

Revised Course Guide ★ Fall Term 1977

Hampshire College Amherst, Mass.

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REGISTRATION AND COURSE SELECTION

1. Check the Course Description Guide thoroughly for enrollment methods. Some courses will hold lotteries the first day of classes, others will either have sign-up sheets or interviews. Thursday and Friday, September 8th and 9th, will be used for course interviews, where specified. Some faculty may be available prior to this; however, all faculty will have office hours posted for some time to be available for interviews (where enrollment is limited), prior to the beginning of classes.
2. After attending classes for a week, you should be ready to decide in which ones you wish to be enrolled. The Class List forms, provided by Central Records, will be distributed the second week of classes. Sign the list for each course in which you wish to be enrolled. The lists will be forwarded back to Central Records, and they will do the rest of the work. ****PLEASE - Clearly print your full name, first/middle/last, no nicknames.****
3. Students taking ASTFC courses at the other schools, and Division III students taking no courses, should sign the appropriate lists at Central Records.

NOTES:

- A. 5-College Interchange Applications are available at Central Records. Be sure they are completely filled out and have all the necessary signatures (if they are incomplete they may have to be returned to you, causing delays which might affect your ability to get into a particular course). The deadline for filling Interchange Applications is Friday, September 16th. **No 5-College courses may be added after this date.** Familiarize yourself with all the rules, regulations and penalties associated with 5-College Interchange. They are all listed in the Student Handbook, and it is your responsibility to be aware of them.
- B. Independent Study forms are available at Central Records and the Advising Centers. They should be completed during the first two weeks of Fall Term.
- C. Although 5-College students should sign Hampshire class lists (clearly indicating their home institution), they are still responsible for filling Interchange Applications at their own school.

If you have any questions regarding this procedure, please contact Central Records, extension 420.

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



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 includes evaluation of the work done in the Concentration and the student's readiness to proceed to advanced independent work.

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

ADVISING:

New students at Hampshire are assigned to an Adviser from one of the Schools for initial advice on choice of courses and other academic matters. After the first month, students may choose a new Adviser. Changing of Advisers is a relatively simple process done in consultation with the Associate Dean for Advising, The Associate Dean for Advising (Courtney Gordon, Cole Science Center) and the Academic Counselor (Ruth Washington, Prescott House) also assist students who are having problems with progress through examinations, working with both students and their Advisers.

The Options Office (Cole Science Center) offers advice and assistance in the areas of career counselling, graduate school applications, field study, and study abroad. The School Advising Centers, the Whole Woman Center, and the Third World Advising Center are sources of assistance for formulating Division I course and Division II and III contracts, as well as for general advice on the academic programs available at Hampshire and at the other colleges in the Valley.

REGISTRATION DATES AND CALENDAR

1977

New students arrive, matriculate	Tuesday, September 6
Returning students arrive, matriculate	Wednesday, September 7
Course interview days	Thursday, September 8 - Friday, September 9
Fall Colloquy	Wednesday, September 7 - Thursday, September 8
Classes	Monday, September 12
Course selection period	Monday, September 12 - Friday, September 23
Five-College Registration	Monday, September 14 - Friday, September 16
Examination days; no classes	Monday, September 26 - Wednesday, October 10
Mid-term break; no classes	Monday, October 24 - Tuesday, October 25
Leave notification deadline	Friday, November 18
Advising, 5-C Preregistration, January Term registration	Monday, November 14 - Friday, November 18
Thanksgiving vacation; no classes	Wednesday, November 23 - Sunday, November 27
Last day of classes	Wednesday, December 14
Evaluation period	Thursday, December 15 - Wednesday, December 21
Winter recess; no classes	Thursday, December 22 - Tuesday, January 3

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January Term	Wednesday, January 4 - Tuesday, January 24
Recess between terms	Wednesday, January 25 - Sunday, January 29
New students arrive, matriculate	Saturday, January 28
New student program	Saturday, January 28 - Monday, January 30
Returning students arrive, matriculate	Monday, January 30
Course interview day	Monday, January 30
Classes begin	Wednesday, February 1
Course selection period	Tuesday, January 31 - Monday, February 13
Five-College registration	Wednesday, February 1 - Tuesday, February 7
Examination days; no classes	Wednesday, February 22 - Wednesday, March 15
Spring recess; no classes	Friday, April 14 - Tuesday, May 2
Leave advising; no classes	Saturday, March 18 - Sunday, March 26
Leave notification deadline	Thursday, March 30
Advising and 5-C Preregistration	Friday, March 31
Advising and 5-C Preregistration	Monday, April 24 - Friday, April 29
Last day of classes	Wednesday, May 10
Evaluation period	Thursday, May 11 - Wednesday, May 17
Examination period	Thursday, May 18 - Wednesday, May 24
Commencement	Saturday, May 27

NOTE TO FIVE-COLLEGE STUDENTS:

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

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

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

SCHOOL OF HUMANITIES AND ARTS CURRICULUM STATEMENT

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

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

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

If you take a course with a literary scholar, for example, or with a philosopher, you will learn how a specific kind of humanist, who has mastered one 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 problems, so it will be much more like an entrance exam to Division II than any exam you've had previously.

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

Those of you entering Division II courses will find that they are more typically focused on some special problem within an academic discipline, for example, the dialogue of Platon 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 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 schizoid intellectual activity, and feeling deteriorates into neurotic life-damaging passions."

SCHOOL OF HUMANITIES AND ARTS

DIVISION I

SOUND AND SPIRIT: A SEMINAR ON TIME

HA 101

R. McClellan,
Hoagher

THE COMING OF AGE

HA 102

Allen, Boettiger,
D. Smith

PHILOSOPHIES OF LIBERATION FROM THE EARLY

NINETEENTH CENTURY TO THE PRESENT

HA 103 (SS 110)

Pickettchly,
Rabinbach

INTRODUCTION TO MOVEMENT WORKSHOP

HA 105

Masterton

CONTACT IMPROVISATION

HA 107

Huston

FILM WORKSHOP I

HA 110

Joslin

THEATRE: THE DESIGN RESPONSE

HA 111

Kramer

AN INTRODUCTION TO THEATRICAL DIRECTING

HA 126

Abady

COLLEGE WRITING

HA 134

Terry

THE MAKING AND UNDERSTANDING OF HUMAN

ENVIRONMENT: PERCEPTION AND COMMUNICATION

HA 145

Juster, Pope

STILL PHOTOGRAPHY WORKSHOP

HA 150

Arnold

DIVISIONS I AND II

BASIC HARMONY

HA 106/206

R. McClellan

WRITING

HA 114/214

Payno

STUDIO EXPERIENCE IN DANCE

HA 115/215

F. McClellan

WRITING FOR THE THEATRE

HA 129/229

Vankovits

LABORATORY IN HUMAN INTERACTION: THEORIES OF

SMALL GROUP DYNAMICS

HA 130/230

Carew

POETRY WRITING WORKSHOP

HA 131/231

Salkey

LITERATURE AND THE BLACK AESTHETIC

HA 133/233

Terry

EXPLORING VISUAL REALITIES: A DRAWING COURSE

HA 138/238

Murray

DESIGN AND ILLUSIONISTIC SYSTEMS

HA 142/242

Hoener

AFRO-AMERICAN CHAMBER ENSEMBLE

HA 153/253

Wood

A SMOGASBORD OF POETRY

HA 158/258

L. Roberts

HAMPSHIRE COLLEGE CHORUS

HA 159/259

Kearns

FICTION WRITING WORKSHOP

HA 163/263

Salkey

A HISTORICAL PERSPECTIVE OF AFRO-AMERICAN MUSIC

HA 172/272

Wood

HERE AND NOW: AN EXPERIMENTAL AND THEO-

RETICAL INTRODUCTION TO GESTALT THERAPY

HA 181/281

L. Gordon,
G. Gordon

HOW DOES A NOVEL WORK?

HA 186/286

D. Roberts

AMERICAN WRITERS AND RACE

HA 192/292

Terry

HISTORY OF PHOTOGRAPHY

HA 197/297

Mayes

DIVISION II

TOLSTOY AND LAWRENCE

HA 302

C. Hubbs,
J. Hubbs

SEMIAR ON MILTON

HA 303

Kennedy

THREE RUSSIAN WRITERS: PUSHKIN, GOOGOL,

AND DOSTOEVSKY

HA 303

J. Hubbs

FILM WORKSHOP II

HA 310

Joslin

SPORTS: AFRICAN, LARGELY OF MOVEMENT AND

OCCUPATIONS

HA 313

F. McClellan

DANCE: HISTORY AND CONTEMPORARY

HA 316

E. Smith

THEORY OF THE ARTS: A SEMINAR ON TIME

HA 316

E. Smith

FILM/PHOTOGRAPHY STUDIES: INDIVIDUAL PROBLEMS

IN FILM MAKING, PHOTOGRAPHY, AND RELATED MEDIA

HA 320

Mayes

PHOTOGRAPHY WORKSHOP

HA 325

Arnold

GROUP INDEPENDENT STUDY IN ELECTRONIC

MUSIC COMPOSITION

HA 332

R. McClellan

THE CHINESE PHILOSOPHICAL TRADITION

HA 334

Bradt

THEATRE PRODUCTION TECHNIQUES

HA 335

Kramer

THE HUMAN LIFE CYCLE: A PLANNING SEMINAR

HA 339 (IN 301)

Boettiger

AMERICAN ROMANTICISM: EMERSON AND THOREAU

HA 340

Lyon

TOPICS IN THE HISTORY OF JAPANESE ART

HA 345

Craigbill

INTERMEDIATE SCENE STUDY

HA 348

Abady

LANGUAGE AND IDEOLOGY IN SIX MODERN AMERICAN

POETS: EMILY DICKINSON, SYLVIA PLATH, ADRIENNE

RICH, WALT WHITMAN, T. S. ELIOT, ALLEN GINSBERG

HA 354

Pickettchly

SENSE AND SPIRIT

HA 356

Hoagher

HEIDEGGER AND THE TRADITION

HA 360

Bradt

VISIONARY FILM

HA 366

Joslin

HUMANITIES SEMINAR I

HA 373

Bradt

ADVANCED THEATRE DESIGN APPROACHES

HA 374

Kramer

STUDIO ART CRITIQUE

HA 380

Hoener, Murray

SATIRE, HUMOR, PARODY: THE TRADITION AND

WHAT IS NEW

HA 385

Hass

GROUP INDEPENDENT STUDY IN SCENE ANALYSIS

HA 393

R. McClellan

SEVENTEENTH-CENTURY STUDIES

HA 395 (SS 228)

Glazer, Kennedy,
Slator, D. Smith

THE COMING OF AGE

HA 102

Sally Allen, John Boettiger, and David Smith

This is a Division I course focusing on two critical periods in the human life cycle: the traditional coming of age that is the adolescent girl's or boy's transition to womanhood or manhood; and the coming of aging -- a time also preoccupied with images of wholeness and disintegration, as the person in her seventies or eighties contemplates the sum of her life and anticipates her death.

The course is designed specifically for Division I: to offer its students an opportunity for immersion in several of the modes of inquiry and expression characteristic of the School of Humanities and Arts -- literary and film studies, psychobiography, and self-reflection; and to facilitate individual and collaborative Division I examinations as an integral part of course work. Particular attention and support will be given to the development of writing skills. The three faculty, with their special interests in psychoanalysis and cultural history, in human development, and in American studies and concepts of space, will collaborate closely throughout the course. They will choose a few portraits of lives in progress -- films, works of fiction, biography, and autobiography -- and will work with their students in large class sessions and smaller seminar groups to enlarge and sharpen the vision and deepen the understanding with which those lives are encountered.

The following works may be taken as plausible and illustrative of the range from which course materials will be drawn. We might, for example, read selections from the autobiographical writings of Simone de Beauvoir, written over the course of much of her life span; or a gathering of the unfinished adolescence of Sylvia Plath through her poems, letters to her mother, and her novel, *The Bell Jar*. We might see and review together the film *Harold and Maude*, a vivid portrait of a relationship between a young man and an old woman; or Ingmar Bergman's *Wild Strawberries*, a classic film study of the life cycle through the eyes of an aging doctor. We may read Erik Erikson's intricate psychobiography, *Young Man Luther*, a brilliant effort to understand an adolescent struggle in the context of personal and cultural history; or Joseph Campbell's remarkable study of the myths of growing up and coming into the fullness of one's person, *The Hero With a Thousand Faces*. We might explore the deathliness and vitality, the poignance and wisdom, of old age through such different visions as that of T. S. Eliot in *Waste Land* and Robert Coles in *The Old One of New Mexico*. We may examine a contemporary feminist version of adolescence as initiation through Blanche Boyer's *Novels*, or of the adolescent as outsider through Rita Mae Brown's *Rubyfruit Jungle*.

Whereas the selection from these sources and others, our intention is to cover a wide field. It is rather to linger carefully with a few few works, and through them on our own experience to explore the richness of life -- two meanings of age -- free a variety of the world.

HA 101 SOUND AND SPIRIT: A SEMINAR ON TIME

Randall McClellan and Robert Hoagher

This seminar will approach, in theory and in practice, an understanding of time as a mode of being. We will undertake the discipline of listening as a reflective and spiritual discipline which discloses the soundfulness of becoming and the silence of being. We will also experience and reflect, both critically and sympathetically, upon our own sounds and silences. In sound and in the musical crafting of sound we will find an image of our own temporality, and in our own temporality we will find an image of the temporality of all that comes and ceases to be.

The readings in this course will draw from a range of ways and disciplines including aesthetics, metaphysics, musicology and spirituality.

It is expected that each student in this course, will, within the temporal and conceptual framework of the seminar, complete a division one examination in humanities and arts. Consequently, this class is limited to those who have this intent and commitment.

We will meet three times each week.

HA 103 PHILOSOPHIES OF LIBERATION FROM THE EARLY 19th CENTURY TO THE PRESENT

Lawrence Pickettchly and Anson Rabinbach

Another way of describing this course is to say that it stretches from the German philosopher Hegel to contemporary discussions of feminism. The desire of individuals to free themselves from the prisons of oppression and repression has inspired them to seek their liberty in different theories and forms of emancipation. Some of these have been overtly political in character; others more privately or sexually oriented. What all share is the aspiration for freedom, the hope that humans can overcome their history and disengage themselves from a limited life. In trying to explore the differences between these various theories, we will read a number of major texts plus other extract material. Among the texts we will consider are:

Hegel "Master and Slave" from *The Phenomenology of Mind*
Marx 1866 *Manifesto*
Fourier *Design for Utopia*
Nietzsche *Beyond Good and Evil*
Freud *Civilization and Its Discontents*
Wilhelm Reich *Function of the Orgasm or Sex Pol*
Marcuse *Reason and Revolution*
Norman O. Brown *Life Against Death*
Simone de Beauvoir *The Second Sex*
Frenks *Female Black Skin White Masks*
Foucault *Madness and Civilization*

Also extracts from Sade, Bataille, Whitman, Brecht, Sartre, Genet, Baldwin, Mitchell and Firestone.

The class will read illustrative material (plays); view films as well as engage in discussions of the written texts. The class will meet once weekly for a 1 1/2-hour session. Enrollment is unlimited.

HA 105 INTRODUCTION TO MOVEMENT WORKSHOP

Laurie Masterton

This class is designed to unite dancers and non-dancers in exploration of new and exciting forms of dance. The movement work will draw upon Anna Halprin's philosophy of "scores" or thematic assignments as a means of exploring, through dance, issues that arise from daily interaction with others and our personal creative processes in whatever form they may take... painting, writing, music... we will work with elements of movement rituals, contact improvisation, C.G. Jung's theories on archetypal symbolism, effort/shape analysis and some of my own notions of movement and body awareness as fuel for our fire.

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

*Laurie Masterton is a Division III student in Dance. Francis McClellan will supervise the class.

HA 107 CONTACT IMPROVISATION

Eleanor Huston

Contact Improvisation is an evolving system of movement based on the communication between two moving bodies in contact and their relationship to the physical laws which govern their motion: gravity, mass, momentum, and inertia. A duct form, the dance is mutual, arising out of the point of contact between two bodies. Each becomes a fulcrum for the other's movement. The dance relies on mutual trust and the variables of give and take, developed not by established rules for each dancer but by the understanding that each may change from give to take at any time. In discovering and responding to the moment to moment, the dancer's ways open to the dancers, each person is to know what his partner is doing as he/she does it, rather than notice what the partner has done after the action has been completed.

The course will meet twice weekly, or it will be offered at the introductory level. No previous dance experience is required, although experienced dancers are welcome. Attention to a classmate's work is required. We will be reading and discussing reading about, and related to, contact improvisation.

HA 110 FILM WORKSHOP I
 Thomas Joslin

This course is concerned with the film as personal vision; the film as collaborative effort; the meaning of thinking visually and kinesthetically; and film as personal expression, communication, witness, fantasy, truth, drama, 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 seventy-five years have seen the motion picture rise to the position of an international language. It has transcended the bounds of entertainment to provide everlasting documentation of the world, its people and events. It has given added scope and incisiveness to every area of human activity. Our image and understanding of the world more often are gained through film and photographs than personal experience. The aesthetics and technique 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/her own film.

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

HA 111 THEATRE: THE DESIGN RESPONSE
 W. Wayne Kramer

A study of theatrical design modes and concepts, the course will emphasize the creative response of the major theatre design areas (scenery, lights, costumes, etc.). We shall also try to discover how the artist reacts to the script and translates that reaction into communication modes for other theatre artists and audience. We will look at color, texture, and line in theatrical design as well as the vocabulary of the designers.

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

HA 126 AN INTRODUCTION TO THEATRICAL DIRECTING
 Josephine Abady

This course is designed to introduce the student to the art and the craft of directing. We will explore the basic skills a director needs including the following: the use of space, analysis of a script, communicating with the actor, working with the design concept and the designer, and developing ground plans.

Enrollment is limited to 10. The class will meet three times weekly for two-hour sessions, with additional workshops to be arranged.

HA 136 COLLEGE WRITING
 Eugene Terry

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

Students are expected to be engaged in some aspect of this process each week, to present their papers as a class, to improve before the other workshop members, and to actively involve themselves in one another's work.

The class will meet twice weekly for two-hour sessions. Enrollment is limited to 18 students.

HA 145 THE MAKING AND UNDERSTANDING OF HUMAN ENVIRONMENT: PERCEPTION AND COMMUNICATION
 Norton Juster, Earl Pope

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

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

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

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

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

HA 150 STILL PHOTOGRAPHY WORKSHOP
 William Arnold

The photograph as art and communication—its production and implications.

Photography has become one of the primary means of visual 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/her own film and paper.

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

HA 106/206 BASIC HARMONY
 Randall McClellan

This course is offered as a basic introduction to traditional harmonic practice designed to enable Hampshire students to pursue more advanced courses in theory at other area schools. We will begin with a basic outline of functional harmony including harmonic progression of triads in both diatonic and chromatic systems. We will then proceed to seventh chords, modulations, form and structure and examine some music of a few representative composers who worked within the system of functional harmony.

On alternate days we will devote the class sessions to sight-singing, beginning with simple intervals and proceeding to the reading of melodic material.

We will meet four times a week: Tuesday and Thursday will be devoted to harmony, Wednesday and Friday to sight-singing.

Enrollment is open.

HA 114/214 WRITING
 Nina Payne

Class time will be spent in the process of writing and will be based on exercises that represent various ways of using words to express life experience. Emphasis will be on the deepening of this experience. The focus of the work will be the self. Its scope will be experimental, playful, intimate, mysterious, ordinary, and utterly serious. There will be ongoing readings in poetry and prose. Tutorials will be available to all participants.

The class will meet once a week for 2 1/2 hours. Enrollment is limited to 15, and permission of the instructor is required.

HA 115/215 STUDIO EXPERIENCE IN DANCE
 Francis McClellan

This course in dance technique will deal primarily with the physical discipline behind dance and movement and the physicality of relaxation and release within movement.

There will be three sections:

- Section I: Beginning modern technique
- Section II: Intermediate modern technique
- Section III: Advanced modern technique

The beginning and intermediate sections will meet twice weekly for 1 1/2-hour sessions and the advanced section, twice weekly for 3/4-hour sessions. Enrollment is limited to 25 in each section.

HA 129/229 WRITING FOR THE THEATRE
 Susan Yankovits

Playwriting becomes increasingly difficult to define as it extends into the visual, musical, and improvisational realms. In order to gain experience in various approaches to dramatic writing, we will combine the study of classical and contemporary plays with the practice of our craft. In class, we will exercise with the monologue, the dialogue, the theatrical song, the comic scene, the tragic epiphany, and others. Actors will sometimes work with writers on creating material through improvisational techniques. All students will be required to write and rewrite a short play—or a long one, if desired—which will be discussed in regular individual conferences.

The class will meet from 1:00 to 4:00 p.m. on alternate Thursdays. The first class will meet on Wednesday, September 21, at 10:00 a.m. Enrollment is limited to 12.

HA 130/230 LABORATORY IN HUMAN INTERACTION: THE THEMES OF SMALL GROUP DYNAMICS
 Irene Carey

The underlying purpose of this course is to understand the dynamics of small group behavior. Throughout our lives we are constantly interacting in small groups—family, peer groups, work groups, classrooms, etc. More often than not we do not understand the impact of our own behavior on these groups, the way in which norms or patterns of behavior become established in a group, how others really feel about their behavior and interactions in these groups, or ways in which we can deal with conflict and disagreement in a group setting. Through the use of a model called the T Group we will have an opportunity to explore all of these issues in depth.

The T Group is a 12-person group whose main task is building an environment in which members can learn from one another. The T Group provides individuals with an opportunity to examine any discrepancies between the intentions and the consequences of their actions. It also provides an opportunity to examine the range of others' reactions to their behavior, to decide if change is desirable, and to experiment with new behavior.

Throughout the course, theory sessions on small group communications and the dynamics of small groups will be provided along with opportunities to try out new skills. We will also pay attention to the application of small group theory to other settings in which we are presently involved.

Text: K. Basse, et al., eds., *The Laboratory Method of Changing and Learning Theory and Application*.

Course will meet during weekend of October 28-29-30. There will be three evening follow-up sessions, three hours each on November 2, 9, and 16. Entrance to the class will be by interview with the instructor.

HA 131/231 POETRY WRITING WORKSHOP
 Andrew Salkey

This course will emphasize the principle that all our workshop poetry writing should be done, primarily, for the reception and delight of our own workshop members and with them upmost in mind. For after all we are our very first audience and group approval is vitally important as a source of confidence. Our points should be reminded that being attentive readers and listeners to the work of other poets of the group is essential; practice; and, of course, our readership and audience will grow and move outward as we grow and move along as poets.

The workshop will be a forum for the relaxed reading of poems produced by its members. We will pay the closest possible critical attention to the prosody and meaning of class manuscripts, and that ought to be done informally but without loss of tutorial effect. We will emphasize the evidence of latent strengths in the work of the poets, and attempt sensitively to analyze their more obvious weaknesses, more often privately than in group sessions.

We will strive to respect the talents of the poets and resist all inducements to make them write like their mentor (that is, either like the external model of their choice or like their instructor or like the outstanding class poet).

Suggested parallel readings will come from the full range of contemporary writing in verse.

The class will meet once a week for a 1 1/2-hour session. Enrollment is limited to 16, and permission of the instructor is required.

HA 133/233 LITERATURE AND THE BLACK AESTHETIC
 Eugene Terry

This course, which takes its title from that of an essay by Addison Gayle, will examine critical essays which express a need for and attempt to define a Black aesthetic. We shall apply the explicit and implicit theories found in these critical statements to literary works—drawn from this term—written by Black authors. We shall attempt to better understand what informs the avowed literature of the Black Aesthetic and how these works differ from those by earlier Black writers.

