, in such service, to the critical study of some works of art that have shed light on the psychosocial dynamics of human development.

The course's central purpose is to acquire and share a fuller understanding and experience of (roughly) the first twenty years of the human life cycle. To that end, it will begin by focusing on the critical psychosocial issues of late adolescence and young adulthood. And, as the term progresses, our intent is to regress—to move our attention—our critical perspective—backward through the life cycle to mid- and early adolescence, childhood, infancy, birth, and intrauterine life.

We will draw considerably upon the work of Erik Erikson and other students of life history, and will consider some film and fictional portraits of lives in progress. The course will meet twice weekly, once for three hours and once for two hours. Enrollment is limited to 16 and is by permission of the instructor.

HA 183/283 PERSONAL HISTORY: PRESENT AND FUTURE

Richard Spahn, Linda Gordon, Graham Gordon, Mark Finn* and John Boettiger

Time present and time past
Are both perhaps present in time future,
And time future contained in time past.

T. S. Eliot

An experiment in creative autobiography: discovering, weaving, and revealing the threads of one's pattern of personal growth. Reexamining and reworking responses to some universal, if often inchoate, wonderings: What—who—are you going to be when you grow up?—when you grow old? How—and with what satisfaction or fulfillment—will you love and work? How will you die? And the (perhaps annoyed) rejoinder: of what use are such imaginings, such surveying and mapping of journeys yet to be?

Such are some of the questions with which we contemplate this collaborative psychosocial inquiry into the ages of woman and man from the present moment in the lives of our students: from youth and young adulthood through middle age to old age and death. We shall begin with and persistently return to our own lives. Indeed, overall, we shall be gathering and employing a set of conceptual and experiential tools for recognizing, choosing, and shaping the sorts of lives we want to live.

To that end, we shall consult Erik Erikson's work and others* who are attempting to chart adult stages of the human life cycle. We'll attend carefully to C. G. Jung's conviction that his psychology bears special relevance to the second half of life. We'll make some deliberate use of fantasy (time and wild) as personal muse. We'll see how we may, by empathetic understanding, enter into the lives of others older than us—including our parents and grandparents—and return with new insight to our own. We'll look at the issue of mutuality between generations: the needs of the young and the old for one another as each responds to the challenges of living in a shared time and culture; and the uses of the power possessed by both to facilitate or disrupt one another's efforts to resolve life issues. In these lights we plan to make use of other life stories and fragments thereof in film, biography, autobiography, and fiction.

The course will be experienced by some of its members as a continuation of work in "Identity, Intimacy and Life History" during the Fall Term of 1975, where our attention has been focused on the continuities and crises of the first twenty or so years of life.** But the course is not limited to those having completed the Fall Term workshop.

Enrollment is limited to 26 students, with permission of the course's faculty. We expect to meet twice a week, once (for two hours) as a whole class, and once (for three hours) in smaller working groups.

* Mark Finn is a senior at the University of Massachusetts.

**Note: "Identity, Intimacy and Life History" is being offered again this Spring Term under the title "Personal History: Present and Past," and is open to Division I students as well as those in Division II. See course description for HA 182/282.

HA 187/287 CONTEMPORARY POETRY

John MacLean

Whatever happened to poetry anyway? Was it really buried back in the ninth grade? Is our only hope Rod McKuen? Poor, poor poetry!

Too often poetry has been taught as "something other than" it really is. And thus confusion. There has been too much emphasis on "hidden meanings" (catching an elevator to the second and third levels), symbols, and allusions with very little attention to where the poem is actually going. It is my opinion that poetry is one of the most literal of art forms and that poets are literalists. They mean exactly what they say. Or as William Carlos Williams wrote, "no ideas but in things."

This course will deal with the exhumation and rehabilitation of Contemporary Poetry. The material to choose from is actually immense. Hopefully, what we will be reading will be a fair indicator of what's really out there. Anyone interested in poetry (reading or writing) is welcome.

We will be reading A. R. Ammons, Robert Bly, John Ashberry, Marjorie Atwood, Randall Jarrell, Galway Kinnell, Shirley Kaufman, W. S. Merwin, Diane Wakoski, James Tate, Richard Wilbur, William Carlos Williams, and others.

The class will meet once weekly for three hours. Enrollment is limited to 25 students and is first come. Students will be expected to take an active part in the class.

HA 188/288 VOCABULARY OF SEEING

Roy Superior, Arthur Moener, Joan Murray

This is a basic course in drawing focusing on:

- Development of motor control responsiveness and sensitivity between the hand and the eye, utilizing a series of drills and exercises.
- Development of heightened perception concerning the mechanics of drawing.
- Investigations into the delineation of contours, edges, spatial relations, and the modelling of form and volume via an awareness of the expressive possibilities of line.
- Studies in the realization of form, personality and integrity of the mark, and the search for basic structural characteristics in complex and involved configurations.
- A broader focus on line-form articulation in drawing, which will encourage students to deal with a deeper response to the visual meaning of that being drawn.

The class will meet twice a week for 1½ hours. Enrollment is limited to 30.

HA 192/292 LITTLE BIG-THINGS

Roy Superior

A workshop involving, on a miniature scale, the designing and crafting of furniture, both fantasy and functional, functional sculpture, toys, and decorative objects.

The major concerns will be for the aesthetics of the objects and avoidance of the commonplace and ordinary.

Basic construction techniques in soft woods and other materials suitable for small scale fabrication with appropriate hand tools.

The goal of this course is to realize tangible visualizations of ideas which might be expanded upon in the future when the ideal combination of creative motivation and proper facilities become available to the artist.

An expense for tools and materials from approximately \$10 to \$25 will be necessary, depending upon the student's individual needs and pocketbook.

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

**HA 197/297 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, Board, and Schlesinger and the continuing historicist debate.

Other topics may suggest themselves from the biographies and writings of Jefferson and Hamilton and from the annotated reading list.

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 14-hour sessions. Enrollment is limited to 15 students at all levels and will be conducted as a seminar.

HA 198/298 PLAYWRITING WORKSHOP

Lainie London

Playwrights: This workshop will be used as a forum for your work. Through rough interpretations in class, the playwright will be able to visually examine his work. Writing exercises are required and some outside reading will be done to familiarize playwrights with the work of Ibsen, Strindberg, O'Neill, Beckett, and Genet.

Hopefully, a band of serious dedicated playwrights will emerge who will respect and contribute to each other's unique creative vision. Each student should ultimately create a substantial significant play. Work in progress will be discussed both in class and in individual conferences with the instructor. If there is sufficient interest, other dramatic techniques such as film and television writing will be analyzed as well.

Playwrights and would-be playwrights are welcome. The class will meet twice weekly. Enrollment is limited to 15. Participants will be selected on the basis of submitted work or an interview with the instructor.

HA 202 READINGS IN PHILOSOPHY

Richard Lyon

I would like to join with six or eight advanced students in a close reading of certain major works by the philosophers listed below. The philosopher chosen will be the one enlisting the most signatures on the sign-up sheet at the Humanities and Arts Advising Center (BHM-5) during the pre-registration period.

The seminar will meet twice a week for an hour and a half, the times to be arranged. The reading lists may be revised to meet particular interests of the group.

Arthur Schopenhauer

The Four-fold Root of the Principle of Sufficient Reason
The World as Will and Idea
Essays

Henri Bergson

Time and Free Will
Matter and Memory
Creative Evolution
Laughter
The Two Sources of Morality and Religion

George Santayana

Dialogues in Limbo
The Life of Reason
Interpretations of Poetry and Religion
Scepticism and Animal Faith

William James

Pragmatism
The Will to Believe
Some Problems of Philosophy
The Meaning of Truth
Varieties of Religious Experience


HA 210 FILM WORKSHOP II

Elaine Mayes

A workshop to help the student continue to develop his use of film toward the development of a personal vision. Specific areas of concern are:

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

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

There will be a lab fee of \$15.00. The class will meet once a week for 34 hours. Enrollment is limited to 12.

**HA 213 EFFORT/SHAPE:
LANGUAGE OF MOVEMENT AND OBSERVATION**

Francis R. McClellan

This course will be based on Rudolph Laban's research in movement analysis, Effort/Shape:

"Movement is a reciprocal link between man's mental, spiritual, and physical life....(It) is more than a component of the chain that links man's inner activity and the world around him, for it is the medium through which he actualizes his responses. It is through the movement of other people and objects that man refines and expands his knowledge of the world....Thus the study of movement is essentially concerned with a person in relation to the world and the people around him."

--Thornton on Laban

Effort/Shape analysis:

- is a technique for describing, measuring, and classifying human movement.
- describes patterns of movement which are constant for an individual and which distinguish him from others.
- delineates a behavioral dimension related to neuro-physiological and psychological processes.

The work in this course will allow students to begin to work with the elements of movement and will also provide the class with basic tools of movement analysis, observation, and notation. In addition to becoming familiar with basic Effort/Shape parameters of movement, efforts and effort states, students will be able to discover and examine their personal movement preferences with the potential for expanding their own repertoire and understanding how their movement serves them (alone and with others).

The course will hopefully bring together students from varied disciplines. We will combine theoretical research and experiential work with the application of this knowledge (during the last month) in an area of relevance (for example, movement in education, non-verbal communication, movement therapy) to the students participating in this course.

Throughout the term, readings and observation projects will be assigned.

The class will meet twice weekly for two-hour sessions. Limited to 15 students, and discussion with the instructor is suggested.

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

Jerry Liebling and Elaine Mayes

A series of four-week modules concerned with intensive projects in film and photography. Open to all Division II and III concentrators in film and photography and to others with the consent of the instructors.

1. **February 4 to March 3:** Seminar in History and Criticism in Film and Photography.
2. **March 10 to April 14:** Special projects in Film and Photography. Particular concern with group projects versus personal vision as motivating force.
3. **April 20 to May 14:** Film and Photography forum. Concentrated evaluation of Division II and III projects.

Classes will meet Wednesdays 9:00 to 2:00. Students can arrange with the instructors if registration will be for all or part of the series.

HA 223 LITERATURE OF PATRIARCHIES

Jill Levin

This course will be a re-consideration of a selection of major texts acknowledged as key points of the established cultural heritage, with the aim of combining the study of their literary achievements with an exploration and critique of power hierarchies and types of human relationships assumed, maintained, or constructed in the symbolic universes the art form contains. Art is never neutral or passive, but is an active component in the structuring, reinforcing, or perpetuating of patterns of social and personal interaction.

The texts studied will be by male writers writing in patriarchal societies. Their novels, love poetry, philosophizing, and analyses will give us a basis for understanding material and ideological implications of patriarchy and the types of oppression interwoven with it.

Provisional reading list:

Proust *Un amour de Swann* (from Vol. I in *In Search of Time Lost*)
Flaubert *Madame Bovary*
Michel Butor *The Modification*
D. H. Lawrence *The Plumed Serpent*
John Berger *G*
Chekhov *Three Sisters* (and selected short stories)
Henry Miller *Sexus*
Norman Mailer *The Naked and the Dead*
Wilhelm Reich *The Sexual Revolution*
Rousseau *Emile or On Education*
Freud (essays) *Female Sexuality; Femininity*
Schopenhauer *On Women and The Metaphysics of the Love of the Senses*
Lenin *On the Emancipation of Women* (Progress Publishers, Moscow)

Other authors to be studied in the course are de Sade, Balzac, Camus, Ibsen, Tolstoy, Fitzgerald, Updike, G. S. Lewis, Rankin, John Stuart Mill, Nietzsche, Hitler, and Engels.

It is essential that students taking the course have read extensively into the reading list before the course begins so that individual authors can be explored in greater depth as the course progresses.

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

HA 225 PHOTOGRAPHY WORKSHOP

Jerry Liebling

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

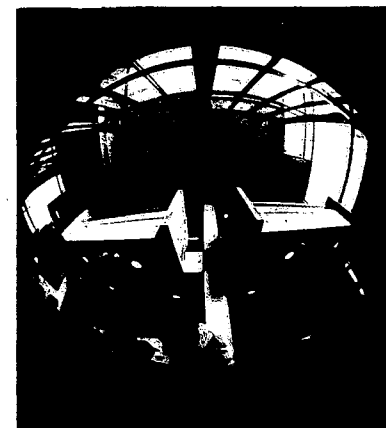
Personal confrontation
Aesthetic impressions
Social awareness

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

Through the study of a wide variety of photographic experience and the creation of personal images, the student can share 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 34 hours. Enrollment is limited to 12 students.


HA 226 THE MECHANICS OF SHORT FICTION

John Maclean

One day you wake up and decide to make an engine. You go out into the garage and find a rusty jack, a snaker, a hubcap that was used as a target for a BB gun and an old garbage pail. This won't do so you spend the rest of the morning scrounging through your mother's sewing basket. You can't find a thing and you have no idea how to put a garbage pail, a hubcap, a rusty jack, and a snaky snaker together so that they will function cybernetically as one complete engine. So after wasting half a day you decide to learn from your best friend just what an engine is and how it all fits together.

To write any kind of short fiction without considering the parts or the manner in which these parts interact is to "spend a long time thrashing around in somebody's sewing basket. Although I may not be your best friend, you are invited to join me in this course where we will learn the basic mechanics of the short story and short novels. This is not a writing course: we will spend all of our time reading and analyzing twelve books—a book a week. The class will meet twice a week. In the first session we will deal with the book as a unit: the overall success or failure of the author to lure us into his/her world. In the case of short stories we will deal with all of them superficially, and in the next session we will dismantle two of the stories concerning ourselves with such diverse things as sentence structure and narrative, word usage and character development, tone and translation. We will then take all the pieces and attempt to reassemble each story. The purpose of this is to establish a writing model for each story.

Assignments for this course will either be two papers which will do this independently or two short stories using two of the writing models we have made in class. Students will be expected to have read the stories carefully coming to class with their own observations. Enrollment is limited to twenty students on a first come basis.

We will be reading Leonard Michaels, Grace Paley, Donald Barthelme, John Cheever, Gabriel Marquez, Ernest Hemingway, Tillie Olsen, Kate Chopin, Mary Wilkins Freeman, Thomas McGuane, and Richard Brautigan.

HA 235 VISUAL CONCEPTS IN STAGE DIRECTION

Liam O'Brien

This course is designed for student directors with significant prior experience in actual performance, designers and visual artists whose work has reached production, and allied artists in television and film work who recognize the special differences of the medium and theatre's special demands.

Visual concepts in pictorialization and composition will be tackled first. We will learn the "rules" of blocking so as to test and strain them. Each student will prepare a look-alike, free-standing, and light-weight dummy of the creator's height and physical proportions. The dummy must be finished and in the theatre by the first class meeting.

In this first section we will deal with entrances, exits, levels, stage geometries, form creation, and given, taken, so as to test and strain them. Each student will prepare a look-alike, free-standing, and light-weight dummy of the creator's height and physical proportions. The dummy must be finished and in the theatre by the first class meeting.

In the second section light and sound will be introduced and studied. Revelation of form, color, and the focusing of sound will be added to the above visual stew.

In the third section costumes and settings will be introduced as complementary or obstructive realities. Scenic metaphors and the use of technical effects will be studied.

The major class project will be an individually assigned play for which the student will submit a floor plan, rendering, and full set model. In addition, the director will rehearse and perform a scene from this show employing major techniques discovered throughout the semester.

The course is limited to 8 students by prior permission of the instructor. Directors without design training must secure a competent designer early in the semester for the class project work. A fundamental requirement for participation is a wide and inventive visual sense or the part of the would-be participants. A knowledge of tools of technical theatre is also essential.

The course will meet once a week for a three-hour work session.

HA 236 WOMEN INTO LITERATURE AND CRITICISM

Jill Lewis

In this course we will be reading and discussing poetry, novels, essays, and analysis by women in the context of changing contemporary perspectives on political experience—in the fullest sense of the word *political*. The course will include study and presentations on specific "literary" texts, to examine new attitudes, areas of dilemma and experimentation coming through poetry, fiction, autobiography, film, etc. It will combine with this literary reading critical approaches of women in specific areas of literary criticism, social criticism, and exploratory analyses in other disciplines where questions explored through art forms are also being raised to evolve new theoretical perspectives in specific fields of study—for example, in psychology, anthropology, history, political theory, etc.

The aim will be to locate important questions and theoretical implications evolving from them in the diverse forms of writing which the Women's Movement is influencing.

Provisional reading list:

Adrienne Rich	Selected poems and articles
Robin Morgan	<i>Maneater and Goodbye to All That</i> (two-page pamphlet)
Rita Mae Brown	<i>Subversive Journals</i>
Fay Weldon	<i>Down Among the Women</i>
Doris Lessing	<i>The Golden Notebook and A Proper Marriage</i>
Barbara Deming	<i>We Cannot Live Without Our Lives</i>
Heredith Fox	<i>Hereditas is not Neutral: When Does It Serve</i>
Rayna Reiter (ed.)	<i>Toward an Anthropology of Women</i>
Juliet Mitchell	<i>Women's Estate and Psychoanalysis and Feminism</i>
Sheila Rowbotham	<i>Women's Resistance and Revolution and Hidden from History</i>
Denise Levertov	<i>Hypercrite Women</i>

Other authors to be studied in the course are Sylvia Plath, Pauline Pease, Margaret Drabble, Violetta Leduc, Grace Paley, Margaret Atwood, Tilly Olsen, Andrea Dworkin, Kate Millet, Ann Oakley, Shulamith Firestone, Emma Goldman; also pamphlets by Alexandra Kollontai and Barbara Ehrenreich with Deirdre English and articles by Marge Piercy, Susan McClung and Kate Millet.

Students are encouraged to do as much reading, initially, of texts before the course begins.

The class will be limited to 15 students. Those taking the course should be fully willing to participate in structuring the classes and taking organizational initiative.

The class will meet twice weekly for two-hour sessions.

HA 243 SEMINAR IN MOVEMENT DYNAMICS:
A FURTHER EXPLORATION INTO EFFORT/SHAPE

Francis McMillan

This course will gather threads of experience from Language of Movement and Observation. The class work will consist of two parts:

1. Theoretical work including effort phrasing, shape phrasing, effort states, and space harmony
2. Movement work related to theoretical concepts

Depending upon the interests of the participants, the class will include work in dance, aerial, acrobatic, and/or applications in the areas of personality assessment and non-verbal behavior and communication.

Participants will be expected to relate the class work to other areas of personal interest. Some of our learning together will include investigations into current applications of Effort/Shape by psychologists, dance ethnologists, and dance educators. In addition, there will be an opportunity for students in the class to apply Effort/Shape principles in the learning and performing of Doris Humphrey's "Water Study."

The class will meet once weekly for 2½ hours. Previous training in Effort/Shape is required for this class. Enrollment is limited to 10.

HA 257 THE UNITED STATES IN THE 1890'S:
(SS 212)

Richard Lyon and Lester Mazar

In the decade of the allegedly gay 90's, the United States faced new and ominous problems: economic depression, urban, industrial, and imperial power. Strikes, worker and militia riots, prolonged depression, war, corruption in business and government forced a redefinition of issues. A re-examination of the national character and purposes was undertaken by social theorists, politicians, philosophers, labor leaders, artists, economists, historians. These spokesmen of "the restless decade," continuing the country's long and self-conscious dialogue with itself, continue it in light of new needs and hopes.

In order to examine these seed-bed years of the modern America, we will focus on certain central events, issues, and personalities of the 1890's. These are the years of the Oklahoma land-rush and the Klondike gold-rush, the well-publicized closing of the frontier, the Homestead and the Pullman strikes, the Chicago world's fair, new means for the repression of blacks, the rise of yellow journalism, agricultural revolt, the Spanish-Cuban-U. S. War. Voices of the times which we will try to hear include Henry George, Samuel Gompers, Eugene Debs, Andrew Carnegie, John Algehead, Grover Cleveland, Teddy Roosevelt, Lester Ward, W.E.B. DuBois, Henry Demarest Lloyd, Charlotte Perkins Gilman, Thorstein Veblen, William James, Oliver Wendell Holmes, Jr., Jane Adams, Stephen Crane, Mark Twain, Kate Chopin, Ambrose Bierce, Theodore Dreiser, Henry Adams, Louis Sullivan, Edwin Arlington Robinson.

The class will meet twice weekly for lectures and discussions. Supplementary film and group discussions will be arranged. Enrollment is unlimited.

HA 265 WORLD MUSIC WORKSHOP

Vishnu Wood

This workshop is limited to those students who already have some formal training in the fields of music, song, or dance and wish to broaden their experience in these areas by exposure, by way of performance, to the classical musics of other cultures.

Some of the areas covered will be traditional African-American music (with concentration upon percussion and rhythms, modes and melodies); Indian music (with concentration upon scales and Ragas); Japanese music (with concentration upon scales and inflections); Caribbean music (with concentration upon rhythm and melody); and Arabic music (with concentration upon rhythm, scales and melodies). Within each particular area the possibilities and classic role of improvisation will be explored, providing the students with the opportunity to meet the challenge of creating an unending flow of ideas within a fixed harmonic and rhythmic structure.

This is not a class for beginners. Enrollment is limited to 15 students, and permission of the instructor is needed. The class will meet twice weekly for two-hour sessions.

HA 295 THE FICTION OF CONTEMPORARY SPANISH AMERICA

Robert Marquez

This course will consist of readings in the fictional prose of Spanish America since the turn of the century. It will begin with an evaluation of the literary legacy of the Modernist and "Vanguardista" movements but will pay particular attention to those writers whose major work begins to appear around 1940, and whose contribution to the so-called "literary boom" is of special importance.

Emphasis will be placed on the novel as the mode most typical of this group of artists. We will attempt to distinguish their "new" Latin American novel from its traditional antecedent, observing closely their growing sense of craft, their fusion of genres, the manner in which national and continental preoccupations are transmitted in their work. Their peculiar interest in time and space, in perspective and the possibilities of imagination will give us some idea of the (technically) radical (philosophically) cosmopolitan, and (thematically) specific character of this fiction. The course will, I hope, enable us to gauge the distance that separates a work such as *The Yacaré*, by the Colombian José Bustos Rivero, and a more recent work such as *One Hundred Years of Solitude* by his compatriot Gabriel García Márquez, and, in the process, note the transformation that *exotic* fiction has undergone since the day of the Romantics and Mod. Realists.

The course will meet once a week for two hours, with students meeting in occasional conference with the instructor to discuss the course, readings, papers, projects, etc. There is no foreign language requirement. This is an open course.

HA 296 LITERATURE, SOCIETY, AND SOCIAL CHANGE

Robert Marquez

The place, relationship, and responsibility attributable to cultural phenomena in—and as part of—the historical process, as "reflectors" or "promoters" of social change, and the specific consequences of that role for the practicing artist at any given time continues to be one of the major and most persistently argued issues of aesthetic and general social theory.

In this course, relying on theoretical analysis of the key historical and aesthetic questions implicit in the subject and, more concretely, on our reading of specific works of prose and poetry from Europe, North America, and the "Third World," we will explore the different theoretical, practical, and, for the critic, methodological discussions involved in the subtle and elusive interplay between text and context, literature, society, and social change.

The course will meet twice weekly for 1½-hour sessions. Enrollment is limited to 25.

SCHOOL OF LANGUAGE
AND COMMUNICATION
CURRICULUM STATEMENT

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

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

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

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

Since L & C has instituted the policy of having teaching terms and tutorial terms for each of their faculty, you should look carefully at the list of those teaching each term, as they will not be available for 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 Spring Term: John Brandeau, Peter Crown, Ronald Dugger, Allen Hanson, James Koplin, Jack Letourneau, Milton Mayer, Robert Rardin, Stanley Stanicki, Janet Tallman, and Christopher Witherspoon.

Doing tutorials/exams: Nancy Frishberg, John Hornik, David Kerr, Richard Lyon, Richard Muller, Michael Radetsky, and Yvette Tenney.

Some faculty who are not on the teaching term this spring will be doing informal book seminars. Those scheduled so far are listed. For additional informal seminars and group independent study topics, go at the beginning of the term to the L&C Advising Center.

On leave or sabbatical for 1975-76 are the following: William Marsh, Neil Shister, and Neil Stillings.



INDEPENDENT STUDY PACKETS IN L & C

The School has created a number of packets for students to use in individual or group independent study projects. The packets vary in scope and depth, but most of them include instructions in their use, bibliographies, references to film 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	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 Pathology	
Language Planning	
Macrosociolinguistics	
Linguistic Relativity	

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

SCHOOL OF LANGUAGE
AND COMMUNICATION

SCHOOL OF LANGUAGE AND COMMUNICATION

LANGUAGE ACQUISITION LC 105	J. Koplin
CONVERSATION ANALYSIS LC 147	J. Tallman
APL PROGRAMMING MODULES LC 153	A. Hanson and Staff
INTRODUCTION TO COMPUTERS AND PROGRAMMING LC 156	A. Hanson
TELEVISION CRITICISM LC 177/277	S. Stanicki
PHILOSOPHY: AN INTRODUCTION LC 190	C. Witherspoon
LEFT AND RIGHT BILATERAL (ASYMMETRY) LC 195 (SS 120)	M. Bruno N. Frishberg
CINEMATIC ANALYSIS: MASTER STYLISTS OF THE CINEMA LC 197/297	J. Brandeau
POLITICAL RHETORIC AND REALITY IN THE UNITED STATES LC 198/298	R. Dugger
INTRODUCTION TO LINGUISTICS LC 205	R. Rardin
CONJUNCTIONAL MODELS OF PERCEPTION LC 268	A. Hanson
THE WRITING OF THE JOURNALISTIC ESSAY LC 270	N. Mayer
METAPHYSICS: CONTEMPORARY PROBLEMS LC 272	C. Witherspoon
TUTORIAL IN EXPERIMENTAL TELEVISION LC 284	P. Crown
WORKSHOP IN PUBLIC AFFAIRS WRITING AND EDITING LC 285	R. Dugger



BOOK SEMINARS AND GROUP INDEPENDENT STUDY

GROUP STUDY: PRACTICAL MORAL ARGUMENT LC 119	M. Radetsky
INDEPENDENT STUDY IN PHILOSOPHY LC 274	M. Radetsky
BOOK SEMINAR: THE JOURNALISM OF SOCIAL CONSCIOUSNESS LC 280	D. Kerr
BOOK SEMINAR: THE PRESS REPORTS ITSELF LC 281	D. Kerr
COLLOQUY GROUP LC 290	Y. Tenney

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 study of 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 147 CONVERSATION ANALYSIS

Janet Tallman

For three years now many Hampshire students and I have been developing the field we call conversation analysis. Our methods and questions have come from sociolinguistics, the study of the relationship between language and social structure. We have looked at natural conversations from several perspectives: how group size influences the way we talk, how our style of speaking expresses our relationships to one another, and how conversations themselves are patterned. We have focused on many issues; for example, sex differences in speech; topic patterning; dominant and mediator roles in conversations; and speech styles—intimate, personal, social, and public.

The format of the course is as follows: We begin with theoretical readings from Gumperz, Hymes, Goffman, Brown, Bernstein, and others in anthropology, sociology, and psychology who have dealt with language and social interaction. At the same time, students individually or in teams find groups to tape and problems they want to investigate. For several weeks we discuss methods and areas in which work has been done or needs to be done in conversations. Toward the end of the course, students present the findings from the analysis they have done of a conversation or conversations.

If you think you are interested in this course you might read the packet I've written on conversation analysis to get an overview of the questions and problems in the field. It is on reserve in the library under LC 147 and in the L&G Advising Center.