The main critical text is Gayle's essay, *The Black Aesthetic*. It will be supplemented by earlier as well as more current essays and a sampling of novels and stories.

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

HA 138/238 EXPLORING VISUAL REALITIES: A DRAWING COURSE
 Joan Hartley Murray

This course will explore the relationships between what we see in the world around us and what we think we see, want to see or feel we ought to see.

The focus will be on drawing objects in nature, architectural structures, man and machine made objects i.e., chairs, tables, etc. There will be some time spent on the human form but not a great deal.

Interpersed with the actual drawing process will be slide presentations looking at different ways of representing the "real" object and their visual relationship to abstraction.

There will be studio work done in class as well as assignments to be done outside of class. The work will be critiqued regularly by the class both in terms of the drawings themselves and their relevance to "exploring visual realities".

The class will meet twice weekly for 1 1/2-hour sessions. Enrollment is limited to 20.

HA 142/242 DESIGN AND ILLUSIONISTIC SYSTEMS
 Arthur Homaner

This course has been developed as a means of introducing the student to a wide variety of design attitudes both theoretical and practical. Working with two and three dimensional design ideas the processes of conceptualization, sensing, seeing and knowing will be explored. This course will include the study of value systems, visual semantics, attitudes, criticism and analysis of visual phenomena. Emphasis will be placed on design innovation and invention.

This course will meet twice a week for 1 1/2-hour sessions. Students will be responsible for their personal art supplies which are available through local dealers.

HA 153/253 AFRO-AMERICAN CHAMBER ENSEMBLE
 Vishnu Wood

The Chamber Ensemble will focus on the interpretation, articulation, and performance of the music of Thelonious Monk, John Coltrane, Miles Davis, Duke Ellington, Randy Weston, and others. Some of the major focal points of the class will be concentrated in listening, transcription from recordings, interpretation of musical scores, and contextual improvisation.

The Chamber Ensemble's repertoire will depend on the instrumentation of the students in the group. To develop group intention, there will be concentration on musical texture, timbre, and rhythmic qualities.

All students will be encouraged to enroll in the parallel lecture course, *A Historical Perspective of Afro-American Music* (see course description for HA 172/272) which will deal in depth with the above composers in a historical context.

The ensemble will meet twice weekly for two-hour sessions. Enrollment is limited to twenty. Some auditions will be necessary.

HA 158/258 A SWORDSBORD OF POETRY
 Laurence H. Roberts III*

Too many people writing poetry today are unaware of even the more recent poets who have shaped the present poetic field. There is a belief, and I think a misguided one, that all a person has to do is write to become a poet. Through this course, I hope to challenge this belief, to explore some of the modern poets most commonly mentioned and others, less known, who have influenced me, and to help people locate poets they will enjoy and will find helpful to read.

This course is meant to serve as an introduction to poetry reading. We will discuss different reasons why people write, who one's audience might be, and some ways in which poets play these concerns off each other. We will focus on no one style; but will explore many styles during this course. However, the poetry emphasized will be American, free verse poetry written in the last century.

This course is not designed as a workshop nor will the poems of class members be discussed. Although its main function is not to provide divisional exams, there will be plenty of opportunity for such. All students will be expected to do the readings, take part in discussions, and help moderate two classes.

The class will meet twice weekly for 1 1/2-hour sessions. Enrollment is limited to 16.

*Laurence (Storm) Roberts is a Division III student in creative writing and publishing. The class will be supervised by a member of Storm's Division III committee.

HA 159/259 HAMPSHIRE COLLEGE CHORUS
 Ann Kearns

Thoreau wrote, "To affect the quality of the day, that is the highest of the arts." To affect the quality of your day, the Chorus offers the chance to sing words ranging in time from medieval through contemporary, in size from chamber a cappella through larger choral and orchestral, and in media from sung through spoken. Two concerts each term.

Admission will be by informal audition. (Call Ann Kearns at 253-2480.) Rehearsals will be held on Tuesdays and Thursdays, 7:00-9:00 p.m., in the Red Barn.



HA 163/263 FICTION WRITING WORKSHOP

Andrew Salkey

This workshop will emphasize as its guiding principle that all our workshop fiction writing should be done, primarily, for the reception and delight of our workshop members and with them uppermost in mind. For after all we are our very first audience and group approval is vitally important as a source of confidence. Our writers should be reminded that being attentive readers and listeners to the work of other writers in the group is essential practice; and of course, our readership and audience will grow and move outwards as we grow and move along as writers.

The workshop will be a forum for the relaxed reading, however extended, of short stories, novels-in-progress, plays, and other expressions of fiction produced by its members.

We will introduce and develop the necessary skills with which our writers will learn to regard, examine, and write fiction as a display of the imagination in terms of narrative, characterization, intention, and meaning; and these elements will be studied closely, not so much from approved external models as from the written work of our own class.

We will try to demonstrate that the practice of fiction ought to be manifestly about the creative description of human relationships in society, in spite of our inspired creativity, in spite of our quicksilver flights of imagination.

We will encourage both on-the-spot oral critical analysis and considered manuscript-reviewing. We will, at all times, allow the writing and lively analytical discussion of all forms of literary composition within the genre of fiction, however tangential, however idiosyncratic; our fiction writers will be encouraged to take any literary risk they may feel to be important to their development.

The class will meet once weekly for a 1½-hour session. Enrollment is limited to 16, and permission of the instructor is required.

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

Vishnu Wood

This lecture class will consist of a historical study of African-American music. The areas of concentration will be:

African tribal music - Pygmies, Ashanti, Yoruba, etc.
Caribbean music - Mighty Sparrow
Ragtime - 1930's, New Orleans, Buddy Bolden, Louis Armstrong
Spirituals - Mahalia Jackson, Duke Ellington
Blues - Field hollers, work songs, spirituals
Big Bands - 1930's, Swing era, Duke Ellington
Avant-garde - 1950's, Thelma Houston
Jazz-rock - 1960's, John Coltrane
Jazz-rock - 1970's, Herbie Hancock, Chick Corea

This class will consist of an in-depth study of these music and will climax with a live performance of top professional artists. Students of the class will present by way of narration the different historical periods in performance.

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

HA 181/281 HERE AND NOW - AN EXPERIMENTAL AND THEORETICAL INTRODUCTION TO GESTALT THERAPY

Linda and Graham Gordon

In this course we will explore together the theoretical concepts that underlie the exciting and innovative approaches that have come to be known as Gestalt Therapy. Since it is a contradiction in terms to "talk about" Gestalt work, we will do this in the framework of an experiential group in which we will live out those concepts that we discuss. There is no one way to do Gestalt work, but rather members of the class will have the opportunity to learn more about themselves and to integrate the conceptual work in a way that will leave them free to use their own creativity in their interactions with others. We expect this class to be a vehicle for both personal and intellectual growth.

We will meet twice a week for two-hour sessions and the group will be limited to 16 members. Entrance to the class will be by interview with one of the instructors.

HA 186/286 HOW DOES A NOVEL WORK?

David Roberts

This course will study intensively four contemporary novels in English, paying particular attention to structure, style, and technique. The emphasis will be on the author's strategy; why he tells us only so much, not more; where he begins and ends; the manner in which he leads us to the discoveries he wants us to make; his persuasion of us to like or dislike his characters; and similar questions. The four novels have in common a central concern for human love and its failures; but in other respects, they are so different from one another as to preclude any easy generalizations about how a writer ought to deal with that perennial theme.

Students will be expected to read each book twice, the second time with an eye out for technique and strategy; to be willing to engage in close analysis in class; and to make one major writing effort of their own during the term. The last should take the form either of a serious attempt at a novel of the student's own (for Division II students), or a critical paper comparing one of the authors' other novels to the one studied in class, or (possibly) a paper about some other contemporary novelist.

The novels to be studied (in the following order) are:

Philip Roth, *Goodbye, Columbus*
Graham Greene, *The End of the Affair*
Vladimir Nabokov, *Invitation*
Doris Lessing, *The Golden Notebook*

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

HA 192/292 AMERICAN WRITERS AND RACE

Eugene Terry

A seminar on the fictive images of black people and the problem of race held by both black and white authors of the 19th and 20th centuries-Melville, Cheever, Cable, Mark Twain, Dunbar, Johnson, Walker, Hughes, Faulkner, Styron, and Baldwin. The members of the class are asked to prepare papers based on the readings of these or other authors' works for presentation to the group.

This course will meet twice a week for 1½-hour sessions. Enrollment is open.

HA 197/297 HISTORY OF PHOTOGRAPHY

Elsie Hayes

A slide lecture course which will examine the medium from the camera obscura to the present. The course will describe photography in terms of its connection to art, technology, philosophy, the breadth of its applied forms, and its relation to culture.

Enrollment is unlimited, and students will be asked to write two papers. The class will meet twice weekly for two-hour sessions. Classmates will be divided evenly between lecture and discussion.

HA 202 TOLSTOY AND LAWRENCE

Clay and Joanna Hubbs

My great religion is the blood, the flesh, as being wiser than the intellect. We can go wrong in our minds. But what our blood feels and believes and says, is always true. The intellect is a bit and a bridle. --D.H. Lawrence

Our life can have no other meaning than the fulfillment... of what is wanted from us by the Power that sent us into life and gave us in this life one sure guide--our rational consciousness. --Tolstoy

What the Russian philosopher Berdyaev says of Tolstoy and Dostoevsky may also be said of Tolstoy and Lawrence: they exemplify "an insoluble controversy, in which two sets of assumptions, two fundamental conceptions of existence, confront each other: a controversy which reaches back to Plato and Aristotle and forward to our own ideological conflicts. But extremes then to meet; with Tolstoy and Lawrence one of the meeting points is religion. Both were passionately religious men.

Tolstoy said that his main task as a writer was to express the religious perception of his time. Lawrence insisted that one had to be terribly religious to be a writer. Like much that Lawrence had to say, this was rather surprising. The European novel of the eighteenth and nineteenth centuries was "secular in outlook, rational in method, and social in context. But in the nineteenth century the novel underwent radical changes, first in Russia and America, then in England. Part of our task--along with studying each of the writers in the context of his own time and place--will be attempting to see how each writer's social form and mythic significance to experience which is intimate and personal--will be to examine the major changes, along with some of their causes, in the form of the European novel in the latter part of the nineteenth century and the early part of the twentieth.

The texts will include Tolstoy's *Childhood*, *The Cossacks* and *Anna Karenina*; Lawrence's *Sons and Lovers* and *The Rainbow*. Plus shorter works by each author.

Two class meetings per week, divided between lectures and discussions. Open to Division II students.

HA 205 SEMINAR ON MILTON

L. Brown Kennedy

Paradise Lost is an epic designed to create an emotional as well as an intellectual impact in its readers. We'll spend the first half of the term reading this poem and talking about questions intrinsic to it as a poem--its language, its major themes, the characters of Satan, Adam, and Eve.

But these will not be our only interests. A diverse and amazingly learned man, Milton was an important public figure whose active life spans the period from the earliest rumblings of civil war in the 1620's to his death in 1674, fourteen years after the Restoration of the monarchy. His writings reflect changing and conflicting beliefs in political theory, science, and theology. In the second half of the seminar, then, we'll look back at specific problems in *Paradise Lost* in the light of other works by Milton and his contemporaries, asking how one mind organized its perceptions and commitments over a period of radical change.

Why, for example, did Milton, who knew Galileo, choose to build his epic around a pre-Copernican cosmology? How did contemporary ideas on women shape his attitude toward the tension among man, woman, and God? How did Milton's own involvement in the events of the Civil War affect his picture of the rebellion in heaven and the democracy on hell?

The seminar will include writing--several short working papers and at least one that is more conclusive.

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

HA 206 THREE RUSSIAN WRITERS: PUSHKIN, GOGOL AND DOSTOEVSKY

Joanna Hubbs

"By the shores of a bay there is a green oak-tree; there is a golden chain on that oak; and day and night a learned cat ceaselessly walks around on that chain; as it moves to the right, it strikes up a song, as it moves to the left, it tells a story."

"There are marvels there: the woodsprite roams, a mermaid sits in the branches; there are tracks of strange animals on mysterious paths; a hut on hen's legs stands there, without windows or doors; ... a sorcerer carries a knight through the clouds, across forests and seas; a princess pines away in prison, and a brown wolf serves her faithfully; a mortar with a Baba Yaga [witch] in it walks along by itself; there is a Russian odor there... it smells of Russia! And I was there, I drank mead, I saw the green oak-tree by the sea and sat under it, while the learned cat told me its stories..."

--Pushkin: Prologue from *Russian and Lullabies*

"And you, Russia--aren't you racing headlong like the fastest troika imaginable? The road roams under you bridges rattle, and everything falls behind... And where do you fly, Russia! Answer me... The Russian's soul is like a carriage bell break into an enchanting tinkling, the air is torn to shreds and turns into wind; everything on earth flashes past, and casting worried, sidelong glances other nations and countries step out of her way."

--Gogol: *Dead Souls*

"...But God will save his people, for Russia is great in her humility."

--Dostoevsky: *The Brothers Karamazov*

This is a course in Russian cultural history. Pushkin and Gogol are the first great nineteenth-century Russian writers to give full expression to the vitality, richness, and paradox of the culture in which they live. Dostoevsky, of a later generation, broods over its images and meanings. Our concern in this seminar will be to explore this obsession with Russia which all three writers share, by looking at their major works in the light of certain aspects of Russian culture, primarily its religious and mythological heritage.

Books will include:

Pushkin: *Eugene Onegin*, *The Captain's Daughter*, *Tales of Belkin*, *The Queen of Spades*

Gogol: *Dead Souls*, "The Overcoat," "The Nose," "Diary of a Mad-Man," other short stories

Dostoevsky: *Notes from Underground*, *The Brothers Karamazov*, *The Idiot*

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

HA 210 FILM WORKSHOP II

Thomas Joslin

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

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

There will be a lab fee of \$15.00. The class will meet once a week for four hours. Enrollment is limited to 12. Selection will be by lottery; sign-up anytime from September 7th through the 10th.

HA 213 EFFORT/SHAPE: LANGUAGE OF MOVEMENT AND OBSERVATION

Francis R. McCellan

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 as 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;
- defines a behavioral dimension related to neuropsychological 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 216 DRAMA: MODERN AND CONTEMPORARY

Clay Hubbs

Modern drama from Ibsen to the present is grounded in realism. The experience of life is its raw material--not just the way life looks but the way it feels, with all its contradictions and ironies. The problem is defining the real and presenting it on the stage. In Chekhov's *The Sea Gull*, the young writer Trigorin declares: "We don't have to depict life as it is, or as it should be, but as we see it in our dreams." But Chekhov himself insists that "life on the stage should be as it really is and the people, too, should be as they are..." (And this for a purpose: so the audiences will look at their dreary lives and make them better.)

These two statements suggest a framework for the study of the major dramatists of this century: On the one hand there is the expressionism and theatricalism of the dramatic works and theories of Strindberg, Artaud, and Grotowski. On the other, the naturalism of Ibsen, Chekhov, and Stanislavsky. (Then there are those like O'Neill who seem to combine the two apparently conflicting approaches in their plays.) The conceptual framework will remain in the background as we study individual plays; however, it allows us to approach the central elements of the experience of modern drama: the breakdown of historical (clock) time and the devaluation of language in favor of gesture--the discovery of "poetry" behind the text."

Chekhov's later plays will provide a solid center for our study. We will move backward and (mostly) forward from them, ending our close reading of a number of representative modern and contemporary plays with Beckett, Pinter, and Handke.

Class time will be about equally divided between lecture and discussion. Short papers will be shared with the class. Enrollment is open to Division II students.

HA 218 IMPROVISATION FOR THE THEATRE

Josephine Abady

The ability to play is with us from birth. Acting for the theatre evolves out of this ability. We will use this game form to introduce us to theatre techniques used in the art of acting. Improvisation is part of the stock-in-trade of an actor's craft."

Enrollment is limited to 15 students.

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

Elsie Hayes

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

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

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

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

HA 225 PHOTOGRAPHY WORKSHOP

William Arnold

A workshop to help students continue to develop their creative potential and extend the scope of their conceptions in dealing with photography as personal confrontation, aesthetic impressions, and social awareness.

Through lectures, field work, and seminars, students will attempt to integrate their own humanistic concerns with a heightened aesthetic sensitivity. Through the study of a wide variety of photographic experience and the creation of personal images, students 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 four hours. Enrollment is limited to 12 students.

HA 232 GROUP INDEPENDENT STUDY IN ELECTRONIC MUSIC COMPOSITION

Randall McCellan

This course is intended as meeting time for those students who are already qualified studio users and who are actively involved in studio composition. It is a time to share our work with each other as well as our problems and frustrations, and to celebrate the completion of each new piece.

We will meet every second Friday afternoon in the electronic studio from 1:00 to 3:30. Enrollment by permission of the instructor.

SCHOOL OF LANGUAGE AND COMMUNICATION CURRICULUM STATEMENT

The concept of a School of Language and Communication is unique to Hampshire College. The School represents a synthesis of disciplines concerned with the forms and nature of symbolic activity. These are among the most vital areas of study in current intellectual life, and the emerging connections between them are among the most important interdisciplinary developments in this century; only at Hampshire are they grouped together and taught as a central part of a liberal arts education.

The School's curriculum is wide-ranging. The courses described here make significant contact with most of the major questions in intellectual life and with most students' interests. Many of the courses are devoted to the study of thought and language, drawing on linguistics, psychology, philosophy, computer science, and mathematical logic. This interdisciplinary area offers one major perspective on human nature. It also has important applications in education. This fall for the first time the School will have a full-time faculty member in education studies.

Other courses in L&C are devoted to the study of communication, both in face-to-face social interaction and in the mass media. The study of interpersonal communication draws on linguistics, sociolinguistics, sociology, anthropology, and psychology. One of the main applications of this material is in the School's courses in bilingual and bicultural studies and on other topics concerning language and society. The study of mass communications draws on most of the social sciences. The School offers courses on mass communication theory and research as well as applied courses in television production and journalism. To find out more about L&C, visit the L&C Advising Center, talk to a faculty member, or take one of the L&C umbrellas courses, which cover a wide range of intellectual territory. We think that every student can find an interest in the School.

In an effort to produce a stable array of courses the members of the School have reworked the curriculum, delineating those Division I and Division II courses which form the core of the L&C curriculum. The effect of this planning is to provide you with long-range information upon which you can base decisions concerning which courses to take and when to take them. Statements on the nature of the subject lines within the School are being developed; they will contain statements concerning the faculty involved, core and closely allied courses, suggestions on other courses to take, etc. These will be available from the L&C Advising Center and individual faculty members as they are completed. For example, see the statement on Mathematics, Statistics, and Computer Science elsewhere in this catalog.

Division I and L&C Umbrella Courses

Division I courses in the School are offered as introductions to L&C areas of study and are often multidisciplinary in nature. They assume no background in any of the subjects covered. This year the School has introduced what we call the L&C "umbrella" courses. These courses, such as LC 194 Human Language and LC 184 Minds, Brains, and Machines I: Intelligence, Organization, and Rationality (Hanson, Radetsky, Stillings, and Witherpoon), are broad interdisciplinary courses touching on questions and approaches common to the interests of the faculty involved. These courses most relevant to the content of an umbrella course are grouped together as "satellite" courses and listed under the umbrella course. The satellite courses treat in more depth one of the topics introduced in the associated umbrella course. Let us emphasize that both types are courses in their own right and have been grouped primarily to illustrate the common focus of investigation and method. They may be taken independently of each other. We urge, however, that you take a satellite course and the associated umbrella course together. The depth of the satellite course and the broader perspective of the umbrella course are thus combined. We will continue to offer additional courses which, for one reason or another, cannot (or should not) be grouped with an umbrella course. For example, LC 156 Introduction to Computers and Programming provides an introduction to methods utilized in several L&C disciplines, as well as many outside the School; consequently it is not associated with an umbrella course.

The satellite courses (and others not associated with an umbrella course) are explicitly designed to provide opportunities to initiate a Division I examination, and we would expect that most of the Division I examinations in L&C will originate in these courses. Normally, the umbrella courses by themselves will not be sufficient to ensure a high quality examination.

Division II

Division II courses in L&C are offered as intensive investigations into one or more of the disciplines within the School and normally assume some prior exposure to the material covered in the course. The Division I umbrella and/or satellite courses (as well as the other Division I courses) will provide such an exposure. The new, more stable Division II courses (e.g., the Language: X series) should provide potential L&C concentrators with more complete coverage of L&C disciplines and allow for more advanced planning than hitherto possible. The School supports Division II and Division 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 and the L&C Advising Center.

In many cases, L&C courses supplement and complement courses offerings in the other Schools and vice versa. We expect that you will become involved in and take courses relevant to your interests regardless of School affiliation. This course guide is an invitation to such involvement—a map for the exploration of new intellectual territory.

L&C Umbrella and Satellite Courses

Fall 1977

LC 184 Minds, Brains, and Machines I: Intelligence, Organization, and Rationality (Hanson, Radetsky, Stillings, and Witherpoon)

LC 185 Introduction to LISP (Hanson)
LC 186 Machine Intelligence (Hanson)
LC 187 Human Intelligence (Stillings)
LC 188 Self-Deception (Witherpoon)

LC 194 Human Language (Frisberg, Coordinator)

LC 133 The Spanish Language (Feinstein)
LC 195/295 American Sign Language (Frisberg)

Spring 1978

LC 140 Minds, Brains, and Machines II: Perception (Hanson, Marsh, Stillings, Witherpoon, and others)

LC 141 Philosophy of Visual Perception (Witherpoon)
LC 142 Projective Geometry (Marsh)
LC 143 Computational Models of Perception (Hanson)
LC 144 Psychology of Perception (Stillings)

SCHOOL OF LANGUAGE AND COMMUNICATION

DIVISION I

USABLE COMPUTERS
LC 108

STRUCTURE AND CONTROL OF AMERICAN MASS MEDIA
LC 110

COMM AND MASS COMM: A THEORETICAL INTRODUCTION
LC 116

CHILD DEVELOPMENT
LC 122

THE SPANISH LANGUAGE
LC 133

TELEVISION PRODUCTION PROJECT: WHOLE WHEAT VIDEO OR EXAMINING THE "BACK-TO-LAND" MOVEMENT
LC 134

FACT, INTERPRETATION, AND FICTION IN THE MASS MEDIA
LC 135

JOURNALISM WORKSHOP
LC 137

THE GHOST OF PUBLIC OPINION
LC 138

CONVERSATION ANALYSIS
LC 147

INTRODUCTION TO COMPUTERS AND PROGRAMMING
LC 156

LINGUISTICS AND LITERATURE
LC 177

MINDS, BRAINS, AND MACHINES I: INTELLIGENCE, ORGANIZATION, AND RATIONALITY
LC 184

INTRODUCTION TO THE PROGRAMMING LANGUAGE LISP
LC 185

MACHINE INTELLIGENCE
LC 186

HUMAN LANGUAGE
LC 194

SELF-DECEPTION
LC 188

HUMAN INTELLIGENCE
LC 194

DIVISION I AND II

COMPUTERS IN THE LAB: HARDWARE, SOFTWARE, INTERFACE
LC 136/236, NS 143/243

AMERICAN SIGN LANGUAGE
LC 195/295

DIVISION II

A HISTORY OF THE PRESS IN THE UNITED STATES
LC 201

STRINGS, TREES, AND LANGUAGES
LC 206

PHILOSOPHICAL THEORIES OF HUMAN ACTION
LC 220

RESEARCH APPRENTICESHIP IN COGNITIVE DEVELOPMENT
LC 221

PIACET: THEORY, RESEARCH, AND EDUCATIONAL APPLICATIONS
LC 223

LANGUAGE: STRUCTURE
LC 226

PSYCHOLOGY OF LANGUAGE: FUNDAMENTAL ISSUES
LC 236

EXPERIMENTAL TELEVISION
LC 266

BOOK SEMINAR: SYMBOLIC INTERACTION
LC 298

FOREIGN LANGUAGES

INTENSIVE ELEMENTARY SPANISH
FS 115

INTENSIVE ELEMENTARY FRENCH
FS 130

LC 108 USABLE COMPUTERS

Kevin Jordan and William Torcaso*

We want to take the mystery away from computers and their uses. In this course we intend to introduce anyone, regardless of their confidence or background, to the systems available at Hampshire and to computers in general. Emphasis will be placed on applying a computer for fun, and there is ample opportunity for L&C Division I examinations.