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

Enrollment limit: 25, first come, first served

NO GRADES WILL BE GIVEN TO FIVE-COLLEGE STUDENTS

LC 153 APL PROGRAMMING MODULES

Allen Hanson and Staff

ANNOUNCING: A new organization and approach to APL programming. This course will actually consist of a group of mini-courses, or modules, each lasting for from two to four weeks. While module titles are only tentative, possibilities include:

Introduction to APL. For people with no experience with APL or computers. Try it to find out what APL and programming is all about.

Advanced Features of APL. For those who know some APL and want to learn more.

APL Application in Statistics. How to perform a variety of statistical tests using APL and where to find advanced statistical programs.

APL and Graphics. How to use Hampshire graphics equipment and produce pretty pictures.

APL and Non-Numeric Computing. How to use APL to analyze text, play games, etc.

The module, Introduction to APL, should be taken before any of the others to provide the requisite background. The organization of the course(s) will permit this, although precise ordering and starting dates are not yet available.

If you ever thought you might be interested in computers and programming but were unwilling to invest in an entire course, here's your chance. Or if you wanted to find out about specific applications, try one of the other modules. If you are interested in a broader, more structured, course, you may want to consider LC 156.

Persons wishing to enroll for one or several of the modules should contact Allen Hanson during the first week of the term.

Enrollment limit: none

LC 156 INTRODUCTION TO COMPUTERS AND PROGRAMMING

Allen Hanson

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 as required.

Those who wish to take a course in programming should also consider the laboratory modules (LC 157). The modules provide a quick introduction to APL and specific topic areas. LC 156 goes well beyond this completion implies a much broader exposure to programming (APL in particular) and computer science. It will also provide ample opportunity for initiating and completing a Division I examination in L&G. If you are unsure of which course to select, contact the instructor.

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

Enrollment limit: none

LC 177/277 TELEVISION CRITICISM

Stanley Steinbock

"The aesthetic dilemma... may not be so much in the limitations or quality of the critic, but rather in the limitations of the medium itself. Yet—as most critics will agree—television has been responsible for superior programming. At times it has manifested cultural diversity, creative force and even a glimmer of mobility. What remains for the medium is to develop an art form of its own, an "aesthetic" indigenous to television, not derivative of plays or motion picture techniques, and not adapted from books."

Charles S. Steinberg

There is the question of whether or not television programs can be the object of serious criticism. This course will endeavor to construct guidelines by which network television programs can be analyzed. Within our analysis, we will examine the different types of programs televised, the purpose of a standardized format, the role of commercials within programs, the function of continuous programming and the function of a program series.

Students will construct an annotated bibliography of material useful to critical analysis and develop a major analysis of a program or program series. In addition, there will be short written criticism assignments made throughout the term.

Class meetings will center on discussions of readings and analyses of specific programs. Since the object of much of the discussion will be televised programs, students should have access to a television set.

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

Enrollment limit: 30

LC 190 PHILOSOPHY: AN INTRODUCTION

Christopher Witherspoon

The aim of this course is to facilitate each participant's completing before the end of the term a good Language and Communication Division I examination (or equivalent work for staff and Five-College students) and to provide a good basic understanding of a range of philosophical issues, arguments, and positions. The best idea is to saturate people with philosophy in the first six weeks; let them dry out over Spring Recess; and then have them do exam work over the rest of the term.

Two solid introductions to philosophy will be read in the first half of the term: Flew's *An Introduction to Western Philosophy* and Gorman and Lehrer's *Philosophical Problems and Arguments*. These books include substantial discussions of some of the theories of a number of philosophers, among them Plato, Aristotle, Aquinas, Descartes, Kant, and Kant, and discussions of problems concerning the nature and possibility of knowledge, ethical standards and their justification, the mental and the physical, freedom and determinism, and many other topics. Excerpts from classic works of philosophy make up almost a third of Flew's book.

The reading in the first part of the term will exceed 200 pages a week. The instructor's presentations will be informal and aimed at motivating, clarifying, and sometimes criticizing important passages in the texts. Two in-class open-book exams on material in the texts will be given on March 15 and 17; course evaluations, but not exam reports, will be largely based on how and what people do on these.

After Spring Recess participants will submit initial proposals and discuss them with the instructor. They will go on to write at least two papers of 5-12 pages each together with an oral letter in May will constitute the L&G Division I exam. The instructor's presentations will deal with (a) subjects participants might want to do one of their tasks on, e.g. some of the paradoxes and arguments from plausible premises to outrageous conclusions (such as McGinnis's argument for the unreality of time); moral and cognitive relativism; problems with materialist theories of the mind; (b) subjects which students are actually working on. The class will meet throughout the term, but class work itself shouldn't take up much time in the second half. Students should anticipate rewriting each paper at least once, and completing writing by the second week in May.

The class will meet on Mondays and Wednesdays, 11:00-12:00.

Enrollment limit: 24; first come, first served for 18 students who haven't yet done an L&G Division I exam; 6 places held for staff and Five-College students; open positions will be filled in the second week of the term.

LC 195 LEFT AND RIGHT BILATERAL (A)SYMMETRY (NS 120)

Merle Bruno and Nancy Frishberg

See Natural Science course description.

LC 197/297 CINEMATIC ANALYSIS: MASTER STYLISTS OF THE CINEMA

John Brandeau

Directors may be divided into two categories: those who are primarily interested in the manipulation of the dramatic and narrative elements of their films and those others who concentrate on the visual impact of film. From the films of the first group of directors have emerged the masterworks of cinematic style. The course will examine several of these masterpieces and will be primarily concerned with an analysis of the elements of style manifested in these films.

One film will be screened a night each week (see list below) followed by an hour lecture. The lecture will consist of two parts: a close analysis of several sequences from each film and a discussion of the development of the director, including the relationship of his films to those of other directors. A reading list will be provided to those who are interested.

Enrollment limit: none

LC 197

There will also be a Division I section which will be aimed at providing a beginning student with a basic vocabulary for film criticism and will serve as an introduction to film analysis. There will be assigned readings for each class and the student will be expected to come to class prepared to discuss each film. Several sequences from each week's film will be analyzed in class. Class will meet for one hour the day after the evening screening.

Enrollment limit: 10, by lottery

LC 297

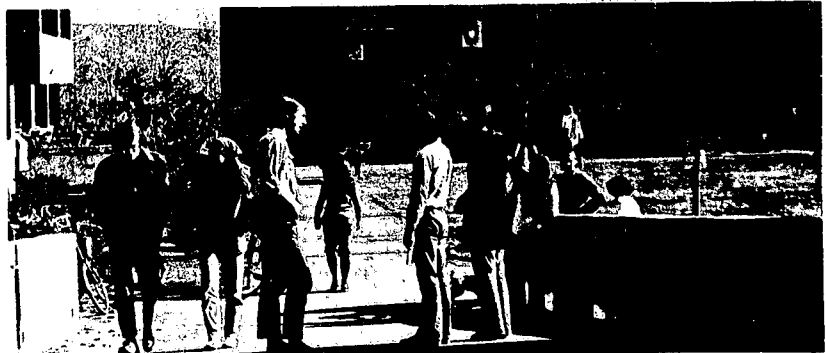
In addition to this, for advanced students, there will be a one-hour discussion group which will meet the day following the screening. Students will be expected to have done background reading for each film and be prepared to offer their own analysis; parts of each film will be rerecessed in class to facilitate this analysis.

Enrollment limit: 10, with permission of the instructor

Note: Due to the expense of renting the films, students will be required to purchase a \$7.00 ticket for the film series.

Tentative List of Films

Nostalgia	Murphy	Vanity	Dreyer
Polish Wives	Lang	Day of Wrath	Dreyer
The Blue Angel	Von Sternberg	Mad Love	Freud
Shanghai Express	Von Sternberg	Clash of the Titans	Welles
Blond Venus	Von Sternberg	Hour of the Wolf	Bergman
Dr. Jekyll and Mr. Hyde			
The Magnificent Ambersons			



LC 198/298 POLITICAL RHETORIC AND REALITY
IN THE UNITED STATES

Ronald Dugger

We shall be concerned with rhetoric and reality in American politics since 1960 under Kennedy, Johnson, Nixon, and Ford, with some emphasis on Johnson. We will be paying a lot of attention to the rhetoric of the war on poverty, the war in Vietnam, My Lai, oil policy, Watergate, and the national weaponry.

After opening discussion about rhetoric in general and about the nature of social ideals we shall inquire into:

- rhetoric of liberalism, conservatism, free enterprise, radicalism, socialism, communism.
- rhetoric and deception: forms of deception; persuasion disguised as description; omission and purposive refocusing; simplification, honest and dishonest; variations for different "targets"; testing rhetoric for reality; deceit and political ethics.
- rhetoric of flattery, persuasion, mollification, compromise, and anathematization.
- competition for mass hearing: bully state use of myth-norms vs. visual rhetoric.
- the volume of rhetoric: ghost writing and the credibility of democratic politics.

Each student will be asked to select one example or kind of political rhetoric and do a paper on it. Some students will be asked to discuss their work with us in class.

We will meet twice a week for two hours each meeting.

Enrollment limit: none

LC 205 INTRODUCTION TO LINGUISTICS

Robert Gordin

"In the beginning was the Word..." We have always been awed by the power of language, the communicative magic which seems to be our most characteristically human feature. Awesome or awful, we will endeavor in this course to become more conversant with our intuitions, deductions, suspicions, and superstitions involving language.

We will spend most of our time playing with words, sentences, paragraphs, and conversations. We will begin by reading some plays by Ionesco, especially *The Bald Soprano* (La Cantatrice chauve). We will attempt to articulate some of the rules of "civil" conversation, examining the psychological and social factors underlying communicative interchange. We will note that speakers use language to formulate their thoughts, wishes, dreams, and wonders, sometimes choosing to be precise and unambiguous, at other moments opting for mystery and polysemy.

After this introduction, we will turn to the linguistic literature, exploring the formal principles underpinning linguistic creativity. Linguistics is one of the younger sciences, so an introduction is necessarily an exploration of both the foundations and the frontiers of the field. The course will introduce students to the basic elements of modern linguistic theory. The fundamental concepts of phonology, morphology, lexicology, syntax, and semantics will be presented within the framework of (re)generative (transformational) grammar. These concepts will be elaborated as we describe the structure of English. We will extend them to a general theory of language, a universal model which seeks to account for human linguistic competence and performance.

Students will undertake research papers for the course, a first-draft due at the end of the sixth week. This work need not be restricted to English.

Texts

Eugene Ionesco, *Selected plays*
Victoria Franklin and Robert Korman, *An Introduction to Language*
Leonard F. Dean, Walker Gibson, and Kenneth G. Wilson, *The Play of Language*

The class will meet Tuesdays and Thursdays from 11:00-12:30.

Enrollment limit: none

LC 268 COMPUTATIONAL MODELS OF PERCEPTION

Allen Hanson

"...twenty tripods beat

To set for stools about the sides of his well-built hall,
To whose feet little wheels of gold be put, to go withal,
And enter his rich dining room, alone, their motion free,
And back again go out alone, miraculous to see."

Homer, *The Iliad*, circa 600 BC

"Are you serious? - do you really believe that a machine thinks?"

Ambrose Bierce, *Moxon's Master*, circa 1890

The question of whether a machine (we use the term "machine" in the loosest sense) thinks (sees) or not has been argued through the ages by philosophers, writers, theologians, and mechanicians. It is not our intention here to reopen the arguments and fallacies which have been directed at this question, but rather to consider the modern connotations of the question. That is, we wish to examine the recent interest in the use of the computer as a tool for the modelling of intelligence and thought, particularly "perceptual" models.

To this end, we will examine the role of the computer in the overlap between cognitive psychology and computer science, including perception, language, thought, and concept formation. The first part of the course will provide the requisite background through readings and studies of early approaches to artificial intelligence. These will include the problems of machine recognition of the structure and relationships of this approach to man's perceptual abilities. We will look at some of the early neural models of vision (e.g. Rosenblatt's Perceptron) and attempt to criticize this approach given the current state of computer technology.

From these early beginnings, we will move into the more recent models of perception, including linguistic and statistical models. The structure of the recent knowledge-based systems will then be explored, including the relationships of this work to recent work in cognitive psychology. A fascinating aspect of this work is in the assumption of a strong relationship between problem-solving capabilities and perception.

While the primary emphasis will be on visual models, it is difficult to separate a model from language models. It is inevitable that discussions of the latter models will take place.

No special background is required, although some prior experience with programming, cognitive psychology, or the philosophy of perception might be helpful. Division I students are welcome but I would ask that if you are considering this course that you speak to me first.

The course will meet twice a week for 1 1/2 hours each session, with an optional discussion group once a week to be arranged.

Enrollment limit: 25

LC 270 THE WRITING OF THE JOURNALISTIC ESSAY

Milton Mayer

A limited number of students will be accepted, each undertaking a major investigative project aimed at magazine publication. This is not a writing course; it is a course for students who are writers and who mean to be professional writers. Prerequisite: permission of the instructor based in part on submission by January 15 of (1) curriculum vitae and (2) two published or unpublished pieces of expository writing, 2,000-4,000 words each.

Individual tutorial sessions will be arranged.

Enrollment limit: 6

LC 272 METAPHYSICS: CONTEMPORARY PROBLEMS

Christopher Witherspoon

Anthony Quinton's recent book *The Nature of Things* will be the main focus of our work in the first half of the term. The pace will be about a chapter a session. Excerpts from sources in classical and recent metaphysics will also be discussed. Quinton's book, centrally concerned with problems of substance, knowledge, and several dualisms, also comprises intelligent discussions of many other topics. Interested students should spend a couple of hours with it before deciding whether to take the course.

Notions of (and analyses of) appearance, experience, psychological states, and sense-impressions will be our concern in the second half of the course (after Spring Recess). We may also take up some problems about primary and secondary qualities and the objects of the senses. The equivalents of good courses in the history of modern philosophy and in twentieth century philosophy will be presupposed; students lacking that background should anticipate doing much supplementary study.

At least three short papers will be expected of students in the first part of the course, and at least the equivalent of two medium length papers in the second half.

The class will meet Tuesdays and Thursdays, 1:30-3:30.

Enrollment limit: 30, with permission of the instructor.

LC 284 TUTORIAL IN EXPERIMENTAL TELEVISION

Peter Cronin

This tutorial is designed to provide an opportunity to work on projects in experimental television, including production, hardware development, video environments and performance pieces, video applications in research, and so on. It is intended to be a meeting ground for people with varied interests who want to work with combinations of art, technology, and science.

Studio and class times will be arranged during registration.

Enrollment limit: 10, with permission of the instructor.

LC 285 WORKSHOP IN PUBLIC AFFAIRS
WRITING AND EDITING

Ronald Dugger

This workshop-class is for students who intend to become journalists or to write magazine articles or non-fiction books. Students are invited to begin writing as soon as they read this course announcement—either news stories or magazine articles to bring to the class for evaluation and editing.

The workshop will open with practical discussion of news and magazine-articles writing and editing, note-taking techniques, interviewing strategy, research methods, the market for public policy articles, and the importance of the non-fiction policy book as the freest available source for uncompromised social criticism.

Each student will be expected to complete and submit, for editing by the instructor, in concert with the participating class, one piece of writing each week. This might be a short account of a meeting or event, a policy paper written for another course, or an article intended for publication.

We shall meet once a week for three hours and additionally as we agree.

Enrollment limit: 10, but the instructor will also be available during office hours to consult with students not registered for the course on writing or for editing of this kind.

BOOK SEMINARS AND GROUP INDEPENDENT STUDY

LC 119 GROUP STUDY: PRACTICAL MORAL ARGUMENT

Michael Radetsky

Most of us have, at one time or another, gotten into fairly serious arguments over issues that can properly be described as ethical questions. These are rarely arguments that come to clear conclusions. Yet there are standards for such arguments and foundations from which they can be built up. I would like to get together a group of students interested in pursuing the development and criticism of such arguments, with a view to gaining greater insight into how they work.

This would be primarily a student-led endeavor. I would start us off with two or three lectures on morality and on setting out and critiquing arguments. I would then send students to a series of articles by philosophers on such questions as abortion, war, discrimination, punishment, and so forth: Using these as a source, students would set out and attack arguments on these topics. The group would meet twice a week for an hour and I would meet with it at least half the time, as a participant. For a sample of the sort of articles I would recommend, see James Rachels' *Moral Problems*.

Enrollment limit: 20

LC 274 INDEPENDENT STUDY IN PHILOSOPHY

Michael Radetsky

I will be giving individual, tutorial-type courses in philosophy which demand as much from the student in terms of intellectual commitment and progress, as would a regular course. Since, obviously, I cannot do as much preparation for each person separately as I could for one group together, this will require a good deal more work and independent work on the student's part. We will devise a set of readings before the beginning of the term, with the possible inclusion of preliminary readings to be done prior to the start of the course. We will then meet once a week for the entire term to discuss these readings, and to follow out related questions as they develop. As an essential part of such a course, the student will prepare a short paper—about five pages—of every meeting that we have, which will be handed in at least one day ahead of our meeting and will provide the basis for that discussion.

Possible areas of study include philosophy of mind, free will and responsibility, certain topics in ethics and philosophy of history and social science, and the detailed study of individual modern philosophers in the history of ideas and other questions. Responsibility for the general outline of a tutorial will rest with the student.

Admission only by interview with the instructor.

Enrollment limit: 8

LC 280 BOOK SEMINAR:
THE JOURNALISM OF SOCIAL CONSCIOUSNESS

David Kerr

This seminar will concern "muckraking" and "advocacy" in American journalism from the turn of the century to the present and will include critical considerations of the practice as well as examples of the craft. Practitioners studied will range from Upton Sinclair and Ida Tarbell to Jack Anderson and Seymour Mirech. Although not primarily an historical study, the seminar will examine a wide range of material from twentieth century America. We will also look at the use of fiction and fictional devices for journalistic purposes.

The reading rate will be roughly equivalent to a book a week and there will be two papers of modest length required, one of which will be the basis for one of the later seminar meetings.

A list of readings will be available in the L&C office in December.

The seminar will meet once a week for two hours.

Enrollment limit: 12, lottery if necessary.

LC 281 BOOK SEMINAR:
THE PRESS REPORTS ON ITSELF

David Kerr

This seminar will be directed at the books and articles, many of them recent and all written by journalists, which analyze, evaluate, attack, and praise America's press.

Among the readings will be:

John Hohenberg, *A Journalist Looks at His Profession*
Dan Rather, *The Palace Guard*
Chris Argyris, *Behind the Front Page*
Edwin Newman, *Strictly Speaking*
M. L. Stein, *Shaping the News*
Laura Bubb, *Of the Press, by the Press, for the Press*
Ronald Weber, *The Reporter As Artist*

The reading rate will be approximately a book a week and there will be two papers of modest length required, one of which will be the basis for a seminar meeting late in the term.

A complete list of readings will be available in the L&C office in December.

The seminar will meet once a week for two hours.

Enrollment limit: 12, lottery if necessary.

LC 290 COLLOQUIUM GROUP

Yvette Tenney

On this, my non-teaching term I expect to have the time to attend the various colloquia and brown-bag meetings sponsored by the psychology departments in the Valley. It occurred to me that some Division II and III students might like to be informed of these events, attend them together, and have short discussions afterward. So, I am organizing a semi-official Colloquium Group which anyone is welcome to join. We could also have some informal journal browsing sessions on weeks when there are no events to attend and hear about the progress of the Division III students who are doing projects in psychology. This might also serve the function of a kind of support group for Division III students.

Enrollment limit: none

SCHOOL OF NATURAL SCIENCE CURRICULUM STATEMENT

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

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

We have spent a lot of time and effort recruiting faculty who agree with this philosophy and who are capable of carrying it out. In addition, some of our students teach courses which are an important part of our curriculum. Most of us are easy to find and easy to talk to. We have an advising center in Room 127 of the Cole Science Center. Please look over our course offerings carefully and if you still can't find anything you like, come talk to us.

2. Because we do not have any preregistration. If you want to try out a course, please feel free to try it out. Or try out several. In addition, we try to have open enrollment (no limits on the numbers of students in a class) as much as possible so you don't have to worry about getting your name in quickly. (There may be an occasional course with limited enrollment; it will be clearly marked.) At the end of the drop-add period, you can register in any course you want to stay in by signing the list the instructor passes around.

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

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



SCHOOL OF NATURAL SCIENCE

ANIMAL BEHAVIOR:

INTRODUCTION TO ANIMAL BEHAVIOR

NS 101/201

Coppinger, Egan

CETOLOGY (see ECOLOGY listings)

NS 102/202 (OP 135/235)

Latta, Lamin

ASTRONOMY:

HISTORY OF ASTRONOMY

ASTFC 34

Seitter, White

COSMOLOGY

ASTFC 20

Dennis

INTRODUCTION TO ASTRONOMY AND ASTROPHYSICS

ASTFC 23

Gordon, Gordon

OBSERVATIONAL RADIO ASTRONOMY

ASTFC 38

Huguenin

ASTROPHYSICS II

ASTFC 44

Greenstein

BIOLOGY AND BIOCHEMISTRY:

LEFT AND RIGHT SYMMETRY (ASTROPHYSICS)

NS 120 (LC 195)

Bruno, Frisberg

CHEMICALS AND BEHAVIOR

NS 121 (Minicourses)

Gross

THE NUTRITIONAL ECOLOGY OF HUMANS

NS 122

NS Staff, Miller

MICRONUTRIENT

NS 123

Oyenola

A BAKED BREAD THROUGH BIOCHEMISTRY

NS 124

Slakey, Weathered

KIDNEY: MOLECULAR NUTRIENT DISEASE

NS 125 (Minicourses)

Osborne, Woodhull

HUMAN GENETICS

NS 126/226

Miller

ENZYMES: BASIC BIOCHEMISTRY THROUGH LABORATORY EXPERIENCE

NS 227 (Minicourses)

Foster

GENERAL ZOOLOGY, HAMPSHIRE STYLE

NS 228

Goddard

BRAIN & EYE

NS 229

Woodhull (Al)

ANIMAL PHYSIOLOGY: A LECTURE COURSE

NS 230

Woodhull (Ann)

NOTARY:

OUR NOBLY EARTH

NS 110 (Minicourse)

Bernstein

LEARNING TO LOOK AT LOWER PLANTS

NS 111 (Minicourse)

Bernstein

PRINCIPLES AND PRACTICES OF MAPLE SUGARING

NS 112

Wilcox

BOTANICAL AND PHYSIOLOGICAL ASPECTS OF HORTICULTURE

NS 113

Wilcox

PLANT ECOLOGY: VEGETATIONAL ANALYSIS

NS 114/214

Bernstein

SOILS SEMINAR

NS 215

Crofts

CHEMISTRY:

WHAT PEOPLE EAT

NS 131

Gay

COLOR AS SEEN AND PHOTOGRAPHED

NS 132/232

Goldberg

INTRODUCTION TO CHEMICAL ANALYSIS

NS 233

Gay

ORGANIC CHEMISTRY II

NS 234

Lowry

INORGANIC CHEMISTRY

NS 235

Reid

ECOLOGY:

THE FUTURE OF AGRICULTURE IN NEW ENGLAND

NS 140

Slater

CETOLOGY

NS 102/202 (OP 135/235)

Latta, Lamin

ECOLOGY

NS 141/241

Coppinger, Foster

MONTAGUE NUCLEAR PLANT RESEARCH PROJECT

NS 142/242

Krass, Coppinger, Wilcox, Kerr, Heruk

HISTORY AND SOCIOLOGY OF SCIENCE:

ENERGY AND SOCIETY

NS 143

Frankel

DOCTOR AS SCIENTIST: A HISTORY OF MEDICINE

NS 151 (SS 208)

Gross

ALCHEMY

NS 152

Gross, Lowry

A WOMEN'S STUDIES ANALYSIS OF BIO-MEDICAL

ISSUES II

Raymond, Goddard

PERPETUAL WAR

IN 322 (see DIVISION III INTEGRATIVE SEMINARS)

Krass, Egan, Egan

MATHEMATICS:

CALCULUS WORKSHOP

NS 160

LeTourneau

PROBABILITY

NS 161

Kelly

THE MOUNTAIN MATHEMATICS

NS 162

Kelly

THE WORLD OF MATH BOOK SEMINARS

NS 163/263

Staff

COMPLEX VARIABLES

NS 264

Hoffman

DIVISION II MATHEMATICS

NS 265

Hoffman, Kelly

QUANTITATIVE METHODS IN BIOLOGICAL AND

SOCIAL SCIENCES

NS 266

Sutherland

NATURAL HISTORY:

NATURAL HISTORY OF THE CONNECTICUT VALLEY

NS 170

Reid, Wilcox

PHYSICS:

SPECIAL RELATIVITY

NS 180 (Minicourse)

Gordon, Gordon

LIGHT AND COLOR IN THE OPEN AIR

NS 181 (Minicourse)

Gordon, Reid

BASIC PHYSICS I AND II

NS 182/282

Heifer

QUANTUM MECHANICS FOR THE MYRIAD

NS 183/283

Schwartzman, Arnold, (Hafner, superv.)

ELECTRONICS: A DO-IT-YOURSELF (ALMOST) COURSE

NS 184/284

Woodhull

STATISTICAL PHYSICS

NS 285 (Minicourse)

Woolf

HOW FLUIDS FLOW

NS 286 (Minicourse)

Woolf

SCIENCE EDUCATION:

THE ENTERPRISE OF SCIENCE

NS 190 (SS 106)

Goldberg

WRITING A DIVISION I EXAM

NS 191 (Minicourse)

Payton, Slakey

ELMENTARY SCHOOL SCIENCE WORKSHOP

NS 192/292 (SS 105/205)

Bruno

ANIMAL BEHAVIOR:

NS 101/201 INTRODUCTION TO ANIMAL BEHAVIOR

Jane Egan and Raymond Coppinger

This will be an intensive lecture and laboratory course.

Lectures: The students will be introduced to the essential components of animal behavior through lectures, readings and debates. The course will focus on the different approaches of the American psychologists and the European ethologists in the development and understanding of animal behavior. The student will also be asked to examine critically, complex designs in journal articles.

Laboratories: In this section students will be making in depth studies of topics in behavior (e.g. aggression, play, parental behavior) through close reading and discussion of research papers. At the same time basic techniques of observation and recording will be taught, and students will be expected to design and run their own experiments both as a class and/or in smaller groups.

Classes will meet twice a week for 1 1/2 hours each; labs will meet twice a week for 2 hours.

ASTRONOMY:

ASTFC 34

HISTORY OF ASTRONOMY

Waltraut Seitter and Richard White*

Astronomy and cosmology are traced from prehistoric relics through the beginnings of Egyptian and Babylonian astronomy to a dual culmination in Babylon and Greece in the last pre-Christian centuries. The influence of the achievements of antiquity on Arabic astronomy and the Latin middle ages is followed through the Copernican revolution to the beginning of modern science in the 17th century. The history of gravitational astronomy and astrophysics in the 18th and 19th centuries leads to our present understanding of the universe. Emphasis is placed on ideas and the relation of astronomy to other cultural trends. Reading is largely from original sources and translations.

Class will meet Monday and Wednesday from 2:00 to 3:30 at Smith College. This is a Division I course.

*Waltraut Seitter is Professor of Astronomy at Smith College and Richard White is Lecturer in Astronomy at Smith College.

ASTFC 20

COSMOLOGY

Tom Dennis*

Cosmological models and the relationship between models and observable parameters. Topics in current astronomy which bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology, and its future as a science. Two two-hour meetings. Prerequisites: one semester of calculus and one physical science course.

Class will meet on Tuesday and Thursday from 2:00 to 3:30 at Mt. Holyoke College. This is a Division I or II course.

*Assistant Professor of Astronomy at Mount Holyoke.



ASTFC 23 INTRODUCTION TO ASTRONOMY AND ASTROPHYSICS

Courtney and Kurtis Gordon

Variable and exploding stars, pulsars, x-ray and radio astronomy, the interstellar medium, galactic structure, external galaxies, quasars, and cosmology.

Requisites: Introductory calculus and physics. Students who have not taken ASTFC 22, will need to do extra reading near the beginning of the term to orient themselves, and should consult the instructor at the start of the course.

Text: Smith and Jacobs, *Introductory Astronomy and Astrophysics* (Van Nostrand, *The Invisible Universe* (recommended))

Class will meet Tuesday and Thursday 1:30 to 3:00, plus labs on Thursday at 7:30 p.m. (additional labs possible on Tuesday at 7:30) at Hampshire College. This is a Division II course.

ASTFC 38 OBSERVATIONAL RADIO ASTRONOMY

Richard Huguenin*

An introduction to methods of astronomical radio observation and data reduction. Specific techniques of radio astronomy will be discussed and analyzed. Laboratory experiments and field observations will be performed by students during the semester. Prerequisite: Physics through electromagnetism.

Class will meet Tuesday and Thursday from 3:30 to 5:00 at the University of Massachusetts. This is a Division II course.

*Professor of astronomy at the University of Massachusetts.

ASTFC 44

ASTROPHYSICS II

George Greenstein*

Continuation of basic topics in astrophysics. Sources of nuclear energy. Stellar atmospheres and limb darkening. Electron degenerate configurations. Star formation. Introduction to simple model building. Stellar evolution. Elementary plasma physics. Prerequisite: ASTFC 43, or permission of instructor.

Class will meet Monday and Friday from 1:30 to 3:00 at the University of Massachusetts. This is a Division II course.

*Assistant Professor of Astronomy at Amherst College.

BIOLOGY AND BIOCHEMISTRY:

NS 120 LEFT AND RIGHT BILATERAL (ASYMMETRY) (LC 1955)

Marie Bruno* and Nancy Frishberg*

There is a long history in Western culture of people searching for (and thus finding) quality in human behavior. This interest is not surprising. The human brain is a double organ consisting of right and left hemispheres connected by a large bundle of nerve fibers called the corpus callosum. Our bodies, although anatomically bilaterally symmetrical, show functional lateral dominances; for instance left- and right-handedness. Further evidence of the opposition of left-right, sometimes construed as dominance relationships, is seen symbolically in language and culture. Psychologists, anthropologists, linguists, and physiologists have noticed the functional duality as well. They have variously described them as:

Perception-Expression	Synthetic, perceptual-logical,
Preverbal-Linguistic	analytic
Diffuse-Discrete	Visual-Symbolic
Executive-Storage	Verbal-Visuospatial
	Rational-Intuitive

Merle is interested in looking at the behavioral and physiological evidence which led to these characterizations; Nancy is concerned with the expression of the dichotomy through symbolic behavior.

In the beginning of the course we will read some of the early psychophysical and neurophysiological experiments on which the current theories are based and review what is known of the anatomy and physiology of cortical representation of language and vision. The students will learn techniques for recording electrical activity from nerve cells and for making psychophysical measurements. As we continue to discuss the literature and explore the physiological and linguistic nature of lateralization, students can choose a related problem to explore in greater depth; e.g., development of left-right concepts in children, incidence of left- or right-handedness in various populations, fine structure of the brain, evolutionary evidence for lateral dominance, memory for tonal patterns, gestures accompanying speech.

There will also be an opportunity for some students to do lab work. This part of the course is optional and its meeting time will be decided at the first regular class.

Class will meet twice a week for 2 hours each.

*Nancy is right-handed; Merle is left-handed.

NS 121 CHEMICALS AND BEHAVIOR (Minicourse)

Michael Gross

In this series of three minicourses, each of which may be taken separately, the aim, apart from the content itself, is to show that non-scientists (like me) can still learn a lot from reading technical scientific literature. Because part of learning to read that literature involves learning to find it in the first place, students in the minicourses will be exposed to important references like Biological Abstracts and Index Medicus, and will be asked to take on some of the responsibility for identifying and obtaining relevant readings. Also, from time to time I will ask for abstracts of some of the papers read, for compilation into an annotated bibliography.

1. **Lithium and manic depression.** Several years ago, researchers found that administering a lithium salt to manic depressives dramatically reduced their symptoms. I would like to find out the current status of this treatment, how it was initially developed, and what the theories are as to how it works. (Begins week of February 4.)

2. **Amphetamines, food additives, and hyperkinesis.** The scientific literature on the effects of amphetamines in "hyperkinetic children" (children with conductive hyperactivity) is voluminous. I would like to know whether the use of amphetamines is effective, whether there may be harmful side effects, why the drug appears at least superficially to have the opposite effect in children as compared to adults. I would like to discuss some of these papers in order to evaluate their findings and seek some consistent picture of what all the research means and what further questions it suggests. I would also like to look into recent suggestions that so-called hyperactivity may be correlated with a response to large amounts of food additives. (Begins week of March 8.)

3. **LSD and the dying.** Among the experimental uses of LSD has been its administration to terminal patients during counseling about their impending death. The results have sometimes been even for the formerly unreligious-mystical or spiritual experiences much like those described by traditional religions. I would like to discuss possible explanations—both philosophical and psychological—for these parallels. (Begins week of April 12.)

Class will meet twice a week for 1½ hours.

NS 122 THE NUTRITIONAL ECOLOGY OF HUMANS

Natural Science Staff

The aims of this course are to help students:

- Understand why we need food, what kinds of food we need, and how we use what we get.
- Realize that good nutrition is essential not only for growth and maintenance of our bodies and minds, but also essential for preventative and therapeutic medicine.
- Explore the economic aspects of food availability, processing, and consumption; discuss controls of amounts, kinds, and quality of foods available within our communities.
- Develop skills in finding information, discussing nutritional problems, and to work together to educate ourselves.

Initially, Lynn Miller and other faculty will give an introductory series of lectures on nutrition with discussion of assigned reading of a nutrition textbook and scientific articles. During the second part of the course, students will lecture on obesity, vegetarianism, dental caries, pregnancy and infant nutrition, hypertension, food processing and additives, agro-industry, consumer protection, and community, U.S. and world food problems.

Several term long courses and several mini-courses will be offered along with the lecture series. Students are encouraged to organize discussion groups on special topics during the course. Student discussion groups in the past have centered on preschool nutrition, Third World nutrition problems, vitamins and diseases, etc. Lynn Miller will help students organize and carry out these seminars. See also NS 131 (David Gay) and NS 121 (Michael Gross).

The class will meet twice each week for two hours each meeting.

NS 123 MICROBIOLOGY

Sandra Oyewole

The lecture-discussion format of this course will be designed to introduce students to basic principles of microbiology as well as current topics of research. Emphasis will be on bacteria and their viruses, with some discussion of animal virus systems. Microorganisms will be discussed both as agents of disease and as benefactors of man. The laboratory skills learned in the initial sessions will later be applied to independent projects. Hopefully students will leave the course with an appreciation of the ubiquity and variety of microbial life and with the ability to use some of the research tools of the microbiologist.

Class will meet twice a week, for a 1½ hour lecture-discussion, and a 2½ hour lab.

NS 124 A BAREFOOT RUN THROUGH BIOCHEMISTRY

Linda Slakey and E. Westhead*

Why do oral contraceptives have some harmful side effects? Why isn't there a good oral contraceptive for men yet? How close are we to controlling inherited characteristics at will? What happens at a molecular level in mental illness? What is pain? Why do placebo work? Can crash diets or artificial foods do your body real harm?

There is a set of concepts developed by modern biochemical study which are at the base of understanding how science is approaching these issues which have significant changes in people's lives. This course will present particularly those concepts which deal with control in biological systems. The course has a twofold aim: 1) to work with the present explanations of control in biological systems and, 2) to discover what the resources are for the person not trained in science to use in order to be able to think critically about these issues, rather than be controlled by the display of technical expertise or the persuasions of mass media explanations.

The course format will be lecture and discussion, with laboratory work available as an option. This course is being taught in the Biochemistry Department at the University of Massachusetts.

*Dr. Westhead is Professor of Biochemistry at the University of Massachusetts.

NS 125 KURU: MOLECULAR MYSTERY DISEASE (Minicourse)

Brian Osborne* and Ann Woodhull

When the rare disease kuru was first discovered in New Guinea, scientists thought that it was inherited, because it was transmitted along family lines. Then kuru was found to be somewhat infectious, and it was hypothesized that the disease had been passed along among New Guineans by ritual cannibalization of close relatives. Now the disease is called a "slow virus" but it still doesn't act like an ordinary germ: it can't be killed by many sterilizing agents; it has not been seen in any recognizable form even under the electron microscope (although it is apparently large enough so it should be seen); and it may not contain DNA or RNA (as all normal viruses and higher forms of life do).

We will read scientific papers in search of the nature of this elusive disease. No special science background is needed; you will acquire, as we go, some knowledge about DNA, viruses, cells, and so forth.

Class will meet twice a week, for 1½ hour discussions. (1st 6 wks.)

*Brian Osborne is a Hampshire Student.

NS 126/226 HUMAN GENETICS

Lynn Miller

This course is designed to serve as an intensive introduction to human genetics and to give students an opportunity to investigate problems in human genetics and its current proposed applications.

During the first four weeks we will watch and discuss a series of films on human genetics; we will read some of the original literature on these topics and discuss the implications of our increasing knowledge of human genetics for human behavior alteration, genetic counseling, and genetic screening.

In the second four weeks each student will investigate a topic of their own choice and prepare to lead a discussion of this material.

In the past students have studied, during this period, topics as diverse as human chromosome patterns (in the laboratory) and the legal implications of chromosome alterations in humans for the criminal law system.

The class will meet twice each week for two hours each meeting.

NS 227 ENZYMES: BASIC BIOCHEMISTRY THROUGH LABORATORY EXPERIENCE (Minicourses)

John Foster

Nearly all chemical changes in living material result from the activity of enzymes. What is an enzyme? How does it function? What does one look like and how do you measure it? This two-enzyme sequence will take a look at various aspects of enzymes and enzymology. Each minicourse will be more or less self-contained, so that it will not be essential to take the first to understand the second (but it would certainly be easier). The minicourses will be laboratory-based.

Enzymes as Catalysts: An enzyme makes itself known to the nory biochemist by the reaction it catalyzes. Thus the starting point in any enzyme study is a good assay. This minicourse will focus on techniques of enzyme assay and the nature of enzyme catalysis. Using the assay one can then look at some of the properties of the enzyme (its kinetics, inhibition, binding constants, response to environmental factors, etc.) without actually seeing the enzyme itself. (1st 6 weeks - starts week of February 4.)

Enzymes as Proteins: An opportunity to purify your favorite enzyme from some suitable source, so that (with some luck) you can take a look at it. As enzymes are one of their most properties to the fact that they are proteins, isolating them requires getting into some protein chemistry and into methods for separating large molecules from one another (gel filtration, electrophoresis, salt fractionation, etc.). (2nd 6 weeks - starts week of March 22.)

In addition to the properties of enzymes themselves, we will also take a look at the way enzymes themselves and what requires structural organization as well? What factors control enzyme reactions in cells? How does stuff get in and out and shipped around?

Class will meet one afternoon and one evening per week, plus conference time. (Div. I students wishing to take this course should see instructor.)

NS 228 GENERAL ZOOLOGY, HAMPSHIRE STYLE

Nancy Goddard

Or call it Creepin' Critters. A study of all those animal types from single-celled ciliates through super-organized vertebrates. Representative types will be studied with respect to structure, function, evolution and ecology.

There will be two lecture-discussions per week and one 3 hour laboratory or field trip, for observations and dissections. Some dissections will be followed by ingestion. (What parts of those critters can/do we use as food? Oh, that scrumptious skate, that sniggly snail!!)

NS 229 BRAIN & EYE

Albert Woodhull

A seminar and lab project. We will read about experiments dealing with the processing of visual information by the retina and the brain. The literature will surely lead us to interesting and as yet unanswered questions; we will choose one and attempt to design and perform a significant experiment ourselves.

Class will meet twice a week for 1½ hours each meeting.

NS 230 ANIMAL PHYSIOLOGY: A LECTURE COURSE

Ann Woodhull

Physiology concerns the how of organisms' function: how a muscle contracts and how that contracting propels a fish; how a desert animal conserves water by recommending it inside the nostrils, for me; how the body regulates separately and exactly the concentrations of myriad substances in the blood. These lectures aim to present both a survey of the "body of knowledge" of animal physiology and an idea how this knowledge was arrived at and where it is open to change and addition.

The work of the course will be in four forms: attending lectures, reading texts, doing problems, and writing two term papers based on the original literature. Students are welcome to use the course as they wish—lectures, lectures plus reading, etc. Only those who do the problem sets and term papers will get instructor evaluations. There will be a choice of two textbooks, one more difficult and complete than the other.

Division I students are welcome to participate in this course but are warned that it is not intended as an easy introduction.

Class will meet twice a week.



BOTANY:

NS 110 OUR MOLDY EARTH (Minicourse)

Mary Beth Bernstein

Fungi are important in baking, brewing, and antibiotic production. We can make dyes from them, measure air pollution with them, eat them, get LSD from them. Fungi cause diseases of plants and people, but can also be used for biological control of some diseases. Lectures on selected ecological topics will be supplemented with laboratory (field?) work that emphasizes observation and isolation of fungi.

The class will meet two times per week for 1 hour of lecture and discussion, plus two 2 hour labs. 1st 6 weeks.

NS 111 LEARNING TO LOOK AT LOWER PLANTS (Minicourses)

Mary Beth Bernstein

"Lower" plants, for the purposes of this course, include algae, mosses, liverworts, Psilots, club mosses, horsetails, and ferns. Many of these are plants that people generally overlook because they don't know what they are or aren't used to looking for. We will, through lectures, discussions, lab and field work, learn how to recognize the plants, where they grow, how they reproduce, etc. Be prepared to devote one long weekend day to a field trip to the coast.

The class will meet two times per week for 1 hour of lecture and discussion, plus two 2 hour labs. 2nd 6 weeks (starts week of March 22nd).

NS 112 PRINCIPLES AND PRACTICES OF MAPLE SUGARING

Louis V. Wilcox, Jr.

This course will cover the practices and principles of maple sugaring through lectures, readings, and working in a maple sugar operation affiliated with Hampshire College. Classroom work will cover forest ecology, tree identification, wood anatomy, and tree physiology. Readings, discussions, and field trips will explore sugar bush and sugar house management and operation. Students participating in this course will be expected to: 1. work at the sugar bush during the latter part of February and March and will be paid for their labors; and 2. develop a small research project on some aspect of maple sugaring. The sugar bush and sugar house affiliated with Hampshire College is located in Holey, Mass.

Classes will meet Monday and Wednesday 11:00-12:30 and Wednesday 1:00-5:00 for the first month of the semester, and once a week thereafter on Mondays 11:00-12:30.

NS 113 BOTANICAL AND PHYSIOLOGICAL ASPECTS OF HORTICULTURE

Louis V. Wilcox, Jr.

This is an introduction to the botanical and physiological principles used in horticulture, as well as the practical application of these principles. The course will cover plant classification, plant growth and development, environmental control, plant propagation, and plant diseases. In addition, time will be devoted to the practices of greenhouse management, nursery operation, and maintenance of ornamental gardens.

The main project for the class this spring will be the rehabilitation of the formal garden at the Porter-Phelps-Huntington Museum in Hadley. The garden was laid out in the 1800's by a Scottish gardener and needs to be returned to its original condition and plan.

There will be a number of field trips to both retail greenhouse operations as well as wholesale greenhouse operations and well-known gardens in the area. Class will meet once a week on Friday from 11:00 to 12:30 for lecture and discussion; and each student will be asked to participate in one of the following laboratory sections: Monday 9:00 to 11:00; Monday 1:30 to 3:30; Tuesday 9:00 to 10:30; Tuesday 1:00 to 3:00; Wednesday 9:00 to 11:00.

NS 114/214 PLANT ECOLOGY: VEGETATIONAL ANALYSIS

Mary Beth Bernstein

This course is intended for students who are interested in doing research (or reading research literature) in plant ecology. Most of our meetings will be spent discussing papers in plant ecology. Some meetings will be seminar presentations on research in progress on plant communities of this area. It is possible that we may devote some time to field trips, if members of the class wish to do so.

Class will meet once a week for 3 1/2 hours.

NS 215 SOILS SEMINAR

Susan Crafts

This seminar is for people who have some background or specific interest in soils. Students will present topics of their own choosing to the class. Topics should be conceived as problems or questions. As a class we will try to explore the topics and design experiments that could help solve the questions we raise.

Possible topics:

- Should we reclaim land for agricultural use in New England? If so, how?
- Should we increase the use of herbicides so we can decrease soil erosion that results from tillage and cultivation?
- How are podzols (the soil under northern coniferous forests) formed?
- What, if any, differences are there between "organic" and "artificial" fertilizers?
- How does the concept of equilibrium apply to soils?

Class will meet twice a week for 1 1/2 hour sessions. Division I students interested in taking the course should talk with the instructor.

CHEMISTRY:

NS 131 WHAT PEOPLE EAT

David Gay

Food is a topic of direct concern to everyone. Throughout the semester you will analyze a composite sample of all the food you ate in a single day.

An insight into the quality of food you eat may be obtained by applying the basic principles of chemistry to these analyses.

The course is intended to serve students who have very little background in science and who have little knowledge of mathematics beyond elementary algebra.

Class will meet twice a week (one 1 1/2 hour meeting and one 3 hour lab).

NS 132/232 COLOR AS SEEN AND PHOTOGRAPHED

Stanley Goldberg

This course will concentrate on understanding physical theories of human color perception. In particular, Young-Helmholtz's Three Color Theory, Land theory and critiques of these theories will be studied. To some extent psychological and illusory phenomena must intrude. In addition, we will investigate application of these theories to pigments, dyes and photographic material.

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

NS 233 INTRODUCTION TO CHEMICAL ANALYSIS

David Gay

With the advent of the environmental crisis the importance of analytical chemistry has been fully recognized! The course will focus on the development of those practical laboratory skills which are indispensable in answering questions such as: What are the contaminants? What are the concentrations? What are the procedures used to establish these?

A wide variety of analytical problems will be dealt with. Students taking this course should have one year of chemistry behind them; if you do not, please see the instructor.

Class will meet twice a week (one 1 1/2 hour meeting and one 3 hour lab).

NS 234 ORGANIC CHEMISTRY II

Nancy Lourey

This course is a continuation of the first semester course. Emphasis is on the use of instrumental methods in determination of structures of organic compounds.

Class will meet three times a week for one hour plus one 2 hour lab.

NS 235

INORGANIC GEOCHEMISTRY

John Reid

A detailed look at the use of inorganic and isotopic chemistry to solve a variety of geologic problems with a particular emphasis on those in igneous petrology. Topics will include: geochemical behavior of the elements in crystal structures, and co-existing silicate magmas; crystal field theory; K-Ar, Rb-Sr and V-Pb geochronology; stable and radiogenic isotope distributions of variations; fission tracks as age determination; uranium geochemistry indicators; rare earth element geochemistry. Readings will be dominantly taken from recent literature to demonstrate the current use of these techniques in such areas as the evolution of plutonic and volcanic rocks, the development and destruction of the oceanic crust; and the nature and evolution of the earth's interior.

Prerequisites: Physical Geology, Introductory Chemistry or permission of instructor.

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



ECOLOGY:

NS 140 THE FUTURE OF AGRICULTURE IN NEW ENGLAND

Paul Slater

An in depth review of both constraints and opportunities inherent in a situation which places farming activities in close proximity to Megalopolis. We will deal with such questions as:

What is happening in New England (1) to encourage continued or increased agricultural production and (2) to reduce the viability of the agricultural system here?

Is there anything special about New England's agriculture that (1) makes it worth saving, or (2) makes it advisable to allow it simply to disappear, without a whimper or a bang?

We will refer to the Reports of the Commissions on Food Policy of both Massachusetts and Vermont and any new developments concerning the preservation of agriculture in New England.

The course will be given in the evening, hours to be arranged. The first meeting will take place on Tuesday, February 10 at 7:30 p.m. in the 3rd floor conference room of the Cole Science Center.

NS 102/202

(OP 135/235)

CETOLOGY

Ralph Lutts, Peter Lamin**

This will be a course dealing with whales and dolphins, their relationship with people, and of the ecological questions involved. We will do this using experimental methods as well as through lectures, films, and discussion. In addition to this an opportunity will be provided for students to take some sort of action through educating other people. The following areas will be discussed: making of a whale mammalian adaptation to an aquatic environment; unearthing of a whale (the development of the whaling industry); what's a whale worth (in economical, ecological, and aesthetic terms); migration; friends and relations (socio-biology of cetaceans); intelligence and communication; ethics: whales in the ecosystem; and legal issues.

Students will be expected to prepare a short presentation on a specific topic area, as well as a major project, during the term. This can be done by either becoming involved in promoting an awareness of the whale problem in the Ankerst area, doing educational programs in the public schools, or doing an independent project. Two field trips are planned for outside of the class meeting time: one to Mystic Seaport and a second to the New England Aquarium and the Museum of Comparative Zoology in Boston. A possible third trip would be to actually do some whale watching out of Boston Harbor or Cape Cod. In addition there will be evening presentations, open to the community, of films and guest speakers.

Class will meet once a week for two hours.

*Ralph Lutts is a Naturalist with the Outdoors Program.

**Peter Lamin is a Hampshire College student.

NS 141/241

ECOLOGY

Raymond Coppinger and John Foster

This course will consist of ten lectures from the personal research of R.P. Coppinger and John Foster in the field of ecology. They will be structured in such a way that when associated with readings will give the student the basic fundamentals of ecology. Attendance at lectures will be required of all students in the course.

There will also be field trips required of all students in the course. These ten trips will be illustrative of the material presented in class.

Lectures will be held on Mondays and Wednesdays (from 1 to 2:30). Students will also choose one of the following field trip times: Mondays, 2:30 on, or Wednesdays, 2:30 on.

NS 142/242 MONTAGUE NUCLEAR PLANT RESEARCH PROJECT

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

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

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

Class will meet Fridays from 1 to 3.

HISTORY AND SOCIOLOGY OF SCIENCE:

NS 145 ENERGY AND SOCIETY

Eugene Frankel

A review of the scientific, technological, economic, social and political aspects of the energy crisis, and the implications of different solutions. We begin with an elementary review of the physics of energy conversion and the operating principles of dynamos and engines. We then discuss separately each currently available energy source: coal, oil, natural gas, water, uranium; the costs, availability, environmental effects, safety, likelihood of resource exhaustion, economic and political problems. Then we examine the alternative technologies being proposed: fusion, wind, solar, geothermal, tidal; discussing operating principles, costs, limitation and feasibility of large-scale development. Finally, we look at the energy picture as a whole: national figures for supply, demand and growth rates in different sectors. We scrutinize the different policy options presented by the Ford Foundation report and try to come to an agreement on the policy we find best. Each student will be required to prepare a report on a particular energy technology and to work out and defend an energy policy for the year 2000. There will also be group projects such as planning an energy self-sufficiency budget for Hampshire or working on a solar greenhouse.

Class will meet twice a week for 1 1/2 hour sessions.

Independent Study: (Research on Understanding Changes in Energy Use). During the past two years the rate of increased use of energy appears to have dropped radically from previous years. If true, this is clearly a response to the energy shortage. What is not clear is why people have responded in this particular way. One answer is that energy, like other consumer products, is "price elastic"; that is, demand fluctuates with changes in cost. A second explanation is that individuals recognize some personal responsibility for averting or reducing the energy crisis, that we are witnessing collective action across the society. Assuming that both of these explanations may be true in some degree, we may examine first, the extent to which changes in energy consumption are related to increased economic costs versus recognition of social responsibility; and second, under what general conditions do individuals recognize a need to take into account the social consequences of individual actions in making personal decisions?

John Hornik and I will be organizing a group of students to do research on these questions using a variety of methodological approaches (e.g., archival, observational, survey). Students who are interested should definitely see one of us and should consider taking SS 227 DOING RESEARCH IN THE BEHAVIORAL SCIENCES in addition to NS 145.

NS 151 DOCTOR AS SCIENTIST: A HISTORY OF MEDICINE

(SS 208)

Michael Gross

How and why did medicine become "scientific" in the West? I propose to examine selected episodes in the history of medicine with an emphasis on the interaction between two factors: its professional status and institutional vicissitudes on one hand, and its employment of science in its practice and its self-justificatory rhetoric, on the other. I shall ask for several brief essays during the semester.

The format will be one lecture and one discussion meeting weekly (1 1/2 hours each).

NS 152 ALCHEMY

Michael Gross and Nancy Lourey

Who makes gold from base metals?

Right. Atomic physicists. However it costs too much, which suggests that the alchemists' search for a cheaper method might have made a lot of sense.

We would like to read some histories and interpretations of, and original sources in, alchemy, a practice which has been viewed as fantastic, magical, or childish ever since science started to popularize the virtues of objectivity, rationalism, and nothing-but-the-facts, freely available to all. The impetus for the course is to get past popular stereotypes about things like drawing chalk circles on the floor at midnight to find out what the alchemists were trying to do and why they thought their objectives were reasonable. Did the alchemists feel differently about nature than most modern scientists and philosophers? The format will be reading and discussion.

Class will meet once a week for 2 hours.

NS 108 A WOMEN'S STUDIES ANALYSIS OF BIO-MEDICAL ISSUES II (SS 207)

Janice Raymond and Nancy Goddard

This course is a continuation of Part I but may be taken separately. Three areas will be considered: 1) selected health care and delivery issues: medicine as ritual, medical education, the nurse-practitioner movement, the women's self-help movement, among others; 2) Questions of death and dying with special attention to the meaning and context of death in this society and the euthanasia debate; 3) Sex conversion surgery (transsexuals) with special attention to questions of gender identity and sex role socialization.

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



MATHEMATICS:

NS 160 CALCULUS WORKSHOP

Jack LaTourneau

The calculus workshop will cover most of the basic concepts and techniques of the traditional two term calculus sequence. Topics include functions, analytic geometry, limits, derivatives, integrals, and applications of the calculus to physics. In addition to the three weekly class hours, students will be expected to participate in a weekly problem seminar. Students with doubts about the adequacy of their high school preparation or about their need for calculus are urged to talk with the instructor.

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

NS 161 PROBABILITY

David Kelly

Probability theory provides an attractive introduction to the processes of mathematics. We'll begin with counting problems, develop the foundations and first concepts (expectation, random variables, conditional probability) for mathematical probability theory, become experts in the binomial and Poisson distributions, look at lots of nice models (random walks, gambler's ruin), and try to find out what statisticians do. Lots of problems. No calculus (or other college math) will be assumed, but some competence in high school algebra will be useful.

Three 1 hour classes per week.

NS 162 THE MOUNTAIN MATHEMATICS

David Kelly

Gently guided excursions into the mysterious meanings, language, and uses of mathematics. For the trepid.

Three 1 hour classes per week.