Hampshire's system is made up of two micro-processors, a dual-drive floppy disk, a vector graphics terminal, a color video display, a line printer, and a connection to the Mass time-sharing computer (see LC 156 and NS 161). We will begin by introducing students to the structure of the computer and the programming languages that control it. Once students have some proficiency in programming, they may choose group or individual projects to pursue. Creativity is encouraged; practical advice is available. Some present and proposed projects are:

Computer Control of Theatre Lighting
Space War and Other Games
Video Animation
Astrological Forecasting
Simple Data Analysis
Computer Dating
Typing Error-free Papers
Doing Homework
Playing with a Mechanical Turtle
Program Control of the Electronic Music Synthesizer

The course will meet twice a week for 1 1/2 hours each session. Computer time is restricted only by the demand for it.

Enrollment limit: none

* Kevin Jordan is a Division III student, William Torcaso is a Division II student, Allan Haden is the faculty sponsor.

LC 110 STRUCTURE AND CONTROL OF AMERICAN MASS MEDIA

James Miller

The media of mass communications can be thought of in numerous ways: as social institutions, as cultural forms, as technology. This course treats the media primarily as an industry composed of formal organizations in which people, belonging to a variety of occupations, work.

We assume that the mass production and distribution of messages begins with the process of content selection, and ask: How do the structural aspects of media operations control the selection process? How are media products (broadcast programs, motion pictures, books and magazines) shaped by the material, organizational, and occupational settings in which they are made? In order to answer these questions, we will look at the media of our own country, especially at broadcasting.

The course has three parts: an introduction to relevant theory from the study of mass communications, economics, sociology, and organizations; investigation of the structure of the United States (mass industry); and analysis of formal and informal constraints—like government regulation and the professionalization of media workers—that influence media operations.

Students will be expected to make regular in-class reports on readings. In addition, there will be one major paper due at the end of the term, to be presented periodically as work in progress. Five-College students are welcome.

The class will meet Tuesday and Thursday 1:30-3:00 PM.

Enrollment limit: none

LC 116 COMM AND MASS COMM: A THEORETICAL INTRODUCTION

James Miller

To anyone interested in understanding "what the media do to me" or "what I do to the media," some kind of conceptual framework is essential. This course is an introduction to such thinking.

We will begin by developing a general approach to human social interaction whose principal utility will be to serve as an introduction to the study of mass communications. We will then explore basic components of the mass communication process from mostly sociological, political-economic, and anthropological perspectives. Finally, in order to see the implications of applied theory, we will examine research that treats aspects of media operation, message content, and social impact. A primary goal of the course will be to cultivate a sophisticated attitude toward mass communications as one among many forms of human communication—an attitude with personal value to us as appreciators, consumers, and critics of mass communication products.

Students will be responsible for a short theory paper, a group project, and a final problem-centered paper. Five-College students are welcome.

The class will meet Tuesday and Thursday 9:30-11:00 AM.

Enrollment limit: none

LC 122 CHILD DEVELOPMENT

Deborah Knapp

This course will serve as a general introduction to the field of developmental psychology. We will survey the latest experimental findings on the changes that occur as one develops from infancy through early childhood, the school years, adolescence and adulthood. Topics will include:

- infants' perceptual abilities and perceptual development
- cognitive development
- how children learn language
- the development of introspection, problem-solving skills, and creativity
- children's motivation
- social and personality development
- moral development
- sex role development
- a critical look at ethology: contrasts and comparisons with primates and other animals; brain development
- developmental disorders

The official reading for the course will be a textbook. Paperback readings will be on reserve in the Library for those wishing to read further on particular topics. Copies of recent articles will also be available.

The course requirements will be three papers:

- a. a two-page weekend essay answering a question chosen from a list of specific questions.
- b. a report on a visit with a child, assessing his/her level of development.
- c. a literature review on a topic of your choice. It may be used as a Division I examination, or it may be simply an integration of suggested supplementary readings on a topic covered in the course.

The lectures will present selected topics in more depth than the textbook. Class meetings will be devoted to lectures and discussion. Students interested in applications to education, children's television, mental retardation, sensible "parenting," or other areas are encouraged to take the course.

The course will meet Tuesday and Thursday 1:30-3:30.

Enrollment limit: 30

LC 133 THE SPANISH LANGUAGE

Mark Feinstein

Our purpose in this course will be to examine the Spanish language from both inside and outside. On the "inside" we will ask such questions as: What syntactic, semantic, and phonological factors distinguish Spanish from other languages in the interesting way? What can we learn from the linguistic structure of Spanish about natural languages in general? How has Spanish changed over the centuries, and what can Spanish tell us about language history and development? On the "outside" we will be looking at the role of Spanish as a political and cultural force: its dominant role among the various languages of Spain (Basque, Catalan, etc.); its relationship with indigenous American languages in Latin America; and the conflict between Spanish and English in the contemporary United States.

Our purpose will not be to learn to use the language, nor is knowledge of Spanish a prerequisite for the course. But students will have ample opportunity to acquire some knowledge of the language, or to extend their present knowledge. Each student will be expected to select some topic of interest, begin an investigation of this topic early in the course, and report to the class from time to time on their progress.

The class will meet Tuesday and Thursday 9:30-11:00 AM.

Enrollment limit: none

LC 134 TELEVISION PRODUCTION PROJECT: WHOLE WHEAT VIDEO OR EXAMINING THE "BACK-TO-THE-LAND" MOVEMENT

Stanley Stankis

This is a television production course designed around three programs which will examine the "Back-to-the-Land" movement. This phenomena has various interpretations. The three documentary style programs will attempt to sort out the interpretations by looking at who is involved in the movement and why, as well as exploring some practical aspects of living off the land.

The course is open to students with or without TV production experience. Students with experience will be expected to assume greater responsibilities in program planning and execution. The class time will be spent discussing the production process and becoming proficient with the technical tools necessary to program production. The technical discussions will center on portable equipment and post-production facilities. The course is not designed to prepare students for the various INTERAM user tests.

In addition to producing the three programs, the course will study the TV documentary form, its history and function. The aspect of the course is meant primarily for Division I students. Work in this area may lead to a Division I examination.

Much of the work for the productions will take place outside the normal class meeting times.

The class will meet Tuesday and Thursday 9:00 AM-12:00 noon.

Enrollment limit: 15, with permission of instructor.

LC 135 FACT, INTERPRETATION, AND FICTION IN THE MASS MEDIA

Richard Lyon

Television, radio, newspapers, and magazines try to entertain and to persuade. They also try to inform. As purveyors of information the mass media propose to give us a more adequate, a more accurate picture of the world as it is. They intend, as one of their functions, to tell the truth.

Through case studies drawn from news reports, articles, and programs of the last thirty years, we will try to discover grounds for judging the success of the truth-tellers. What are the tests of adequacy and accuracy in news reporting in the different media? What standards of factuality, inclusiveness, or objectivity are at work in us-and-in-editorial writers, and broadcasters-when judgments of adequacy are made? What pressures, assumptions, or beliefs are at work in determining salience, relevance, or significance in the facts reported? Is bias another name for interpretation? When do facts become fictions?

Each student in the course will follow current media coverage of at least one story in the news with an eye on such questions, leading to a paper and a report to the class.

The class will meet Monday and Wednesday 9:00-11:00 AM.

Enrollment limit: 16, by lottery, if necessary.

LC 136/236 COMPUTERS IN THE LAB: HARDWARE, SOFTWARE, INTERFACES

Allen Hanson, Albert Woodhull, and Michael Wolf

See course description under the School of Natural Science.

LC 137 JOURNALISM WORKSHOP

Lindsay Gruen

The foundation for any career in journalism is the ability to write articles clearly in a short period of time. This course will provide an intensive experience in developing the fundamental skills of the craft-interviewing, researching, writing, and editing.

The course will be set up to resemble a newsroom rather than a lecture series. Although talks will be given on such topics as libel and production techniques, the major portion of the course will consist of assisting and evaluating articles written by students. A typical class session will consist of discussions of developing stories and methods of pursuing them. Stories in progress will be critiqued.

The course is open to both beginning and advanced students of journalism. The only prerequisite is a willingness to make a serious commitment to write at least one substantial article a week. Students will be expected to become affiliated with the new Five College newspaper (the instructor is one of the co-editors) and/or the newspaper of the student's home school.

Arrangements are currently being made to bring professional journalists to class occasionally. Coming from both local and distant papers, they will act as additional resources and surrogate editors.

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

Enrollment limit: 25 students from the Five Colleges. Interview with the instructor prior to registration is encouraged but not required. (Interviews will be conducted by David Zetakis (Box 1373) until Lindsay Gruen returns from leave.)

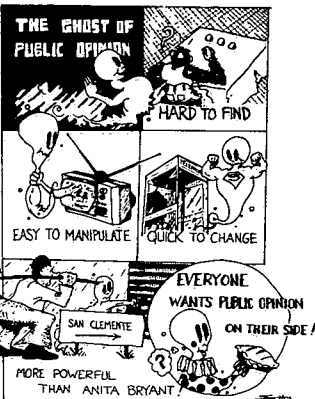
*Lindsay Gruen is a Division III student. He is co-editor of the as yet unnamed Five College newspaper. A former editor of *Climax*, he has spent the 1976-77 academic year as a full-time reporter for the *Daytona News-Journal* in Florida. James Miller is the faculty sponsor.

Hampshire College reaffirms publicly its moral and legal commitment to a policy of equal opportunity in education and employment.

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

Hampshire is an Affirmative Action/Equal Employment Opportunity Employer. All employment policies and decisions are made without regard to sex, race, color, religion, national or ethnic origin, or age.

In all areas of education and employment the College seeks to comply with all applicable federal and state laws and guidelines including Title VI and VII of the Civil Rights Act of 1964; Executive Order 11246 of 1965 as amended by Executive Order 11375 of 1967 and Title IX of the Education Amendments Act of 1972.



LC 138 THE GHOST OF PUBLIC OPINION

John Hornik

In this course we will learn about the study of ghosts by studying a particular ghost, public opinion. We will examine the written and unwritten folklore to discover the manifestations, peregrinations, and machinations of this ghost. We will also do a little spirit hunting ourselves.

The course will meet on Monday evening, 7:00-10:00.

Enrollment limit: 25

Note: For those desiring more material information on the substance of this course, a complete syllabus including schedule of topics, readings, and other assignments is available from the L&C office, GI Patterson Hall.

LC 147 CONVERSATION ANALYSIS*

Janet Tallman

Interest in the topic of conversation analysis is beginning to grow in the field of sociolinguistics. Our work in this course will include taping, transcribing, and analyzing conversations with friends and family. We will focus on certain aspects of conversations: openings and closings, topic transitions, pauses, utterance length, questions and interruptions, to make generalizations about how people relate with close and distant friends. In large and small groups, with same and opposite sexed speakers. Our readings will come from anthropology, sociology, and psychology, and will also include many papers written by Hampshire students in the past four years of work on conversations.

The class will meet Tuesday and Thursday, 1:30-3:30 PM.

Enrollment limit: 16

*Particular attention and support will be given to the development of writing skills.

LC 156 INTRODUCTION TO COMPUTERS AND PROGRAMMING

William Marsh

This course is an introduction to computers, programming, and problem-solving. The programming language used will be APL, a powerful, yet concise, problem-solving tool. The first part of the course consists of a brief discussion of the structure of a computer and the use of assembly language. While the bulk of the course is devoted to applications of the computer and APL to various problems, the techniques developed form an introduction to computer science. The last part of the course will be devoted to a large group project. This will serve to provide programming experience and a chance to introduce some of the more advanced features of APL in the context of useful examples. Virtually no mathematical sophistication is required.

Completion of this course implies a broad exposure to programming (APL in particular) and computer science. Anyone who finishes should have no trouble doing an excellent Division I examination in L&C.

The required textbook for the course is *APL: An Interactive Approach* (2nd edition) by Gilman and Rose. Additional readings will be assigned.

The course will meet Monday, Wednesday, Friday 11:00-12:00 noon.

Enrollment limit: 32, lottery if necessary.

LC 177 LINGUISTICS AND LITERATURE

James Paul Gee

Linguistics, in the broadest sense, is the study of language. In a narrower sense, it is the study of the nature, structure, and organization of individual languages and of language in general. The linguist uses as his or her primary data the normal speech behavior and linguistic intuitions of native speakers. Literature offers us language which is different from the normal everyday usage of a speech community. Literary language is chosen and manipulated by its user with greater care and complexity than much of everyday speech. Literary language, in fact, aspires to be artistic or, in other words, to have aesthetic value. But clearly literature is created from the basic material of linguistic study-language. What, then, can the formal study of language, i.e., linguistics, offer to the study of literature and literary style? Can linguistics give us insight into how a literary text is structured and organized; can it give us insight into what it is that differentiates a literary text, perhaps with a good deal of artistic value, from other, more mundane uses of language? On the other hand, what can the consideration of literature tell us about our language and language in general?

This course will have several goals. First, it will seek to introduce the student to some of the basic notions of linguistics and the study of theoretical grammar in the framework of literature and discourse. Second, it will introduce the student to the nature of linguistic analysis of literary texts. Third, the course will seek to introduce the student to the comparatively new study of literary stylistics. The course may also include some discussion of structuralism and its application to literature, as well as alternative theories.

There will be possibilities for Division I examinations in the course. Students will be encouraged to engage in literary and textual analysis of their own (and some attention will be paid to helping students evaluate and improve their own writing skills). Students who wish to pursue work in stylistics, literary criticism, textual or discourse analysis, and related areas, are encouraged to take this course. They may also like to take LC 194 Human Language, which will be running in the same term.

The class will meet Tuesday and Thursday 1:30-3:00 PM.

Enrollment limit: 20

LC 184 MINDS, BRAINS, AND MACHINES I: INTELLIGENCE, ORGANIZATION, AND RATIONALITY

Allen Hanson, Michael Radetsky, Neil Stillings, and Christopher Witherspoon

What is intelligence? How is it connected to memory and effective use of what is remembered? To capacities for appropriate and effective behavior in world circumstances? To the best use of one's responses and abilities? To problem-solving and problem-formulating abilities? To rationality in thought, in investigation, in action? To habits of subjecting things, among them one's own ideas, plans, and theories, to rational scrutiny and criticism?

What can computer programs modelling intelligent behavior and intelligent beings tell us about intelligence and particularly human intelligence? What do such programs look like, and what are the prospects for achieving fully satisfactory ones? Are computers so programmed intelligent, or do they merely simulate or counterfeited intelligence?

How do questions of intelligence connect up with questions of organization and complexity; questions of use of language or other representational systems; questions about the conscious, unconscious, and non-conscious; questions concerning biological, social, cultural, and historical contexts?

There are among the central questions to be addressed in this lecture series, which is more generally concerned with aspects of cognition in men, the higher animals, and men's creations, the higher (and higher) computers and robots. The main perspective is that increasingly shared by cognitive psychologists (and other psychologists using information-processing models), philosophers of mind, and computer scientists working in artificial intelligence; this will be supplemented by standard disciplinary perspectives when appropriate, for example, in lectures concerned with historical background or with positions critical of the central interdisciplinary viewpoint and its commitments.

Courses associated with this lecture series include Stillings' Human Intelligence (LC 187); Hanson's Introduction to LISP (LC 185) and Machine Intelligence (LC 186); Witherspoon's Self-Description (LC 188). Either the lecture series or the courses may be taken alone, but we strongly encourage students to do both, and we have scheduled to enhance that possibility.

This lecture series will be given each fall; each spring there will be a closely related series dealing with problems of perception (particularly vision), representation, sentence and consciousness. In each term associated courses taught by some of the lecturers will be offered.

The course will meet Monday, Wednesday, Friday 11:00-12:00 noon.

Enrollment limit: none

LC 185 INTRODUCTION TO THE PROGRAMMING LANGUAGE LISP

Allen Hanson

X	0	X
X	0	

Your move!

Why learn LISP? There are a variety of programming languages in use today; why not learn one and forget about the rest? A programming language represents a "formalism" in which the solution to a problem can be expressed. Some computer languages are ideally suited for certain kinds of problems while others are not. APL, for example, is extremely well-suited to most mathematical kinds of problems but it is difficult to write a program to manipulate English sentences. LISP is a language which emphasizes those features which make it useful for representing problems drawn from game playing, natural language manipulation, cognitive psychology, symbolic mathematics, and artificial intelligence. It is an extremely powerful language and fun to use.

This course is offered as a supplement to LC 184 Minds, Brains, and Machines, and LC 206 Springs, Trees, and Languages, but is open to the general community as well. In it we will explore the LISP programming language and attempt to illustrate ways in which "L&C-type" problems might be manipulated on the computer.

The class will meet Friday 1:30-3:00 PM.

Enrollment limit: 16

LC 186 MACHINE INTELLIGENCE

Allen Hanson

Since their introduction about thirty years ago, computers have been treated as giant "brains" in the popular literature and all kinds of mysterious, frightening properties have been ascribed to them. In this course I would like to explore the popular aspect of computers and some of the predictions made concerning their anthropomorphic properties. Justified or not, this speculation will be a study of what actually has been accomplished in endowing computers with human-like qualities, particularly the ability to learn from experience, solve problems, and understand natural language, and, perchance, to "think." We will examine some of the aspects of intelligence, the nature of computers, and current progress for learning, understanding language, etc. A particularly interesting question, regardless of whether or not you believe machines can be intelligent or think, is "What would it be like to be an intelligent (and/or conscious) machine?" In short, I hope we can explore and shatter some of the myths surrounding computers and have some fun doing it.

The course will meet Monday, Wednesday, Friday 11:00-12:00 noon.

Enrollment limit: 16

LC 187 HUMAN INTELLIGENCE

Neil Stillings

This course is a study of human intelligence. The methods and theories used will be drawn largely from psychology, although some material from biology, anthropology, linguistics, and computer science will be included. Some time will also be spent on the history of research on intelligence since 1850 and its relationship to social issues and the philosophy of science.

The study of intelligence is, roughly, the study of flexible, adaptive, goal-directed mental processes. Many of the interesting questions in the field concern differences in intelligence. A good theory of intelligence ought to explain these differences. What accounts for the differences in intellectual ability among people? What distinguishes the intellectual capacities of humans from those of other species? Do people raised in different cultures have distinctively different types of intelligence? How does the thought of a child differ from that of an adult? These questions will not be answered in the course. Instead, we will try to achieve a balance between the study of past research and enthusiasm for some new approaches, for example, the theories of memory, thought, and language coming from cognitive psychology, or hypotheses concerning the role of differences between the left and right hemisphere of the brain in human intelligence.

The course meetings will be devoted to lectures, discussions, and workshops. The papers will be assigned, one of which can serve as a Division I examination. The course is associated with the interdisciplinary lecture series LC 184 Minds, Brains, and Machines I. Students in this course are urged to take the lecture series, which will provide important related material from philosophy and computer science.

The class will meet Monday, Wednesday, Friday 11:00-12:00 noon.

Enrollment limit: 20

LC 188 SELF-DECEPTION

Christopher Witherspoon

How is deceiving oneself similar to and different from deceiving another? About what is it possible to deceive oneself? Why should one want to stop deceiving oneself, and why should one want to deceive oneself in the first place? How is self-deception uncovered and identified? How does the self-deceiver differ from someone who just has inconsistent beliefs? From someone who fails to appreciate and respond to certain evidence? From someone oblivious to or ignorant of certain of her/his own attitudes, desires, traits of character? From someone merely engaged in wishful thinking? From a hypocrite, or someone pretending to be something she or he is not?

We will begin with a consideration of these and other questions about self-deception and our concept of self-deception. We will read and discuss some passages from Freud, Tolstoy, Gide, and others in which cases of self-deception are described in detail, and after that, some very important discussions by Freud and Sartre. We will then turn to some very recent philosophical accounts; we will critically discuss several articles and Fingarette's monograph *Self-Deception*. At this point we will have to take up certain more comprehensive problems in the philosophy of mind; these will include problems of unconscious beliefs and wants, of inconsistency, of self-knowledge, and of the unity of the mind. At the end we will return to our original concerns and attempt to come up with an account superior to any of those presently available.

This course is designed to enable participants to complete good Language and Communication Division I examinations as part of their course work. Those who don't do this will be expected to write substantial term papers. No background in philosophy or psychology is presupposed. Mode-of-inquiry considerations will be emphasized in the course of our discussions, and will be supplemented by readings in *Reason and Argument*. In addition to Fingarette and Geach, Harman's *Thought and Glover's* anthology *The Philosophy of Mind* will be required reading. Voltaire's *Freud: A Collection of Critical Essays* is recommended.

This course is closely associated with the interdisciplinary lecture series LC 194 *Mind, Brains, and Machines I*; students taking this course are strongly encouraged to take that course as well.

The class will meet Monday, Wednesday, Friday 11:00-12:00 noon.

Enrollment limit: 16

LC 194 HUMAN LANGUAGE

Nancy Frishberg, Coordinator

Language surrounds human beings in every aspect of social and private life; but we rarely take the opportunity to examine it closely, and reflect on the complex ways that it constantly affects our reality. Language is also unique to human beings; understanding it may well bring us closer to an understanding of the psychological and biological nature of humanity.

This course will be a lecture series designed to introduce students to the kinds of questions and lines of inquiry about language which faculty members in L&C find provocative and exciting. Some representative questions are: Are humans the only animals with language? Are some languages more difficult to learn than others? How is language transmitted from generation to generation? Is there any validity to the notion of "correct speech"? How and why do languages change? Can language be "corrupted"? How do we use the world and our ability to know things about the world shaped by language? Can machines be made to produce, perceive, and understand speech? Can the results of linguistic analysis give us some insight into literary "form and style"? How are language and social class related?

Students will have ample opportunity to develop Division I examination ideas, particularly when the lecture series is taken in conjunction with an L&C course with a more specific area of interest: LC 195 American Sign Language, LC 133 The Spanish Language, or one of the Language X series courses at the Division II level. Taken alone, it will provide a broad background in the sources, methods, and theoretical assumptions of L&C faculty.

The class will meet Tuesday and Thursday 11:00 AM-12:30 PM.

Enrollment limit: none

LC 195/295 AMERICAN SIGN LANGUAGE

Nancy Frishberg

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

We will consider topics such as pantomime (verbal signs), sign language "phonology," children's acquisition of ASL, poetics and folklore in ASL, sign languages as other parts of the world, syntax and structure of sign languages, etc.

Students who have studied ASL at the Division I level can enroll in the Division II level with permission of the instructor to continue investigations on linguistic literature relating to sign languages.

We will meet on Monday and Wednesday 9:00-11:00 AM for language instruction and on Friday 9:00-11:00 AM for linguistics discussions as suggested above, and sometimes in conjunction with the Human Language course.

Enrollment limit: LC 195-25
LC 295-none

LC 201 A HISTORY OF THE PRESS IN THE UNITED STATES

David Kerr

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

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

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

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

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

Each student will be expected to design and execute a research project dealing with some aspect of the history of the United States press. To that end we will study the modes of inquiry available to those who wish to evaluate the accuracy of what states press has influenced and enforced American foreign policy, and assess the likelihood of it happening in the future (or the present). And, of course, we will scrutinize the claims to accuracy of historians of the American press and, by studying alternative versions, attempt to arrive at some semblance of the truth.