NS 163/263 THE WORLD OF MATH BOOK SEMINARS

Staff

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 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 are anticipated for Spring '76 (Please see Kelly soon if you'd like to consider other possibilities):

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

NS 264 COMPLEX VARIABLES

Kenneth Hoffman

One of the most elegant branches of mathematics, the theory of functions of a complex variable, also contains some of the most powerful mathematical tools, tools which are used in such disparate fields as number theory and engineering. This course will cover the standard items in the subject and will provide the student with a solid foundation in the principles of analysis. Necessary and sufficient conditions for taking the course are a good grasp of calculus and a reasonable love of and aptitude for mathematics. The text will be Polya and Latta's *Complex Variables*.

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

NS 265 DIVISION II MATHEMATICS

Kenneth Hoffman and David Kelly

An informal offering designed to provide a setting for students interested in advanced mathematics to meet, talk, and argue with one another while seeing what the different parts of mathematics are like. We will present topics from a wide variety of mathematical areas, trying to convey the feel of each. About three hours outside of class work will be expected from the student each week.

Class will meet once a week for 1 1/2 hours.

NS 266 QUANTITATIVE METHODS IN BIOLOGICAL AND SOCIAL SCIENCES

Michael Sutherland

The first six weeks of this course will be together with SS 237 QUANTITATIVE METHODS IN SOCIAL SCIENCE but the second six weeks Michael will be delighted to work with those of you biologists who have data which needs analysis.

NATURAL HISTORY:

NS 170 NATURAL HISTORY OF THE CONNECTICUT VALLEY

John Reid and Louis Wilcox

The course will examine the Connecticut Valley from the viewpoint of its place in current theories of plate tectonics and drifting continents and then look in detail at recent processes which have given the landscape its present shape. Those forces are dominantly those of glacial ice and flowing water; evidence of the last glaciation abounds in the valley and the spring runoff offers the ideal time to study stream-valley evolution.

A parallel thread will be the investigation of some aspects of plant ecology over the advance of spring, as buds and leaves emerge from dormancy.

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

PHYSICS:

NS 180 SPECIAL RELATIVITY

Courtney and Kurtis Gordon

The theory of relativity contains some fascinating surprises concerning: 1) time -- the clock paradox; 2) mass and length at high speed; 3) inter-stellar travel. We will strive towards a working understanding of special relativity. No previous background is assumed. (list 6 weeks.)

Text: Taylor and Wheeler, *Spacetime Physics*.

NS 181 LIGHT AND COLOR IN THE OPEN AIR

Kurtis Gordon and John Reid

Have you ever wondered how a rainbow is formed? how to explain a mirage? Whether there is any truth to the claim that you can forecast the weather by the size of a halo around the moon? why the sun appears red and squashed near the horizon? why the sun's reflection in a wind-rippled lake is drawn out into a line?

We will use these, and other, observations to illustrate some of the basic laws of optics and to learn about the properties of atmosphere. (2nd 6 weeks - starts week of March 22.)

Text: Minnaert, *Light and Color in the Open Air*.

There will be one 1 hour and one 2 hour meeting per week.

NS 182/282 BASIC PHYSICS I AND III

Everett Mahner

I: An introduction to the Newtonian point of view and some of its most important applications. Starting with the concepts and hypotheses of classical physics, we study the motion of particles and extended systems, the theory of oscillations and waves, and the physics of gases. We emphasize the precision of celestial mechanics as the highest achievement of the Newtonian picture. Students are required to solve problems regularly, and to participate in laboratory work. The theory. A knowledge of elementary calculus is necessary.

III: Third in the current sequence of courses in fundamental physics, for students who began the sequence in the Spring Term of 1975. The course covers the concepts, laws and applications of classical mechanics, following the outline of topics in BASIC PHYSICS I (see above). Although the two groups generally meet together, students in this course penetrate the subject with full technique: vector calculus, linear algebra, differential equations and computer modeling. Each student is required to carry out an original theoretical or experimental task.

NS 183/283 QUANTUM MECHANICS FOR THE MYRIAD

Alan Schwartzman* and Bill Arnold*
(Everett Mahner, supervisor)

In the search for understanding of universal physical laws, 20th century physicists have been led to alter radically their conception of the physical world. As someone said, the world is not only stranger than you might have imagined, it is far stranger than you could have ever imagined. In no other place is this strangeness more arresting than in nature's quantum principle, the principle which shows up a right and totally unexpected linkage between the quantum observer and the observed quantum. The quantum principle, though on the whole very odd, is nevertheless the overarching feature of nature and continually unfolds with fresh meaning as more refined explorations are made of it.

The purpose of this course is to expose students to the central concepts of quantum mechanics in their full mathematical glory, without relying on the student to know more advanced than trigonometry and elementary calculus. This particular course has been taught in previous springs by Herbert Bernstein and has proved to be a revolutionary and exciting approach to undergraduate physics education. We will develop concurrently the math skills necessary for utilization of the concepts covered in the physics lectures. Math topics will include complex numbers and matrix algebra. A rudimentary knowledge of elementary calculus can be acquired during the January Term by working through the short work text, *Quick Calculus*, written by Daniel Kleppner.

There will be two 1 1/2 hour sessions and one 1 hour session per week.

*Hampshire College students.

NS 184/284 ELECTRONICS: A DO-IT-YOURSELF (ALMOST) COURSE

Albert Woodhull

Electronics. Amplifiers. They're handy things to know about whether you are a scientist probing the nervous system or a musician assaulting the ears. Many people want to learn a little about electronics for use in the lab, the studio, or at home. I want to develop a self-teaching kit so they can learn it themselves, using an instruction pamphlet, a box of parts, and instruments we have in the laboratory. Topics to be covered in the first kit module will be:

1. Using voltmeters, oscilloscopes, and function generators.
2. Voltage, resistance, current, and capacitance.
3. Designing and constructing amplifiers using integrated circuits.

This course will be a dry run to test out the ideas that will go into the self-teaching kit. There will be one class meeting each week, 3 hours long. Students should also plan on 2 to 4 hours per week working independently in the lab. Knowledge of calculus would be helpful but is not essential.

Limited to 15 students. No grades available for five-college students; recommended only for Hampshire students because of equipment-sharing problems.

NS 285 STATISTICAL PHYSICS

(Minicourse)

Michael Woolf

An eight week course on the statistical concepts and methods used to describe the physics of many-particle systems. Probability distributions, ensembles, and the statistical basis of thermodynamics and kinetic theory will be discussed in detail. Students will be urged to finish the semester in independent study of applications in their own field of interest (e.g., chemical thermodynamics, low temperature and solid state physics, quantum statistics, transport theory, fluctuations). (list 8 weeks.)

Class will meet twice a week for 1 1/2 hours. Five-college grades will be given only if the term is completed in independent study.

NS 286 NON FLUIDS FLUX

(Minicourse)

Michael Woolf

The course will be based on a series of films showing fluid flows in a variety of experimental situations. The aim is to develop a better intuitive understanding of such complex and often paradoxical phenomena as lift, drag, turbulence and vorticity. (Last 6 weeks of semester - starts week of March 22.)

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



SCIENCE EDUCATION:

NS 190 THE ENTERPRISE OF SCIENCE

(NS 106)

Stanley Goldberg

Purpose: The course is intended for prospective primary and secondary school teachers although others with an interest in the content are encouraged to participate. The orientation of the course brings into focus the relationships between observations of the physical world (i.e. sense experience) and the theories that purport to explain them. We will also examine the relationship between science and other social institutions: in particular, education and technology.

Content: The course is a series of case studies taken from the field of physics. The outline of the course is given below:

Case I: The Copernican Revolution

If you believe that the earth goes around the sun, why do you believe it? What evidence--sense data--supports that belief? What do your senses tell you about the movement or status of the earth? of the sun? of the moon? of the stars and planets? What evidence did Copernicus have and how was it that his idea was finally accepted?

Case II: The Newtonian Synthesis

Newton claimed that all objects in the universe attract each other inversely as the square of the distance between them and directly as their conjoint masses. Did he know that? How on earth? Do you know that? How? What are Newton's Laws of Motion? Are they, as he claimed and as the rest of the Enlightenment world came to believe "God's Laws"? (According to Alexander Pope "Nature and Nature's laws lay hid in night; God said, 'Let Newton be' and all was light.")

Case III: Albert Einstein's World of Absolutes: The Special Theory of Relativity

In September of 1905, one A. Einstein, Patent Examiner Junior Class in Bern Switzerland published one of three papers he wrote in that year any one of which could have merited a Nobel Prize. This paper, entitled "On the Electrodynamics of Moving Bodies," was the paper which introduced his special theory of relativity to the world. Was Einstein's claim that all things are relative and depend on the viewpoint from which they are perceived? Did Einstein's conception--whatever it was--contradict Newton's? Is it true that only twelve people in the whole world could understand this theory?

There are no prerequisites for the course. Class will meet twice a week for 2 hours each (at U. Mass. School of Education).

NS 191 WRITING A DIVISION I EXAM

(Minicourse)

Anne Peyton* and Linda Slesky

A short, practical course on scientific writing: searching and criticizing the literature in your topic, documenting your sources, writing a rough draft, editing, creating graphs and presenting data, and writing a bibliography. The course is designed for people who have topics in mind or a project in progress, with a goal of finishing the exam this term. Classes will meet for one hour, twice a week, for six weeks or more. (2nd 6 weeks - classes will begin week of March 22.)

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

NS 192/292 ELEMENTARY SCHOOL SCIENCE WORKSHOP

(NS 105/205)

Nerle Bruno

Science as it has been taught in elementary schools (when it has been taught) has very little relation to science as it is done by scientists. It is static and predictable and often boring. In recent years, many teachers have found that some exciting things can happen when children have a chance to deal with the contradictions and complexities of real events brought to the classroom by some science materials.

Students in this course will participate in workshops which use materials developed for elementary schools and designed to stimulate questioning and experimentation. In the last half of the semester they will work in a local elementary school classroom using some materials that they worked with in class. They will also develop science curriculum ideas to try out in our class.

We will meet two times per week and will schedule times to go into schools after we meet the teachers.

SCHOOL OF SOCIAL SCIENCE CURRICULUM STATEMENT

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

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

*See statement on Law Program, page 18

Richard Alpert - My main focus during graduate school in political science was comparative political development in Latin America. I did several studies on the development of political institutions in Argentina, Uruguay, and Mexico, and considerable research on the impact of American foreign policy on political institutions in the Caribbean, especially the Dominican Republic. In the last year of graduate school, I changed my interest to urban politics and did my dissertation on politics and education. I finished my dissertation as well as other studies relating to politics and education while a member of the Research staff of the Urban Institute in Washington, D.C. After leaving the Institute to come to Hampshire College in September 1971, I continued my interest in questions of urban politics and public policy as the Special Assistant to the Director of the Model Cities Program in Holyoke, Massachusetts, from 1971-1973. The courses I offer relate to these interests, especially to the impact of public policies on the lives of the urban poor.

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

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

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

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

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

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

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

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

Penina 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 perception, religion, and world view. Since coming to Hampshire I have developed interests in Jewish history and culture and am cooperating with students in introducing courses in this area.

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

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

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

Frank W. Holmgvist - 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, historical and contemporary development in Third World settings, revolution, development in socialist systems, and virtually all aspects of American politics and political economy. I am trying to expand a more rudimentary understanding of a variety of subject matters: bureaucratic behavior and organization theory, the world food crisis, aspects of education policy, Marxist theory, the political economy of the American popular music industry, bourgeois industrial democracies, and the evolution of rural American political economy from home-steading to agribusiness.

John A. Hornik - Brief personal history. I was circumcised in New York (1964), socialized on Long Island (1964-67), radicalized in Boston (1967-68), professionalized in Illinois (1968-70), demoralized in Virginia (1970-74), and now revitalized at Hampshire (1974-75). I am a social psychologist with a strong background in research methods and statistics. I enjoy doing research, and I enjoy first helping students to develop their own research questions and then working closely with them on designing and carrying through studies which deal with these questions. This is an essential part of many courses I teach. My principal research interest at the present time is personal space and crowding, but I have worked with students in many different areas of social psychology. I am also interested in psychology and law and in the social psychology of education.

Gloria J. 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 Civilian as an educational specialist - still travel frequently. Naturally and eruditely bring a black perspective to any and all environments - excellent listener. Most recent areas of interest and involvement - photography and Trustee of Emmanuel (Catholic) College in Boston.

Harry Kaufman - Active trial lawyer in political cases since 1974. Was one of the U.S. Prosecutors in Durnberg war crimes trials and defense lawyer during McCarthy period and through the period of mass protests. Was a member of International Citizens Tribunals and Inquiries.

Joan B. Landes - My general field of interest is the condition of woman in capitalist society: her relation to such aspects of social organization and everyday life as class, the state, production, housework and reproduction. In my dissertation I am conducting a critical analysis of the theoretical foundations of the women's liberation movement as a preface to further work on these questions. My studies 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 issues as public opinion formation, aspects of political economy, "ethnic" politics, and community power structure. It has also served as a point of departure for rethinking the categories traditionally employed to examine these and other aspects of society. My background also includes work on the California Grape Strike, and on the ideology of the Mexican Revolution. I have taught courses on women's history, Marx's *Capital*, American politics and data analysis.

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

Lawter Major - 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 and psychiatry, philosophy of law, legal history, sociology of law and legal profession, legislation, and administrative law and procedure. In recent years, I have developed a strong interest in the developing law of women's rights and children's rights. My general theoretical work is on the future of law in the cultural transformation following the end of modern civilization, and this work has taken me into the study of anarchist theory and the ecologies of Paolo Soleri. I am currently at work on research on the philosophical subject of "liberty and liberation", on the anarchist challenge to law, and on a major study of American legal education.

Philip F. McKean - Play, death, love, New England and Indonesia are among my present concerns and I continue to work hard to understand and appreciate them. My youth was spent in the Berkshire and Maine, and my academic training was in the fields of history (Williams College), religion (New College, Edinburgh, and Yale) as well as anthropology (Brown). I have been a chaplain and clergyman, researched and written about Outward Bound Schools (Maine and Malaysia) and modernization/urbanization/tourism primarily in Bali, Indonesia. I continue to be interested in these areas, as well as the general history, 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 Meister - For the past two years I have been Associate for the behavioral sciences at the Institute of Science, Religion and the Life Sciences. I have just completed editing a book on psychoanalysis in real life I am sociologist and a teacher. I got a Ph.D. for writing about my experiences as a teacher/member of a free school/community. Earlier still, I taught, studied and lived in Berkeley, where I was in the anti-war movement. The only logic of all the above is that it refers to one person, and it may serve to indicate the range of my experience and interests. (I forgot to mention the Peace Corps, in Peru.)

To put this in a scholarly context, my interests include: 1) social change, and the 1960's as a touchstone of change, 2) culture and politics, especially the development of Freudian theory for sociological analysis, 3) justice and social ethics, 4) deviance and social control. My recent work has been in the last two areas and has focused on problems of curing, in a medical sense, types of behavior which have little if anything to do with disease.

Laurie Nisonoff - I have spent nearly all of my life in the inner cities of large cities: New York, Boston, and most recently New Haven, with summer interludes in various artist communities and in the country. I've been involved in various social 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 role of social sciences in college most of the economics and political science I did concerned the problems of the city and general labor studies. I worked on several projects, including the first study of Massachusetts welfare and studies on Boston rental and labor markets. After involvement with several unionizing efforts and several years in the women's movement, I began to study the social and economic history of the United States from a Marxist perspective - the position of the working class, the role of women in capitalist societies, the role of the state and its policies. I am just completing a two-year term as an editor of the *Review of Radical Political Economics*, and am currently writing a history of women's work in America and their struggles to control that work.

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 high 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 German 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. 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SCHOOL OF SOCIAL SCIENCE

SS 105

SCHIZOPHRENIA

Louise Farnham

The seminar will address such questions as: What is the nature of schizophrenia? What are the criteria for differentiating schizophrenia from other forms of psychopathology? How does schizophrenia develop? What therapies are employed in the treatment of schizophrenia and how effective are they?

The first part of the seminar will be devoted to an introduction to the general principles of abnormal psychology and the classification and description of disorders. The remainder of the course will deal specifically with schizophrenia, its causation, incidence, and treatment. Reading assignments will include selections from Laing's *The Divided Self*, Green's *I Never Promised You a Rose Garden*, Goffman's *Asylums* and Hollingshead and Redlich's *Social Class and Mental Illness* as well as research papers investigating the roles of socio-cultural and biological factors in the etiology of schizophrenia. Additional selections will deal with methods of treatment.

The seminar will meet twice a week for one and a half hours. The work of the seminar will include an independent project which can be either an oral presentation to the class or a research paper.

Enrollment is limited to 20.

SS 106

EUROPEAN LIBERALISM

Anson Rabinbach

This course is a historical introduction to some fundamental concepts and problems in political theory and intellectual history. By concentrating on the genesis and fate of European liberalism, fundamental questions of political order, control, sovereignty, liberty, and the state can be investigated from the standpoint of the social and historical presuppositions of the liberal ideal. The course will entail a very close reading and discussion of the major texts of liberal thinkers and critics such as: Machiavelli, Hobbes, Locke, Hume, Rousseau and Kant.

Enrollment is limited to 25. Division I students only. The course will meet twice a week for 1 1/2 hours.

SS 108

THE HISTORIAN'S USE OF BIOGRAPHY:
EXAMINATION OF A MODE OF INQUIRY

Miriam Slater

Accurate reconstruction of the past requires a variety of methodologies and materials. Biography is a mode of inquiry which has a long, if choppy, tradition among historians as a useful tool in helping us to explain how the past became the present. In recent years, biographical techniques have become increasingly sophisticated. Change in biographical studies has proceeded along three major lines: 1) Individual, full-length biographies of impressive literary as well as substantive quality found in such works as President's Biography of Mary, Queen of Scots; 2) The psycho-biographies which utilize interpretive models borrowed from the behavioral sciences of which Erik Erikson's study of Luther is perhaps the best known; 3) Prosopography or group biography; this method, borrowed from European historians has been given its most detailed formulation in works by Lawrence Stone on the English aristocracy and in articles by the latter which deal with the methodology of mass biography, although other historians have also used this method.

In this course we shall examine the usefulness and limitations of these three biographical styles in the following way. In the first half of the semester we shall read several biographies from the early modern European period which illustrate the strengths and weaknesses of individual biography. This period also provides us with several good examples of psycho-biographies within which we may compare these psycho-history has also been the subject of lively scholarly debate and we shall read some of the critical evaluation of this method.

In the last half of the semester we will study the techniques of prosopography or group biography, and students will select an historical group of their own choosing as subjects for study. The group chosen need not be large, and choice will not be limited in terms of historical period or geographical area. The only limitation would be accessibility of available data. Such a project will involve utilizing a variety of sources: genealogies, local histories, tax lists, grave stones, etc.). The project will familiarize students with research techniques and materials as well as offering transferable skills for future socio-historical research. It is possible that some students may wish to undertake a prosopography involving a large sample of individual subjects and therefore may wish to make the data gathering a group endeavor with other members of the class. It should be evident that the scope and sophistication are a matter of student preference and offer maximum student input into the choice and nature of the final project as well as first-hand experience of a mode of inquiry used by historians.

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

SS 110

SOCIAL CLASS AND THE DEMOCRATIC IDEAL IN
AMERICAN POLITICS TODAY

Joan Lendes

This course focuses on the way in which politics affects and is affected by the demands of millions of Americans for political, economic, and social justice. It emphasizes the confrontation between democratic ideals and social reality. It asks how the reality must be transformed if the ideals are to be put into practice. The multiple barriers and possibilities for change are situated in an historical context and in light of contemporary economic and political structures of power. Particular emphasis is placed on the changing situation and the conscious political activity of black people, women, students, and working people. This will be investigated through the application of a theoretical perspective on social class.

Course readings will include some of the following selections: W. A. Williams, *The Contours of American History*; C. Anderson, *The Political Economy of Social Class*; S. Aronowitz, *Talisman: The Shaping of American Working Class Consciousness*; R. Allen, *Black Awakening in Capitalist America*; K. Sale, *SSB: E. Altbach, From Feminism to Liberation*.

This course will meet twice per week. Division I Hampshire students and five college students are invited to attend. Enrollment is limited to 25.



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

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

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

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

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

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

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; fieldwork, as a means for crossing barriers between classroom and community, as a means of personal growth, and as a research tool; sociological and anthropological theory. I have done fieldwork in northern Europe, South America and New Guinea. My current research interests are in U.S. small claims courts (I am working with Mass PBS on designing a project for observation of and research into Massachusetts courts, aimed at legislative reform); political organization and decision-making processes in fishing communities; and time, and its importance as a factor in conflict-resolution processes.

RACISM AND THE LAW

SS 104

M. Kaufman

SCHIZOPHRENIA

SS 105

L. Farnham

EUROPEAN LIBERALISM

SS 106

A. Rabinbach

THE HISTORIAN'S USE OF BIOGRAPHY: EXAMINATION OF A MODE OF

INQUIRY

SS 108

M. Slater

SOCIAL CLASS AND THE DEMOCRATIC IDEAL IN AMERICAN POLITICS

TODAY

SS 110

J. Lendes

POLITICS AND EDUCATION

SS 115

R. Alpert

AN INTRODUCTION TO PSYCHOLOGY

SS 120

R. Birney

ETHNOLOGY OF NORTH AMERICA: A CULTURE-PERSONALITY PERSPECTIVE

SS 122

G. Hyman

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

SS 124

B. Turlington

COMPARATIVE SOCIALIST DEVELOPMENT

SS 125

F. Holmquist

FOLKLORE STUDIES

SS 126

M. Warner

PERSPECTIVES ON MADNESS: ISSUES IN THE SOCIOLOGY OF MENTAL

ILLNESS

SS 136

J. Meister

EDUCATIONAL STUDIES MODULES

SS 140 (ES 111)

SS 141 (ES 118)

SS 142 (ES 119)

SS 143 (ES 110)

SS 144 (ES 117)

SS 145 (ES 116)

C. Joseph, H. Hornik, M. Sutherland, W. Grohmann, J. Meister and S. Mayo-Smith

THE FORGOTTEN PEOPLE: LAW AND THE STATE MENTAL INSTITUTION

SS 198

O. Fowlkes

TOPICS IN MEDICAL SOCIAL SCIENCE

SS 201, SS 202, SS 203

SS 204, SS 205, SS 206 (NS 151),

SS 207 (NS 108)

R. von der Lippe, Coordinator

POLITICAL THEORY: AMERICAN LIBERAL THOUGHT

SS 208

J. Landes

FROM HUNTERGEB TO VIETNAM

SS 210

M. Kaufman

THE UNITED STATES IN THE 1890'S

SS 212 (MA 257)

R. Lyon, L. Mazor

CAPITALISM AND EMPIRE SEMESTER II (THE 19th and 20th CENTURIES)

SS 215

History Group (F. Glazer); F. Holmquist; L. Mazor; L. Nisonoff; A. Rabinbach; M. Slater; S. Warner; F. Weaver

TWENTIETH CENTURY AMERICA

SS 216

P. Glazer

TUDOR-STUART ENGLAND: THE FIRST ROAD TO MODERNIZATION

SS 220

M. Slater

THE FACTORY

SS 225

H. Stone

DOING RESEARCH IN THE BEHAVIORAL SCIENCES: THEORETICAL ISSUES

AND PRACTICAL PROBLEMS

SS 227

J. Hornik

AMERICAN POLITICS: BASIC STRUCTURES AND FUNDAMENTAL ALTERNATIVES

SS 230

F. Holmquist

MODERN EUROPEAN JEWISH HISTORY

SS 235

L. Glick, A. Lansky and S. Bashevkin

QUANTITATIVE METHODS IN THE SOCIAL SCIENCES

SS 237

M. Sutherland, L. Farnham, R. von der Lippe, R. Rosenberg and F. Weaver

CULTURAL ENCOUNTERS: ANTHROPOLOGICAL PERSPECTIVES ON THREE

CONTEMPORARY PROBLEMS

SS 240

B. Yngvesson, P. McKee and L. Glick

CRIME AND PUNISHMENT

SS 242

O. Fowlkes, M. Kaufman, L. Mazor and J. Meister

CONTROVERSIES IN AMERICAN LABOR HISTORY AND THEORY

SS 245

S. Warner and L. Nisonoff

SEX ROLES, LAW AND SOCIETY

SS 248

L. Mazor and J. Rifkin

SS 104

RACISM AND THE LAW

Mary Kaufman

This course is designed to introduce Division I students to methods of critical analysis of the functioning of government and to methods of independent research. We will utilize the phenomenon of racism in the law as the content for the development of these methods. The course is also designed to introduce students to methods of community involvement in issues related to the course content.

We will explore racism and the law with special focus on (1) the historic development of racist ideology in the law, and (2) the institutions of racist repression in the criminal law such as the bail, jury and prison systems. We will examine relevant constitutional provisions, significant Supreme Court decisions and the role of the courts and legislative bodies in the development and implementation of racist ideology. We will also examine the economics of racism and the racist implications of recently enacted and pending legislation.

The class will be divided into four seminar groups each of which will be concerned with one of four topics selected for special concentration. Each student will be expected to participate in one of the seminars. Those who desire to participate in community actions will be encouraged to do so and will be expected to discuss such actions in class.

The students will meet in regular class sessions twice a week for 1 1/2 hours each session. An additional session of 1 1/2 hours each week will be scheduled for separate meetings of the seminar groups.

Enrollment is limited to 25 students.

SS 115 POLITICS AND EDUCATION

Richard Alpert

This course will explore the ways in which the educational system is shaped and influenced by politics. It is a course primarily in political science and focuses on classic political and social questions such as the role of the state and personal freedom, who governs and who benefits, the socialization of the young, equal educational opportunity, and public policy and social justice. The emphasis is on understanding the meaning and impact of politics on the educational system and on developing analytical and conceptual skills.

Some of the readings include: Colin Cress's *The Great School Legend*, Robert Dahl, *Who Governs?*, William Domhoff, *Who Rules America?*, David Rogers, *110 Livingston Street*, and Michael Katz, *Class, Bureaucracy and School*.

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

SS 120 AN INTRODUCTION TO PSYCHOLOGY

Robert C. Birney

The course will follow the organization of Brown and Harensstein's *Psychology*. Provision will be made for those students who wish to achieve proficiency with the text material by using the text item file. Class discussions, films, and occasional lectures will focus on readings 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 the major content areas of modern academic psychology.

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

SS 122 ETHNOLOGY OF NORTH AMERICA: A CULTURE-PERSONALITY PERSPECTIVE

Gerald Hyman*

Investigation of several tribes selected to illustrate the range of social and cultural variation among North American Indians. Analysis of the effect of social and cultural organization on personality structure and vice versa. A consideration of present problems in terms of the dynamics of the past.

The course will meet twice a week for 1½ hours each meeting.

Enrollment is limited to 20.

*Gerald Hyman is Assistant Professor of Anthropology at Sarah College.

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

Barbara Turlington

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

Utopian works (Plato, More, Huxley, Skinner) will be read for their ideas on how society shapes (and should shape) the individual through education, leadership, or conditioning. Theoretical works and studies of individual communities such as Whyte's *Street Corner Society*, Duberman's *Black Mountain*, Zablinski's *The Joyful 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 COMPARATIVE SOCIALIST DEVELOPMENT

Frank Holmquist

The wide variety of socialist development experience will be illustrated as well as what is common to all. The focus will be placed upon the matrix of historical circumstance, class structure, political organization, and theory explaining the various development strategies pursued, economic performances obtained, and quality of life enjoyed.

Considerable time will be spent on the Soviet Union and China which have served as socialist models, and about which a wealth of information is available. Yugoslavia, the DPRK (N. Korea), and the DRV (N. Vietnam) will be discussed in somewhat less detail before turning to look in depth at countries who remain "Chile" or are (Cuba) and Portugal as stated examples of socialism. Cuba is well covered by other courses at Hampshire but if the class as a whole, or individuals, wish to pursue it, reading materials may be obtained quickly. Time permitting, and depending on the interests of the class, other countries might be included such as once aspirant socialist states which fell short of the mark: Algeria, Egypt, and Mexico.

Among specific topics to be dealt with are: the history behind revolutionary situations; the class configurations just before and after the revolutions; transition strategies; the relation of industry to agriculture and industrialization debates and strategies; political organization and the roles of party and bureaucracy in socialist states; worker participation; peasant small-holding vs. collectivization debates and strategies; the Chinese Cultural Revolution; and actual performance of the economies in terms of the distribution of wealth and overall productivity.

Among readings that may be included are: Dobb, *Soviet Economic Development Since 1917*; Nove, *An Economic History of the USSR*; Lewis, *Russian Peasant Society*; Seliger, *The Yugo-Slav Way*; Vogel, *Communism Under Communism*; Winton, *Fanshen*; Schram, *Authority, Participation and Cultural Change in China*; Mao, *Readings from the Selected Works of Mao Tse Tung*; *Peasants of North Vietnam*; an issue of the *Journal of Contemporary Asia* on the DPRK; Sweezy and Magdoff, *Revolution and Counter-revolution in China*; Shihji, *Class Struggles in Tensan*.

We will meet twice a week for 1½ hours each session. Enrollment is limited to 25.

SS 126

FOLKLORE STUDIES

Mary Ruth Warner

This course will introduce the student to the traditional forms of folklore with emphasis placed on the study of modern folklore as it operates in contemporary American society. The course will focus on the American South. The goals of this class are twofold: one, to acquaint students with the major concepts of folklore and folklife; and two, to encourage students to examine their own "worlds" to see how folklore functions in their lives, the lives of friends, neighbors, family and fellow students. Folklore scholars from the Massachusetts area will be invited to deliver some of the lectures. These persons will be asked to present not only their areas of expertise but to outline for the class their method of study/research in those areas.

Lectures will include:

- The Definition Game Once Again: Theories and Current Hypotheses of the Discipline
- Fieldwork in Folklore: Methods and Problems
- Folk Narrative: The Family Legend
- Black Prose Narrative: Minstrelsy
- Folk Music: Afro-Am. Tradition
- Folk Music: Anglo-American Tradition
- Folklore and Literature
- Secs and Cults
- Introduction to Folklife: The South
- The Ex-Slave Narrative: Key to the Folk History and Material Culture of the Oppressed and Oppressed
- Folklife as Reflected in the 20th Century

Readings will include:

Brunvand, *The Study of American Folklore*.
Dorson, *American Folklore*.
Dorson, *Buying the Wind*.

Requirements are participation in a discussion section and the completion of a folklore journal which will include collecting and reading assignments, questions posed in the lectures, as well as, documentation of folklore that exists in day-to-day encounters.

Enrollment is unlimited. The class will meet twice a week for 1½ hours each meeting. Five-college students are invited to attend.



SS 136 PERSPECTIVES ON MADNESS: ISSUES IN THE SOCIOLOGY OF MENTAL ILLNESS

Joel Meister

"What is madness, what is sanity?" -- that is, what's normal are the kind of questions that seem to elicit either the impossibly complex or absurdly simple answer, Vonnegut's "Mad chemicals" (the impossibly complex) or Szeas's "Problems in living" (the absurdly simple). This course will take the questions themselves as the fundamental problem, and will contrast two very different ways of interpreting them: the medical-psychiatric model and the deviance-sociological model, with the emphasis on the latter. Time permitting, we shall indulge ourselves in enough of the Laingian perspective to get some understanding of what Laing is trying to tell us about madness. The experience of being mad will involve us in some first person accounts and will raise the question of meaning in madness: that there is an exteriority and an interiority to madness nearly impossible to integrate using the same language.

Students in the past have found it a valuable experience to work as volunteers at Northampton State Hospital or at Brattleboro Retreat in Brattleboro, Vermont. This is recommended but not required.

This is an introductory course. No prior course work or reading is required. The course itself will involve extensive reading, writing, and discussion. Formal class meetings will be held twice weekly.

Enrollment is limited to 20 students.

EDUCATIONAL STUDIES MODULES

SS 140 THE ROLE OF THE SCHOOL PSYCHOLOGIST IN THE PUBLIC SCHOOLS

Glenn I. Joseph and Heather Hornik

Students will become familiar with the responsibilities of the school psychologist and the tools of her/his trade. Other topics to be covered include: the role of the school psychologist and the implementation of Chapter 760; psychological testing; and the core evaluation team.

A four-week module, Month of February. Enrollment is limited to 20.

*Heather Hornik is a school psychologist at the Port River Elementary School, Amherst.

SS 141

(ES 118) A CRITICAL ANALYSIS AND INTERPRETATION OF THE RESEARCH ON INEQUALITY IN EDUCATIONAL OPPORTUNITIES

Glenn I. Joseph and Michael Sutherland

The main focus will be on the results and findings of Jencks study on "Inequality" and Myrdal and Hoxstler's "On Equality of Educational Opportunity." This course offers an opportunity for students to explore Social Science theories developed through the use of data analysis applied to real world data.

A four-week module, Month of March. Open to all students who have read and therefore are familiar with Jencks' book "Inequality". Enrollment is unlimited.

SS 142 (ES 119) THE SIGNIFICANCE OF THE ROLES OF PROMINENT BLACKS (EDUCATORS, LEADERS, STATESMEN, MINISTERS, ORATORS, ETC.) IN THE HISTORY OF BLACK EDUCATION IN AMERICA

Glenn I. Joseph

Education today is a great obsession. Contrary to popular belief, education for Blacks has traditionally been a great obsession. Black men and women throughout American history have been intensely involved in providing an education for their people in the face of overwhelming obstacles. Most were not known scholars. Their contributions have been neglected. This module will familiarize students with little known, but important figures such as Charlotte Forten, Frederick Douglass, David Walker as well as Dubois, Booker T. T. Frederick Douglass and Margaret McLeod Bethune.

A three or four week module offered in April. Enrollment is limited to 8 to 10 students in Division II (Division I by permission of instructor).

SS 143 ON DESCHOOLING SOCIETY

(ES 110)

William Grohmann

Ivan Illich's radical critique of educational systems prompts a long view of what we're doing to kids and why and whether there are any alternatives (i.e., Can this society be deschooled?). We'll read *Deschooling Society* by Illich. School is dead by Derrico Salmer and a good many reviews/reactions/criticisms/analyses of those works. Meetings twice a week for four weeks, starting the week of February 4.

SS 144

(ES 117)

EXPERIMENTAL COLLEGES

William Grohmann

A review of some institutions past and present which people consider non-conventional. Why they were created, changed, survived, sometimes failed. Issues of philosophy, leadership, finance, curriculum and community. Meetings twice weekly for four weeks, starting the week of March 8.

SS 145

(ES 116)

SOCIAL CLASS, EDUCATION AND POWER

Joel Meister, with Sabine Mayo-Smith*

What are the functions of American public education? Does schooling promote social mobility? For whom? Does education contribute to maintaining the class structure? Does it reinforce the unequal distribution of power, wealth, and status? How?

Must, and should, the school be a microcosm of the society? How do schools replicate internally the stratification patterns of the society they serve? What are the possibilities and limits to innovation and change in school systems? Are free/alternative schools part of the solution or part of the problems created by education in this country?

We are going to tackle as many of these questions as we can in four weeks by intensive exposure to recent literature and discussion of problems as they relate to the class structure of American society. Education is now, has been for sometime, and still be in crisis for the foreseeable future. Much of the crisis involves the failure of the schools to educate in even the simplest sense and class and race are at the center of this crisis.

Class will begin the week of March 8th.

*Sabine Mayo-Smith is a Division III student at Hampshire College.

SS 198

(ES 117)

THE FORGOTTEN PEOPLE: LAW AND THE STATE MENTAL INSTITUTION

Oliver Fowles

Thomas Szasz has called residents of state mental institutions "the forgotten people". The following questions will be raised in the context of this course:

Why do mental institutions exist and whose interests do they serve?

What is the relationship between law and psychiatry?

Does a patient have a right to treatment and habilitation?

What impact will new legislation, litigation and patient liberation movements have on legal rights of residents in total institutions?

This course will utilize placements in neighboring mental institutions with the purpose of illuminating and supporting material dealt with in class such as, among other things, the following: Szasz, Law, Liberty and Psychiatry, and actual cases arising in the institutions where the films were made: "progressive" mental health legislation.

The aim of this course is to acquaint students through reading and field work with the issues involved in mental institutionalization and to consider possible alternatives. It will also focus on developing "tools" for eventual participation in legal counselling and normalization programs which will require a thorough understanding of Massachusetts mental health laws, holding in various important court cases and counselling techniques.

The course will meet at least twice a week for one and one-half hours each. In addition, each student will be expected to devote at least eight hours a week to his or her field work placement. A fair amount of reading will be expected in addition to keeping a diary and writing periodic papers on topics of interest encountered in the course.

Enrollment is limited to 20.

SS 201 SS 202 TOPICS IN MEDICAL SOCIAL SCIENCE

 SS 203 SS 204
 SS 205 SS 206
 SS 207 Robert von der Lippe, Coordinator

Course Faculty Supervisors:

 Joel Meister
 Laurie Nisonoff
 Michael Gross
 Janice Raymond
 Louise Farham

Seminar Leaders:

 Dot Battenfeld
 Laura Punnett
 Tom Reindel
 Nancy Meister
 Noah Seixas

Topics in Medical Social Science is a general title to cover seven seminars listed below, being offered in the School of Social Science by Social and Natural Scientists. The individual seminars will be organized and led by students and others who were chosen because of their interest and previous training in the seminars being offered. All of the seminars are for Division II students. It will be possible for a student to take two of the seminars at the same time. There will be an evening lecture series at which topics of interest in medical social science will be presented and to which all the students in all seven seminars will be asked to attend. The seminars themselves will meet from three to four hours per week. Each seminar will require a project to be undertaken by the students involved. These projects and related proposals plus seminar participation will comprise the bases for the evaluation of the seminar. All evaluations will be the responsibility of the faculty supervisor of the seminar in question. In addition to this evaluative function, the faculty will act as resources and consultants to the individual seminars providing lectures, advice, reading suggestions, and general help as the seminar proceeds.

SEVEN SEMINARS IN MEDICAL SOCIAL SCIENCE.
SS 201 - MODELS OF HEALTH CARE DELIVERY

Robert von der Lippe

In this seminar we will read about, discuss, and visit various examples of the way health care is, has been, and can be delivered. Possible examples are: solo-fee-for-service care; private, fee-for-service, group practice; corporate, fee-for-service, group practice; pre-paid group practice; emergency care; welfare medical care; family practice medical care; specialty practice medical care; Health Maintenance Organizations; and socialized medical care. We will concentrate on American medical practice and history but may look for comparative examples to foreign models of health care systems.

Enrollment is unlimited.

SS 202 - MEDICAL SYSTEMS: HEALTH CARE OR SOCIAL CONTROL?

Dot Battenfeld and Laura Punnett

We will begin the course with an examination of modern Western medicine, using radical feminist and socialist critiques. Then, using the ideas presented in this brief summary, we will discuss three case studies: United States women, urban American blacks, and rural peasants in Chile. In each case we will define the group in terms of its access to political power and its specific health needs, and then discuss in what ways the group is therefore subject to various forms of social control by the medical system. The course will draw from history, sociology, literature, psychology, political economy, and philosophy to examine the delivery of health care in its political contexts.

Enrollment is unlimited.

(Faculty supervisor: Janice Raymond)

SS 203 - ECONOMIC PERSPECTIVES ON MEDICINE

Thomas Reindel and Gil Wyley

This seminar will focus on certain economic, political, and social factors which influence policy formation and practice in the delivery of medical care. One specific question for analysis will be the difference between medical economics and economic analysis of other occupations or service industries. Issues of medical supply and demand, medical technology and research and the peculiar influence of professional dominance and health care delivery will be addressed.

Enrollment is unlimited.

(Faculty supervisor: Laurie Nisonoff)

SS 204 - BEING OLD IN AMERICA AND ALTERNATIVES TO INSTITUTIONALIZATION

Nancy Meister

We will attempt to understand what it is like to grow old in a culture that values youth and living for the future, and what are some of the specific problems old people face: loss of peers, loss of health, income, power. We will try to discover why some people manage to "grow old gracefully."

We will look into alternatives to institutionalization currently being discussed: home care services, sharing resources with others, small neighborhood homes, foster homes. Hopefully we can come up with new ideas for living that will enhance independence, self worth and sense of community which is so often broken as people grow old.

Student projects to shed light on these questions might include: interviews with persons of advanced age living independently in the community, a long term resident of a nursing home, a resident of senior citizen housing, a resident of a small rooming house or hotel, a cross cultural comparison.

Enrollment is unlimited.

(Faculty supervisor: Louise Farham)

SS 205 - THE PHILOSOPHY OF DEATH AND DYING

Noah Seixas

Death is a part of life that our culture both acknowledges and denies. Science maintains that death means the final end of our existence. There is, however, very little acceptance of this rational view of our cultures' dealing with death. If we are going to come to grips with death in our own lives we must explore and understand our own philosophy of death. By reading and discussing philosophies of death, this course will help us to understand death in our own lives as we are better able to deal with death in our culture.

Enrollment is unlimited.

(Faculty supervisors: Michael Gross and Joel Meister)

SS 206 - DOCTOR AS SCIENTIST: A HISTORY OF MEDICINE (NS 151)

Michael Gross

How and why did medicine become "scientific" in the west? I propose to examine selected episodes in the history of western medicine with an emphasis on the interaction between two factors: its professional status and institutional vicissitudes on the one hand, and its employment of science in its practice and its self-justificatory rhetoric, on the other.

The format will be a lecture and a discussion meeting once a week. Enrollment is unlimited.

SS 207 - A WOMEN'S STUDIES ANALYSIS OF BIO-MED ISSUES - 11 (NS 108)

Janice Raymond

See NS 108 for complete course description


SS 208 POLITICAL THEORY: AMERICAN LIBERAL THOUGHT

Joan Landes and Mark Witow*

This course is designed to introduce students to the main currents of American liberal thought. It begins with the foundations of American liberalism in 17th century England and proceeds to an examination of the American political tradition over the last 200 years. We will investigate the writings of Locke, the Founding Fathers, de Tocqueville, Tom Paine, Winthrop, Calvin, Calhoun, Weber, Carnegie, Turner, Dewey and Dahl, and Rawls. Our objective will be to trace how certain ideas originating in Christian theology, democratic philosophy and natural law theory were adapted to liberal political ideas. We will attempt to situate the resulting tensions (on the level of ideas) which have been identified by various critics of the dominant liberal tradition including T. Lowi, R. P. Wolff, N. Macneil, G. Wills, Marx, and A. Williams.

This course will meet twice a week for 1 1/2 hours per session. Enrollment is unlimited. Division II students only. Five College students are invited to attend.

*Mark Witow is a Division II student.

SS 210 FROM NUREMBERG TO VIETNAM

Mary Kaufman

Following World War II the leaders of Nazi Germany were tried at Nuremberg by an International Military Tribunal composed of representatives of the four allied powers, United States, the Soviet Union, Great Britain and France. Most of the leaders were found guilty of crimes against peace, war crimes and crimes against humanity and most were sentenced to death. The principles of law formulated at Nuremberg are known as the principles of Nuremberg. It has been frequently said that our government's conduct in Vietnam and other countries of Indo-China was no different from that of the Nazis and that our government leaders are equally guilty of the crimes for which the Nazis were executed.

This course is designed to explore the historic, legal and ethical questions involved in the comparison; the validity of the comparison and the extent, if any, of the guilt of our government; the significance of the principles of Nuremberg and its vitality as a deterrent to crimes against peace, war crimes and crimes against humanity.

We will examine the historic facts of the rise to power of the Nazis, their aims, objectives and methods and the role of big business in the Nazi experience. We will also examine the specifics of the crimes for which the Nazi leaders were convicted. In addition, we will examine the facts of our involvement in Indo-China, our aims, objectives and methods; the role of big business; the application of the principles of Nuremberg to our conduct and the use made of those principles by resisters to our involvement in Indo-China.

The class will be divided into seminar groups for specialization on selected topics.

The students will meet in regular class session twice a week for 1 1/2 hours. An additional session of 1 1/2 hours will be scheduled for separate meetings of the seminar groups.

Enrollment is unlimited.

SS 212 THE UNITED STATES IN THE 1890'S

(WA 257)

Richard Lyon and Lester Masor

In the decade of the allegedly gay 90's, the United States faced new and menacing problems generated by its drive to urban, industrial, and imperial power. Strikes, worker and militia riots, prolonged depression, war, corruption in business and government forced a redefinition of issues. A re-examination of the national character and purposes was undertaken by social theorists, politicians, philosophers, labor leaders, artists, economists, historians. These spokesmen of "the restless decade", continuing the country's long and self-conscious dialogue with itself, continue it in light of new needs and hopes.

In order to examine these seed-bed years of the modern America, we will focus on certain central events, issues, and personalities of the 1890's. These are the years of the Oklahoma land-rush and the Klondike gold-rush, the well-publicized closing of the frontier; the Homestead and the Pullman strikes, the Chicago world's fair, new means for the repression of blacks, the rise of yellow journalism, agricultural revolt, the Spanish-Cuban-U.S. War. Voices of the time which we will try to hear include Henry George, Samuel Gompers, Eugene Debs, Andrew Carnegie, John Altgeld, Grover Cleveland, Teddy Roosevelt, Lester Ward, W.E.B. Dubois, Henry Demarest Lloyd, Charlotte Perkins Gilman, Thorstein Veblen, William James, Oliver Wendell Holmes, Jr., Jane Addams, Stephen Crane, Mark Twain, Kate Chopin, Ambrose Bierce, Theodore Dreiser, Henry Adams, Louis Sullivan, Edwin Arlington Robinson.

The class will meet twice weekly for lectures and discussions. Supplementary films, talks, and small group discussions will be arranged. Enrollment is unlimited.

SS 215 CAPITALISM AND EMPIRE SEMESTER II (THE 19th AND 20th CENTURIES)

History Group (P. Glazer; F. Holmquist; L. Mazor; L. Nisonoff; A. Rabinbach; M. Slater; S. Warner; F. Weaver)

The second semester of this course will focus on the class structure of advanced capitalist society, the development of industrial and monopolistic capitalism, the political and social implications of this development, and the growth of colonialism and neo-colonialism. The course will include European, U.S. and Third World developments, concentrating on the rise of the American empire and contradictions in the advanced capitalist world.

The course is 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. Its purpose is to give Division II students sufficient historical and conceptual knowledge to provide the basis for a social science concentration. The course will be given by a group of faculty from a variety of disciplines (history, law, political science, economics) concerned with historical questions and an historical approach to the development of society. By working as a team, 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.

Enrollment is open. Division II students only.

SS 216 TWENTIETH CENTURY AMERICA

Penina Glazer

This course will cover social and political history of the twentieth century from the Progressive period to the Kennedy years. It is intended to provide broad historical coverage for those interested in U.S. history and American studies. One major emphasis will be on those major social groups -- labor, women, minority groups, the left and the "radical right" -- which are often ignored in "survey" courses.

Students will write one long paper and contribute to one oral presentation to the class.

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

Enrollment is unlimited.


SS 220 TUDOR-STUART ENGLAND: THE FIRST ROAD TO MODERNIZATION

Miriam Slater

This course will be organized as a series of major hypotheses covering a variety of historical problems with an emphasis on sociological development. The overarching goal of the course is to help students develop critical facility and substantive knowledge of historical problem, using England in this period as a particularly good case study. England offers students the opportunity to deal with a manageable range of evidence without having to narrow the range of hypotheses which can be examined.

Major Hypotheses Which Will Be Tested:

1. The Nature of Bureaucracy and the Rise of the Modern State. Does the development of bureaucracy and the modern nation state fit the Weberian model? When did the modern state begin? What are the social consequences of bureaucratization and increasing specialization especially in relation to reciprocity?
2. Protestantism and the Rise of Capitalism. What, if any, are the connections between Protestantism, especially Puritanism and the development of capitalism in Western Europe? (The Weber-Tawney thesis). What is the nature of the Puritan character? Is it most accurately described by Freud, Erikson, or Brown? What are the contributions and limitations of psycho-historical studies? What is the connection between value system and economic behavior?
3. Theories of Economic Growth. How important is the price revolution as a factor in the rise of capitalism? Is this a period of transition from feudalism to capitalism as the Marxists would have it? What is the nature of the demographic balance between population and food supply? Is the Malthusian demographic cycle valid? Does the three-stage model of economic growth, including "take-off" fit the English experience?
4. Sociology of Revolution.

What is the nature of political and constitutional conflict in this period? Is it ideological or behavioral? Are the revolutionaries seeking to protect their liberties or their property? Are they motivated by idealism and morality or seeking psychological relief of personal tensions? What are the effects on individual freedom and political life of the monopoly of internal violence by the state?

Some readings are: Lawrence Stone, *The Crisis of the Aristocracy*; Conrad Russell, *The Crisis of Parliament*; Christopher Hill, *The World Turned Upside Down*; Mitchell Walker, *The Revolution of the Sixties*.

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

COURSE GUIDE

spring term • 1976



AMHERST, MASSACHUSETTS 01002

SECTION 2

SS 225

THE FACTORY

Morris Stone

The focus of this studio course on the history and implications of industrialization will be the streets and buildings of the city in the 18, 19, and 20th centuries. Question: What precisely does contemporary society owe to industry? If heavy industry were abolished overnight what would be the specific losses in architecture, city planning, agriculture, music, and so on? What will become the factory? Source material: Condit, *American Building*; Ferguson, *Architecture, Cities, and the Systems Approach*; Hobsbawm, *Industry and Empire*; Thompson, *Making of the English Working Class*; J. Ward, *The Factory System*. Special attention will be given to the affect of the factory on the arts.

The first part of each class session will be devoted to a discussion of a specific aspect of the problem and reading assignment (for example, the great Utopians: St. Simon, Fourier, and Owen with reading from *Manifesto and Engels*). 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 topic covered in the seminar portion of the class.

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

SS 227

DOING RESEARCH IN THE BEHAVIORAL SCIENCES: THEORETICAL ISSUES AND PRACTICAL PROBLEMS

John Hornik

The purpose of this course is to develop a general understanding of the research process in the behavioral sciences (principally psychology, sociology, communication and political sciences). We will examine the relationship between the theory building and theory testing phases of research and explore general issues including problems in the development of theory, the role of theory in designing research, difficulties in the manipulation and measurement of variables, sources for multiple interpretations of data, and ethical, social and political problems encountered in research. We will discuss specific examples of research in different areas, including work by Hampshire and other Five College faculty who will be invited to speak about their current interests.

The course is also intended to help students build their own research skills, and each student will be expected to be engaged in a research project during the term. The class will meet for two 2-hour sessions per week. In addition, each student will arrange to meet weekly for one hour with the instructor in a small group for consultation on and discussion of ongoing research. Students should either come to the course with substantial background in statistics or be concurrently enrolled in SS 237 (Quantitative Methods in the Social Sciences). Enrollment is by consent of the instructor and is limited to 20 students.

SS 230

AMERICAN POLITICS: BASIC STRUCTURES AND FUNDAMENTAL ALTERNATIVES

Frank Holoquist

The 1976 election year will see an avalanche of well publicized policy and propaganda from both Democratic and Republican parties. But the spectrum of possibilities for America's future is much wider than most spokespersons of the two major parties would allow. More fundamental, if less well known, alternatives have been suggested in the past and are being offered now -- from a conservative democratizing of capital, to anarchism, to the multiple varieties of socialism. Regardless of our orientation toward the dominant politics of the day, we cannot help but improve our grasp of American political reality by studying -- and actively debating -- the fundamental alternatives.

There are three goals for the course. First, for a "baseline" we will study the class structures, political organizations, and everyday "stuff" of American politics today, as well as the political outcomes with regard to several issues: income distribution, racism, sexism, environment, education, transportation, crime, health, etc. Second, we want to sharpen our vision of what a more satisfactory future might look like. Third, considerable time will be spent discussing specific paths toward that future. We will examine tactics and strategies used in the American past, particularly in the 1930s and the late 1960s, but most of our time will be taken up debating current proposals offered by existing national and local parties and organizations. The class will nominate a series of organizations which will suggest literature outlining their positions, and also seek spokespersons to debate with us their vision of the future and their strategies and tactics to realize it.

The readings may include some of the following: Giddens, *Class Structure of Advanced Societies*; Edwards et. al., *The Capitalist System: A Radical Analysis of American Society*; Gordon, *Problems in Political Economy: An Urban Perspective*; Lenin, *What Is to Be Done?*; Albert, *What Is to Be Done?*; Senello and Rosenzweig, *The Case for Participatory Democracy*; Wolf, *The Sanny Side of American Democracy*; Harrington, *Socialism*; Bookchin, *Post-Scarcity Anarchism*; Lerner, *The New Socialist Revolution*; Hunsicker et. al., *Workers Control: A Reader on Labor and Social Change*.

The class will meet twice a week for 1 1/2 hours each session. Enrollment is limited to 25.

SS 235

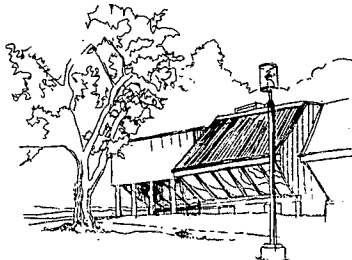
MODERN EUROPEAN JEWISH HISTORY

Leonard Glick, Aaron Lansky* and Sylvia Bashevkin*

Social, political, and cultural history of the Jews of Western and Eastern Europe from the mid-eighteenth century to the present. The fundamental theme is the effort of a people to respond realistically and creatively to the possibilities of modern life without abandoning their identity. Among the major options which were open, or appeared to be open, to the Jews of Europe were assimilation, partial separatism and cultural autonomy, emigration, Zionist nationalism, and political radicalism. The actions of groups and individuals committed to these positions will be explored through attention to noteworthy movements, institutions, and ideologies that best exemplify or highlight social conditions of each period.

The course will meet twice a week for 1 1/2 hours each meeting. Enrollment is unlimited.

*Aaron Lansky is a Division II student and Sylvia Bashevkin is a Hampshire graduate.



SS 237

QUANTITATIVE METHODS IN THE SOCIAL SCIENCES

M. Sutherland, L. Farnham, R. von der Lippe, R. Rosenberg* and F. Weaver

This is a Division II course designed to introduce students to the quantitative tools important for conducting as well as reading social science research. At the first class meeting, students will choose, according to their interests, to participate in one of the four sections listed below. In the first six or seven weeks, Mike Sutherland will lecture to all of us once a week on basic statistical concepts and techniques that are generally useful to social scientists (e.g., measures of dispersion, frequency distributions, *F* tests, *t* tests, analysis of variance, regression and correlation, etc.), and these basics will be amplified and developed through specialized applications in the weekly section meetings. In addition, students will be expected to develop their skills in running and using the computer package SPSS (Statistical Package for the Social Sciences). The last half of the course will be conducted in the sections which will focus on the quantitative methods and questions central to their respective areas.