The class will meet Tuesday and Thursday 9:30-11:00 AM.

Enrollment limit: none

LC 206 STRINGS, TREES, AND LANGUAGES

William Marsh

This course provides an introduction to mathematical logic and abstract algebra as well as to the usefulness of logic in linguistics, philosophy, and computer science as well as for their value as pure mathematics.

We start out by defining a language (for our purposes) as a set of strings and looking at some ways of describing example languages. Next we define a mathematical model of a computer and look at the class of languages recognized by such machines; we prove a version of Gödel's Incompleteness Theorem. We then look at grammars which define the context-free languages and investigate their mathematical properties.

Using a stock of examples from exercises done earlier, the terminology of modern abstract algebra is introduced, and we do a very small amount of group theory as a prelude to the field and to get ready for the final topic covered in the course: first order logic. Using semantic tableaux we outline proofs of versions of the Completeness Theorem, the Compactness Theorem, and the Skolem-Löwenheim Theorem. The course will also cover a sketch of how modern mathematical logic has been able to treat rigorously the infinitesimals used early in the history of the calculus but banned in the nineteenth century.

The course is usually taken early in concentrations involving a lot of mathematics and somewhat later in those more in the other fields mentioned above; the course has no formal prerequisite other than high school algebra.

The course will meet Monday and Wednesday from 9:00 to 10:00 AM and Friday from 9:00 to 11:00 AM.

Enrollment limit: none

LC 220 PHILOSOPHICAL THEORIES OF HUMAN ACTION

Michael Radetsky

Questions about the nature of action bring into focus a number of related ideas in metaphysics, philosophy of mind, ethics, and philosophy of science, trying to make clear our concept of people as agents--as performers, acting on the world and not just knowing of it. In this course, we will consider some answers to the fundamental question of what makes some bit of human behavior an action, and probe difficulties that arise about the identification, bringing about, and explanation of actions. We will take up the question of what it means to act for a reason, and the significance of the notion of action for our concepts of freedom and responsibility.

The class will read and discuss Alvin Goldman's recent book, *A Theory of Human Action*, a clear and comprehensive presentation of one version of the leading view of action in contemporary analytic philosophy. We will bring in other theories for contrast and criticism, including some work that I have been doing this past year. If time permits we will also consider the relation of theories about action in other philosophical traditions--especially Marxist and existentialist.

The class will meet Tuesday and Thursday 11:00-12:30.

Enrollment limit: 30. Students who have not completed Division I and taken a prior Division II course in philosophy should seek permission of the instructor. (In Professor Radetsky's absence on leave this spring, consult Professor Witherspoon.)

LC 221 RESEARCH APPRENTICESHIP IN COGNITIVE DEVELOPMENT

Deborah Knapp

Two or three advanced students have the opportunity to become part of an ongoing research project studying how children learn to introspect about how they solve problems. We will be working with children as young as age two and as old as high school age, asking them to perform activities appropriate to their ages, such as playing hide-and-seek or solving "Soma" puzzles. We will videotape their efforts and interview them about their methods. The course will involve reading relevant current papers and participating in all stages of the research--designing experiments, working with the children, and analyzing the data. Times to be arranged.

Enrollment limit: 3



LC 223 PIAGET: THEORY, RESEARCH, AND EDUCATIONAL APPLICATIONS

Ellen Cooney

The influence of the cognitive developmental psychology of Jean Piaget has been widely felt. Piaget's major concern has been with the development of knowledge. In order to study this, he analyzed the child's developing understanding of various aspects of the physical, logical, and social world. As a result, this theory has profound implications not only for child development but for our understanding of education and the learning process in the broadest sense.

There are three main goals in this course. First, it will attempt to provide a comprehensive understanding of this important psychological theory itself. We will examine Piaget's descriptions of the child's developing reasoning about the world and his analyses of the cognitive structures underlying this. The concept of stage and the process of stage will be considered. Throughout, the assumptions, goals, and findings of this interactionist approach will be compared with those of the other major approaches to development--the maturationalist and the behaviorist--although we will not study those theories themselves in detail.

The second and closely interrelated goal of this course will involve looking at the data from which Piaget worked in order to understand how this important theory evolved. The purpose of this is to remove some of the mystique of psychological theory building and to help the student explore how the psychologist goes about developing a theory. We will consider such issues as whether a different theory could have been developed from the same set of facts and how the psychologist's orientation determines what aspects of reality he does and does not include in the process. The nature of models of psychological data as differing models of understanding and making sense out of data rather than as conflicting "truths" will be discussed.

Finally, we will consider how developments, refinements, and applications of this theory. Emphasized here will be the application of Piagetian theory of education. The variety of developmental education programs based on this theory will be reviewed and critically discussed and their methods and rationales analyzed in terms of their supposed theoretical underpinnings.

Course meetings will be devoted to lectures, discussions, and occasional workshops. Students will be strongly encouraged to complete relevant readings prior to class meetings and to contribute actively to class discussions. They are also expected to prepare a research paper relevant to some aspect of the course and to undertake (and write a brief report of) a replication study exploring one of Piaget's experiments.

The course will meet Tuesday and Thursday 9:30-11:00 AM.

Enrollment limit: 16

LC 226 LANGUAGE: STRUCTURE

Mark Feinstein and James Paul Gae

Human language is susceptible to scientific investigation, as is any natural phenomenon. While the term "grammar" is often understood by nonlinguists to delineate a rather dry set of prescriptive rules, this term is used by linguists to describe the organization and structure of human language. But what does it mean to talk about a "theory of language"? Human linguistic behavior and our own intuitions about our language give the linguist data for the construction of an organized set of hypotheses about the nature of particular languages and about the general linguistic capacity of the human organism.

In its simplest sense a grammar can be looked at as (part of) a theory of human communication, which involves, at its most fundamental level, the pairing of sound (the medium for the message) and meaning (the message). The pairing is both subtle and complex, and it is mediated by a highly articulated and interesting set of organizational principles and structures that make up the syntax of language. Each of these three aspects of language--phonology, syntax, and semantics--can be studied to a certain extent independently, though they interact in interesting ways. The study of the structural principles underlying language may in fact give us insight into the processing and perceptual abilities of the human mind.

Some of the sorts of questions we will consider are:

1. What is the nature of a linguistic analysis and of a linguistic theory?
2. How does one argue for innate structures of the human mind on the basis of the form and functioning of grammar?
3. How do we discover language universals and what is the relationship between innateness, language universals, and the theory of grammar?
4. What is the relationship between linguistic theory and how a child learns human language?
5. How do diverse social dialects relate to each other vis the theory of grammar so as to show that these dialects can make up the language of one speech community?

This course will constitute an introduction to the theory of transformational-generative grammar. Serious Division I students are welcome to attend, and there will be opportunities to undertake Division II examinations out of the course. Students will from time to time do problem sets and engage in linguistic analysis of their own. Any students who might desire to pursue one aspect of grammar (phonology, syntax, or semantics) in depth will be given the opportunity to do so.

The course will meet Monday and Wednesday 9:00-11:00 AM.

Enrollment limit: 15

LC 236 PSYCHOLOGY OF LANGUAGE: FUNDAMENTAL ISSUES

Neil Stillings

This course will treat some of the fundamental questions about the nature of language, using the theoretical and experimental tools of cognitive psychology.

Speech perception. How are sound waves being against an eardrum reliably perceived as language? What information in the sound wave itself distinguishes, say, "bit" from "bit," given the great variations among people's voices? There are some good and surprising answers to these questions.

Syntactic processing. A listener must assign a structure to each sentence that specifies the relationships among the words. For example, in the previous sentence the word "that" refers to "structure" and not to "sentence." Psychologists of language have begun to propose theories of the complex and largely unconscious mental processes that underlie our ability to grasp the structural relationships among the words in sentences. They have also developed some ingenious ways to test the theories experimentally.

Language and thought. The listener must integrate each sentence with previously acquired knowledge, draw inferences from the sentence, and check the world to see if it is true: thus the structure of the sentence must be specified in such a way that it can be used to do these things. For example, given "Since John started taking vitamins, he has grown an inch," the listener figures out that "taking" means eating not stealing, that an inch is a measurement not an exotic plant, that the eating started before the growing and that both are continuing, that John is taller than he used to be, and that eating the vitamins caused John to get taller. In short, a theory of language demands a theory of thought and of the relationship between language and thought.

Reading and learning to read. Reading is enormously important in our culture, and contemporary linguistic and psychological theory provide a basis for understanding the reading process. Since the eye can take in whole words and phrases "at a glance" and roam the page at will, reading is rather different from listening, which is bound to the fixed temporal sequence of sound. The new wave of research on reading has uncovered many of its complexities.

There will be a good deal of reading in the course, and the class meetings will be largely devoted to the organization and critique of this material through lecture and discussion. Students will be expected to do two papers, and will be evaluated on the basis of their papers and preparation for class meetings.

The class will meet Wednesday and Friday 1:30-3:00 PM.

Enrollment limit: 16

LC 266 EXPERIMENTAL TELEVISION

Peter Crown*

Experimental Television is primarily an advanced studio production course which explores contrived uses of the medium in art, science, and education. Rather than attempting to mimic the styles and formats of broadcast television, we will look for new ones in a creative atmosphere. The course is both conceptual and technical in nature, and will include electronic image-making devices ranging from a camera and video system to video synthesizers and computers. Depending on the interests and aptitudes of the members of the class, we will encourage a lab type situation for building special effects hardware. Some of the video tapes produced in this course last year were presented in gallery, museum, and broadcast situations, and it is hoped that this will continue.

The class will meet twice a week for five-hour studio sessions. The times will be arranged.

Enrollment limit: 12. Instructor's permission and a background in television production or some other applicable skill are required for admission to the course.

* Appointment pending.

LC 298 BOOK SEMINAR: SYMBOLIC INTERACTION

Janet Tallman

This fall I want to read some of the early symbolic interactionists, G. H. Mead, W. I. Thomas, C. R. Cooley, their students, and those who have developed and added to the tradition. If you are interested in sharing this reading, come see me in the fall and we will organize a group independent study or informal discussion group around these readings.

No formal registration except as independent study.

Enrollment limit: none

FS 115 INTENSIVE ELEMENTARY SPANISH

TBA

This course is intended as a two-semester sequence in the fundamentals of spoken and written Spanish. Listening and speaking will be stressed, especially in the first semester. The text will be Communicating in Spanish, a linguistically-based approach to language learning. It provides a book with performance objective-type assignments to be done outside of class and a workbook for practice on grammar. Recorded tapes which accompany the text will also be available for use on your own.

Class will be used primarily to develop comprehension of the spoken language, pronunciation and oral skills through exercises not given in the text. Therefore, although required preparation time outside of class is not great, class attendance is important.

Meeting times: TBA.

FS 130 INTENSIVE ELEMENTARY FRENCH

Raymond Pelletier

This course is designed for those students with little or no previous training and/or experience in French who want to develop basic language skills. Practice in the four skills of language learning (speaking, understanding, reading, and writing) will be equally emphasized in class presentations which will last approximately one hour. The last half hour of the class will be organized in such a way as to allow the student to focus on a particular skill. Thus, exercises will be done orally by those students wishing to develop an ability to speak and understand, in writing by those wanting to learn to read and write, or both orally and in writing by those preferring to develop all four skills simultaneously. Classes will meet one and one half hours three times per week. Classes will be organized around written and oral (French language tapes) assignments.

Meeting times: TBA.

Enrollment is limited to 20; selection will be by instructor interview.



SCHOOL OF NATURAL SCIENCE CURRICULUM STATEMENT

Why is science at Hampshire different from science at other schools? First, because we try harder. We know that most of you are not really interested in learning science. But you are the ones we're most interested in teaching. Every good college turns out science majors who have been well educated in science. Hampshire may be the only college to turn out non-science concentrators who have been well educated in science. Most schools hire science faculty on the basis of their expertise in a very narrow area. We hire science faculty on the basis of broad research interests and the ability to teach science to non-scientists. Second, because we promise to teach you real science. By real science we mean what scientists really do, and how they communicate it to each other. We won't bore you with beginning texts, long lists of names to memorize or pre-arranged laboratory exercises. Instead we will do our best to get you into the research going on in a current field, and to give you the skills needed for you to be able to evaluate issues and make decisions about the increasing number of areas where science affects you. Should you use nuclear power? How should you vote on a nuclear power plant five miles away? How do you plan a healthy vegan diet? Or, we will help you answer those questions you've always been curious about, just for fun. Why is the sky blue? How does your brain know what your eye sees? What's a black hole? Only we won't give you put answers. Instead we'll introduce you to the methods, controversies and clichés of the scientists, and let you work out the answers. We encourage you to set up a Division I team in an area which interests you. We're delighted if you come in with several friends; group exams can make the process easier and more rewarding. We have a lot of interests, and we try to choose those topics that will interest you. Naturally, we don't always succeed. In case none of the courses listed appeals to you, we have added below a list of each faculty member's research interests, and areas in which they might like to do independent study with you. And if there's still nothing that excites you, please just come in and talk to one or more of us. We all keep regular office hours that you can sign up for, and you don't have to have something definite in mind to do so. Just one favor. Please don't wait until the Division III deadline forces you to see us. It's not fair to us and it's not fair to you. Science is elegant, informative and exciting. It has a history, a sociology, a language, and an aesthetic of its own. This may be your only chance to learn it. Don't cheat yourself.

Some interest areas for independent study:

Mary Beth (Bernstein) Averill: general botany, plant ecology, plant taxonomy, horticulture and agriculture.

Ray Coppinger: dogs, international and regional agriculture, animal behavior.

Jane Egan: evolution of hominids (especially relating to evolution of behavior), investigation of concepts of human behavior based on comparative work in social anthropology and animal behavior, animal behavior generally, comparative social behavior including social roles, etc.

John Foster: human biology (clinical subjects), biochemistry, ecology (especially photosynthesis and nitrogen fixation), public health.

David Gay: physical chemistry, kinetics, reactions in electro-magnetic fields, bio-inorganic chemistry, chemistry for the consumer, the mechanism of chemical reactions.

Nancy Gossard: reproductive biology, marine biology, zoology, parasitology.

Stan Goldberg: photographic processes, science in American culture, history of science.

Courtney and Kurt Gordon: astronomy, radio astronomy, time (Relativity), history of astronomy, science fiction (Courtney).

Nike Gross: history of biology, history of social and behavioral sciences, science and social thought, modern European social and intellectual history.

Everett Hafner: nuclear physics, science fiction, electronic music, history of science.

Ken Hoffman: American Indians, natural history, mathematics.

David Kelly: recreational mathematics, flying, secondary math education.

Allen Krass: energy policy, environment, disarmament, general physics, quantum mechanics, physics and musical instruments.

Nancy Lowry: anything of organic chemistry interest (esp. chemical analysis of water, alkaloids and poisons).

Ralph Lutts: environmental education, environmental education in the workplace, environmental education in the home.

Lynn Miller: human genetics, microbiology, microbial genetics, sewage-treatment, stress and disease, no-till agriculture and composting.

Jan Raymond: women's studies and medical ethics (with special interest in general technology, psychosurgery, religion).

John Reid: nature of the earth's interior, the genesis of andesites and the growth of continents, regional geomorphology (caves, stream valleys, glacial deposits, etc.).

Paul Slater: agriculture, land use and resources (particularly in New England).

Mike Sutherland: data analysis, computers and mathematics.

Charlene Van Raalte: salt marsh and estuarine ecology, microbial metabolism, plant physiology, algal ecology, sediment-water interactions, nitrogen fixation and denitrification.

Al Woodhull: electronics (specifically radio and instrumentation), vision, neurophysiology and physiological psychology, herpetology.

Ann Woodhull: (see her course description).

Mike Woolf: anything in physics or electronics, fluid flow, philosophy of science.

SCHOOL OF NATURAL SCIENCE

DIVISION I COURSES:

SPECIAL RELATIVITY NS 180 (MINICOURSE)	Gordon*
SPACE SCIENCE: TOPICS OF CURRENT ASTRONOMICAL RESEARCH ASTFC 31	Irvine*
THE PHOTOGRAPHIC PROCESS NS 111	Goldberg, Gay
GENERAL BIOLOGY SYLLABUS NS 120	Goddard, Averill, Van Raalte
HUMAN MOVEMENT PHYSIOLOGY NS 130	A.M. Woodhull
MICROBIOLOGY NS 154	Miller
NATURAL HISTORY OF THE CONNECTICUT RIVER VALLEY NS 140	Averill, Foster, Hoffman, Krass, Reid
FOOD CRISIS: NEW ENGLAND AND THE WORLD NS 151 (SS 127)	Coppinger, Holmquist, Slater
BIOLOGICS: THE INTERACTION OF BIOLOGICAL IDEAS AND SOCIAL/POLITICAL IDEOLOGIES NS 138	Gross
BEYOND THE COLD WAR NS 147 (SS 170)	Bengelsdorf, Krass
HISTORY OF SCIENCE I NS 152	Goldberg
USABLE MATHEMATICS NS 139	Hoffman
CALCULUS NS 160	Sutherland
MATH FOR SCIENTISTS AND SOCIAL SCIENTISTS NS 161 (SS 123)	Kelly

DIVISION I & II:

BASIC PHYSICS NS 182/282	Krass, Gordon, Hafner, Goldberg, Woolf, Reid
COMPUTERS IN THE LAB: HARDWARE, SOFTWARE NS 143/243 (LC 136/236)	Al Woodhull, Woolf, Hanson
ORGANIC CHEMISTRY I NS 112/212	Lowry
ACIDS, BASES AND BUFFERS NS 113/213 (2nd 6 wks)	Lowry
BEANMAC GENETICS NS 126 (1st 4 wks)	Miller
INFORMATIONAL MACROMOLECULES NS 156/256 (2nd 4 wks)	Miller
GENETICS OF EVOLUTION NS 128/228 (3rd 4 wks)	Miller
BIO-MEDICAL ISSUES AND FIBERISM (I) NS 148/248	Raymond
GROUP INDEPENDENT STUDIES NS 137/237	Ann Woodhull
GETTING INSIDE THE BEAST NS 168/268	Egan, Al Woodhull
ENVIRONMENTAL EDUCATION SEMINAR NS 136/236 (OP 127/227)	Lutts, Slater
GETTING FORWARD TO NATURE: A WORKSHOP IN LIFE STYLE NS 196/296 (OP 150/250)	Lutts, Fisher
THE COPERNICAN REVOLUTION NS 190/290	Goldberg
LIGHT INTO SUBSTANCE (PHOTOSYNTHESIS) NS 115/215	Van Raalte
EXPERIMENTAL DESIGN FOR BIOLOGISTS NS 109/209	Krickhaus
GROUP INDEPENDENT STUDIES ON AGING AND DYING NS 110/210	Gross

*Members of 5-College Astronomy Department

INTRODUCTION TO ASTRONOMY AND ASTROPHYSICS I ASTFC 21	Gordon *
ASTRONOMICAL OBSERVATION ASTFC 37	White, Seitter*
ASTROPHYSICS I: STELLAR STRUCTURE ASTFC 43	Harrison*
INORGANIC AND ISOTOPE GEOCHEMISTRY NS 235	Reid
PSYCHOPHARMACOLOGY NS 208	Krickhaus, Rath
ENZYMES: BASIC BIOCHEMISTRY THROUGH LABORATORY EXPERIENCE NS 227 (2 minicourses)	Foster
THE DOG NS 246	Coppinger
NUTRITION SEMINAR NS 249	Miller, et al.
PROBABILITY NS 258	Kelly

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. The course will meet formally for the first six weeks; there will be an opportunity the second half of the term for semi-independent study for those interested in pursuing Division I exams.

ASTFC 31 SPACE SCIENCE: TOPICS OF CURRENT ASTRONOMICAL RESEARCH

William Irvine (at Amherst)

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

Class will meet Tuesday and Thursday from 1:30 to 3.

NS 111 THE PHOTOGRAPHIC PROCESS

Stanley Goldberg and David Gay

This is an introductory course which will deal with technical elements in photography. Subjects covered will include photographic emulsions, densitometry, sensitometry, characteristic curves, color system, introduction to color films and processes. There will be laboratory-like projects and the opportunity to standardize your own technique. No prior experience with photography is needed. You will need a camera and film. Class will meet twice a week for 14 hours.

NS 120 GENERAL BIOLOGY SYLLABUS

Nancy Gaddard, Mary Beth Averill, Charlene Van Ransle

Students will get an overview of whole organisms and how they function in their environments by examining concepts related to development, inheritance, physiology, structure, behavior, ecology and evolution. We will use specific examples from plant and animal research. Expect to get your hands dirty and your feet wet in the lab and in the field. We want to acquaint you with the tools of the trade: journals and indices of the library, procedures and equipment in the lab, how to better your senses for field observations, and finally how a scientist integrates all these things.

Mary Beth is interested in plants, sumps, and how organisms interact with each other. Nancy is a zoologist interested in studying organisms from the evolutionary point of view. Charlene has specialized in plant physiology and marine botany. Together they hope to be both teachers and learners in this course.

There will be a required field trip to the coast to look at marine and coastal plants and animals. We will leave on Thursday, Sept. 22 and return on Saturday, Sept. 24. There will be a \$5 fee for the field trip.

The course will meet twice weekly for three hour sessions of lecture, lab, field trips, and discussion.

NS 130 HUMAN MOVEMENT PHYSIOLOGY

Ann Woodhull

This course is for dancers, athletes, and others who are interested in how their bodies move. We will not attempt to survey all of human anatomy or kinesiology (the study of movement). Rather, by reading scientific papers we will look closely at how scientists try to obtain information on muscle use and control.

I think it is both important and exciting to apply biologists' results and theories to our own bodies. In addition, we can extend our ideas about movement into the laboratory by measuring muscle activity with the electromyogram.

No science background needed. Class meets twice a week, 14 hours. See instructor for time and place.

NS 154 MICROBIOLOGY

Lynn Miller

Practical and Lovely Microorganisms. An introductory laboratory course using the microorganisms of the apple orchards and sewage treatment plants to learn about the variety and utility of microbial life. You will be asked to design and carry out group or individual projects in microbiology during the term.

Meeting times: Tuesdays and Thursdays, 1:30 - 4:30 p.m.

NS 140 NATURAL HISTORY OF THE CONNECTICUT RIVER VALLEY

M. Averill, J. Foster, K. Hoffman, A. Krass, J. Reid

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

Mary Beth (Beranstein) Averill: botanist and plant ecologist -- interested in swamp ecology and in interactions of microorganisms (including lichens) with the environment.

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

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

Allan Krass: physicist -- interested in energy sources and conservation, hydrology, and environmental policy.

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

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

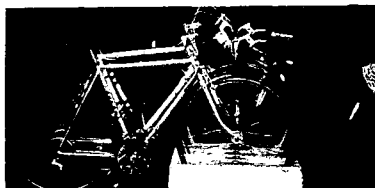
The program will consist of the following:

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

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

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

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



NS 151 FOOD CRISIS: NEW ENGLAND AND THE WORLD (SS 127)

Raymond Coppinger, Frank Holmquist, Paul Slater

Does the Earth have the resources to feed our growing population? Will "green revolution" technology help? What is the role of New England agriculture, once and future, in our economy? What is the role of political and social structures in agriculture? Can we learn from past "agricultural revolutions" anything to help us plan the future? Are farmers agricultural or political? What is the role of climate in agriculture? Why is the "family farm" continuing to decline in numbers?

These are some of the questions that we raise when we join the biological, practical, and social perspectives on the history, present state and future of agricultural systems of the World and New England.

The course will consist of three principal parts each week: (1) lectures, panel discussions, and readings (2 hours); (2) discussion sections (1 hour); (3) project development sessions, to create and criticize examinations, led and organized by students.

There will also be field trips to learn the ecology of New England and New England farms. A partner system will be used for criticizing the four to six short papers each student is expected to write. Only full participation in all of these will merit evaluation. Readings will include articles and reprints.