Section A - Mathematical Statistics, Mike Sutherland

Section B - Psychology, Louise Farnham

Section C - Epidemiology, Robert von der Lippe and Robert Rosenberg

Section D - Economics, Frederick Weaver

Enrollment is unlimited.

*Robert Rosenberg is a Division III student at Hampshire College.

SS 240

CULTURAL ENCOUNTERS: ANTHROPOLOGICAL PERSPECTIVES ON THREE CONTEMPORARY PROBLEMS

Barbara Yngvesson, Philip McKean, and Leonard Glick

The debate over which aspects of personal and group identity most deeply motivate people will perhaps continue indefinitely. While recognizing many determinants of social and political behavior, in this course we want to focus on the cultural dimension -- language, values, religion, historical tradition -- in contemporary life, especially in situations characterized by conflict and dispute. The course is an attempt by social-cultural anthropologists to discuss several major problems from a perspective that will help explain the role of cultural analysis in a comprehensive approach to a social problem.

The first two weeks or so will be devoted to background discussion, including an introduction to how anthropologists work and evaluation of cultural analysis as a strategy for explanation. The body of the course will be devoted to examination of three topics: 1) crime and deviance understood in the context of laws as part of cultural systems; 2) tourism as a social phenomenon, and relations between tourists and the whom localities are visited; 3) problems of ethnic groups attempting (or rejecting) political accommodation within a single national identity.

Students will be encouraged to explore these questions through brief "ethnographic" field trips to appropriate nearby locations.

The course will meet twice a week for 1 1/2 hours per meeting. Enrollment is unlimited.

SS 242

CRIME AND PUNISHMENT

Oliver Fowlkes, Mary Kaufman, Lester Mazor and Joel Meister

Issues of crime and punishment are central in modern society. Much of our daily news, our politics, and our major forms of entertainment are given to accounts of some aspect of the criminal law and the processes of its administration. This course will review each of the principal aspects of the law and institutions involved with crime and punishment with a view toward developing an understanding of both their specific character and their general role in contemporary society.

Among the matters we will consider are such institutions as the police, the criminal courts, prosecution and defense lawyers, probation, incarceration and parole; the main features of the substantive and procedural criminal law and proposals for change in them; and specific controversies over the uses of the criminal law in relation to economic power, against certain life-style, and concerning methods used by police agencies and in prisons. Although our emphasis will be strongly upon the contemporary United States, we will try to place our study in historical and comparative perspective.

This is primarily a lecture course. Small discussion sections will be led by students. Films, guest lectures and other events related to the course will be arranged as public events to be held other than at the regular class meeting times.

The course will meet twice a week for 1 1/2 hours. Enrollment is unlimited.

SS 245

CONTROVERSIES IN AMERICAN LABOR HISTORY AND THEORY

Stanley Warner and Laurie Nisonoff

The labor process is central to the structure of contemporary American capitalism and to an understanding of political economy. The course will focus on a series of controversies. From an historical perspective, we will explore such questions as: What is the relationship between the organization of the labor process and different stages of capitalism? What are the limits to viewing American labor history with a class struggle model?

Other controversies of a more contemporary nature have generated a new set of concepts for explaining labor markets and the labor process: e.g., dual labor market, labor market segmentation, human capital theory, paid vs. unpaid labor and the business cycle as a political phenomenon. Throughout the course we will test different theoretical paradigms with the aid of empirical evidence.

The readings for this course will draw from the writings of Karl Marx, E. P. Thompson, Philip Foner, Selig Perlman, David Gordon, Michael Piore and Peter Doeringer, Jacob Mincer and Harry Braverman.

The course is intended for students concentrating in political economy. While we assume no prior background in economics, the course will involve extensive independent or collective work outside the classroom. We will meet twice a week for an hour and a half. The enrollment is open and 5-College students are welcome.



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 on the University campus Tuesdays and Thursdays at 9:30 a.m. Enrollment is limited to 25.

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

ES 107 CREATIVITY AND THE ELEMENTARY CLASSROOM

Van Gogh

"There are many painters who are afraid of a white canvas, but a white canvas is afraid of a true, impassioned painter. Not to dare, a painter who has been able to overcome the spell of 'you're good for nothing', and to feel that he can every day a white canvas intensely banal, disheartening, over which he can depict a vital aspect like the white canvas on the easel." - Van Gogh

Enrollment in this course will be limited to fifteen students in order to create a personal and individualized approach to this subject. Classes will include such discussions, readings, and assignments as various topics, fieldwork, films, and individual projects.

Enrollment by permission of the instructor. Limited to 15 students.

ES108/208 DEVELOPING A PERSONAL PHILOSOPHY OF EDUCATION

John Kortcamp

This course is designed to serve the needs of Division I and II students who are searching through their past experiences and current learnings in an attempt to discover the beginnings of a coherent personal philosophy of education. This learning experience is viewed as an opportunity to delve into some of the theory and practice associated with what we have come to call educational institutions. Over the semester we will be studying the works of John Dewey, A.S. Neill, John Holt and others, in pursuit of definitions for terms such as "open education," "free schools," "humanistic education," "progressive education," "teacher vs. child centered education" and so on.

Because of my belief in the value of combining theoretical study and field experience, this course will afford students an opportunity to observe local schools, representing both traditional and alternative approaches. Also included in the course will be a few workshops of an introductory nature, dealing with values clarification, communication skills, etc.

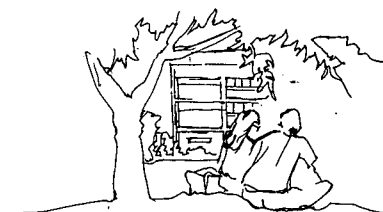
The class will meet on Monday and Wednesday afternoons from 1:30 to 3:30 in the center room of Donut Five. Enrollment for the course is limited to 15 students in order to facilitate the development of a sense of group identity and to encourage maximal participation in discussions and workshops. For this reason, enrollment is contingent upon interview with the instructor.

TOPICS IN EDUCATION - SPRING 1976

Bill Grohmann and Merle Bruno, Coordinators

A collection of modular courses, covering varied, specific subjects related to the study of education at all levels. The courses are faculty staff and advanced students. Modules are generally 3-4 weeks long, and begin during three designated weeks of the term (weeks of Feb. 4, March 8 and April 12).

Students may enroll in any number of modules; each has its own registration number. Many of the topics are designed to be of interest to students not generally engaged in education studies. Some people may wish to structure a semester-long sequence appropriate to their interests; others can take advantage of the variety of short term learning situations to find particular topics they may want to pursue further.



ES 109 IDENTIFYING AND REDUCING UNCERTAINTY: RESEARCH METHODOLOGY

Daniel Kegan

This seminar is for students committed to a specific research project or area. You will have the opportunity to learn research methodologies to help you with your work. The class is especially suited for Division II students and those planning Division III contracts. It is not limited to those with research questions focusing on education-concentrators from all four schools are invited.

We're likely to cover aspects of model building, research ethics, less obvious and more fun research methods, the common research methods, the need for anticipating modes of data analysis, and methods. Students will design their projects outside class meetings; the weekly seminar meeting will be used to discuss issues and problems arising from the independent work.

Classes will begin the week of February 4.

ES 110 ON DESCHOOLING SOCIETY

William Grohmann

Ivan Illich's radical critique of educational systems prompts a long view of what we're doing to kids and why and whether there are any alternatives (i.e., Can this society be de-schooled?). We'll read *Deschooling Society* by Illich. School is dead by Everett Ruess and a good many reviews/reactions/criticisms/analyses of those works. Meetings twice a week for four weeks, starting the week of February 4.

ES 111 THE ROLE OF THE SCHOOL PSYCHOLOGIST IN THE PUBLIC SCHOOLS

Gloria T. Joseph and Heather Hornik

See Social Science course description.

ES 112 AMPHETAMINES, FOOD ADDITIVES, AND HYPERKINESIS

M. P. L. 12-76

The scientific literature on the effects of amphetamines on "hyperactive children" or "hyperactive adolescents" is extensive. It is difficult to determine whether the use of amphetamines is effective, whether there may be harmful side effects, why the drug appears at least superficially to have the effect in effect in children as compared to adults. I would like to discuss some of the literature on this topic and to discuss some of the research on the effects of amphetamines on children. Further questions in this area would also be welcome. Some suggestions that are called "hyperactivity" may be correlated with a response to large amounts of food.

The course will be held on Tuesdays from 1:30 to 3:00 in the center room of Donut Five. Enrollment is limited to 15 students.

ES 113 EDUCATION FOR CITIZENSHIP: A COMPANION TO THE EDUCATIONAL SYSTEMS IN THE U.S.A. AND THE U.S.S.R.

Andrea Wright

"How did schools ever get the way they are and why?" we ask ourselves as we observe, think about, and experience schools. Teachers, curricula, and the ways in which children are raised, educated, and turned loose in the world.

This course will provide an introduction to child-rearing and educational practices in the Soviet Union. We will compare them to our own, meanwhile asking ourselves:

How does the particular system of education in question meet, or fail to meet, the needs of a given society for certain kinds of citizens?

Does the system of education in each country meet the needs of its citizens, given the political and economic system in which they live?

To what extent does each society through its educational system provide "equal opportunity for all" regardless of sex, race, and social class?

In short, we'll be dealing with the general question, "How do historical, cultural, economic, and political factors influence the attitudes of the two countries towards children and the evolution and character of the two systems of education?"

The course will meet twice a week for about two hours, and will start the week of March 8th.

ES 114 MAN, A COURSE OF STUDY

Andrea Wright

When the Education Development Center developed the social studies unit for elementary children, entitled *Man, A Course of Study*, it was intended to be the best of all possible social studies units in existence concerning biology and anthropology in creative ways designed to teach children to think, to ask meaningful questions, and answer them, to find and organize information, and to conceptualize, plus accomplishing a variety of other less grandiose goals.

This course will examine the unit and the materials which comprise it, including the books, games, activities, films and supplementary readings for both teachers and students.

Besides getting an overall view of the teaching unit and the philosophy behind its development, we will discuss the recent criticism of *Man, A Course of Study* and the basis of the controversy which has developed as a result.

The course will meet twice a week for two hours. In addition, there will be special sessions set up so that students may examine the materials in detail and preview the 16 films which are included in the unit.

This course will start the week of March 8th.

ES 115 COMMUNICATION IN THE CLASSROOM

Mary Beth Bernstein

This minicourse is intended for the study of some of the verbal and nonverbal behaviors that teachers and students show which are not necessarily related to the facts or topics being presented by the teacher. Topics we may cover during this four week minicourse:

- Body language - being more aware of it and what it can tell you.
- How teacher expectations influence student behavior.
- Routes of feedback on teaching effectiveness that students and teachers can establish.
- Communications skills and their place in the classroom. What attributes can be learned that will make you a more effective student or teacher?

Meetings will be discussions or activity oriented workshops. Classes will be held on Tuesdays and Thursdays, 1:30 to 3:00, and will begin the week of March 8.

ES 116 SOCIAL CLASS, EDUCATION AND POWER

Joel Meister, with Sabina Mayo-Smith*

What are the functions of American public education? Does schooling promote social mobility? For whom? Does education contribute to maintaining the class structure? Does it reinforce the unequal distribution of power, wealth, and status? How?

Must, and should, the school be a microcosm of the society? How do schools replicate internally the stratification patterns of the society they serve? What are the possibilities and limits to innovation and change in school systems? Are free/alternative schools part of the solution or part of the problems created by education in this country?

We are going to tackle as many of these questions as we can in four weeks by intensive exposure to recent literature and discussion of problems as they relate to the class structure of American society. Education is now, has been for sometime, and will be in crisis for the foreseeable future. Much of the crisis involves the failure of the schools to educate in even the simplest sense, and class and race are at the center of this crisis.

Class will begin the week of March 8th.

*Sabina Mayo-Smith is a Division III student

ES 117 "EXPERIMENTAL COLLEGES"

(SS 146)

William Grohmann

A review of some institutions past and present which people consider non-conventional. Why they were created, changed, survived, sometimes failed. Issues of Philosophy, Leadership, finance, curriculum and community. Meetings twice weekly for four weeks, starting the week of March 8.

EDUCATION STUDIES CURRICULUM STATEMENT

Learning experiences which formally deal with education as a discipline and/or a subject area exist through the College Education Studies refers to that segment of these offerings sponsored by the Dean of the College Office and located in the Education Studies Residential Learning Center. The learning experiences sponsored by the faculty in Education studies focus on the development of a sense of one's own philosophy of education and on the relationship of education to the liberal arts.

A significant number of the course offerings in Education studies have become associated with the Residential Learning Center located in Donut 5, Greenwich House. Many of the courses meet there. It is also the location for the education resource center and the developing Education Studies Advising Center. Students should contact the advising center for information about courses, faculty, advising, divisional examinations, and certification.

The offerings in Education Studies are not directly designed to prepare students to teach or to qualify for certification in the State Teacher Certification. It is, nevertheless, possible for students to become certified and those interested in this should contact John Kortcamp.

EDUCATION STUDIES

ES 105/205 ELEMENTARY SCHOOL SCIENCE WORKSHOP

(SS 192/292)

M. Bruno

ES 106 THE ENTERPRISE OF SCIENCE

(SS 190)

S. Goldberg

ES 107 Creativity and the Elementary Classroom

A. Gengarelli

ES 108/208 Developing a Personal Philosophy of Education

J. Kortcamp

TOPICS IN EDUCATION

ES 109 Identifying and Reducing Uncertainty: Research Methodology

D. Kegan

ES 110 On Deschooling Society

W. Grohmann

ES 111 The Role of the School Psychologist in the Public Schools

G. Joseph

ES 112 Amphetamines, Food Additives, and Hyperkinesia

H. Hornik

ES 113 Education for Citizenship: A Comparison of the Educational Systems in the U.S.A. and the U.S.S.R.

M. Cross

ES 114 Man, A Course of Study

A. Wright

ES 115 Communication in the Classroom

N. Bernstein

ES 116 Social Class, Education and Power

J. Meister

ES 117 Experimental Colleges

S. Mayo-Smith

ES 118 A Critical Analysis and Interpretation of the Research on Inequality in Educational Opportunities

W. Grohmann

ES 219 The Significance of the Roles of From: Inequality, Ministers, orators, etc.)

(SS 142)

G. Joseph

ES 120 Melroe and Egan: National Models and Educational Systems

R. Spahn

ES 105/205 ELEMENTARY SCHOOL SCIENCE WORKSHOP

(SS 192/292)

Merle Bruno

See Natural Science course description.

ES 106 THE ENTERPRISE OF SCIENCE

(SS 190)

Stanley Goldberg

The course is intended for prospective primary and secondary school teachers although others with an interest in the content are encouraged to participate. The orientation of the course brings into focus, the relationships that pertain between the physical world (i.e. sense experience) and the theories that purport to explain those observations. We will also examine the relationship between science and other social institutions: in particular, education and technology.

For further information, see course description list under NS.

Class will meet twice a week for two hours each (at U. Mass. School of Education). Open enrollment.

ES 118 A CRITICAL ANALYSIS AND INTERPRETATION OF THE
(SS 141) RESEARCH ON INEQUALITY IN EDUCATIONAL
OPPORTUNITIES

Gloria I. Joseph and Michael Sutherland

The main focus will be on the results and findings of Jencks study on "Inequality and Mobility" and his book, "On Equality of Educational Opportunity." This course offers an opportunity for students to explore Social Science theories developed through the use of data analysis applied to real world data.

This course will be a four week module taught jointly by Michael Sutherland and Gloria I. Joseph and will be open to all students who have read and therefore are familiar with Jencks' book, "Inequality." The enrollment is unlimited and will begin the week of March 8th.

ES 120 WALRUS AND EGGMAN:
RATIONAL MODELS AND EDUCATIONAL SYSTEMS

Richard Spahn

The course will be structured around the model of consultation (as distance from teaching, counseling, advising). Students will have the opportunity to experience systems consultation in the service of understanding the educational systems in which they have membership. We will be eliciting rational models (such as task-achievement relationships between structures and functions; authority relationships between contents and structures, etc.) and exploring the discrepancies between rational system models and actual systems.

Given the tasks associated with education, we will be in a position to look at:

- the adaptive and maladaptive functions of rational, non-rational and irrational systems in terms of individual and group contributions to task pursuit, task avoidance, overt and covert tasks and pressures not to define or to redefine tasks.

The theoretical basis for the work is the Tavistock theory of group relations applied to social systems. What the class members bring to the consultant in the form of their issues will determine the class work. We will meet once a week for four weeks, starting April 12.

ES 219 THE SIGNIFICANCE OF THE ROLES OF PROMINENT
(SS 142) MINISTERS, ORATORS, ETC., IN THE HISTORY
OF BLACK EDUCATION IN AMERICA

Gloria I. Joseph

See Social Science description.

FOREIGN STUDIES-

Although there is no longer a formal program in Foreign Studies at Hampshire College, the College will offer some language instruction and some opportunities in bilingual/bicultural education. Professor Seymour Pollock will offer courses in Spanish at both the beginning and intermediate levels, a course in bilingual/bicultural education, and supervised self-instruction in French and Portuguese. Raymond Pelletier, Faculty Associate, will offer a course in intensive intermediate French.

PS 110 SUPERVISED SELF-INSTRUCTION IN FRENCH

Seymour Pollock

This course is designed primarily for beginning language students who are willing to assume a constant commitment to independent language study. At the beginning of the course, group meetings will be held to provide theory and exercise in phonology and acquaintance with method. Thereafter, meetings will be in the form of private meetings arranged with the instructor. Enrollment is open, but a personal interview with the instructor is required.

PS 115 SUPERVISED SELF-INSTRUCTION IN SPANISH

Seymour Pollock

See description above for Supervised Self-instruction in French.

PS 135 SUPERVISED SELF-INSTRUCTION IN PORTUGUESE

Seymour Pollock

See description above for Supervised Self-instruction in French.

PS 140 INTENSIVE INTERMEDIATE FRENCH

Raymond Pelletier

This course is designed for those students with previous training and/or experience in French who want to reinforce and further develop their basic language skills. Emphasis will be on reading, speaking, and understanding. However, a student may choose to stress one or two of these skills. Classes will meet one and one-half hours three times a week and there will be organized written and oral assignments.

Subject to sufficient student demand and possible cancellation.

Class meetings: Monday, Wednesday, Friday, 1-2:30 p.m.

PS 145 INTENSIVE INTERMEDIATE SPANISH

Seymour Pollock

This course is designed for those students with previous training and/or experience in Spanish who want to reinforce and further develop their basic language skills. Emphasis will be on speaking and understanding, but importance also will be given to the development of reading skills. Classes will meet one and one-half hours three times a week and will be organized around written and oral assignments.

Class meetings: Monday, Wednesday, and Friday, 1-2:30 p.m.

PS 150 THEORIES AND PRACTICE OF BILINGUAL EDUCATION

Seymour Pollock

This course is intended as an introduction to the field of bilingual/bicultural education. It focuses upon the psychological, sociological, cultural, and specific pedagogical premises of bilingual education. By presenting an overview of selected areas in which the bilingual teacher, as a professional educator, should acquire knowledge in order to help his/her toward a positive and broad frame of reference about the bilingual/bicultural child, i.e., his environment, his patterns of behavior and development, as well as his potential for growth, the course will encourage the students in the class to explore his/her own attitudes relevant to the goals and practice of on-going bilingual programs in the United States. Included in this course will be opportunities for field experience in the bilingual classes of Holyoke or Ludlow where the student's time will be spent as assistant to classroom teachers, working with individual and small groups of bilingual students. A knowledge of Spanish or Portuguese is required for such field work.

Class meetings: Thursday, 1-30-3:30 p.m.

FS 152 INDONESIAN LANGUAGE

Judith Hudson*

*An introduction to spoken Indonesian that concentrates, from the first lesson, on developing the student's conversational fluency to a high standard. Initial fluency will be gained through the memorization and recitation, at normal conversational speeds, of a series of pattern sentences that reflect a natural treatment of subjects, presented in typical conversational contexts. Materials will be introduced by the instructor and tapes with a native speaker, designed for home use, will be used to facilitate memorization. Fluency drills will be conducted by the instructor to test and sharpen the student's command of the material covered. To develop flexibility on the part of the student, the instructor will conduct supplementary conversations in which students are assigned roles in a simulated Indonesian situation and are asked to improvise conversations based on materials already mastered. Throughout the course an attempt will be made to sensitize students to the Indonesian cultural milieu.

The class will meet once a week for three hours. Enrollment is limited to 10. Subject to sufficient student demand and possible cancellation.

*Judith Hudson is Assistant Book Review Editor, Journal of Asian Studies.

FS 155 ELEMENTARY JAPANESE

Paul Schalow*

(Faculty Supervisor: Seymour Pollock)

Elementary Japanese is a course intended for highly motivated people who would like to advance toward a working proficiency in spoken Japanese. Our principal emphasis will be on developing speaking and listening skills, but we will also master the basic written forms. Completion of this course prepares people for the intermediate level at U.Mass., or for further study in Japan this summer.

Course content will be supervised by Professor Kitagawa of the U.Mass. Japanese Language Department.

Enrollment is limited to 15. The class will meet three times a week for one hour each session.

*Paul Schalow is a Hampshire College student.



DIVISION III INTEGRATIVE SEMINARS

FEMINIST THEORY AND PRACTICE

IN 301

Nisonoff
Curry

CRITICAL THEORY: THE SOCIAL THEORY

OF THE FRANKFURT SCHOOL

IN 302

Rabinbach
Hirschberg

THEORY AND PRACTICE

IN 303

Koplin
Katz

INTERVENTION

IN 304

Birney
Holstein

WADNESS

IN 305

Law Program
(Foulkes
Mazor, Negusson)

WORK IN SOCIALIST THOUGHT AND

PRACTICE

IN 312

Landes
Tallman

GERTRUDE STEIN AND COMPANY

IN 314

Kardin

PERPETUAL WAR

IN 322

Kraus
J. Egan
M. Egan

FROM TRIAL TO PLANETARY CULTURE

IN 331

Spahn
Weiss
Key

NEW ENGLAND: MYTH VERSUS REALITY

IN 333

D. Smith
Roberts

IN 301 FEMINIST THEORY AND PRACTICE

Laurie Nisonoff and Jeanne Curry*

This seminar is intended for women whose studies focus around issues related to social change. It is hoped that women studying in a variety of disciplines, and with a variety of work experiences will participate. The aim of the seminar is to evaluate particular ways in which we might effect social change, dealing with issues particular to both work in alternative organizations and within existing institutions. Specific issues to be dealt with will include health-care delivery and planning labor organizing, community organizing, legal and para-legal work, and media; other areas of interest to members of the group will be incorporated as well. Throughout, we will evaluate our political perspectives as feminists in an attempt to develop criteria for effective political work. Discussions will be supplemented by readings and outside speakers.

The course will meet once a week for two hours. Enrollment is limited to 10 students.

*Jeanne Curry is a Division III student at Hampshire College.



IN 302 CRITICAL THEORY:
THE SOCIAL THEORY OF THE FRANKFURT SCHOOL

Anson Rabinbach and Larry Hirschberg*

Unless there is continued theoretical effort, in the interest of a rationally organized future society, to shed critical light on present-day society and to interpret it in the light of traditional theories elaborated in the special sciences, the ground is taken from under the hope of radically improving human existence.

Max Horkheimer

In response to the collapse of the European left and the rise of fascism in the 1930s, a new social theory emerged which attempted to account for both the failure of orthodox Marxism as well as the irrational forces that seemed to dominate the epoch. This new approach, known as critical theory, was developed by the remarkable group of intellectuals associated with the Frankfurt Institute for Social Research. During the period of emigration in the 1940s, critical theory came to the United States and in the 1950s and 1960s was continued in the work of Herbert Marcuse. As a result of its attempt to revitalize Marxism by redirecting its critical focus toward the totality of social and cultural relations, critical theory was, for a time, an important influence on the New Left. Perhaps more than any other social theory, critical theory has taken seriously the transformation of capitalism since the 19th century and has made those changes central to its substance. By integrating the fundamental insights of Freud, Weber and Lukacs with the Hegelian dialectic and the notion of material life as the core of society, critical theory has become an important starting point for the reformulation of a social theory adequate to our times. As a result critical theory has developed a subtle critique of positivism, science and technology, the authoritarian family, mass culture and mass politics. The major purpose of this course is to focus on the central problem of cultural crisis in critical theory. We will read most of the major works including: Max Horkheimer, *Critical Theory*; Max Horkheimer and Theodor W. Adorno, *Dialectic of Enlightenment*; Herbert Marcuse, *One Dimensional Man*; Jürgen Habermas, *Technology and Science as Ideology*, and *Legitimation Crisis*. Interested students must submit a written statement of previous work in social theory, and interest in this course. Permission of the instructor required. The course will meet once a week for two hours. Enrollment is limited to 25 students.

*Larry Hirschberg is a Division II student doing work on critical theory.

IN 303 THEORY AND PRACTICE

Dan Katz* and James Koplin

The fundamental principles of Hampshire College give particular stress to the practical application of knowledge (To Know is Not Enough?). Now that you are about to complete the requirements for the B.A., it should be valuable to review the emphasis that has been given to theory... and to the application of theory. We plan to organize this seminar to carry out such a project.

The main task will be the concrete analysis of the consequences of different approaches to the application of educational training. We will move on to the question, "Whom does one serve?", with that training. We believe that this question is relevant to everyone's work. Thus, people from all academic disciplines are encouraged to enroll.

Dan will begin the term with an analysis of his studies in Division II and III in the School of Social Science, as related to his experience associated with the Attica Brothers Defense. Other students will be expected to take their turn in the following weeks.

In addition, everyone in the seminar will read some general material. Suggestions are:

- (1) Mao Tse-tung's essays, "On Practice," "Combating Liberalism," and other related items... plus other articles on the current approach to "mental work" in China.
- (2) Publications of the Science for the People organization.
- (3) Pierre Pire and Oswaldo... two journals distributed by the Weather Underground.
- (4) Material on the status of the professions in the U.S.

The final selections for the reading list will be made during the organizational meetings of the group.

Interested students should arrange to talk to one of us as soon as possible.

There will be one 2-hour meeting per week. Enrollment is unlimited.

*Dan Katz is a Division III student at Hampshire College.

A 304

INTERVIEW

Philip Holstein and Robert Birney

his seminar will explore the realm of human service intervention and work. When and how do workers in the helping professions offer their services? What right do we have to assert ourselves in the lives of others? How can professionals in the human services combine their efforts to solve some of America's social ills?

These questions and others relating to the delivery of services will be the theme of this seminar. People working in any aspect of the human services (for example, mental health, prison reform, film documentation, community development, health care, social work, medicine, literature of the disadvantaged, law reform) are welcome and urged to enroll. A strong commitment to the topics under study is asked of all participants as we discuss and perhaps discover how we can help to better our society by serving the needy and oppressed.

Ideally, seminar members will have had practical field experience in the area of their concentration. All members of the group will be encouraged to help structure the specific topics to be covered. Everyone will be asked to make a presentation of his or her Division III work and/or a topical presentation based on his or her own perspectives and expertise. In addition to individual talks, we will choose and read material that relates to the ethics and problems of human service work. Professionals in the human service field will be invited to join us from time to time.

The course will meet once a week. Enrollment is limited to ten students by permission of instructor.