NS 138 BIOTOPICS: THE INTERACTION OF BIOLOGICAL IDEAS AND SOCIAL/POLITICAL IDEOLOGIES

Michael Gross

We will survey -- critically -- a variety of social and political economic issues in which biological theories have played a role, usually to justify a particular ideology. How do biological theories enter into the issue at all? How relevant are they? Are they receiving legitimate application? We will use a preliminary way with a range of examples which fall into three main areas:

(1) the relationship between Darwinian evolution and ideas from political economy which first drew from and later itself influenced (Darwin and Malthus; "social Darwinism"; neo-Malthusians).

(2) biological determinist theories and social policy (in such areas as race and I.Q.; the etiology of "homosexuality"; disease theories of human violence).

(3) "basic scientific research" and the "medical-industrial complex" (specifically with reference to public health; the rise of the germ theory; and the origins of medical specialization and sub-specialization).

The format of the course will be one lecture a week and one discussion meeting centered on both the lecture and corrective reading.

Beyond the immediate content, the course has an objective to suggest ways that students interested in the social sciences may find an entry into scientific areas that would be interesting to pursue further (as, for instance, all or part of a divisional exam).

Students may take any of the three sections described, or all of them. But those interested in any part of the course should come to the first meeting. 5-College students must negotiate with instructor what grades will be based on.

NS 147 BEYOND THE GOLD WAR (SS 170)

Carol Bengelsdorf and Allan Krass

See Social Science Listings for a description of this course.

NS 152 HISTORY OF SCIENCE I

Stanley Goldberg

This is the first part of a year long survey in the history of science. In this part we examine the development of science in relationship to shifting social and philosophical currents from the time of antiquity to the seventeenth century. Emphasis will not only be placed on the relationships between discovery and explanation and technical progress, but also on the social context of belief. There will be no mid-term or final examination. Rather each student will be expected to write a series of very short essays of five hundred words each on different topics covered in the course.

This course will meet at the University of Massachusetts, Tisbury and Thursdays, 1:00 - 2:15 p.m.

NS 139 USEABLE MATHEMATICS

Kenneth Hoffman

This course is designed to develop the student's proficiency in and fondness for mathematics by working through a selection of topics in elementary applied mathematics. The course is designed primarily for those who are unsure of their mathematical background or ability; better prepared students are advised to consider one of the other Division I math courses, though they are certainly welcome to join on any topics of special interest to them. Some of the topics we will cover are:

How to use a framing square and why it works
Introductory computer programming
Navigation -- celestial and instrumental
How to tell time by the stars
Surveying
How a slide rule works
Graphing -- how to read graphs; different kinds of graph paper; how they work and what they are good for; non-calculus curve-sketching
Elementary statistics

A couple of Division II and III students will be assigned to the course to work individually with any students wishing tutorial help.

Class will meet three times a week for 1 hour each.

NS 160 CALCULUS

Michael Sutherland

The course is designed primarily for students who anticipate studies in the physical sciences, but all students are urged to consider alternative math courses.

We'll cover in one term most of the standard material of the traditional two-term "freshman calculus" (see any other college catalog), and devote some time to the history, philosophy, and applications of the calculus.

Class will meet twice a week for two hours, and problem help time will be arranged.

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

David Kelly

Traditionally, the mathematical preparation for scientists and quantitatively-minded social scientists begins with a year or more of the calculus. Easy access to high speed computers has increased the usefulness of other tools. For almost all scientists and social scientists (with the possible exception of physicists and engineers) the content of this course is more appropriate than calculus. Topics will include:

Functions and graphs
Computer simulation, calculation, and plotting
Elementary linear algebra (vectors and matrices)
Linear models (including input-output analysis)
Concepts of the calculus (the language and its interpretations)
Finite difference methods (applied to approximating solutions to differential equations)
Elementary probability and statistics (including Markov chains and the bell-shaped curve)

No previous programming experience is required; the computer will be used throughout the course.

Math for Scientists and Social Scientists will be taught each term. (Calculus, as a one-semester course, will be taught only in the Fall.)

Classes will meet three times a week for 1 hour and an additional weekly evening problem session will be scheduled.

NS 182/282 BASIC PHYSICS

A. Krass, K. Gordon, E. Hafner, S. Goldberg, M. Woolf, J. Reid

This course is designed to provide a solid foundation in physics for all students who believe they would or might like to concentrate in science. Physical concepts and modes of inquiry serve as models for all the other sciences, and physical phenomena such as electricity and magnetism, properties of solids, liquids and gases, radioactivity and acoustics, to name just a few, are routinely used as research tools in other scientific disciplines. The course will be taught by faculty with a broad spectrum of interests and will emphasize those aspects of physics which have applications across disciplinary boundaries. The modular structure of the course will introduce students to a number of perspectives on physics, but at the same time the modules have been designed to ensure that the course will develop in a coherent and integrated manner. For this reason students are not encouraged to take separate modules. Mathematics will be used as necessary, and students with no college level mathematics background would be well advised to take mathematics either before or concurrently with this course.

Class will meet three times a week for 14 hours each.

NS 163/243 COMPUTERS IN THE LAB: HARDWARE, (LS 136/236) SOFTWARE, INTERFACE

Al Woodhull, Mike Woolf, Allen Hanson

When you sit down at a terminal and talk to the Unics computer, all you get is a printed response. What if you had a computer dedicated entirely to controlling your own real-world, real-time laboratory experiment? Then it could make the measurements, analyze the data, and adjust the equipment to optimize its own measurement making.

Such computers now exist. They're called microcomputers and manufacturers are building them into automobiles, kitchen appliances, and laboratory instruments. They also exist in forms where you can hook them up yourself. We have them now at Hampshire College, and this course will be about getting them to work for you in the lab.

We will study hardware -- the electronic and mechanical apparatus needed to convert measurements to digital voltages. We will study software -- the specialized programming that allows the computer to manipulate the information in useful ways. Our attention will be focused on the interface, where software and hardware interact, and thus this course will not be a complete introduction to either programming or electronics. We do expect that it will be useful for students with no experience in either realm.

We will structure the course around one or more experiments we are interested in, and our goal will be to produce a working system. There will be one class meeting and one problem session each week, as well as laboratory sessions using both structured and self-teaching formats. Students who are not prepared to put in at least six hours a week outside of scheduled classes should not expect to benefit from the course.

Enrollment: Limit 30 students, selection by interview if necessary.

NS 112/212 ORGANIC CHEMISTRY I

Nancy Lowry

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

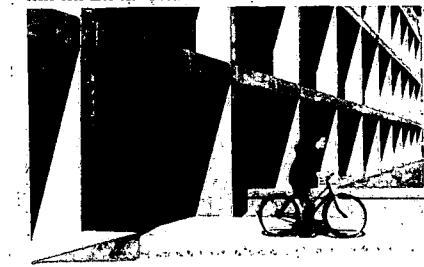
Text: Morrison and Boyd, *Organic Chemistry*, 1 set of models, Benjamin, *Organic Chemistry*. Background: high school chemistry (Div. I with permission of instructor). Three one hour meetings per week plus one two hour lab.

NS 113/213 ACIDS, BASES AND BUFFERS (2nd 6 wks.)

Nancy Lowry

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

Class will meet once a week for two hours.



GENETICS LISTINGS:

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

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

NS 126 **BEANBAC GENETICS**
(last 4 weeks)
Lynn Miller

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

NS 156/256 **INFORMATIONAL MACROMOLECULES**
(2nd 4 wks)
Lynn Miller

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

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

NS 128/228 **GENETICS OF EVOLUTION**
(3rd 4 wks)
Lynn Miller

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

NS 148/248 **BIO-MEDICAL ISSUES AND FEMINISM (I)**
Janice Raymond

The course will consider two main areas of bio-medicine that are of crucial concern to women: 1) genetic technology which will include an exploration of sex selection procedures, *in vitro* fertilization, and cloning; 2) psychiatry, "control therapy" issues, behavior control and modification, with a special emphasis upon psychotherapy. Emphasis will be placed upon a feminist analysis and criticism, with a view toward developing a more democratic social policy and ethics.

Enrollment by interview with instructor.
Class will meet twice a week for 1 1/2 hours each meeting.

NS 137/237 **GROUP INDEPENDENT STUDIES**

Ann Woodhull
I will be available as a resource for several group independent studies. Possible topics include:

Biological membranes
Animal physiology
Neurobiology
Ionic basis of nerve conduction
Biophysics

If too many people want to work with me, I will practice "group selection" on the basis of group size, organization, and evidence of willingness to work. Come see me early.

NS 164/264 **GETTING INSIDE THE BEAST***
(A course in physio-psych-ethology)
Jane Egan, Al Woodhull

What does an animal perceive?
What do the responses that we can elicit in the lab have to do with survival in the "natural world"?

In this course we shall try to answer these questions by measuring responses to different stimuli, and stimuli of different intensities, and then attempting to understand how the animal makes use of these mechanisms in dealing with its physical and social environment. There will be both lab classes and discussions.

The course will be integrative in nature, representing Al's interest in physiology and experimental psychology and Jane's interest in the adaptiveness of behavior and its role in evolution. A few main problems will be investigated. These will probably include: imprinting in precocial birds; the responses of "homing" pigeons to magnetic fields, and colour perception in Siamese fighting fish.

Division I students will be encouraged to use this class to initiate NS exams.
Division II students will be expected to complete a project researching one of the topics introduced in class.
There will also be provisions for Division III students to fulfill their integrative requirements by advance arrangement with the instructors.

The class will meet twice a week for 2 hours.

*Particular attention and support will be given to the development of writing skills.

NS 136/236 **ENVIRONMENTAL EDUCATION SEMINAR**
(OP 127/227)
Ralph Latta, Paul Slater

See Outdoors Program listings for a description of this course.

NS 156/256 **GETTING FORWARD TO NATURE: A WORKSHOP IN LIFE**
(OP 150/250) **STYLIS**
Ralph Latta and Carol Fisher *

See Outdoor Program listings for a description of this course.

*Carol Fisher is an instructor in the Outdoors Program.

NS 190/290 **THE COPERNICAN REVOLUTION**

Stanley Goldberg

At the Division I level, this course is intended to deal with the following questions: Why is it that people believe that the earth goes around the sun in spite of the fact that all of our senses suggest that it is the sun and not the earth that is moving? Were the people who used to believe that the earth was fixed at the center of things stupid or silly? Are we being silly? Did we get smarter than they were? How did we decide where we are in the physical universe and what other things were out there? The mathematical knowledge needed for this course is extremely small. However, one must be prepared to make the attempt to grapple with simple mathematical concepts in algebra and geometry. We will try to do a lot of simple astronomical observations which require no prior experience and no knowledge of the night sky. We may even build some simple instruments out of sticks, and stones, and strings.

At the Division II level, in addition to regular class meetings, there will be a weekly seminar on the history of the Copernican Revolution which will assume some degree of sophistication with mathematics and physical science at the Division I level. In addition, Division II students commit themselves to tutoring Division I students both with regard to the concepts of the course and with regard to the mechanical aspects of problem solving. At Division III this will be a course in the history of ideas and is intended for Natural Science students and students in the history of ideas who are willing to delve into the subject, with direction, in an independent fashion.

Meeting times: Tuesdays and Thursdays, 9-11:00 a.m.

NS 115/215 **LIGHT INTO SUBSTANCE (PHOTOSYNTHESIS)**
Charlene Van Raelte

The existence of most living organisms is based upon the ability of photosynthetic plants to use light in the formation of organic compounds. In this course we will look at this fundamental process called photosynthesis. Starting with Aristotle (who thought that all the requirements for plant growth were present in soil) and working mostly with original papers, we will follow the development of scientific thought about photosynthesis. We will learn, for example, about light, pigments, chloroplasts and the path of light-initiated electron movement. During lab sessions we will use basic techniques to measure plant biomass and rates and properties of photosynthesis of plants which we have cultured or grown. There will be some field work and students will be expected to write papers and/or do individual projects applying techniques learned in the lab.

Class will meet Monday and Wednesday from 10:30 A.M. to 12. Lab will be Friday from 9 A.M. to 12.

NS 109/209 **EXPERIMENTAL DESIGN FOR BIOLOGISTS**
E.E. Krickhaus

This course will be an introduction to statistical models for analyzing and evaluating biological data for the construction of scientific laws. It will also be an introduction to the mathematics of scientific measurement—the relationship of induction to deduction in science.

Class will meet twice a week for 2 hours each.

NS 110/210 **GROUP INDEPENDENT STUDY ON AGING AND DYING**
Michael Gross

I would like to meet with a group of students beginning or continuing research in the following aspects of the study of aging processes and approaches to dying:

1) Contemporary molecular and biochemical models of aging. Is dying programmed into the genes? What—on a molecular level—causes the physical signs of aging?

2) Theories of aging and natural death in the past. When people couldn't possibly have known why aging occurred, did we still don't, entirely, they still had theories. What was it that they wanted to believe and why?

3) Counseling of the terminally ill. What kinds of feelings do people on the brink of death experience? What are the results of administering psychedelic drugs to the terminally ill?

Format: during the first three weeks, I, along with any students who have begun working in these areas, will give a skeletal account of some of the issues and sources. Beginning with the fourth week, members of the group will present some of their ideas, findings, research problems. For at least some of these meetings, members of the group may be asked to do some common reading in advance.

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

ASTPC 21 **INTRODUCTION TO ASTRONOMY AND ASTROPHYSICS I**
Kurtisa Gordon (at Hampshire)

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

Class will meet Monday and Wednesday, 1:30 to 3:00, and Thursday evening from 7:30 to 9:30.

ASTPC 37 **ASTRONOMICAL OBSERVATION**
Richard White and Waltraut Seitter (at Smith)

An introduction to the techniques of gathering and analyzing astronomical data. Subjects to be covered depend somewhat on individual interests: photography; calibration of photographs; photometry; spectroscopy and classification of spectra; determination of stellar temperatures, masses, and radii; introduction to telescope design and use; the astronomical distance scale. Prerequisite: ASTPC 12 or permission of instructor (Div. II).

Class will meet Monday and Wednesday from 2:30 to 3:45.

ASTPC 43 **ASTROPHYSICS I: STELLAR STRUCTURE**
E. R. Harrison (at U. Mass.)

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

Class will meet Monday and Friday from 1:25 to 3:00.

NS 235 **INORGANIC AND ISOTOPE 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, Sm-Nd, and U-Pb geochronology; stable and radiogenic isotope distributions and variations; fission tracks as age determinations/uranium geochemistry indicators; rare earth element geochemistry. Readings will be predominantly 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.

NS 208 **PSYCHOPHARMACOLOGY**
E.E. Krickhaus and David A. Rath*

We will begin by surveying the fundamental aspects of neuron structure and neural transmission, then focusing on the biochemical mechanisms involved in transmission in the CNS. Particular attention will be given to the roles of the indolamines and catecholamines in CNS function. We will then proceed to study many of the natural and synthetic chemicals that affect and/or alter normal CNS neural transmission, correlating their behavioral effects with their mechanism and site of action in the CNS.

Further developments may include a survey of the clinical use of chemicals in treating patients with mental disorders; looking at ways in which new drugs might be developed to produce desired effects; and considering models of chemical-class based functional brain sub-systems.

The course will meet two afternoons a week, with a third afternoon reserved for extra discussion, help with student project development, etc. Useful prerequisites would include chemistry, biology, organic and/or biochemistry and physiology.

*David A. Rath is a Hampshire student.

NS 227 **EXPERIENCES: BASIC BIOCHEMISTRY THROUGH LABORATORY EXPERIENCE**
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-minicourse 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). Both minicourses will lay primary emphasis on careful laboratory work. The first one will be given in the second six weeks, beginning about October 24. The second one requires substantial amounts of uninterrupted laboratory time. It will therefore be taught during January Term.

Enzymes as Catalysts: An enzyme makes itself known to the noisy bloodstream 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 kinetics of the enzyme (its kinetics, inhibition, binding constants, response to environmental factors, etc.) without actually seeing the enzyme itself. (2nd 6 weeks - starts week of October 24.)

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 owe their neat 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.). (January term. The purification will take a week to 10 days. I will be available full time for the month to work with students who wish to learn some of the more sophisticated methods.)

In addition to the properties of enzymes themselves, we will take a look at the way enzyme systems are organized. What organization is intrinsic to 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?

During the last minicourse class will meet one afternoon and into the evening per week, plus conference time. The second minicourse will meet full time during January. (Division I students wishing to take this course should see instructor.)

NS 246 **THE DOG**
Raymond Coppinger

It has been said that the reason man and dog get on so well together is because the dog is smart enough to understand what man wants him to do and dumb enough to do it.

"How far is it," the Arctic explorer asked the Eskimo, "to that next mountain range?" Replied the Eskimo, "No good dogs, 'nag way...good dogs, close to."

Ray is part way around the world (studying dogs) at the writing of this course description, but will return in time dogs will meet full time during January. We suspect the course will include comparative behavior, genetics, physiology and ecology of the canid family, as well as "hands-on" experience with some of the most interesting dogs around. Also the various working relationships of people and dogs will certainly be explored.

NS 249 **NUTRITION SEMINAR**
Lynn Miller, et al.

Intended for students who have taken Nutritional Ecology of Humans or other introductory work in nutrition or who are enrolled in nutrition-related courses as a part of their concentrations, this seminar will meet weekly to explore topics presented by its members.

One of the outcomes of the seminar will be to prepare those students interested in teaching the student teachers of the Nutritional Ecology of Humans course given in the Spring Term. Another activity of members of this group will be to write articles, edit, and prepare for printing one or more editions of the student-produced journal, *Alternative Nutrition*.

Lynn's office is in the Science Building, Room 204. The seminar will meet on Mondays from 1:00 on (or by arrangement).

NS 258 **PROBABILITY**
David Kelly

This survey of probability theory will include famous discrete and continuous distributions (Binomial, Poisson, normal), laws of large numbers and the central limit theorem, extended examples from random walks and Markov processes, and a few applications to statistics. Some mathematical maturity is required (e.g., the calculus) and lots of problems will be assigned.

A probable text for the course is Kai Lai Chung's *Elementary Probability Theory with Stochastic Processes*.

We shall meet in the T-9 building and a published session each week.

SCHOOL OF SOCIAL SCIENCE CURRICULUM STATEMENT

Faculty in the School of Social Science, representing a variety of disciplines and interests, have created 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 modes and paradigms 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 II examination. Division II courses are intended for students who have developed a concentration and who are prepared to commit themselves to more intensive and comprehensive study of a subject. They cover more ground and they assume your ability to integrate material into your own concentration, and perhaps to take off in new directions appropriate to your own interests.

Division I students will find in this list courses suitable to a range of interests, all designed to offer you some initial understanding of how we frame questions and work toward answers. Our Division II courses are not yet graded, 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 concentration committees all courses of possible usefulness. It is also advisable that you discuss coursework 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 catalog, here are some more personal autobiographical statements by faculty in the school. We hope that you'll find these helpful as a guide to people whose interests and abilities might best match your educational needs.

*See statement on Law Program, p. 17

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 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. 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 Director of the Urban Institute 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 Bengeldorf - 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 a 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, as on Russian literature, again, particularly on the 19th century.

Robert Birney - In addition to continuous teaching interests in theoretical and empirical studies of man, I have published work on studies in human motivation and human development 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.

Louise Farhan - 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 the Zoology Department. My dissertation took genetics courses. My dissertation on food competition (and other scintillating matters) in mice was successfully defended in 1962 although it was basically indefensible. After a great deal of training and experience "curing" children and 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 of constitutional 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.

Oliver Fowlkes - I came to Hampshire College from a background of work with ACLU and as a poverty lawyer. I studied at Southwestern College in Memphis, University of Glasgow, and Memphis State and Vanderbilt Law Schools. While in private practice in Memphis, I helped organize an OBD 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 worked in many parts of the United States. 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.

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

Frank W. Holmquist - I was born and raised in Wisconsin, went to Indiana for graduate work and completed a dissertation on a peasant cooperative in Kenya.

My teaching interests largely stem from spending six out of the last eight years doing research and teaching in Kenya, Uganda, and Tanzania. For these countries included 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 African politics and political economy. I am trying to expand a more rudimentary understanding of a variety of subject matter: bureaucratic behavior and organization theory, the world food crisis, as well as the political economy of the political economy of the American popular music industry, bourgeois industrial democracies, and the evolution of rural American political economy from home-steading to agro-business.

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 Civililians as an educational specialist - still travel frequently. Naturally and crudely 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.

Joan B. Landes - My teaching and research interests are in the areas of political and social theory and women's studies. I have also taught several courses and supervised student work in American politics. My doctoral dissertation offers a critical analysis of the theoretical foundations of the women's liberation movement. Therein I addressed the methodological assumptions behind various feminist positions as well as important theoretical relationships between family, state and economy. I have taught a course in American feminist theory to studies of women's situation and family life in capitalist as well as socialist societies. In broader terms, my interests lie in the theoretical traditions of ancient Greece, European and American liberalism, Marxism, psychoanalysis, and critical theory, and their contributions to contemporary theories of the state and personal life.

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 field, qualitative research and evaluation design); stratification theory; and the sociology of law. For other fascinating facts about me, see Bob von der Lippe's statement, since he and I are identical twins.

Lester Maxor - I studied history as an undergraduate at Stanford, with a particular focus on American constitutional history, and continue to enjoy supervising student study projects in that field, including studies of the Supreme Court and its Justices. At Stanford Law School I continued my interest in American public law and legal history. My law teaching career took me into many subject areas in which I continue to have an interest, including criminal law, law and psychiatry, philosophy of law, legal history, sociology of law and legal 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.

Laurie Nischoff - I have spent nearly all of my life in the innercity of large cities: New York, Boston, and most recently New Haven, with summer interludes in various artist communities and camps all over New England. I've been involved in several political campaigns and the student movement since junior high school, and these activities brought me into the role of "future New York City high school math teacher" to the social sciences. In college most of the economic and political science I did concerned the problems of the city and general labor studies. I worked on several projects, including the first study of Massachusetts wetlands and studies of the Boston rental and labor markets. After involvement with several union efforts and several years in the women's movement, I began to study the social and economic history of this society from a Marxist perspective - 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 G. Reinbach - 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 1961. I graduated from Rhodes night school in New York City the following year and received a B.A. from Hofstra University in 1967. Leaving New York State with hundreds of dollars in back parking tickets, I entered the University of Wisconsin in the history graduate program. From 1967-70 I studied European social and intellectual history, concentrating on social movements and social theory in the twentieth century. My M.A. thesis was on the history of the social transformation of the Vienna Jewish community at the end of the 19th century and the subsequent rise of antisemitism, Zionism, and nationalism. My Ph.D., on the history of Austrian socialism and Marxism, was granted in 1973. A Ford Foundation fellow while at Wisconsin, I spent two years doing research in Vienna and am now editor of *NEW GERMAN CRITIQUE: An interdisciplinary Journal of German Studies*. I am interested in European intellectual and social history, problems of culture and cultural criticism, Marxism, critical theory, and contemporary social and political theory.

Hedwig C. Rose - I am an assistant professor of education and Coordinator of Education Studies. I was born in the Netherlands and came to the U.S. in 1947. I have a B.A. from Cornell University, an M.A. from Smith College and an M.Ed. (doctoral) candidate at the University of Massachusetts. I have had a variety of experiences including co-directing a children's camp, teaching in private and public schools and at Smith College where I was supervisor of student teaching in the Dept. of Education and Child Study. My academic interests include the comparative study of socialization, theories of education and their application, and the relationship between schools and society.

With my husband and children I have lived in England and Australia and traveled extensively in Europe and Asia.