*Philip Holstein is a Division III student at Hampshire College.



IN 305

Madness

Law Program (O. Fowlkes, L. Mazor, B. Yngvesson)

Members of the legal studies program will offer to coordinate a seminar in Spring, 1976 which will look at madness from any perspective that participants choose to apply including legal, sociological, literary, hermeneutic and psychological ones. The format would be for interested Division III students to meet with members of the legal studies program in early February to decide subject matter and readings. It is understood that this will be primarily a student-created and student-taught seminar; even though Oliver Fowlkes will serve as coordinator and intermittent participant. It will meet once a week at a convenient time for the participants, possibly in the evening.

Enrollment is unlimited.

IN 312 WOMEN IN SOCIALIST THOUGHT AND PRACTICE

Joan Landes and Janet Tallman

The emphasis in most feminist circles has been on historical and current aspects of women's situation in "Western" "capitalist" societies. Yet feminist theory tends to point beyond the social relations which obtain in such societies. We want therefore to provide an opportunity for people to share their research and thoughts about non-capitalist societies and post-capitalist social theory. The main theoretical emphasis will be on Marxist-socialist thought, although we will also consider anarchist influences on the issues involved. Our focus is threefold:

1. Marxist-socialist theories in their relation to women's liberation and family life.
2. Women's daily life in socialist countries today.
3. Women's participation in socialist and anarchist movements and revolutions.

Many different issues get subsumed under the main topics. Some examples include: the position of the family in socialist thinking and culture; the many different theoretical views of production and reproduction; the sexual division of labor, what it is, has been, and could be; the woman's position as worker and housewife; the issues women historically have fought for; and what modern feminist theory has to add to socialist and anarchist theories in the reconstruction of society. Many more examples will come from the other members of the seminar.

Our own backgrounds include political science and anthropology. We hope to have in the seminar Division III and late Division II students in economics, literature, sociology, history, and other disciplines as well, whose Division III work is one way or another connected with women and socialist theories or countries.

We would like to start the seminar by reading some books in common, and then focus for the rest of the term on the ongoing work of the participants, with readings suggested by all of us. Our first readings will include:

- F. Engels, *Origin of the Family, Private Property and the State*
- S. Rowbotham, *Women, Resistance and Revolution: Women's Consciousness, Men's World*
- E. Goldman, selected essays from *Red Emma Speaks*

Interested students please contact one of the instructors before the course begins to give us an informal idea of who will be taking the seminar and of what your interests are. Advanced Five-College students are also invited to attend.

The seminar will meet once a week for three hours.

Enrollment limit: none

IN 314

GERTRUDE STEIN AND COMPANY

Robert Hardin

This seminar seeks to recreate Stein's salon in Paris during the first half of this century. Before the seminar begins, we will read *Charm Circle* by James R. Mellow (Avon paper 22434). At the first meeting we will divide up responsibility for presenting the ideas of various members of the circle. Major figures are Gertrude Stein (writer), Alice Toklas (cook, conversationalist), Ernest Hemingway (writer), Sherwood Anderson (writer), Henri Matisse (painter), Pablo Picasso (painter), Guillaume Apollinaire (poet), F. Scott Fitzgerald (writer), Virgil Thomson (composer), Leo Stein (critic), William Rogers (journalist), Thornton Wilder (writer), and Baskette I and II (dogs). Other significant figures not present in Paris are William James (psychologist), Bertrand Russell (mathematician and philosopher), Henry James (writer), and Alfred North Whitehead (philosopher).

We will meet one evening a week to appreciate these characters, eating food prepared according to Toklas' cookbooks, looking at paintings, listening to music, reading aloud, and sharing our impressions.

Enrollment limit: 10, with permission of convener.

IN 331

FROM TRIBAL TO PLANETARY CULTURE

Richard Spahn, Paul Weiss*, Nicholas Hey*

"For the ex-politico to accept himself as peasant and go 'back to the land,' there is often difficult personal retraining... Basically, the one-time urban intellectual (insofar as they were that, or something equally alien and indelible) cannot cut themselves off simply by will from their former lives. Their education and assumptions continue to bind their activities...."

—Richard Grossinger

"The cooling out process is noble... (but some) numbly translate the muddles and obsessions of main street culture into new forms which only feed present madnesses... The abandonment of formalized radical perception, without a spiritual discipline, is a naive attempt to return to innocence and a simple notion of nature and beauty. The mind of man will always be in the way..."

—Richard Grossinger

"Whatever is or ever was in any culture can be reconstructed from the unconscious through meditation.... The coming revolution will close the circle and link us in many ways with the most creative aspects of our archaic past."

—Gary Snyder

"The new culture is described as planetary rather than international because the latter suggests an organization of political structures and national cultures."

"The new polarities are planet and community. You move to a smaller scale of things by moving into a decentralizing community with a very high level of mysticism and science in it. (It isn't running away to the Himalayas.) And you move outward to a larger scale of consciousness to the planet."

—William Irwin Thompson

We will examine these ideas intellectually and experientially through the use of books, films, lecture tapes, field trips, and group activities. We will meet once a week with additional time devoted to activities relating the class-as-community.

Enrollment is limited to 16 Division III students, by interview, Division II students with permission. Prerequisite: feelings of occasional frustration and despair mixed with a strong confidence in our ability to create our lives.

*Paul Weiss and Nicholas Hey are Division III students.

IN 333

NEW ENGLAND: MYTH VERSUS REALITY

David Smith and David Roberts

New England holds a dominant position in the American ethos: the home of many firebrand radicals in early American history, and the setting for Robert Frost's stone walls and bending birches. It is also home ground to the near-mythic New England farmer, who built his life on the stony ground, and who to this day still holds individual liberty to be as sacred as life.

This is the Image New Englanders and other Americans carry comfortably in the back of their heads. But what of current New England realities, of a region that is 80% urbanized and extensively industrialized, of a region loaded with land-intensive suburbs, and so generally expensive that the old time farmers can barely afford to work their land?

In this Division III seminar, we will focus on our own perceptions of the myths and realities of New England; we will discuss New England's past and present and her uncertain future, drawing on the insights and varying perceptions of artists, writers, environmental planners, social scientists, and others.

The seminar will be student led and will draw on the resources of the Hampshire community and the New England community at large in the form of discussions, speakers, field trips, and common readings. Selection of participants will be by interview with one of the student coordinators with emphasis on creating a diverse group. The seminar is limited to 20 students.

Student coordinators are Evan Cowles, Susan Erickson, Jane Fleishman, Cathy Smith, and Arthur Zerby.



IN 322

PERPETUAL WAR

Allen Krass, Jane Egan and Michael Egan*

"War is not, as is widely assumed, primarily an instrument of policy utilized by nations to extend or defend their expressed political values or their economic interests. On the contrary, it is itself the principal basis of organization on which all modern societies are constructed."

This quote is from the Report from Iron Mountain on the Possibility and Desirability of Peace. The "Report" was a parody, but the words have a solid ring of truth about them. In this seminar we will look at American society and try to determine to what extent the statement is true or false. In what ways has the character of our political and social life been altered by the state of perpetual war which has existed since 1941? We hope to examine this problem from the technological, economic, social, political, biological and ethical points of view depending on the interests of the students involved.

Enrollment is limited to 12 students. All students will be expected to make a substantial contribution to the seminar in the form of a presentation and discussion.

There will be one 3 hour meeting per week.

*Michael Egan is Associate Professor of English at the University of Massachusetts.

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 Spring semester of 1976, we will offer SS104, *Racism and the Law*, M. Kaufman and SS198, *The Forgiveness of Sin: Law and the State Mental Institution*, 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 as the foundation, but also as the entry point for their work. This spring we will be offering two Division II courses, SS210 *From Nürnberg to Vietnam*, M. Kaufman and SS242, *Crime and Punishment*, E. Oliver Fowlkes, M. Kaufman, L. Mazor and Joel Meister; and SS248, *Sex Roles, Law and Society*, L. Mazor and J. Rifkin. For other legal studies courses offered in the Five-College area, refer to the Legal Studies Booklet published by the Five-College Coordinator's Office.

Independent study related to law may be done under the supervision of any of the faculty working in the Law Program. In particular, Bruce Carroll, (on leave A.Y. 1975-76) specializes in American Constitutional Law and the legislative process, and can assist students in arranging government 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 (leave A.Y. 1975-76) specializes in administrative law and urban legal process; Barbara Linden has special interest in legal aspects of urban planning and organizational aspects of law enforcement; Lester Mazor is especially interested in legal history, philosophy of law, the legal profession, criminal law, labor law and family law; Joel Meister is especially interested in theories of rehabilitation and the politics of psychotherapy; Barbara Turlington is interested in international law and 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. Copies 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 special events. Members of the Hampshire Community who have in mind some event which would be appropriate for sponsorship by the Law Program are encouraged to submit 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 Francisco 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, Room 103.

R. Bruce Carroll (on leave)
Franciska Duda
E. Oliver Fowlkes
Ed Greer (on leave)
Patricia Mennessery
Barbara Linden
Al Mitchell
Lester Mazor
Joel Meister
Barbara Turlington
Barbara Yngvesson
Mary M. Kaufman
Barbara Yngvesson

FACULTY

SCHOOL OF HUMANITIES AND ARTS

Miriam Barndt-Webb, visiting assistant professor of music, earned her B.Mus. at the University of Michigan, her M.A. at Boston University, and Ph.D. in Musicology at the University of Illinois. She also attended for several years the University of Vienna and the Akademie für Musik u. darstellende Kunst. She is an experienced conductor and performer in music of the seventeenth century and earlier, as well as twentieth-century vocal music, and has made several recordings. She has taught and conducted at Smith College, Lafayette and Wilson Colleges in Pennsylvania, and at the University of Illinois.

Michael Benedikt, associate professor of literature, is an accomplished poet, translator, and art critic. Among his published works are poetry collections *Eye*, *The Body*, and *Male Poems*. He is also poetry editor of *The Paris Review*, editor of anthologies *The Poetry of Surrealism* and *The Poems of Poe*. He was an associate editor for *Art News* for a decade and New York correspondent for *Art International*, and has edited three anthologies of contemporary theatre. He holds a B.A. from New York University and an M.A. from Columbia. Professor Benedikt will be on leave from Hampshire College for the Spring Term 1976.

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

Raymond Kenyon 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 M.A. in philosophical theology from Yale University where he is currently a candidate for a Ph.D.

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

Joseph Fluhberg, visiting assistant professor of theatre arts and holder of an M.S. degree in textile engineering, also earned an M.A. in theatre at Hunter College. He has acted in and directed theatrical productions in the New York area and has taught acting for the past two years.

Graham Gordon, assistant professor of human development, earned his A.B. in mathematics at Southwestern College in Memphis and an M.D. 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-master of Dakin 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 experiential education groups. She shares the mastership of Dakin 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 1959. 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.

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 Minnesota at Columbia and a Ph.D. from the University of Washington at Seattle. Professor Hubbs will be on leave from Hampshire during the Spring Term 1976.

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. Professor Hubbs will be on leave from Hampshire during the Spring Term 1976.

Eleanor Huston, visiting assistant professor of dance, has a master's degree in dance from Smith College where she has been teaching 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.

Norton Jucker, 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 book. He is also the author of a book about the history of the cable into an Academy Award-winning animated 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. Professor Kennedy will be on leave from Hampshire during the Spring Term 1976.



Jill Lewis, visiting assistant professor of humanities, holds a B.A. from Newham College, Cambridge, England, and is presently pursuing a Ph.D. at Cambridge University. She has been very active in the Women's Liberation Movement in Britain and France. Ms. Lewis will teach courses in literature and cultural history at Hampshire.

Jerome Liebling, 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.

Leislé London, faculty associate in theatre, comes to Hampshire from the University of Connecticut where she has been teaching playwrighting for the past year. She holds an M.F.A. in playwrighting from the Yale School of Drama where several of her plays were produced.

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

John Maclean, visiting assistant professor of creative writing, holds an M.F.A. in poetry from the University of Massachusetts. His poems have appeared in *Invisible City* and *Epoch*, and he has a collection of poetry soon to be published. He has a varied background, including a stint with the Peace Corps in Libya and a period of teaching at a Navajo Reservation in New Mexico.

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

Elaine 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 Juilliard School of Music and an M.S. 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 seriously 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 University of Rochester. He has taught music, "very and composition at West Chester State College, Pennsylvania, where he was also director of the electronic music studio. An active composer and performer in electronic music, he is an originator of "sound awareness" training and is a recognized authority in the use of music to induce mystical states. His current studies include music in non-western cultures with emphasis on the music of India. Professor McClellan will be on leave from Hampshire during the Spring Term 1976.

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 entrenched in the gospel, zydeco, 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 studio work in Los Angeles. Works-in-progress include numerous songs, musical settings of *King Lear*, and a rock theatre piece.

Robert Neagher, 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 Powers*, *Reckonings*, *Teaching Stones: Rethinking the Political*, and *Love Notes*. He has taught at the University of Notre Dame and at Indiana University.

Joan Murray, faculty associate in 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 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.

Lawrence Pitschke, 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.S.C. 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. Professor Pitschke will be on leave from Hampshire during the Spring Term 1976.

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.

Baphne 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 Dumbars Players and Black Repertory Theatre of the University of Massachusetts.

David Roberts, associate professor of literature and director of the Outdoors Program, holds a B.A. from Harvard University and a Ph.D. from the University of Denver. He is the author of *The Mountain of My Year*, a book about mountain climbing, and *Deborah: A Wilderness Narrative*.

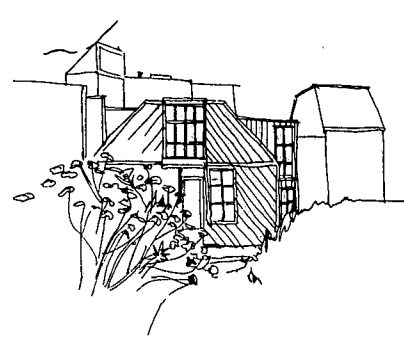
Gladden Schrock, associate professor of theatre, graduated from Manchester College in Indiana and received an M.F.A. from the School of Drama at Yale University, where he was later playwright in residence. He founded a professional summer stock company in Indiana, the Enchanted Hills Playhouse, and helped to establish the Long Wharf Theatre in New Haven, where he has acted, directed, and had a play produced. Professor Schrock will be on leave from Hampshire during the Spring Term 1976.

Eleanor Skinner, faculty associate in human development, holds a B.A. in English literature, an M.A. in counseling, and an M.A. in higher education from the University of Massachusetts. She was a Five College fellow in 1971-72, and is currently assistant master of Dakin 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.

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



Ray Superior, associate professor of art, earned his B.F.A. at the Pratt Institute in New York and his M.F.A. at Hampshire College. 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.

Eugene Terry, assistant professor of literature, has taught at Southern University in Baton Rouge, Johnson Smith University in Charlotte, North Carolina, and Hampshire College in Lenox, Mass., 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.

William (Vishnu) Wood, visiting assistant professor of music, attended the Detroit Institute of Musical Art of the University of Detroit. He is currently Director of Music Center at the East Coast Concert Workshop Ensemble, performing artists in residence at the Music Inn in Lenox, Mass. He is also artist in residence at Orchard Hill, University of Massachusetts.

SCHOOL OF LANGUAGE AND COMMUNICATION

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

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 for two years has been artist-in-residence and research coordinator at the Television Laboratory at WNET/13, New York.

Donald Dugger, visiting professor of communication, has a B.A. with high honors from the University of Texas where he completed dissertation research toward a Ph.D. He did advanced study at Merton College, Oxford, on a Rotary Foundation Fellowship. Mr. Dugger has been a working journalist for thirty years and for nine years was editor and general manager of *The Texas Observer*. He is the author of *Dark Seas*, *Hiroshima Recaptured*, and *Our Invaded Universities*, and has been widely published in national magazines, including *The Nation*, *Harper's Magazine*, *The New Republic*, *The New York Times Magazine*, *Saturday Review*, and *Atlantic Monthly*. He is currently working on a book about Lyndon Johnson.

Nancy Friaburg, 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.

Allan 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. He is the Coordinator-elect of the School of Language and Communication.

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

David M. 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.

Jane H. 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.

John J. LaTourne, associate professor of logic, came to Hampshire from Fisk University. He has taught at the University of California at Berkeley (where he received his Ph.D.) and was a mathematics consultant to the Berkeley public schools. His B.A. is from the University of Washington.

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

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

William Meyer, adjunct professor of journalism, is an unemployed newspaperman. He has taught at the University of Chicago, Frankfurt (Germany) University, Comenius Theological Faculty in Bratislava, Czechoslovakia, University of Paris, and the University of Massachusetts. His books include *They Thought They Were Free: The Germans, 1933-1945*, *If Men Were Angels, The Future of the Beast*, and he has been widely published in national journals. He is currently writing a biography of Robert Maynard Hutchins.

Stephen O. Mitchell is director of management systems and associate professor of computer science. He has been director of the Computer Center at Lehman College and director of the freshman English program at Syracuse University. His B.S. is from Purdue University, and his Ph.D. is from Indiana University.

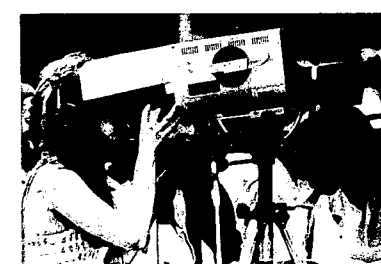
Richard L. Miller is director of educational technology and assistant professor of communication science. He was formerly director of instructional communications at the State University of New York Upstate Medical Center at Syracuse. He holds a B.A. from Amherst College and a Ph.D. from Syracuse University.

Michael Radzicki, 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 Harvard. His special interests are in philosophy of action and philosophy of psychology.

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.

Nell B. Shitzer, assistant professor of mass media and American Studies, has a B.A. in sociology from the University of Michigan, an M.Phil. in American Studies from Yale University, and is a candidate for the Ph.D. at Yale. His teaching interests include 20th century American mass media, and the intellectual and cultural history of that period. He has taught as a Peace Corps volunteer, and has published numerous articles and movie reviews. Mr. Shitzer will be on leave for the academic year 1975-76.

Stanley J. Stanicki, visiting assistant professor of television, has an M.A. from Michigan State University, in educational and media television. He has been in television production and director with the Armed Forces radio and television service in Korea, and taught television production at Hampshire College in the spring of 1975. He holds a joint appointment with the Library where he serves as television producer.



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

Janet Tallman, assistant professor of anthropology, received a B.A. from the University of Minnesota at Minneapolis and is completing her doctorate at the University of California at Berkeley. She has conducted field work in Tugueven on social interaction patterns in rural and urban Serbia and has worked in an editorial capacity for the *Kroeber Anthropological Society Papers*. Ms. Tallman is coordinator of the School of Language and Communication.

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

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



SCHOOL OF NATURAL SCIENCE

Herbert J. Bernstein, on leave spring semester, 1976.

Mary Elizabeth Bernstein, assistant professor of botany, received her B.S. from Kent State and her M.A. and Ph.D. degrees from the University of Oregon. Her thesis concerned microbial populations of Douglas Fir needles. She has taught at California Polytechnic State University and the University of Hawaii. She is interested in the ecology of fungi, and, generally, in observing and describing interactions of organisms in microhabitats.

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

Raymond P. Coppelinger, associate professor of biology, has worked at the United States Geological Survey, the Smithsonian Astrophysical Observatory in Cambridge, the United States Fish and Wildlife Service, and the Booby Tropical Research Station in the West Indies. He holds a B.A. from Boston University and a Four-College Ph.D. (Harvard, Smith, Mount Holyoke and the University of Massachusetts). Ray's varied interests include philosophy, forest management, animal behavior, New England canyons in the Caribbean, African history, bioethical human adaptation (anthropology/ecology) and neotony theory (book in progress). He and Laura Coppelinger also have a book in progress on sled dogs.

Susan Crafts, consultant in botany, holds a B.A. from Smith College and an M.S. in plant and soil science from the University of Massachusetts. Her interests include horticulture and Chinese agriculture, as well as soil science.

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

John M. Foster, professor of biology, previously taught biochemistry at the Boston University School of Medicine and was a director of the Science Curriculum Improvement Program for the National Science Foundation. He holds a B.A. from Swarthmore College and a Ph.D. in biochemistry from Harvard. In addition to his involvement in biochemistry, he is also interested in molecular electronics, ecology and field biology.

Eugene Frankel, assistant professor of technology studies under the Five College Program, holds a B.A. from City College of New York, and a Ph.D. from Princeton University. He has taught at Trinity College and Queens College. His current research interests are the physical sciences in the early nineteenth century, the role of science and technology in modern society, the social context of scientific change and the seventeenth century scientific revolution.

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

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

Stanley Goldberg, associate professor of history of science, taught at Antioch College and was a senior lecturer at the University of California at Berkeley. He has been involved in a study of early 20th century reactions to Einstein's relativity theory. His B.A. is from Antioch College and his Ph.D. from Harvard. His teaching interests include physics, the Copernican revolution and photographs.

Susan Goldhor, Dean of the School of Natural Science and associate professor of biology, obtained her B.A. from Barnard and her M.S. and Ph.D. degrees from Yale University. She has held positions at Yale's biology department, Hacettepe University in Ankara, Turkey, and Stanford University where she worked in cancer research. Her varied interests include science fiction, embryology, evolutionary genetics and adaptations, cancer, feminism, literature of natural history and exportable educational packages on energy issues.

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

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

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

Dwight H. Haefner, professor of physics, was an associate physicist with the Brookhaven National Laboratory, a NSF fellow at Cambridge University, and a faculty member at the University of Rochester, from which he received his Ph.D.; his B.S. is from Union College. His interests include the physics of electronic waste, nuclear physics, cosmic rays, environmental science, holography and AI. He served as the first Dean of the School of Natural Science.

Kenneth R. Hoffman, associate professor of mathematics, has a B.A. from the College of Wooster and a M.A. from Harvard, where he also served as a teaching fellow. He was chairman of the mathematics department at Talladega College in Alabama during 1967-70. In addition to mathematics, Ken's interests include advising at Hampshire, field botany and farming.

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

Allan S. 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 and the environment.

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

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

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

Janice Raymond, assistant professor of women's studies and medical ethics under the Five College Program, holds a B.A. from Salve Regina College and a M.A. from Andover Newton Theological School. She is a candidate for a Ph.D. in the Joint Graduate Program between Andover Newton-Boston College. Her dissertation is on the ethical aspects of transsexualism. She has taught part-time at the New School for Social Research in New York, Boston College, Andover Newton and the University of Massachusetts at Boston.

John B. Reid, Jr., assistant professor of geology, has pursued his lunar surface and earth's interior research at the Smithsonian Astrophysical Observatory in Cambridge, the Geochronology Laboratory at M.I.T., and Massachusetts Polytechnic Institute. He received a B.A. from Williams College and a Ph.D. from Yale. 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.

Linda L. Slighy, adjunct assistant professor of chemistry, has a B.S. from Siena Heights College and a Ph.D. in biochemistry from the University of Michigan. She taught at Saint Joseph's College and did post-doctoral research at Argonne National Labs, and the University of Wisconsin. Her research is in the control of lipid metabolism. She is also interested in human biology and development and atherosclerosis. She holds a faculty appointment in the Department of Biochemistry at the University of Massachusetts.

Paul Sloroff, consultant in agriculture and planning, received a B.S. in natural resource studies at the University of Massachusetts, where he is currently completing an M.S. degree (Master in Resource Planning). His interests cover the broad issue of land use and resources, particularly in New England.

Michael H. Stouffland, assistant professor of statistics, holds an intercollegiate appointment in Natural Science and Social Science. He has been a consultant to the U.S. Environmental Protection Agency and the U.S. Forest Service. He has a B.S. in statistics from the University of Massachusetts and a Ph.D. from Harvard. His interests cover mathematics, statistics, philosophy, carpentry, machinery, automobiles and people.

Louis V. Voss, Jr., assistant professor of biology, has an M.S. from the University of California and a Ph.D. from Cornell in plant pathology. He has held faculty positions at Yosemite and Earlham Colleges and was director and professor of Biology at the Bahamian Environmental Science Center in Goodland, Florida. His special interests are in plant pathology, particularly mangrove swamps, the structure and function of natural and man-made communities, problems of food supply and environmental studies. He was responsible for establishing and directing the program in Bahamian ecology at Earlham College.

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

Ann 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 1975 was a lecturer in neurobiology at Harvard University. She received her B.A. from Swarthmore College and her Ph.D. from the University of Washington.

Michael Woolf, visiting associate professor of physics, obtained his A.B. from Harvard and his Ph.D. from the University of California at Berkeley. He has previously worked as a research physicist at Bell Labs and U.C.L.A., and as an assistant professor of physics at U.C.L.A. His interests include astronomy, electronics, fluids, and the foundations of science.

Additional Five-College Astronomy Faculty include:

Tom Dennis, assistant professor of astronomy at Mount Holyoke College.

George Greenstein, assistant professor of astronomy at Amherst.

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

Walter Seitter, professor of astronomy at Smith College.

Richard White, lecturer in astronomy at Smith College.

SCHOOL OF SOCIAL SCIENCE

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

Caroline 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 Spring 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.

B. 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. Professor Carroll will be on leave Academic Year 1975-76.

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

Monica L. Faulkner, assistant professor of sociology, is a specialist in the sociology of higher education. Other areas of her interest, in which she taught at the University of Rochester, include sex roles and family interaction, and the sociology of science and the arts. Her B.A. and Ph.D. are from the University of California at Los Angeles. Professor Faulkner will be on leave Spring Term 1976.

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

Penina M. Glaser, associate professor of history, has a B.A. from Douglass College and a Ph.D. from Rutgers University where she held the Louis Sevier Fellowship. Formerly an associate professor at the University of Wisconsin, she 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.

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



Edward Greer, associate professor of political science, received a B.A. from Columbia College and a Ph.D. from Yale Law School. He has been engaged in urban politics in Gary and directed the urban affairs program at Wheaton College. In addition to articles on urban politics, he is the author of *Big Steel, Little Steel* and editor of a reader, *Black Liberation Politics*. Professor Greer will be on leave Academic Year 1975-76.

William Grohmann, assistant professor of education and Master of House III, has a B.A. from Cornell and an M.A. from Columbia and a Ph.D. from MIT. She has recently published a book entitled *Soviet Political Indoctrination: Developments in Mass Media and Propaganda Since Stalin*, and is currently doing research on political communications and dissent in the Soviet Union, and women in the Soviet and East European political systems. She will be on leave for Academic Year 1975-76.

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

Frank W. Holmquist, visiting assistant professor of political science, received a B.A. from Lawrence University and an M.A. from Indiana University where he is a doctoral candidate. He is an experienced student of African politics with specialized knowledge of East Africa where he has worked and taught.

John A. Horvitz holds a joint appointment with the School of Language and Communication.

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 he was associate professor of education, he 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 Africana Studies and Research Center.

Mary M. Kaufman, visiting professor of law, is a graduate of Brooklyn College and holds a law degree from St. John's University. In the course of an extensive professional career as a labor lawyer and civil liberties advocate, she participated in the Rosenberg trials, served as a defense attorney during the McCarthy investigations, and was a member of the International Commission of Inquiry into U.S. War Crimes in Indo-China.

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

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

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. Professor Linden will be on leave Spring Term 1976.