Miriam Slater - My formal training is as an early Modern European historian. I have also taught and researched women's history in 19th and 20th century America. My pedagogical and scholarly concerns have primarily centered on: the history of the family and childhood; the historical roots and manifestations of Puritanism; the history of friendship; the emergence of professionalization; biography as an historical method.

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 have a tendency to show up in various other people's courses to discuss particular aspects of statistics as related to their course.

Barbara Turlington - I did my graduate work in the fields of international politics, international law, foreign policy, and cooperative 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 soon 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 associated with skiing ever since. I studied at the University of Colorado 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!

Stanley L. Warner - A Michigan farm boy who went to Harvard to study commerce 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 capitalism and the state, and (3) the relationship 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 teaching asset, rather than the practice of the institutional 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 in a museum 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 PIHG 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.

SCHOOL OF SOCIAL SCIENCE

DIVISION I COURSES:

- HUMANITY: AN ANTHROPOLOGICAL PERSPECTIVE**
SS 105 L. Glick
- AN INTRODUCTION TO PSYCHOLOGY**
SS 107 R. Birney
- BIOGRAPHY AS INQUIRY**
SS 108 M. Slater
- CHANGE IN THE LEGAL PROFESSION: PERSPECTIVES IN LAWYERING**
SS 109 O. Fowlkes
- PHILOSOPHIES OF LIBERATION FROM THE EARLY 19TH CENTURY TO THE PRESENT**
SS 110 (HA 103) L. Pickett and A. Reinbach
- PROBLEMS IN URBAN POLITICAL ECONOMY**
SS 113 L. Hogan
- POLITICAL JUSTICE**
SS 115 L. Maxor
- INTERPRETING OTHER CULTURES**
SS 117 B. Yngvesson
- MODELS OF HEALTH CARE DELIVERY**
SS 121 R. von der Lippe
- MATH FOR SCIENTISTS AND SOCIAL SCIENTISTS**
SS 123 (NS 161) David Kelly
- COMMUNITY: COMMITMENT AND FREEDOM IN UTOPIAS, COMMUNES, AND COLLEGES**
SS 124 B. Turlington, R. Freedman
- FOOD CRISIS: NEW ENGLAND AND THE WORLD**
SS 127 (NS 151) R. Copping, F. Holmquist and P. Slater
- CONTEMPORARY PLANNING CONTROVERSIES: CASE STUDIES OF LAW AND SOCIAL CHANGE**
SS 130 B. Linden
- POLITICAL THEORY: GREEK POLITICAL THOUGHT**
SS 134 J. Landes
- SOCIAL ORDER HERE AND THERE**
SS 140 R. von der Lippe
- THE CHILD IN AMERICAN SOCIETY**
SS 146 M. Mahoney
- EDUCATION AS A POLITICAL FORCE**
SS 147 G. Joseph
- ENERGY POLICY IN THE UNITED STATES**
SS 149 S. Shapiro
- BEYOND THE COLD WAR**
SS 170 (NS 147) C. Bengeldorf and A. Krass
- WORK AND LEISURE**
SS 172 M. Cerullo
- FROM NOSTALGIES... TO MEDICAL SOCIOL: STUDIES ON VOLUNTARY AND INVOLUNTARY INSTITUTIONS**
SS 175 O. Fowlkes
- URBAN ENVIRONMENTS: MEANS OF LIVELIHOOD AND WAYS OF LIFE**
SS 182 M. Breitbart
- AMERICAN CAPITALISM**
SS 184 S. Warner
- DIVISION II COURSES:**
- CLASS AND POLITICS**
SS 205 M. Cerullo
- ETHNOGRAPHY: AN INTRODUCTION TO CRITICAL READING**
SS 209 L. Glick
- THEORIES OF PERSONALITY DEVELOPMENT IN CHILDHOOD**
SS 212 M. Mahoney
- CAPITALISM AND EMPIRE: SEMESTER I LATE MIDDLE AGES TO 19TH CENTURY**
(not to be offered in 1977-78)
SS 214 History Group

BLACK AMERICANS IN A CAPITALIST ECONOMY
SS 223 L. Hogan

17TH CENTURY STUDIES
SS 228 (BA 295) P. Glazer, L. Brown Kennedy, M. Slater, and D. Smith

GROUP INDEPENDENT STUDY: CROSS-CULTURAL STUDIES IN HEALTH CARE DELIVERY (mini-course)
SS 231 R. von der Lippe, C. Silberstein, J. Sagebien, L. Feins, and R. Uno

ANARCHISM AND SOCIAL REVOLUTION IN SPAIN, 1936-39: THE STRIKE AS A MIRROR FOR CHANGE
SS 235 M. Breitborst

THE MICROCRITICISM OF SOCIETY: NIETZSCHE, SIMMEL, BENJAMIN
SS 240 A. Rabinbach

AMERICAN PUBLIC POLICY
SS 249 S. Shapiro

ALTERNATIVE SCHOOLS -- COMPARED TO WHAT?
SS 253 G. Joseph

THE POLITICAL ECONOMY OF AFRICAN DEVELOPMENT
SS 257 F. Holmquist

SCHOOL AND SOCIETY
SS 260 H. Rose

THE LEGAL PROCESS: WOMEN AND CHILDREN UNDER THE LAW
SS 276 L. Moser

WOMEN IN SOCIALIST SOCIETIES: THEORY AND PRACTICE
SS 280 C. Bengelsdorf and J. Landes

WORKSHOP: ANARCHIST STUDY GROUP
C. Greenberg and C. Vinne



SS 105 HUMANITY: AN ANTHROPOLOGICAL PERSPECTIVE
Leonard Glick

This course will be coordinated with Barbara Tugvesson's course "Interpreting Other Cultures" (SS 117), so that some classes will be combined and others will meet separately. Those courses are similarly designed but differ somewhat in content. We'll meet as one class for discussions on topics of common interest where two perspectives seem especially desirable; we'll also meet together for films and fieldwork presentations.

The central theme of the course is human unity and diversity: the obvious truth that human beings are all alike, members of one species, yet so diverse in their ways of thinking and behaving. Anthropologists try to understand the human condition through the study of constant elements in all societies that can be compared for similarities and differences. They are also interested in how cultural tradition gives form and meaning to human experience, and in what happens when people who experience the world differently encounter one another socially and politically. We'll try to explore problems of this kind by focusing on particular places, peoples, and events.

Enrollment is limited to 30; first come, first served. Sign-up sheet on office door (Quinn House) or call at 574. One class and three discussion sections (Wednesday and Friday afternoons) each week. Students will be expected to write three short papers.

SS 107 AN INTRODUCTION TO PSYCHOLOGY
Robert Birney

The course will follow the organization of Brown and Bernstein's *Psychology*. Provision will be made for those students who wish to achieve proficiency with the text material by using the text film. Class discussions, films, and occasional lectures will focus on reading of original works chosen to illustrate the modes of inquiry found in the behavioral sciences. The design of this course will embrace an effort to combine this instruction in modes of inquiry with a "survey" of major content areas of modern academic psychology.

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

SS 108 BIOGRAPHY AS INQUIRY*
Miriam Slater

Accurate reconstruction of the past requires a variety of techniques and methodologies. Biography is a mode of inquiry which has a long, if chequered, tradition among historians as a useful tool in helping us to explain how the past became the present. In recent years, biographical studies 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 substantial quality found in such works as Foster'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 Stone 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 them. 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 to a single historical period or geographical area. The only limitation would be accessibility of available data. Such a project will involve utilizing a variety of source materials both primary and secondary (biographical dictionaries, 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 limited to 20.

*Particular attention and support will be given to the development of writing skills.

SS 109 CHANGE IN THE LEGAL PROFESSION: PERSPECTIVES IN LAWYERING
Oliver Fowlkes

The course will look at the emergence of lawyer power and status, examine the underpinnings of the legal profession and compare them with those underlying medicine and other professions. Emphasis will be placed on scrutinizing changing modes of practice such as solo practitioner, private law firm, government subsidized staff office, high volume-low cost legal clinics, group practice and law communes, attitudes toward service, remuneration, autonomy, prestige, poor people, specialization, paralegalism and entry into the profession.

Among course readings the following books will be considered: *Auerbach, Unequal Justice*, Black (ed.): *The Radical Lawyers*, Gerlin: *Lawyers Ethics*, Rosenthal: *Lawyer-Client: Whose In Charge?* and Saitel: *The Well Street Lawyer*.

This Division I course will require a fair amount of reading and paper writing and is designed to raise issues which might be investigated and parlayed into Division I exam topics; the instructor will supervise course participants in a special workshop for developing and completing Division I exams. Enrollment in this course will be limited to 25 and students will be chosen by lot.

The course will meet twice weekly for 1 1/2 hours each.

SS 110 PHILOSOPHY OF LIBERATION FROM THE EARLY 19TH CENTURY TO THE PRESENT
Lawrence Pickett and Anson Rabinbach

Another way of describing this course is to say that it stretches from the German philosopher Hegel to contemporary discussions of feminism. The desire of individuals to free themselves from the prisons of oppression and repression has inspired them to seek their liberty in different theories and forms of emancipation. Some of these have been overtly political in character; others more privatively or sexually oriented. What all share is the aspiration for freedom, the hope that humans can overcome their history and discover a liberated life. In trying to explore the differences between these various theories, we will read a number of major texts plus other extract material. Among the texts we will consider are:

- Hegel, "Master and Slave" from *The Phenomenology of Mind*
- Merk, *1844 Manuscripts*
- Portier, *Design for Utopia*
- Nietzsche, *Beyond Good and Evil*
- Freud, *Civilization and Its Discontents*
- Wieland Reich, *Function of the Organism or Sex-Pol*
- Marcuse, *From Civilization to Revolution*
- Norman O. Brown, *Life Against Death*
- Suzanne de Beauvoir, *The Second Sex*
- Gertraud Pernig, *Black Skin, White Masks*
- Foucault, *Madness and Civilization*

A few extracts from Sade, Bataille, Whitman, Brecht, Sartre, Genet, Baldwin, Mitchell and Firestone.

The class will read illustrative material (plays); view films as well as engage in discussions of the written texts. The class will meet twice weekly; for 1 1/2 hours each. Enrollment is unlimited.

SS 113 PROBLEMS IN URBAN POLITICAL ECONOMY
Lloyd Hogan

The course is designed as an exercise in methods of inquiry by economists. Urban living in a highly developed technological society provides the setting in which the exercise takes place. And specific problems of urban living are used as the mechanism through which new knowledge is developed or in which old knowledge is given new meaning and understanding. Some of the problems to be dealt with are poverty, unemployment, educational crises, crime, inadequate health care, housing blight, congested transportation, environmental pollution. Other problems of special interest to students in the course will also be accommodated through group study or by independent research. Great emphasis will be placed on (a) the manner in which economists formulate the problems to be solved, (b) the conceptual or theoretical equipment employed in arriving at solution, (c) the data requirements for testing the solution, (d) the data sources which now exist, (e) the critical limitations of the solution. Successful completion of the course will also require an independent research paper.

The course will meet twice a week for 1 1/2 hours each session. Enrollment is limited to 20.

SS 115 POLITICAL JUSTICE
Lester Mazor

Politics is an activity basic to all human interactions; law is the principal instrument of government in modern society; justice is one of the highest ideals of human existence. This seminar will examine the way politics, law, and justice intersect in dramatic political trials. The goals of the seminar are to establish some familiarity with the characteristics of a trial in a court of law, to examine the functions and limits of the trial process, and to explore theories of the relation of law to politics and of both to justice.

We will begin by examining the roles of the parties, attorneys, witnesses, judge and jurors in a conventional trial on a matter which is not highly charged with political consequences or emotion. The bulk of the course will consist of class study of a number of notable political trials and of the myths which arise from them. Examples of the kinds of trials I have in mind are the Sacco and Vanzetti case, the Rosenberg case, and the case of the Chicago Eight. What political ends were sought and obtained and whether justice was done will be persistent questions.

The material for discussion will include transcripts of the trials and contemporary accounts wherever possible, Kafka, *The Trial*, and other works of poetry and fiction; Kirchheimer, *Political Justice*, and other works of political and legal theory.

During the last third of the course students will work in small groups to develop presentations on particular cases. Several Hampshire students who are doing advanced work in this field will assist in leading these groups and also will work closely with the students in the course during its earlier phases.

The course will meet twice a week for an hour and a half each meeting. Enrollment is limited to 20.

SS 117 INTERPRETING OTHER CULTURES*
Barbara Tugvesson

This course is coordinated with Len Glick's *Humanity: An Anthropological Perspective* (SS 105), so that some classes will be combined and others will meet separately. The classes are similarly designed, but differ somewhat in content.

In this course we will explore some of the premises, challenges, and problems of anthropology as a tool for understanding human behavior. Part of the course will be devoted to raising and exploring questions about what it means to be an anthropologist and about the problems involved in attempting to observe and describe a group or society to which one is oneself an "outsider". We will examine fictional and non-fictional accounts by anthropologists about other people, by anthropologists about themselves, and for purposes of contrast, works by others (such as journalists) in which an attempt is made to portray and make sense of a particular way of life. During this section, Len Glick and I will discuss our own field experiences, his in New Guinea and the Caribbean, mine in Sweden and in American criminal courts.

In a second section of the course, we will consider attempts by anthropologists at achieving a more general understanding of humans. For example, most anthropologists emphasize the importance of culture in shaping human behavior and in distinguishing humans from non-human primates; others, such as Tiger and Fox in *The Imperial Animal*, emphasize the importance of our primate and early hominid heritage in molding behavior patterns to a relatively confined range in which certain common themes appear and re-appear. We will explore the ways approaches such as these shape our understanding of, e.g., sex roles, family life, aggression.

Finally, we will raise questions about the usefulness of the anthropological approach, considering critiques - e.g., from Hymes' *Reinventing Anthropology* - and suggestions for change.

There will be one class and three discussion sections (Wednesday and Friday afternoons) each week. In addition, students in the class will be expected to write three short (5-10 pages) papers for the class.

Enrollment is limited to 25; first come, first served. Sign up with Fran Duda (FPH 218).

*Particular attention and support will be given to the development of writing skills.

SS 121 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. Our approach will be sociological but we will consider political and economic issues as they apply and as we can find resources to study them. Possible examples of models of care are: solo-fee-for-service care; emergency care; welfare medical care; specialty practice medical care; Hosp. Maintenance Organizations; and socialized medical care. We will concentrate on American medical practice and history but will also look for comparative examples to foreign models of health care systems.

Enrollment is limited to 20. First come, first served. The course will meet twice weekly for 1 1/2 hours each.

SS 123 MATH FOR SCIENTISTS AND SOCIAL SCIENTISTS (MS 16)
David Kelly

See Natural Science listing for course description.

SS 124 COMMUNITY: COMMITMENT AND FREEDOM IN UTOPIAS, COMMUNES, AND COLLEGES
Barbara Turlington and Renee Freedman*

The aim of this seminar is to introduce students to some of the basic questions (and ways of trying to answer these 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*, Zolotnick's *The Joyful Community*, and Kanter'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 for some of the new literature on communes to try to establish the advantages and problems of some of these 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.

*Renee Freedman is a Division II Hampshire student.

SS 127 FOOD CRISIS: NEW ENGLAND AND THE WORLD (MS 151)
Raymond Coppinger, Frank Holquist, and Paul Slater

Does the earth have the resources to feed our growing population? Will "green revolution" technology help? What is the role of New England agriculture, once and future, in our economy? What is the role of political and social structures in agriculture? Can we learn from past "agricultural revolutions" anything to help us plan the future? Are famines agricultural or political? What is the role of climate in agriculture? Why is the "family farm" continuing to decline in numbers?

These are some of the questions that we raise when we join the biological, practical, and social perspectives on the history, the state and future of agricultural systems of the World and of New England.

The course will consist of three principal parts each week: (1) lectures, panel discussions, and readings (2 hours); (2) discussion sections (1 hour); (3) project development sessions, to create and criticize examinations, led and organized by students.

There will also be field trips to learn the ecology of New England and New England farms. A partner system will be used for critiquing the four to six short papers each student is expected to write. Only full participation in all of these will merit evaluation.

Enrollment is unlimited.

SS 130 CONTEMPORARY PLANNING CONTROVERSIES: CASE STUDIES OF LAW AND SOCIAL CHANGE

Barbara Linden

Several recent court decisions have major implications for the future direction of city and regional planning, and specifically relate to the issues of discrimination in housing and education, physical and social mobility, freedom of expression, tolerability of various "life styles", and restrictions in public and private housing design. This course focuses on the social factors relevant to these planning decisions, including an emphasis on political change, population pressures, and economic events. The beginning readings introduce students to some of the political and social controversies surrounding several theories of social change, and to the problems of critical analysis in general. We will then focus on the above decisions and additional ones: the sociological history of planning in the United States; the relationships between planning movements and political values; and critiques of current approaches. Seminar members working individually or in teams will be responsible for at least two course projects: one focusing on the relevant historical developments leading to a specific decision, and one utilizing cross-cultural data.

Readings will include selections from Hagman, Cozer, Chambliss, Gans, Horton, Babcock, Toll, Bottonore, and others.

The course will meet twice a week for 1 1/2 hours each session. Enrollment is limited to 16.

SS 134 POLITICAL THEORY: GREEK POLITICAL THOUGHT

Joan Landes

This course is an introduction to the Greek origins of Western political theory. We will closely examine three major texts: Plato's *Republic*, Aristotle's *Politics*, and Thucydides' history of the Peloponnesian War. We will supplement our study of these sources with *The Ancient Greeks: An Introduction to Their Life and Thought*, by M. I. Finley.

Among the themes to be considered are the Ancient conception of the polis and the way it is transformed in the writings of Plato and Aristotle; the relationship between the individual and the state; the status of women and the theory of such institutions as family and household; and the philosophical setting of the Greek theory of the city-state. We will also attempt to situate the political theories and their writings in the totality of Ancient social institutions and practices as these historically evolved down to the coming of urban life. To this end, we will be especially sensitive to problems of class structure, the status of women, and the role of slavery in the economy, and the rise of mercantile empire as a foundation of Athenian democracy. In turn, we will attempt to account for the anti-democratic strain in Greek political thought in light of these social and historical developments. The course will be organized as a seminar and is limited to an enrollment of 20.

The course will meet twice weekly for 1 1/2 hours each.

SS 140 SOCIAL ORDER HERE AND THERE

Robert von der Lippe

This seminar will combine two general objectives: the introduction of sociology as a field of study and the exposure of Division I students to basic social research methodology. For the accomplishment of the first objective, early lectures and seminars will focus upon the concepts of social organization and the specific elements of norms, roles, statuses, groups, associations, organizations and stratification.

After this early introduction the seminar will be devoted to the conduct of a group independent study program. Each student will select a topic for a paper, and will receive advice, a project for the semester which will entail the empirical study of some aspect of social order. Discussion during seminar periods will be focused upon the integration of individual projects, the sharing of individual problems and, hopefully, sharing solutions to those problems and finally, the group's discussion of methodologies for the analysis of social order.

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

SS 146 THE CHILD IN AMERICAN SOCIETY*

Maureen Mahoney

In this course we shall ask what children require for healthy development and examine American social structure and values to determine the extent to which they enhance or inhibit this development. We will look at the way in which the experience of developmental psychology has traditionally viewed children and research with children to see whether it helps answer our major question and then propose alternatives to this traditional view.

Class discussion and reading will include the following topics: the genetics vs. environment controversy, the child in the family, in alternative care, in early institutional programs, in school, and in peer groups. In order to sharpen our focus on development in the United States, we will contrast the American child's experiences with those of children in other cultures, especially the Soviet Union, China and Israel.

Class will meet twice a week for 1 1/2 hours each session. Enrollment is limited to 20.

*Particular attention and support will be given to the development of writing skills.

SS 147 EDUCATIONAL PSYCHOLOGY AS A POLITICAL FORCE

Gloria Joseph

The course is basically an exploration of the political nature and nefarious effects of the American educational system as a conditioning institution. The manner in which the principles of educational psychology are employed in the instructional process will be a central theme of the course. An overview of the structuring process of the lives of children from pre-nursery school through college will be undertaken. The reported school "failures" (dropouts) and "successes" (graduates) will be considered equally well prepared to serve society. Some comparisons will be made to the undisciplined political force of education in other countries.

The course will meet twice a week for 1 1/2 hours each session. Enrollment is limited to 20 students -- first come, first served.

SS 149 ENERGY POLICY IN THE UNITED STATES

Stewart Shapiro

The course will look at the current energy situation in the United States as it has historically emerged and as it is presently evolving. We will attempt to define the energy problems, look at the roots of these problems, and discuss various suggestions for coping with the situation. In this context we shall spend some time dealing with the Carter energy proposals, various criticisms made of these proposals both from the left and the right, and the likelihood of their passage and/or implementation given the existing political/economic realities in the United States.

Given that this is a social science course, we will not spend a great deal of time examining the technical aspects of alternative energy sources. However, we will discuss the various political and economic obstacles to, for example, a sharp shift from fossil fuels to solar energy. In addition, the extent and significance of technocratic style policy making will be examined in the context of American energy policy.

Enrollment is limited to 20 students. The course will meet twice weekly for approximately 1 1/2 hours during the semester.

SS 170 BEYOND THE COLD WAR*

(NS 147)

Carol Bengelsdorf and Allan Krass

Question: Why is the U.S. spending tens of billions of dollars per year on never, more expensive and ever more destructive nuclear weapons systems? Answer: Because the Russians are doing it and the U.S. must protect itself.

Question: How can U.S. policymakers justify the consistent policy of intervention and aggression, both overt and covert, it has engaged in against politically progressive forces or governments in Asia, Africa and Latin America? Answer: Because the Russians are doing it and the U.S. must protect itself.

The conventional explanation of the "Cold War" is neatly summarized in the identical answers to these two questions. Historians and scientists (political and otherwise), writing about American foreign policy since 1945, have overwhelmingly stressed the central and determining role played by the rivalry between the Soviet Union and the U.S. in determining the parameters of this policy. However, the experiences of Vietnam and Chile, among others, have exposed the inadequacy of this interpretation. The purpose of this course is to explore the dimensions of this inadequacy.

The course, then, will investigate the "Cold War" as it has evolved from 1945 to the present. It will focus upon a critical examination of the conventional model of confrontation between the U.S. and the Soviet Union, and explore alternative hypotheses to explain the motivating forces in U.S. foreign policy. U.S. foreign and military policies have undergone continuous modification throughout the administrations of Presidents Roosevelt, Truman, Eisenhower, Kennedy, Johnson, Ford and Nixon. We will examine these changes with a view toward determining whether they have represented fundamental alterations in U.S. attitudes, or merely changes in tactics within a constant global policy. By identifying the basic themes of U.S. foreign and military policy, we hope to create the context within which the emerging policies of the Carter Administration can be understood.

Readings will include: Martin Shervin, *A World Destroyed*; Gar Alperovitz, *Atomic War Diplomacy*; Richard Barnett, *Roots of War*; Gabriel Kolko, *Limits of Power: U.S. Foreign Policy 1945-53*; Bernard Brodie, *Strategy in the Missile Age*; Alvin Toffler, *The Future of Shock*; Seymour M. Hersh, *Pentagon Papers*; Harry Magdoff, *The Age of Imperialism*.

Enrollment is limited to 25. Students who register for the course should have read A. Williams, *The Tragedy of American Diplomacy* and Robert Jungk, *Brighter Than a Thousand Suns* before the semester begins.

*Particular attention and support will be given to the development of writing skills.

SS 172 WORK AND LEISURE

Margaret Cerullo

This course will explore the content and meaning of work and leisure in people's lives as this has changed historically and differed according to class, sex and race in America. The material we will draw on in the early part of the course will be chosen from the classic sociological ethnographies of work and community, as well as some more recent studies:

Gouldner, *Patterns of Industrial Bureaucracy*
Dennis, *Henriquez and Slaughter, Coal is Our Life*
Liebow, *Tally's Corner*
Kornblum, *Blue Collar Community*

Our attempt will be to synthesize the experiential themes which emerge from this material with theoretical accounts of their historical, cultural and structural context. We will also look at work which examines specific developments that have transformed leisure: advertising, t.v., the consciousness industry; as well as explore the connection between mass production, mass consumption, mass culture and mass leisure.

Raymond Williams, *Television: Technology and Cultural Form*
Stuart Ewen, *Captains of Consciousness: Advertising and the Social Roots of Consumer Culture*

We will ask such questions as: what are the relationships between the organization and experience of work and leisure? What forces promote and resist the homogenization of people's experience of work and leisure? What motivates people to work and resist work? What constitutes alienated work? alienated leisure? What is the relationship between people's experience of work, of leisure and political consciousness? What prospects exist for the reorganization of work and leisure and the relationship between them?

This combination of material should help students to formulate and undertake substantial projects either as participant observers of work or in communities, as well as projects of a more theoretical nature.

The course will meet twice a week for 1 1/2 hours each session. Enrollment is limited to 20.

SS 175 FROM MONASTARIES... TO MEDICAL SCHOOLS: STUDIES OF INVOLUNTARY AND INVOLUNTARY TOTAL INSTITUTIONS

Oliver Foulkes

This Division I Social Science course is designed to study monasteries, boarding and professional schools, military organizations, mental hospitals, prisons, concentration camps and other total institutions in order to understand their underlying social structure and patterns of interaction which take place within them. The course, which is set for beginning students, is focused on integrating readings and class discussions with student group-oriented projects leading to Division I Social Science exams.

The following issues will be considered by (1) the course in addition to others which might emerge from the subject matter:

- Differences between voluntary, involuntary, coercive and non-coercive total institutions;
- The relationship of formal structure to coercion in the institution;
- Ways in which tension between participant and outside world affects institutional functions;
- Effects of the institution on participants' concept of self;
- Goals of various total institutions and their success in accomplishing these goals.

After an introduction to the course material, students will be expected to join a course study group to carefully examine one total institution, write a paper on it and present their findings to the class. Course participants will be expected to do library research and to make field trips to such institutions where possible for observation purposes. Completion of course projects will lead to a Division I examination pass if they meet the criteria as set out in the Student Handbook.

Format for the course will consist of two one and one half hour class meetings per week during which lectures, discussions, movies, and student presentations will be utilized. Besides class attendance, those enrolled in the course will be expected to do a good bit of reading, project research and to go on field trips where appropriate.

Enrollment is limited to 25.

SS 182 URBAN ENVIRONMENTS: MEANS OF LIVING AND WAYS OF LIFE

Myrna Breitbart

What are the mechanisms within work and living environments which influence the course of a person's life and support a particular economic structure (mode of production)? How do contracting modes of production (e.g. capitalism, decentralized socialism, feudalism, etc.) affect the quality of experience for people within the workplace and the larger community?

Environments provide a background for human experience and develop largely in response to the social relations that emerge from various modes of production and supporting ways of life. This course will explore the relationship between social processes and urban spatial organization. Specific aims are (1) to use urban spatial relationships as a vehicle for understanding the development of capitalism, feudalism, etc.; (2) to consider some of the direct (income-related) and indirect (social class) effects of economic structures on the quality of community and work environments, and (3) to explore several approaches which 'shapers' of the environment have taken to such contemporary urban problems as housing, employment, and community development.

Readings will include such books as: David Harvey, *Social Justice and the City*; Murray Bookchin *The Limits of the City*; Sennett and Cobb, *Hidden Injuries of Class, Race, and Sex*; and *Neighborhood Power*, etc.

This course will meet two times a week for an hour and a half each session. Papers and projects will be required, and class size limited to 20.

SS 184 AMERICAN CAPITALISM

Stanley Warner

The primary focus of this course is the current structure and performance of American capitalism. We'll begin by developing the theory of alternative market structures: monopoly, competition, oligopoly. A dominant theme of this theory is that capitalism requires competitive markets if it is to function optimally. Because the concentration of economic power in the U.S. is so clearly at odds with this traditional belief in free markets, a number of new theories have emerged which attempt to rationalize -- even to the point of making a virtue of -- the dominance of a few hundred multinational firms. A second aspect of this course will be to critically evaluate these theories.

In a number of fundamental respects, however, the performance of an economic system involves questions that transcend the issue of whether markets are competitive or monopolized. Work alienation, class structure and consciousness, and the relationship of economic power of political power are three such areas of concern. These issues warrant full courses of their own. A third aspect of the course, however, will be to at least broach these questions with the hope that it will keep us from slipping into too narrow a frame of reference.

Throughout the course there will be a strong emphasis on direct exposure to specific industries (steel, oil, autos, drugs), specific controversies (conglomerates and ITT, militarism, the energy 'crisis'), and specific proposals (from the New Populism of Nedder, Fred Harris, and others to the approaches of the 'Old' and 'New' Left).

The reading will include:

J. M. Scherer, *Industrial Market Structure and Economic Performance*
F. K. Gethrath, *Monopoly and the Public Purpose*
Milton Friedman, *Capitalism and Freedom*
Paul Baran and Paul Sweezy, *Monopoly Capital*

This is a Division I course which assumes no prior work in economics. A person completing the course would be prepared for an intermediate course in the area known as microeconomic theory.

The course will meet twice a week for an hour and a half each meeting.

Enrollment is limited to 25.

SS 205 CLASS AND POLITICS

Margaret Cerullo

This course will explore major sociological theories of social class for their relevance in understanding the structure and dynamics of contemporary advanced capitalist societies. We will be particularly interested in the relationships between class, race, and sex as sources of inequality, exploitation, and domination; and as bases of social movements to overcome them. While our focus will be on American society, comparative material from Western Europe will also be used.

Readings will be chosen from among the following:

Michael Mann, *Consciousness and Action Among the Western Working Class*
Anthony Giddens, *The Class-Structure of the Advanced Societies*
C. Wright Mills, *White Collar*
Marxists della Costa and Selma James, *The Power of Women and the Subversion of the Community*
S. Bowles and H. Gintis, *Schooling in Capitalist America*
Ralph Miliband, *The State in Capitalist Society*
Harry Braverman, *Labor and Monopoly Capital*

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

SS 209 ETHNOGRAPHY: AN INTRODUCTION TO CRITICAL READING

Leonard Glick

An ethnography is an interpretation of a way of life. Ethnographers are individuals, with their own life histories, social backgrounds, and intellectual concerns. Each ethnography is therefore the product of an encounter between a particular society and a particular individual, and reading it critically means taking account of the observer and those who were observed, thinking about the time and locale of the study, and thereby placing the work in a social and historical context. Ultimately, of course, the reader hopes to learn something about another way of living and thinking, but that learning should not be limited to simple absorption of all that is read.

We'll read one ethnography each week (not always entirely). The books will be selected to represent a wide range of cultural types and ethnographic interests, but the geographical range will be limited. In order to accumulate a manageable fund of knowledge, and to facilitate comparison of ethnographic styles, we'll confine our reading to studies of Pacific and Asian peoples.

The major part of each class session will be a discussion, led by two students who have assumed particular (but definitely not sole) responsibility for that week's ethnography. I'll conclude by introducing the reading for the forthcoming week.

One two hour meeting each week.

Enrollment open.

SS 212 THEORIES OF PERSONALITY DEVELOPMENT IN CHILDHOOD

Haureen Mahoney

This course is intended to familiarize the student with major theories of personality development in childhood. Class discussion and reading will be organized around general stages in the early development of personality -- attachment, autonomy, identification and moral development. Within each of these areas, we will compare and contrast theoretical explanations of Freud, Erikson, Piaget, Sullivan, the humanistic psychologists, and the social learning theorists. We will pay particular attention to the assumptions each makes about inherent qualities of the child and the nature of motivation, and also to the empirical support for the different models.

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

SS 214 CAPITALISM AND EMPIRE: SEMESTER I
LATE MIDDLE AGES TO 19TH CENTURY

History Group

(This course will not be offered in 1977-78)

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

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

SS 223 BLACK AMERICANS IN A CAPITALIST ECONOMY

Lloyd Hogan

The course is an ambitious attempt to synthesize a body of economic knowledge in terms of a significantly large and identifiable group in the society. The American economy is used as the setting, and black Americans are selected as the group for special study. The aim is to develop a set of tools, methods, concepts, and approaches which may be generalized to other important groups in the society. For example, the course should give some clues about the way in which the economy impinges on African American groups, women, poor people, resident on reservations, etc. The course is organized around the operation of five sets of economic institutions -- process of consumption, production, labor market, consumer commodity market, and the process of capital accumulation. Each set of institutions is analyzed from the standpoint of competing methodologies -- neo-classical, radical, conservative, etc. General understandings and conclusions are derived. In turn these are specialized to the specific impact on the black population in the U.S. Great stress is placed throughout on data sources as well as on empirically derived parameters based on the existing theories and conceptions. The course is developed over two terms. The first term concentrates on (a) the historical development of capitalism in the world and its origin here in the U.S., (b) the process of consumption, (c) the process of production, and (d) an introduction to market theory. The second term is devoted to a detailed analysis of the labor market, the consumer commodity market, and the process of capital accumulation. A very extensive set of readings and a research paper are required.

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

SS 228 17TH CENTURY STUDIES

(SA 295)

Pentina Glaser, L. Brown Kennedy, Miriam Slater, and David Smith

An interdisciplinary, comparative study of 17th century England and America. Literary and historical resources will be utilized to examine authority and power -- the nature of kingship, slavery, the relationship between men and women in the family and society, the idea of nature, the metaphor of the garden and the wilderness.

Four faculty members -- with their special interests in social history, feminist history, British renaissance studies and American studies -- will collaborate closely throughout the course and will work with students both in large class sessions and smaller seminar or tutorial groups to enlarge and sharpen perceptions of the period and deepen an understanding of the social material.

Shakespeare, Milton, Hawthorne, Stone, Erikson, Perry Miller are some of the major sources. The class will meet twice a week for 1 1/2 hours. Enrollment is unlimited.

SS 231 GROUP INDEPENDENT STUDY: CROSS CULTURAL STUDIES
IN HEALTH CARE DELIVERY (Mini-course)

Student Initiator(s):

Faculty Sponsor:

Charles Silberstein

Robert von der Lippe

Julie Siebert

Libby Felix

Roberta Uno

This study group will be led and organized by students and overseen by Robert von der Lippe. It will be an opportunity for students who have interest and experience in health care in the United States and abroad to share their experiences and ideas while building up a knowledge of the field through shared discussion, study and reading. It is possible that discussion and reading will lead into general studies of cross cultural theory, social theory and research techniques while keeping a focus on casework in health care.

Though there are no prerequisites, it is preferred that everyone in the group will have had previous interest and experience in health care delivery and is willing to contribute to making the group work.

Enrollment is limited to 16 students. Students should speak to Robert von der Lippe prior to enrolling in the course. The course will meet twice a week for 1 1/2 hours each meeting.

*Division III Hampshire College students.

SS 235 ANARCHISM AND SOCIAL REVOLUTION IN SPAIN, 1936-39
THE LANDSCAPE AS A MIRROR FOR CHANGE

Myrna Breitbart

On July 19, 1936 when Generalissimo Franco attacked the Spanish Republic, two revolutions took shape -- a well-documented military struggle against Fascism and a social revolution which, despite its magnitude and success, historians have chosen to forget. From July 1936 until mid-1938, anarchist peasants and workers acted control over land, factories, social services and whole transportation networks in Spain initiating the most extensive attempt yet to apply anarcho-syndicalist principles in a modern context.

Geography played a unique role in promoting this social revolution. Prior to 1936, the class tensions and inequalities of Spanish life were reflected in the economic and political landscape. During the Civil War, these same landscapes came to reflect and support communal modes of agricultural and industrial production.

In this course, we will explore the theoretical development of anarchist alternatives in Spain and consider the social, economic and environmental effects of their application by observing the changes which occurred in the rural and urban landscape from 1936-39. An aim above and beyond an interest in the unique events of Spain, is to discover any general relationships which appear to exist between the quality of human experience within an environment and the level of control which inhabitants can exercise over that environment. A study of Spanish anarchism should provide an illustration of the types of community and work environments that people would create for themselves if given the opportunity to shape a production mode to fit meaningful social priorities.

Readings such as Gerald Brenan's *The Spanish Labyrinth*, Jose Peiro's *Anarchists in the Spanish Revolution*, George Orwell's *Homage to Catalonia* and Peter Kropotkin's *Fields, Factories and Workshops* will be consulted. This course will meet two times a week for an hour and a half each session. Discussions will be stressed and papers required. Enrollment is unlimited.



SS 240 THE MICROCRITICISM OF SOCIETY: NIETZSCHE, SMOEL, BENJAMIN

Anson Rabinbach

The most neglected tradition of social theory is that which is concerned not with grand wholes, with sweeping critiques of society, or with programmatic utopias, but with the artifacts of daily existence. The importance of this tradition lies in the power of its criticism to illuminate the nature of social life in its detailed aspects. This anti-abstract tradition of social theory is best represented by Friedrich Nietzsche, Georg Simmel and Walter Benjamin. Though all three shared different political perspectives, they all believed that in the stuff of society its true nature can be found. This belief in the concrete is not simple attention to empirical detail but complex belief in the irreducible character of society. As a result, all contributed to the illumination of the most fundamental of social myths: Nietzsche on the mythological character and anti-human basis of morality, Simmel on the relation between individuals and social forms, Benjamin on culture as a source of domination and hope at the same time. A close reading of their texts is the basis for this course.

The course will meet once a week for two hours. Enrollment is limited to 25.

SS 249 AMERICAN PUBLIC POLICY

Stewart Shapiro

We will begin this course by examining the various models used in analyzing the formation of public policy. We will attempt to discover whether any one model is the "best" for examining American public policy; or whether the usefulness of a model is dependent upon the particular policy being examined; or whether all such models are so beset by problems that none is of any great value.

Following this section of the course, we shall explore a number of policy areas in more depth. Among those which we may consider are welfare policy, Medicare, housing policy and education. In each case the emphasis will not only be on the formation of such policies, but also on their impacts. Regarding the latter, attention will be given to how the distribution of the benefits and burdens of American public policy fits into the overall American political/economic context.

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

SS 253 ALTERNATIVE SCHOOLS -- COMPARED TO WHAT?

Gloria Joseph

The course is concerned with the roles of alternative schools in American society. A major question will be: Have alternative schools been reform measures, radical alternative approaches to education, or camouflaged traditional schools? A second focus of the course will be the psychological dynamics and humanistic elements of traditional schools as compared to non-traditional (alternative) schools. We will also closely examine types of alternative schools in the country.

The course will meet twice a week for 1 1/2 hours each session. Field trips required: i.e., visits to schools. Enrollment is limited to 20 students -- first come, first served.

SS 257 THE POLITICAL ECONOMY OF AFRICAN DEVELOPMENT

Frank Holmgren

The course is about African development, not social and material. We begin with a review of Africa's pre-colonial contacts (including slavery) with representatives of other national capital illustrating how this contact conditioned African development even before the advent of formal colonial rule. The motives and nature of imperial struggle for territory and economic advantage will be reviewed, followed by an analysis of the nature of the colonial economy and reasons why class coalitions later formed to overthrow colonial rule. The class structure of post-colonial society will be examined in some detail with discussions of the nature of the state in post-colonial society, ideology, the peasant, and the working class. The nature of everyday politics, corruption, and military coups d'état, will be explained prior to a discussion of case studies of both capitalist and socialist economic development strategies. Particular emphasis will be paid to the three East African states of Tanzania, Kenya, and Uganda. Lastly we will look at event continuing liberation struggles.

Books we will read all or portions of include: Rodney, *How Europe Underdeveloped Africa*; Brett, *Colonialism and Underdevelopment in East Africa*; Arrighi and Saul, *Essays on the Political Economy of Africa*; Leys, *Underdevelopment in Kenya*; Shivji, *Class Struggles in Tanzania*; Thomsen, *Dependence and Transformation*; Achebe, *A Man of the People*; Sembene, *God's Bits of Wood*. Students may wish to do further work with one or another of the following recommended readings: Amin, *Colonialism in West Africa*; Hopkins, *An Economic History of West Africa*; Stenhouse, *Social Classes in Agrarian Societies*; Harris, *The Political Economy of Africa*; Chomsky, *The World and the Rest of Us*; Nandan, *The Politics of Class Formation in Uganda*.

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

SS 260 SCHOOL AND SOCIETY

Rodwig Rose

This course is being offered to provide students interested in education with insight into and understanding of the relationships between the school, the community, and the larger society. We will consider various views of education in America, with particular attention to the role of the school as a socializing agency. Students will be encouraged to engage in debates about the functions of education under changing social conditions. Course work will include reading, class discussions, observations, and written presentations.

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

SS 276 THE LEGAL PROCESS: WOMEN AND CHILDREN UNDER THE LAW

Lester Mazur

This course will examine the changing legal status of women and children in America, both as a subject of interest in its own right and as a vehicle for the exploration of the role of law in society. It is intended to meet the needs of those who desire a general introduction to legal institutions and processes, as well as to meet the need for a greater understanding of the legal rights of women and children.

The greater part of the course will trace the history of law in the United States as it has concerned the place of women in the economy, from Blackstone to affirmative action. To do this students will be introduced to basic techniques of legal analysis and the reading of statutes, as well as the fundamentals of legal research. Other topics which will be treated will include treatment of women in the criminal law and the penal system; the law concerning marriage, divorce, child custody, and adoption; the law concerning child abuse and parental authority over children; the juvenile court process; political and civil rights of women and children. We will consider the role of courts, legislators and administrative agencies, and the practicing bar; the relationship of the formal legal system to less formal modes of social control; the internal process of change in the law, including the development of common law, statutory interpretation, litigation and management of transactions; and the capacities and limits of the law as a vehicle for change.

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

SS 280 WOMEN IN SOCIALIST SOCIETIES: THEORY AND PRACTICE

Carol Bengelsdorf and Joan Landes

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 these. The object of this course will be to explore these dimensions, to examine feminist thought in relation to socialist experience, and, in turn, to analyze socialist experience in the light of feminist thought.

We will begin the course by considering the theoretical frameworks within which our investigation will take place: feminist analysis and socialist theory. We will then proceed to examine the historical experience of women in those societies which have undergone socialist revolutions. In particular, we will look at the experience of women in Russia, China, Cuba, and the newly liberated African countries of Mozambique, Angola, and Guinea-Bissau. In each we will examine certain key questions centering around the degree to which a revolutionary reorganization of production has involved or been paralleled by a revolutionary reorganization of the sexual hierarchy.

Many different issues are subsumed under this theme. Some examples include: the position of the family in socialist thought and in socialist societies; the many different views of production and reproduction, the sexual division of labor, what it is, has been, and could be; women's position as worker and housewife.

Our purpose in this exploration is to assess the degree to which the socialist revolutionary tradition and feminist thought converge and the degree to which they may contradict one another. Such an understanding, we believe, will give us vital perspectives on our own society. For this reason, the concluding section of the course will return to the theoretical considerations with which we began, and reassess them in the light of the historical experience we have examined.

Readings will focus on both the theoretical framework (or the lack thereof) and the experience of women in each of the revolutionary situations examined. Both primary and secondary sources will be drawn upon. The readings will include:

Frederick Engels, *Origin of the Family, Private Property and the State*
Shella Rowbotham, *Women, Resistance and Revolution*
Eli Zaretsky, *Capitalism, the Family and Personal Life*
Selections from Marx, Lenin, Trotsky, Mao, Fidel Castro, Amílcar Cabral, Samora Machel and Augustino Neto
Alexandra Kolontar, *Sexual Relations and the Class Struggle*
Love, *The New Morality*
Mandel, *Soviet Woman*
Janet Saloff and Judith Merkle, *Women in Revolution*
Marjorie Wolke and Roxanne Witke (eds.), *Women in Chinese Society*
CCAS Bulletin, "Special Issue on Asian Women"
Margaret Randall, *Cuban Women Now*

Students are expected to have some background in feminist theory and/or socialist development. The class will meet for 1 1/2 hours, twice weekly. Enrollment is unlimited.

OP 102 KAYAK ROLLING AND POOL KATAKING

Carol Fisher

No Experience required. Learn how to eskimo roll (tip a kayak right side up after capsizing), strokes, maneuver in eddy gates, watch yourself paddle on the Moby paddleboard, play kayak polo, etc. Class will meet Wednesday evenings from 7:00 - 8:15 in the pool. RCC. Another session, if needed, will be announced in the fall.

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

OP 103 BEGINNING WHITEWATER RIVER KATAKING

Carol Fisher

No experience required except swimming ability. Learn the fundamentals of kayaking - strokes, rescue maneuvering - as well as basic white-water skills - eddy turns, ferrying, bracing, river reading, rescue, swimming, surfing, safety, equipment, eskimo roll. The class meets twice a week, once on Tuesdays in the pool from 10:30 - 12:00 and again on Thursday afternoons from 1:00 - 6:00 for a river trip. There is a limit of 10 students (there is a waiting list) and the class will end on November 10. Sign up in O.P. office.

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

OP 105 HATHA YOGA (BEGINNING)

Yael Ariel

The beginning class will cover learning and practice of basic breathing methods and postures. Emphasis will be placed on developing a healthy and supple body. Class meets Mondays from 2:00 - 3:15. Center Room, Donut IV.

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

OP 106 TOP ROPE ROCK CLIMBING

David Roberts

This course will teach people how to top rope climb safely and will introduce them to several of the local climbing areas. No experience is needed. Class meets on Wednesdays from 1:00 - 5:30 pm and will last until Thanksgiving vacation.

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

OP 113 TAI CHI CHUAN (BEGINNING)

Paul Gallagher

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

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

OP 114 TAI CHI CHUAN (CONTINUING)

Paul Gallagher

The continuing class will meet on Mondays from 8:00 - 9:15 pm in the South Lounge of the RCC.

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

OP 115 SHOTOKAN KARATE (BEGINNING)

Marion Taylor

Shotokan Karate is an unarmed form of self-defense developed in Japan. It stresses the use of balance, timing, and coordination to avoid an attack and effective means of counterattack to be used only if necessary. The beginning course will cover: basic methods of blocking, punching, kicking and combinations thereof; basic sparring and basic kata, a prearranged sequence of techniques simulating defense against multiple opponents. Class will meet on Tuesdays, Thursdays and Sundays from 2:30 - 4:00 pm in the South Lounge of the RCC.

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

OP 116 SHOTOKAN KARATE (INTERMEDIATE)

Marion Taylor

For people who have at least one semester of experience. Class will meet on Tuesdays, Thursdays and Sundays from 7:00 - 9:00 pm, RCC.

OP 117 CONNECTICUT RIVER PADDLING

Carol Fisher

Daily practice for kayaking in wildwater kayaks and singles and doubles Olympic-style flatwater kayaks. Stroke practice, vigorous workouts, long distance cruises and time trials for fun, fitness, preparing for the January Term kayak trip or marathon, sprint or whitewater racing. Class will meet daily in the early morning at the RCC and go to the Connecticut via vans. Tentative times are Tuesday, Wednesday, Thursday and Friday from 2:00 - 9:00 am.

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



OP 127/227 ENVIRONMENTAL EDUCATION SEMINAR

(NS 136/236)

Ralph Lutts, Paul Slater

This seminar is designed to provide a flexible format within which people who are interested in environmental education (EE) can gather to share ideas and resources, and expand their understanding of the field. During the first few weeks we plan to critically examine and try out a variety of EE teaching materials in an effort to understand the many approaches that can be taken to EE. Also, we will explore the connections between values education and outdoors education, and EE. The rest of the semester will be planned and organized by the seminar group. Just what we will depend upon the interests of the participants, but we hope to give a broad overview of EE in both formal and non-formal settings, and to gain some hands-on experience.