Philip P. McKean, associate professor of anthropology, received a B.D. from Yale Divinity School and an M.A. from Brown University. He has served as a university chaplain in Dipaketa, Indonesia, and at Brown, and as a Clergyman in Rhode Island. His most recent research and publications examine cultural change and modernization in Bali.

Lester Masor, 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.

Joel S. Meister, visiting assistant professor of sociology holds an A.B. from Stanford University and an M.A. from Berkeley, where he received his Ph.D. in 1972. He has worked as an urban community organizer with the Peace Corps in Peru, a secondary school social studies teacher and counselor at Palo Alto, California, and an associate for the Behavioral Sciences at Institute of Society, Ethics and the Life Sciences.

Raymond Meisner, faculty associate in Education Studies, has a B.A. from Bard 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 Resource Program" and for the Gateway Regional School District in Massachusetts.

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 Ford Foundation Fellowship in Women's Studies. Her interests include American economic history, women's studies, labor and public policy issues.

Robert Misonoff, assistant professor of history, holds a B.A. from the University of Wisconsin and an M.A. from the University of Wisconsin. He received a Ph.D. in 1973. He is interested in American history and in the history of the United States in the world.

Michael J. Moran, associate professor of history, holds a B.A. from the University of Wisconsin and a Ph.D. from the University of Wisconsin. He received a Ph.D. in 1973. He is interested in American history and in the history of the United States in the world.

Michael J. Moran, associate professor of history, holds a B.A. from the University of Wisconsin and a Ph.D. from the University of Wisconsin. He received a Ph.D. in 1973. He is interested in American history and in the history of the United States in the world.

Michael J. Moran, associate professor of history, holds a B.A. from the University of Wisconsin and a Ph.D. from the University of Wisconsin. He received a Ph.D. in 1973. He is interested in American history and in the history of the United States in the world.

Michael J. Moran, associate professor of history, holds a B.A. from the University of Wisconsin and a Ph.D. from the University of Wisconsin. He received a Ph.D. in 1973. He is interested in American history and in the history of the United States in the world.

Michael J. Moran, associate professor of history, holds a B.A. from the University of Wisconsin and a Ph.D. from the University of Wisconsin. He received a Ph.D. in 1973. He is interested in American history and in the history of the United States in the world.

Robert von der Lippe, associate dean of the college and 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.

Mary Warner, assistant professor of folklore and Master of Merrill House, has a B.A. from the University of Delaware and an M.A. from the University of Pennsylvania where she is now a doctoral candidate. Her interests center on Afro-American folk history and expressive culture.

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

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 of California 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.



FOREIGN STUDIES

Ann Gengarelly, faculty associate in Education Studies, has a B.A. from Bard 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 Resource Program" and for the Gateway Regional School District in Massachusetts.

John Kortcamp, faculty associate in Education Studies, has a B.A. from Bard 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 Resource Program" and for the Gateway Regional School District in Massachusetts.

Raymond Meisner, faculty associate in Education Studies, has a B.A. from Bard 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 Resource Program" and for the Gateway Regional School District in Massachusetts.

Seymour Pollack, visiting assistant professor of languages, has taught English as a foreign language in Brazil, Somalia, Madagascar, Tunisia, and Spain. His A.B. and M.A. were awarded by Middlebury College and his Ph.D. is in progress at the University of Massachusetts.

SCHEDULE OF CLASS MEETING TIMES - SPRING TERM 1976

SCHOOL OF HUMANITIES AND ARTS

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
HA 102 Amer Black Autobiog	E. Terry	Open	None	MW 130-3	PH D-1
HA 105 Place in New England	D. Smith/D. Roberts			TBA	
HA 109 Visual Communications	A. Hoener/J. Murray	Open	None	T 130-330	Blair
HA 110 Film Workshop I	J. Liebling	Lottery	12	M 130-5	FPH 26
HA 113 Intro to Music Theory	J. McElwaine/D. Marcus	Instr Int	None	TTh 130-330	FPH ELH
HA 115 Beg Studio Exp-Dance	F. McClellan	Open	None	MF 11-1230	Dance Studio
HA 117 Printmaking Workshop	R. Superior		15	TBA	
HA 118 Adv Tech Production	J. Fishback/W. Davis	Instr Per		1) M 11-12/W 10-11 2) TTh 10-11	Div IV Div IV
HA 119 Music of Our Times	J. McElwaine	Open	None	TTh 11-1230	FPH ELH
HA 121 Gods/Beasts/Men	R. Meagher	Open	None	TTh 9-11	PH B-1
HA 122 Painting Workshop	J. Murray	1st Come	15	MW 11-1	Lib 3rd Fl
HA 129 Stage & Theatre	L. O'Brien	Instr Int	15	TTh 9-11	PAC
HA 130 Theology	K. Bradt	Open	None	F 9-12+	FPH 105
HA 133 Dance Workshop	E. Huston	Open	None	TW 9-11	Dance Studio
HA 134 College Writing	E. Terry		16	TTh 130-3	EDH 16
HA 136 Man-Made Environment	N. Juster/E. Pope	Lottery	24	MTH 130-430	CSC 3rd Fl
HA 139 Hampshire Chorus	J. McElwaine	Open	None	MTH 330-530	FPH ELH
HA 140 Kitsch-Bad Art?	J. McElwaine	Open	None	F 1-4	Kiva
HA 144 Grp Ind Study-Music	M. Barndt-Webb			TBA	
HA 146 Scene Study II	J. Fishback	Instr Per	20	MW 11-1230	PAC
HA 148 Visual Design	A. Hoener	Instr Per	20	M 11-1	Lib 3rd Fl
HA 150 Still Photo Workshop	E. Mayes	Lottery	15	M 130-5	Photo Lab
HA 152 Greek Theatre	R. Meagher	Open	None	W 730-1030pm	PH B-1
HA 153 Music & Its Form	J. McElwaine	Open	None	MW 130-3	FPH ELH
HA 162 Rehearsal/Performance	L. O'Brien	Open Casting		W 1-3	EDH 4
HA 171 Directing-New Script	J. Fishback	Instr Per	10	MW 130-3	PAC
HA 177 Ind/Grp Studies-Music	M. Barndt-Webb	Instr Int	None	TBA	
HA 182 PH-Present/Past	J. Boettiger	Instr Per	16	T 330-530/Th 10-1	PH A-1
HA 183 PH-Present/Future	R. Spahn, et al	Instr Per	24	M 10-12/W 10-1	Donut 1
HA 187 Contemporary Poetry	J. MacLean	1st Come	25	M 2-5	FPH 106
HA 188 Vocabulary of Seeing	R. Superior, et al	1st Come	30	MW 930-11	Lib 3rd Fl
HA 192 Little Big-Thinks	R. Superior		15	TBA	
HA 197 U.S. History	V. Halsey	1st Come	15-20	TTh 930-11	EDH 17
HA 198 Playwriting Workshop	L. London	Instr Int	18	MW 130-3	EDH 14
HA 202 Readings-Philosophy	R. Lyon	Instr Sel	6-8	MWF 11-12	TBA
HA 209 See HA 109					
HA 210 Film Workshop II	E. Mayes	Lottery	12	T 130-5	FPH 26
HA 213 Effort/Shape	R. McClellan	Instr Int	15	MF 9-11	Dance Studio
HA 215 Adv Studio Exp-Dance	F. McClellan	Open	None	MW 130-330	Dance Studio
HA 217 See HA 117					
HA 218 See HA 118					
HA 220 Film/Photo Studies	J. Liebling/E. Mayes	Open-Concentrators		W 9-2	Blair
HA 223 Literature of Patriarch	J. Lewis	Instr Int	None	TTh 2-330	Donut 4
HA 225 Photo Workshop	J. Liebling	Lottery	12	T 9-1230	Photo Lab
HA 226 Short Fiction	J. MacLean	1st Come	20	TTh 11-1230	FPH 105
HA 229 See HA 129					
HA 230 See HA 130					
HA 233 See HA 133					
HA 235 Vis Concepts-Stage Direct	L. O'Brien	Instr Per	8-10	TTh 11-1	PAC
HA 236 Women-Lit/Criticism	J. Lewis	Instr Int	15	MW 3-5	Donut 5
HA 239 See HA 139					
HA 240 See HA 140					
HA 243 Movement Dynamics	F. McClellan		10	M 330-530	Dance Studio
HA 244 See HA 144					
HA 246 See HA 146					
HA 248 See HA 148					
HA 252 See HA 152					
HA 253 See HA 153					
HA 257 U.S. in 1890's	R. Lyon/L. Mazor	Open	None	TTh 130-3	FPH 106
HA 262 See HA 162					
HA 265 World Music Workshop	V. Wood	Instr Per	15	T 330-530/Th 7-9	EDH 4
HA 271 See HA 171					
HA 277 See HA 177					
HA 282 See HA 182					
HA 283 See HA 183					
HA 287 See HA 187					
HA 288 See HA 188					
HA 292 See HA 192					
HA 295 Contemp Span Amer	R. Marquez	Open	None	MW 930-11	FPH 106
HA 296 Lit/Soc/Soc1 Change	R. Marquez		25	TBA	
HA 297 See HA 197					
HA 298 See HA 198					

SCHOOL OF LANGUAGE AND COMMUNICATION

LC 105 Language Acquisition	J. Koplin	Lottery	15	MW 9-11	EDH 17
LC 119 Grp Study-Moral Argu	M. Radetsky	1st Come	20	MW 11-12	FPH 107
LC 147 Conversation Analysis	J. Tallman	1st Come	25	WF 130-330	EDH 17
*LC 153 APL Programming	A. Hanson		None	TBA	
LC 156 Intro to Computers	A. Hanson	Open	None	TTh 130-330	EDH 15
LC 177 TV Criticism	S. Staniski	1st Come	30	TTh 9-11	FPH 105
LC 190 Philosophy-Intro	C. Witherspoon	1st Come	18	MW 11-12	FPH 106
LC 195 Left & Right	M. Bruno/N. Frishberg	Open	None	TTh 130-330	CSC 114

SCHOOL OF LANGUAGE AND COMMUNICATION

<u>COURSE</u>		<u>INSTRUCTOR</u>	<u>ENROLLMENT</u> <u>METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>
LC 197	Cinematic Analysis	J. Brandeau	Open	None	T 730-1030pm	FPH MLH
			Lottery	10	W 130-230	FPH 106
LC 198	Political Rhetoric	R. Dugger	Open	None	TTh 130-330	EDH 17
LC 205	Intro to Linguistics	R. Rardin	Open	None	TTh 11-1230	EDH 16
LC 268	Models of Perception	A. Hanson	1st Come	25	TTh 9-11	EDH 15
LC 270	Journalistic Essay	M. Mayer		6	TBA	
LC 272	Metaphysics	C. Witherspoon	Instr Per	30	TTh 130-330	Kiva
LC 274	Ind Study-Philosophy	M. Radetsky	Instr Int	8	TBA	
LC 277	See LC 177					
LC 280	Book Seminar-Journalism	D. Kerr	Lottery	12	TBA	
LC 281	Book Seminar-Press	D. Kerr	Lottery	12	TBA	
LC 284	Experimental TV	P. Crown	Instr Per	10	TBA	
LC 285	Public Affairs Workshop	R. Dugger	1st Come	10	W 130-430	PH C-1
LC 290	Colloquium Group	Y. Tenney	Open	None	TBA	
LC 297	Cinematic Analysis	J. Brandeau	Instr Per	10	T 730-1030pm/W 230-330	FPH MLH/106
LC 298	See LC 198					

SCHOOL OF NATURAL SCIENCE

NS 101	Intro to Animal Behav	J. Egan/R. Coppinger	Open	None	MW 10-1230/TTh 1-3	EDH 16/Lab
NS 102	Cetology	R. Lutts/P. Lamdin	Open	None	T 1230-230	EDH 13
NS 108	Women's Studies/Bio-Med	J. Raymond/N. Goddard	Open	None	TTh 130-3	FPH 107
*NS 110	Our Moldy Earth	M.B. Bernstein	Open	None	MTh 9-10/WF 9-11	CSC 114/Lab
*NS 111	Lower Plants	M.B. Bernstein	Open	None	MTh 9-10/WF 9-11	CSC 114/Lab
NS 112	Maple Sugaring	L. Wilcox	Open	None	MW 11-1230/W 1-5	CSC 114/CSC 113
NS 113	Aspects of Horticulture	L. Wilcox	Open	None	F 11-1230/+Lab	CSC 114
NS 114	Plant Ecology	M.B. Bernstein	Open	None	M 130-5	CSC 2nd Fl
NS 120	Left and Right	M. Bruno/N. Frishberg	Open	None	TTh 130-330	CSC 114
*NS 121	Chemicals & Behavior	M. Gross	Open	None	MW 11-1230	PH A-1
NS 122	Nutritnl Ecology-Humans	Staff	Open	None	TTh 130-330	FPH MLH
NS 123	Microbiology	S. Oyewole	Open	None	MW 11-1230/130-4	CSC 3rd Fl/Lab
NS 124	Biochemistry	L. Slakey/E. Westhead	Open	None	MWF 130-230	U. Mass.
*NS 125	Kuru	Ann Woodhull/B. Osborne	Open	None	TTh 130-3	PH D-1
NS 126	Human Genetics	L. Miller	Open	None	MWF 830-1030	FPH 107
NS 131	What People Eat	D. Gay	Open	None	T 9-1030/Th 9-12	CSC 114/Lab
NS 132	Color-Seen/Photo	S. Goldberg	Open	None	TTh 130-3	EDH 14
NS 140	Agriculture in New Eng	P. Slater	Open	None	(See Course Description)	
NS 141	Ecology	R. Coppinger/J. Foster	Open	None	MW 1-230/230-5	FPH WLH/Field
NS 142	Montague	A. Krass, et al	Open	None	F 1-3	CSC 114
NS 145	Energy and Society	E. Frankel	Open	None	MW 130-3	CSC 114
NS 151	Doctor as Scientist	M. Gross	Open	None	MW 330-5	EDH 14
NS 152	Alchemy	M. Gross/N. Lowry	Open	None	T 1-3	PH A-1
NS 160	Calculus Workshop	J. LeTourneau	Open	None	TWThF 11-12	FPH 104
NS 161	Probability	D. Kelly	Open	None	MWF 9-10	CSC 125
NS 162	Mountain Math	D. Kelly	Open	None	MWF 11-12	CSC 125
NS 163	World of Math	Staff	Open	None	TBA	
NS 170	Nat'l Hist-Comm Valley	J. Reid/L. Wilcox	Open	None	TTh 9-1030	EDH 16
*NS 180	Special Relativity	C. Gordon/K. Gordon	Open	None	T 9-1030/Th 9-1130	FPH 108
*NS 181	Light and Color	K. Gordon/J. Reid	Open	None	TBA	
NS 182	Basic Physics I & II	E. Hafner	Open	None	T/Th 130-3	FPH 104/PH A-1
NS 183	Quantum Mechanics	A. Schwartzman/B. Arnold	Open	None	TBA	
NS 184	Electronics	Al Woodhull		15	W 130-330	CSC 3rd Fl
NS 190	Enterprise of Science	S. Goldberg	Open	None	TTh 4-530	U. Mass.
*NS 191	Division I Exam	A. Peyton/L. Slakey	Open	None	TBA	
NS 192	Elementary Schl Sci	M. Bruno	Open	None	MW 9-11	EDH 13
NS 201	See NS 101					
NS 202	See NS 102					
NS 214	See NS 114					
NS 215	Soils Seminar	S. Crafts	Open	None	MW 11-1230	CSC 2nd Fl
NS 226	See NS 126					
*NS 227	Enzymes	J. Foster	Open	None	M 830-10/Th 130-	FPH 104/CSC 2nd Fl
NS 228	General Zoology	N. Goddard	Open	None	WF 930-11/W 130-3	CSC 3rd Fl/Lab
NS 229	Brain & Eye	Al Woodhull	Open	None	MW 930-11	CSC 2nd Fl
NS 230	Animal Physiology	Ann Woodhull	Open	None	TTh 9-1030	FPH 107
NS 232	See NS 132					
NS 233	Intro to Chem Analysis	D. Gay	Open	None	W 9-1030/M 9-12	CSC 114/Lab
NS 234	Organic Chemistry II	N. Lowry	Open	None	MWF 10-11/M or F 1-3	PH A-1/Lab
NS 235	Inorganic Geochemistry	J. Reid	Open	None	MW 10-1130	FPH 108
NS 241	See NS 141					
NS 242	See NS 142					
NS 263	See NS 163					
NS 264	Complex Variables	K. Hoffman	Open	None	TTh 9-1030	FPH 106
NS 265	Div II Math	K. Hoffman/D. Kelly	Open	None	W 4-	CSC 125
NS 266	Quantitative Methods	M. Sutherland	Open	None	TBA	
NS 282	See NS 182					
NS 283	See NS 183					
NS 284	See NS 184					
*NS 285	Statistical Physics	M. Woolf	Open	None	TTh 9-11	CSC 125
*NS 286	How Fluids Flow	M. Woolf	Open	None	TBA	
NS 292	See NS 192					
ASTFC 020	Cosmology	T. Dennis			TTh 130-3	Mt. Holyoke
ASTFC 023	Intro-Astrmy/Astro	C. Gordon/K. Gordon	Open	None	TTh 130-330/T or Th 730-	FPH 108/Lab
ASTFC 034	History of Astronomy	W. Seitter/R. White	Open	None	MW 2-330	Smith
ASTFC 038	Obsrvtnl Radio Astro	R. Huguenin	Open	None	TTh 130-3	U. Mass.
STFC 044	Astrophysics II	G. Greenstein	Instr Per	None	MF 130-3	U. Mass.

SCHOOL OF SOCIAL SCIENCE

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
SS 104 Racism & the Law	M. Kaufman	1st Come	25	TTh 2-330/P 130-230	EDH 4
SS 105 Schizophrenia	L. Farnham	Lottery	20	TTh 130-3	FPH 105
SS 106 European Liberalism	A. Rabinbach	1st Come	25-Div I	TTh 130-3	CSC 125
SS 108 Mode of Inquiry	M. Slater	Open	None	MW 9-11	FPH 105
SS 110 Social Class/Dem Ideal	J. Landes	1st Come	25	MW 130-330	FPH 107
SS 115 Politics and Education	R. Alpert	1st Come	20	TTh 9-1030	CSC 113
SS 120 Intro to Psychology	R. Birney	Open	None	TTh 130-330	FPH WLH
SS 122 Ethnology of N. Amer.	G. Hyman		20	TBA	
SS 124 Community	B. Turlington		20	TBA	
SS 125 Comp Socialist Devel	F. Holmquist	1st Come	25	WF 10-1130	PH B-1
SS 126 Folklore Studies	M. Warner	Open	None	T 9-10/Th 9-11	FPH ELH
SS 136 Perspectives on Madness	J. Meister		20	TBA	
*SS 140 School Psychologist	G. Joseph/H. Hornik		20	TBA	
*SS 141 Inequality in Education	G. Joseph/M. Sutherland	Open	None	TBA	
*SS 142 Hist of Black Ed in Amer	G. Joseph		8-10	TBA	
SS 143 Deschooling Society	W. Grohmann	1st Come	20	TTh 130-330	Donut 5
*SS 144 Experimental Colleges	W. Grohmann	1st Come	20	MW 130-330	PH A-1
*SS 145 Class/Education/Power	J. Meister/S. Mayo-Smith			TBA	
SS 198 Forgotten People	O. Fowlkes		20	TTh 9-11	FPH 103
SS 201 Health Care Delivery	R. von der Lippe	Open	None	TTh 130-330	PH C-1
SS 202 Medical Systems	D. Battenfeld/L. Punnett	Open	None	TBA	
SS 203 Economic Persp-Medicine	T. Reindel/G. Wyley	Open	None	TBA	
SS 204 Old in America	N. Meister	Open	None	TBA	
SS 205 Death & Dying	N. Seixas	Open	None	TBA	
SS 206 Doctor as Scientist	M. Gross	Open	None	MW 330-5	EDH 14
SS 207 Women's Studies/Bio-Med	J. Raymond	Open	None	TTh 130-3	FPH 107
SS 208 Political Theory	J. Landes	Div II	None	TTh 11-1	FPH 107
SS 210 Nurnberg to Vietnam	M. Kaufman	Open	None	TTh 11-1/F 11-12	FPH 106
SS 212 U.S. in 1890's	R. Lyon/L. Mazor	Open	None	TTh 130-3	FPH 106
SS 215 Capitalism & Empire	P. Glazer, et al	Div II	None	TTh 9-11	FPH WLH
SS 216 20th Cent Amer	P. Glazer	Open	None	TTh 130-3	FPH 103
SS 220 Tudor-Stuart England	M. Slater	Open	None	MW 130-330	FPH 105
SS 225 Factory	H. Stone	Open	None	TBA	
SS 227 Research-Behav Sciences	J. Hornik	Instr Per	20	MW 11-1	FPH 105
SS 230 American Politics	F. Holmquist	1st Come	25	TTh 1-230	PH B-1
SS 235 Mod Europ Jewish Hist	L. Click, et al	Open	None	TTh 130-3	CSC 113
SS 237 Quantitative Methods	M. Sutherland, et al	Open	None	MW 130-330	FPH 108
SS 240 Cultural Encounters	B. Yngvesson, et al	Open	None	MW 130-3	PH B-1
SS 242 Crime & Punishment	O. Fowlkes, et al	Open	None	MW 9-11	FPH WLH
SS 245 Amer Labor Hist/Theory	S. Warner/L. Nisonoff	Open	None	TTh 1-230	Merrill
SS 248 Sex Roles/Law/Society	L. Mazor/J. Rifkin		25	TTh 930	U. Mass.

INTEGRATIVE SEMINARS

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
IN 301 Feminist Theory/Practice	L. Nisonoff/J. Curry	Instr Int	10	TBA	
IN 302 Critical Theory	A. Rabinbach/L. Hirschberg		25	Th 730-930pm	FPH 107
IN 303 Theory & Practice	J. Koplin/D. Katz	Instr Int	None	TTh 9-11	FPH 104
IN 304 Intervention	R. Birney/P. Holstein	Instr Per	10	TBA	
IN 305 Madness	O. Fowlkes, et al	Div III	None	TBA	
IN 312 Women in Socialist Thght	J. Landes/J. Tallman	Instr Int	None	W 9-12	PH C-1
IN 314 Gertrude Stein	R. Rardin	Instr Per	10	T 730-1030pm	Kiva
IN 322 Perpetual War	A. Krass, et al	Instr Int	12	M 9-12	EDH 14
IN 331 Tribal to Planetary	R. Spahn, et al	Instr Int	16	TBA	
IN 333 New England	D. Smith/D. Roberts	Instr Int	20	MTh 2-4	Blair

EDUCATIONAL STUDIES

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
ES 105 Elementry Schl Sci	M. Bruno	Open	None	MW 9-11	EDH 13
ES 106 Enterprise of Science	S. Goldberg	Open	None	TTh 4-530	U. Mass.
ES 107 Creativity & Classroom	A. Gengareilly	Instr Per	15	MW 11-1	Donut 5
ES 108 Philosophy of Education	J. Kortecamp	Instr Int	15	MW 130-330	Donut 5
ES 109 Research Methodology	D. Kegan	Open	None	T 930-1130	PH A-1
*ES 110 Deschooling Society	W. Grohmann	1st Come	20	TTh 130-330	Donut 5
ES 111 School Psychologist	G. Joseph/H. Hornik		20	TBA	
*ES 112 Hyperkinesis	M. Gross			TBA	
*ES 113 Education in US/USSR	A. Wright			TBA	
*ES 114 Man, A course of Study	A. Wright			TBA	
*ES 115 Communication-Classroom	M.B. Bernstein	Open	None	TF 130-330	CSC 3rd Fl
*ES 116 Class/Education/Power	J. Meister/S. Mayo-Smith			TBA	
*ES 117 Experimental Colleges	W. Grohmann	1st Come	20	MW 130-330	PH A-1
*ES 118 Inequality in Education	G. Joseph/M. Sutherland	Open	None	TBA	
*ES 120 Walrus and Eggman	R. Spahn			TBA	
ES 205 See ES 105					
ES 208 See ES 108					
ES 219 Hist of Black Ed in Amer	G. Joseph		8-10	TBA	

FOREIGN STUDIES

<u>COURSE</u>	<u>INSTRUCTOR</u>	<u>ENROLLMENT METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>
FS 110 Self Inst-French	TBA	Instr Int	None	TBA	
FS 115 Self Inst-Spanish	S. Pollock	Instr Int	None	TBA	
FS 135 Self Inst-Portugese	S. Pollock	Instr Int	None	TBA	
FS 140 Intens Int French	R. Pelletier			TBA	
FS 145 Intens Int Spanish	S. Pollock		22	MWF 1-230	FPH 104
FS 150 Bilingual Ed	S. Pollock	Open	None	Th 130-330	FPH 104
FS 152 Indonesian Language	J. Hudson			TBA	
FS 155 Elementary Japanese	P. Schalow		15	MWF 930-11	PH D-1

OUTDOORS PROGRAM

<u>COURSE</u>	<u>INSTRUCTOR</u>	<u>ENROLLMENT METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>
*OP 107 Top Rope Climbing	D. Cole			W 1-6pm	
*OP 108 Climbing Wall	D. Cole			W 4-6pm	
*OP 109 Climbing Wall	D. Cole			F 4-6pm	
OP 110 Kayak Rolling	E. Evans			1) M 7-830pm 2) T 7-830pm 3) W 7-830pm	Pool Pool Pool
*OP 111 Beginner Kayak	E. Evans			T 1-6pm	RCC
*OP 112 Beginner Kayak	E. Evans			Th 1-6pm	RCC
OP 119 Int Shotokan Karate	M. Taylor			MWF 630-8pm	So Lounge
OP 120 Adv Shotokan Karate	M. Taylor			TThSun 730-930pm	So Lounge
OP 121 Aikido	M. Taylor			MWF 8-930pm	So Lounge
OP 122 Tai Chi	P. Gallagher			Beg) M 630-745pm Con) M 8-915pm	Dance Studio Dance Studio
OP 123 Women & Phys Comp	J. Hardin/A. Peyton		Women	Th 1-530	
OP 125 Place in New England	D. Roberts/D. Smith			TBA	
OP 135 Cetology	R. Lutts/P. Lamdin	Open	None	T 1230-230	EDH 13
OP 145 Views of Nature	R. Lutts	1st Come	15	TTh 9-11	EDH 14
OP 156 Adv Red Cross-1st Aid	B. Smith			TBA	
OP 186 Nature Trips	R. Lutts			Saturday AMs	
*OP 204 Lead Rock Climbing	D. Roberts/E. Ward			Th 1-6pm	
*OP 210 Kayak Trip	E. Evans			TBA	
*OP 220 Climbing Trip	E. Ward/D. Roberts			TBA	
OP 223 See OP 123					
OP 235 See OP 135					
OP 245 See OP 145					
*OP 255 Advanced Kayak	E. Evans			W 1-6pm	RCC
OP 265 Things You Want To Do	J. Hardin/E. Ward	Open	None	F 1-6pm	

<u>CODES</u>	
EDH	Billy Dickinson Hall
FPH	Franklin Patterson Hall
CSC	Cole Science Center
PH	Prescott House
RCC	Robert Crown Center
ELS	East Lecture Hall
MLS	Main Lecture Hall
WLS	West Lecture Hall
TBA	To Be Announced or Arranged
* Courses indicated with an asterisk are <u>not</u> term-long. Check course descriptions for details.	

Hampshire College

Amherst, Massachusetts / 01002