The seminar will meet twice a week. One session will meet for three hours in the late afternoon. During the first half of this meeting, which will be open to the public, we will show films, host outside speakers, or conduct other programs which will be of general interest to our community. The second half will be a pot-luck supper/discussion for seminar participants and our guest speakers. The second hour-long meeting will generally be held for discussion. Members of the seminar will be expected to actively participate in the planning and organizing of the seminar, and to prepare for and participate in the discussions.

In addition to participating in the formal seminar meetings, the members will be expected to undertake a semester project. This may be a research paper, teaching in the community, or some other activity related to EE. These may be done individually, or groupwise. If a group of seminar group members wants to undertake a single EE project, some seminar meetings might be used as planning and trouble-shooting sessions.

What are your goals and interests, and what do you want to accomplish in this seminar? Your answers will be important guides for the seminar, and we will want to discuss them during the first meetings.



OP 128 WOMEN ATHLETES AND OUTDOORS WOMEN: A BIOGRAPHICAL VIEW

Joy Hardin

Over the last century many women have centered their lives on activities of an athletic nature. This class will study some of these women, as a basis for examining issues of women in sport and women and adventure (including competition, excellence, stereotyping, and physiological differences). We will read autobiographies, biographies, and some articles on women who have climbed mountains, lived simply in harsh climates such as Alaska, and sailed alone across oceans. We will also study women who have trained and competed in Olympic events and women who have earned their livelihood as coaches, referees, and professional athletes.

We will be building an analysis of what sport/wilderness pursuits have meant to women in the past, what they mean to us now, and what we want them to offer in the future. We will first question the women as individuals: Why did they choose physical or athletic pursuits? What were their goals and dreams? How did they acquire or develop their physical abilities? What were their personal lives and relationships like? How did the fact that they were women affect their lives and activities? Participants can expect the course to focus on reading, discussion and writing in several forms: journal, short/position papers, and a research project. Numerous speakers and wilderness weekend trips are probable.

Tentative book list: When I Put Out to Sea, Nicolette Milnes Walker; Billie Jean, Billie Jean King; Running Start, an Athlete, a Woman, Linda Beyer; I Always Wanted to Be Somebody, Althea Gibson; Court on Court: A Life in Tennis, Margaret Smith Court; Four Seasons North: A Journal of Life in the Alaskan Wilderness, Billie Wright; This Life I've Led, Babe Didrikson Zaharias; Woodsmen, Anne Bastille.

The course will meet twice weekly for 14 hour sessions. Enrollment is limited to 12 students on a first come first served basis. Five-College students should contact the instructor for credit information before finalizing credits with their registrars. Times: TBA.

OP 130 CONCENTRATED CONTINUING TOP ROPE CLIMBING

Deborah Cole and Joy Hardin

The class is designed for people experienced in top rope or lead climbing who wish to concentrate on expanding their awareness on the rock. We will attempt to work on concentration, balance, the ability to evaluate a climb before climbing it, how to pick out a route, and on widening one's vision while on a climb. This will be done through a series of exercises in the field and on the climbing wall, as well as through analyzing our experiences and awareness with each other during the classes and through the use of a class journal.

This class is not designed for people who are just beginning or who have only been climbing a few times. It is preferred that you have climbed regularly for at least one semester.

Interested people must talk with Deborah Cole before signing up for the course. Sign-up at the O.P. Office. Class time will be Tuesdays from 12:30 - 5:30 pm. Meet at the O.P. equipment room.

Enrollment limit: 10.

OP 150/250 GETTING FORWARD TO NATURE: A WORKSHOP IN LIFESTYLE

(NS 196/296)

Ralph Lutts and Carol Fisher

This course is not talk, but action. Do you agree that fossil fuels will run out, the population will stabilize, the economy cannot continue to grow, the levels of consumption and pollution cannot continue to increase, and that these changes will occur in our lifetime? If so, what personal changes should you make in your lifestyle in order to ease the transition? We will experiment with alternatives to the overconsumptive ways in which we grow, eat, and dispose of food, find shelter and clothing, travel, and entertain ourselves. Each week we will focus upon one aspect of our lifestyles and explore personal alternatives. We are not trying to push a particular solution, but to provide an opportunity for you to work out and try your own solution.

We will meet once a week on Friday morning; additional meetings will be arranged. During the workshop we will be referring to ideas raised in *Limits to Growth*, *Diet for a Small Planet*, *Small is Beautiful*, and *The Closing Circle*. What ideas do you want to raise, and what alternatives do you want to explore? Place TBA.

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

OP 170/270 HUMANISTIC OUTDOOR EDUCATION: TROPHY FEELY - BIKERY

CLIMBY

Jamie Schantz*

"Lose your mind and come to your senses." Fritz Perls

This is a non-skill approach to group outdoor experiences. Emphasis will be placed on the feelings and emotions that come out of our being together in the outdoors, and the values and attitudes that we bring with us to the group. Some techniques of encounter, sensory awareness, gestalt and psychodrama will be used to explore our present awareness of ourselves and others. We will keep a portfolio to record our experiences for future reference. To integrate what we learn with other parts of our life, and to explore the ideas that emerge. I plan to meet each week, afternoon, either inside or outside, and spend all of Friday, Saturday and Sunday on a trip at least every month. I would like to spend time hiking, rock climbing, canoeing and skiing in the Berkshires, Holyoke, Adirondacks and White Mtns. My expectations of group members include, completing a personal contract of work that you expect to do pertaining to class, sharing responsibility for planning and leading weekend trips, consistent attendance and maintaining an open body/mind/spirit. I see this course as being particularly beneficial for outdoor leaders, students of group dynamics, interpersonal communication, human development, psychotherapy, and anyone wishing to increase their awareness of nature, themselves and others. Class will meet Weds. 1:00 - 5:00 pm, every month on weekend, Fri. 9:00 am - late Sunday. Enrollment is limited to 12 students. Sign up at O.P.

*Jamie Schantz is a Div. III student focusing on group process, personal growth, rock climbing, wilderness skills, and environmental awareness.

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

OP 201 LEAD ROCK CLIMBING

Ed Ward

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

OP 202 ADVANCED WHITEWATER KAYAKING

Carol Fisher

This class is for people with whitewater and eskimo roll experience. You will learn and perfect advanced whitewater techniques on class III water. River trip will meet on Tuesdays from 1:00 - 6:00 and will end on Nov. 10. Permission of instructor. Meet at RCC.

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

OP 206 HATHA YOGA (CONTINUING)

Yael Ariel

The intermediate class will continue with postures and breathing exercises of more advanced levels. There will also be a greater emphasis on meditation. Class will meet on Mondays from 3:30 - 4:45 in the Center Room of Donut IV.

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

OP 235 ALL THE THINGS YOU ALWAYS WANTED TO DO AT LEAST ONCE (BUT PERHAPS NOT TWICE)

Susan Culkins*

In this course we will be trying out a whole gamut of outdoor pursuits, to compare what you like and dislike and to get to know some good spots in the vicinity. Wednesday afternoons we will set off for one of the area's prime rivers, woods, backroads, mountains, lakes, cliffs or caves. From there we will embark on the particular pleasures of orienteering, rafting, kayaking, backpacking, building shelters, or canoeing. There will be two or three overnights as well - probably backpacking and kayaking. Frequently someone who has been involved in the pursuit will come along to provide a glimpse of the kind of people who do it, and the rewards they find and the surrounding traditions. People who have had previous experience in the outdoors and no equipment will be given first priority. People who are already involved in one or more of the pursuits and want to widen their perspectives on ways to explore the outdoors are also eligible, and may possibly share the leadership for some sessions. The class has a limited enrollment of 15 people and will meet Weds. from 1:00-6:00 pm.

*Susan Culkins is a Div. II student concentrating in Outdoors Education.

OP 260 NEW GAMES AND GAME-INVENTING

David Roberts and Joy Hardin

New Games is a catch-all title used in recent years to allude to an alternative approach to the nature of interpersonal relations in games and sport. By redirecting the attention of the contestants away from winning and from team-identification, New Games hope to uncover the off-neglected virtues of play and inventiveness. Many New Games are quite old; some are highly competitive; some are physically active, some sedentary. At their best, they bring forth spontaneity and joy in the act of play from their contestants, substituting a group "high" for the traditional victor's high at the cost of the opponent's "low". A central feature of New Games is that the players themselves make up or alter the rules. So creativity is valued over longevity; once a game has become codified well enough to write down the rules, it's probably time to play another one. Some games depart from traditional ones in the spirit of revolutionary facet. What happens, for example, if you play basketball with two balls instead of one? What happens to volleyball if both teams try to keep the ball in play? Though New Games involve skill, the slow and painstaking acquisition of skills is not part of the idea. Particularly, complicated equipment has no place. Some of the best New Games, like People Pass (two columns of people successively passing each one at arm's length down the columns over their heads), Hug Tag (somewhat like its name), Prut, and "A What?" require nothing more than a group of people, their bodies and their voices. The essential aim of New Games is simply to have fun. A cardinal principle in the New Games movement is that to play - even the casual bystander who sees the game in progress. Our class will meet once a week through the fall as long as it's not keeps up. Besides playing as many New Games as we can, we will spend much of our efforts on group invention of games, especially ones idiosyncratic to the Hampshire campus. In addition, we'll spend some time discussing the psychology of the games and the way games reflect culture - but never so much as to turn our course into a classroom thing. No limit. Meets Friday afternoons from 1:00 - 4:00. See O. P. office for place.

OP 261 MARATHON TRAINING COURSE

Carol Fisher and Deborah Cole

Ever had even the slightest inkling of an idea about whether or not you could run a Marathon? Well, here's the chance to give it a real try. We're planning to spend the fall training for the Maryland Marathon which will be run on the first weekend of December. This course will be designed to act as a supporting link between individuals who want to make the Maryland Marathon their first, second, tenth, how ever manyth marathon. The class sessions will be structured around various running literature that speaks especially to marathon training. People will keep a training journal, share information, go over various readings and hopefully run together in small groups or great herds.

It is suggested that everyone wishing to participate in this course should be running close to twenty minutes a day by September. It is possible for someone running this distance to be up to marathon distance in three months of training on a schedule that we will use in the course.

We will meet every other Thursday from 11:00 - 12:30, starting on Sept. 15. At these sessions, eventually over lunch or a run, we will share our various running knowledge and experiences.

There is no limit for the course. Meet at the O.P. offices in the Robert Crown Center.

FEMINIST STUDIES

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

Humanities and Arts

Sellen Allen
Joy Hardin
L. Brown Kennedy
Jill Lewis
Language and Communication
Nancy Frishberg
Janet Tallman

Social Science

Carol Bengelsdorf
Penina Glaser
Cloria Joseph
Joan Landes
Lester Mazor
Laurie Nisimoff (LV FT 77)
Miriam Slater
Barbara Turlington

Natural Science

Nancy Goddard
Saundra Owyolke (LV FT 77)
Janice Raymond

Related courses for Fall Term 1977 are:

MA 103/SS 110, Philosophies of Liberation from the Early Nineteenth Century to the Present

NS 124/244, Bio-Medical Issues and Feminism

SS 276, The Legal Process: Women and Children under the Law

SS 280, Women in Socialist Societies: Theory and Practice

OP 128, Women Athletes and Outdoors Women: A Biographical View

IN 340, Women, Consciousness, and Academia: A Feminist Analysis

ENVIRONMENTAL STUDIES AND PUBLIC POLICY

Allen Krass - Faculty Coordinator

The objectives of the ESAPP program are to encourage student interest in environmental and public policy issues and to provide support for individual and group research activities in these areas. In past years the program has sponsored such projects as a study of the ecology of the Holyoke Range, research into the accident risks associated with the proposed Montague Nuclear Power Station, and a study of community design and energy conservation in the context of a farm adjacent to the campus.

The program operates out of the ESAPP reading room and advising center in Cole 313. In this room is a well supplied and growing library of research materials such as journals, books, government reports. The office is staffed by students who double as advisers for people who would like to become involved in environmental issues either in academic or activist roles. ESAPP has maintained close contacts with such local consumer and environmental organizations as Mass. PIRC and the Alternatives Energy Coalition. The program also sponsors lectures and colloquia by outside speakers as well as Hampshire faculty and students.

In the past ESAPP has had a strong identification with the School of Natural Science. In recent years, however, substantial progress has been made in broadening the scope of the program's interests to encourage participation from the three other Schools. ESAPP has encouraged projects in the social, political, and economic aspects of environmental issues and is equally interested in the ethical and aesthetic dimensions of these questions.

Related courses are:

NS 120, General Biology - Goddard, Averill, Van Rastle

NS 134, Microbiology - Miller

NS 140, Natural History of the Connecticut River Valley - Averill, Foster, Hoffman, Krass, Reid

NS 151 (SS 127), Food Crisis: New England and the World - Coppinger, Holmquist, Slater

NS 138, Biopolitics: The Interaction of Biological Ideas and Sociopolitical Ideologies - Cross

NS 147 (SS 170), Beyond the Cold War - Bengelsdorf, Krass

NS 136/236 (OP 127/227), Environmental Education Seminar - Lutz, Slater

NS 196/296 (OP 150/250), Forward to Nature: A Workshop in Life Style - Lutz, Fisher

NS 245, The Dog - Coppinger

NS 249, Nutrition Seminar - Miller, et al.

HA 145, The Making and Understanding of Human Environment: Perception and Communication - Juster, Pope

HA 240, American Romanticism: Emerson and Thoreau - Lyon

LC 110, Structure and Control of American Mass Media - Miller

LC 134, Television Production Project: Whole Wheat Video or Examining the "Back-to-the-Land Movement" - Skonkist

SS 109, Change in the Legal Profession: Perspectives in Lawyering - Powles

SS 113, Problems in Urban Political Economy - Hogan

SS 115, Political Justice - Meyer

SS 120, Community: Commitment and Freedom in Utopias, Communism, and Colleges - Turlington

SS 130, Contemporary Planning Controversies: Case Studies of Law and Social Change - Linden

SS 149, Energy Policy in the United States - Shapiro

GS 182, Urban Environments: Means of Livelihood and Ways of Life - Breitbart

GS 249, American Public Policy - Shapiro

INTRODUCTORY MATHEMATICS, STATISTICS AND COMPUTER SCIENCE

(Five courses will be repeated every year; they all provide students with powerful tools for use in other fields.)

Every Fall

NS 161/SS 123 Mathematics for Scientists and Social Scientists
LC 156 Introduction to Computers and Programming
NS 160 Confident Calculus
LC 206 Strings, Trees, and Languages

Every Spring

NS 161/SS 123 (again)
LC 156 (again)
(not again)
NS 267 Linear Analysis

The courses below are listed, very roughly, in order of how much mathematical background will be needed in taking the course. We are all interested in helping students choose the right course, so come talk to one of us. Also, it is worth noting that in addition to courses there are both Review Sessions and Prime Time Talks that can often provide a student with just enough mathematics for his/her needs, and that many students learn some mathematics and computer programming on their own or from a friend.

Fall 1977

LC 108 - Usable Computers
NS 139 - Usable Math
LC 156 Introduction to Computers and Programming
LC 157 Machine Intelligence
LC 185 Introduction to LISP
LC 136/236-Computers in the Lab: Hardware, Software, Interface NS 143/243
NS 161 Mathematics for Scientists and Social Scientists
SS 123
NS 160 Confident Calculus
LC 206 Strings, Trees, and Languages
NS 258 Probability Theory

Usable Math is aimed at students who have had an unfortunate experience with mathematics or who are uncertain about their interest or ability in the field. The next four courses on the list actually use very little mathematics at all, so any interested student could take any of them. The Introduction to Computers and Programming provides a moderately paced systematic introduction to the programming language AP1; the introduction to LISP is concerned with a second computer language especially useful in language processing (as opposed to numerical problems). Aspects of computer science other than programming are presented in Machine Intelligence and Computers in the Lab. Usable Computers is an introduction to the structure and use of Hampshire's small computer system.

We consider Mathematics for Scientists and Social Scientists to be the best single mathematics course for students interested in the social and biological sciences, including those interested in medical school. In particular, it contains an adequate introduction to the basic programming techniques and to the major ideas of the calculus. The course is at a first-term-of-college level and needs no mathematics background other than, say, two years of high school mathematics.

We now move to a discussion of courses aimed at mathematically confident students, including entering students considering concentrations in the mathematical or physical sciences and some Division II students wanting specific mathematical background.

The calculus is one of the major achievements of humankind, and while students can do enough of it for most people's needs or desires in Mathematics for Scientists and Social Scientists, we offer Confident Calculus each fall, intending to cover the material usually taken in two semesters of freshman calculus. Entering students considering concentrations in mathematics or physics should take it in their first term at Hampshire—or at least discuss taking it with the instructor. The material covered in the course is a prerequisite for many advanced mathematics courses, including Linear Analysis, which is an introduction to linear algebra and differential equations.

Students able to do Confident Calculus or who have already covered the material can take Strings, Trees, and Languages or Probability Theory, provided they are in Division II or have the instructor's permission. Indeed, the former course probably gives a student considering a concentration in mathematics more of the flavor of modern mathematics than does the calculus.

Before closing we would like to point out that students use mathematics, statistics, or computer science in many Division I examinations in the Schools of Language and Communication, Natural Science, and Social Science; usually these examinations involve—at least potentially—applications to other subjects in the School in question. We are interested in talking to students about examination possibilities.

Finally, we are all interested in advising students about their studies in the other colleges and the various departments of the University.

Allen Hanson
Kenneth Hoffman
David Kelly
William Marsh
Michael Sutherland

READING AND WRITING IMPROVEMENT PROGRAM

The Reading and Writing Improvement Program offers both group work and individual assistance to students. Deborah Beal, Director of the Program, offers professional help in writing, reading, and study skills on either a short-term or long-term basis, depending on the needs of the student.

Writing: Some students come once for help with some specific aspect of their writing; others come several times for work on a specific project; while still others come on a regular basis for assistance in basic skills. This year the program includes a writing workshop taught by Dr. Lynn Agresti. See description available at the Program Office. Courses in college writing are offered each term by Professor Eugene Terry in the School of Humanities and Arts (HA 136). In addition, several professors have agreed to designate their courses as particularly appropriate for students working on writing skills. These include:

THE COMING OF AGE Allen, Boettiger, HA 102 D. Smith

CONVERSATION ANALYSIS Tallman LC 147

BEYOND THE COLD WAR Bengelsdorf, Krass NS 147 (SS 170)

GETTING INSIDE THE BEAST Rgan, Al Woodhull NS 164/264

BIOGRAPHY AS INQUIRY Slater SS 108

INTERPRETING OTHER CULTURES Yngvesson SS 117

Reading and Study Skills: Ms. Beal offers group and individual work on reading (comprehension, retention, speed) and on study skills. In January, the Putney Reading Course is offered at Mount Holyoke and Hampshire for a special fee.

Library Work: The Reference Librarians and other members of the Library Center Staff give assistance to individual students and

work with the faculty to develop special instructional units on such typical research problems as location of sources and note-taking. Contact Susan Bayall.

Laboratory: This year the program will be expanding to include a wider drop-in service and a lab space in which books, exercises, and self-administered reading and skills programs will be available.

Contact Deborah Beal, Director of the Program, for appointments or additional information. (See directory for location and telephone number.)

FIVE COLLEGE APPOINTMENTS

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

1. Hampshire, Natural Science 124-224, BIO-MEDICAL ISSUES AND FEMINISM (1). The course will consider two main areas of bio-medicine that are of crucial concern to women: (1) genetic technology, which will include an exploration of sex selection procedures, in vitro fertilization, and cloning, and (2) psychiatry, "mental health" issues, behavior control and modification, with a special emphasis upon psychoanalysis. Emphasis will be placed upon feminist analysis and criticism, with a view toward developing a more gynocentric social policy and ethics.

2. University, Women's Studies 290, RELIGION IN AN ENTHRALED WORLD, AN INTRODUCTORY WOMEN'S STUDIES SEMINAR. Analysis of religious traditions as they impinge on the study and experience of women, particularly the theological content of disciplines such as sociology, psychology, and biology. Examination of the ways such traditions function to generate certain beliefs about women; and their symbolic, mythic, and social structures.

Indira Shetterly, Assistant Professor of South Asian Studies
(at Amherst under the Five College program)

1. University, Asian Studies 197A/Comp. Lit. 197A, MYTH, ROMANCE AND REALITY: THE STORY LITERATURE OF INDIA IN TRANSLATION. Thematic and stylistic study of the narrative mode in Indian literature. Exploration of the motifs, approaches and structures involved in 'telling a tale' in India, drawing from (1) several languages - e.g., Sanskrit, Old Hindi, Bengali, modern Hindi-Urdu, Bengali; (2) a wide range of literary traditions: verse and prose, sacred and secular, written and oral. Genres: heroic epic, Hindu myth, folk-tale and fable, ballad, short story, etc. Readings include: epic: Ramayana and Mahabharata; Puranas; Jataka; romance: Ocean of Story; ballad: The Tale of Prince Ravana.

2. University, Asian Studies 190A (Also Classics 190), ELEMENTARY SANSKRIT 1. An introduction to Sanskrit grammar and vocabulary, and to the devanagari script, as training for a reading knowledge of classic texts.

3. Mount Holyoke, Interdepartmental 207f (seminar), IMAGES OF THE FEMININE IN INDIAN LITERATURE. Course examines conceptions of and attitudes toward women in Indian literature. Texts selected for reading and discussion are drawn from ancient, medieval and modern literature, and include works by women authors. A variety of literary forms will be considered: epic and lyric poetry (the Ramayana, the Tamil and Sanskrit anthologies), classical drama (Sakuntala), ballad and myth (the legend of Manasa, the Snake-goddess) and the modern novel (Kauw's The Courtesan of Lucknow, Tagore's Broken Nest). All readings will be in translation.

C. Ladd Prosser, Five College Distinguished Professor of
Comparative Physiology (at the University of Massachusetts
under the Five College program)

1. University, Zoology 591B, COMPARATIVE ADAPTATIONAL PHYSIOLOGY. This course will present relationships between molecular (reductionist) and organismic (holistic) biology. Examples will be chosen from: (1) adaptations to environmental stresses in relation to distribution and speciation of animals, and (2) explanations of complex behavior in terms of neural and muscular mechanisms. Lectures and student reports. Seminar for upper level undergraduates and graduate students. Monday 7:00-10:00 a.m., Morrill 4, Room 349.

FACULTY

SCHOOL OF HUMANITIES AND ARTS

Josephine Abady, assistant professor of theatre arts, holds a M.A. in speech and theatre from Syracuse University and an M.F.A. in directing from Florida State University. She has taught theatre arts at Florida State and at several New England schools, most recently at Bennington College in Vermont.

Sally Allen, assistant professor of cultural history, earned her B.A. and M.A. at the University of Manitoba and her Ph.D. in Renaissance history at the University of Toronto. Before coming to Hampshire, Sally worked at the Everyman's Center at the University of Massachusetts.

William Arnold, visiting associate professor of photography, holds a B.A. from San Francisco State College and an M.F.A. from the San Francisco Art Institute. He has taught photography at various colleges and was until recently chairman of the photography department at the Pratt Institute in New York.

John Boettiger, associate professor of human development, joined the Hampshire planning staff in 1967. His principal teaching and writing interests include the human life cycle, the psychodynamics of the family, psychoanalysis and psychotherapy, and self-reflective disciplines of personal growth. He has taught at Amherst College, from which he has a B.A. His clinical training and Ph.D. (from Union Graduate School) are in psychology and psychotherapy, and he maintains a small private therapy practice in Northampton.

Raymond Kenyon Brandt, assistant professor of philosophy, although mainly a scholar of the western philosophical tradition, is also outstanding in Eastern Studies scholarship. Brandt 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.

Irene Carey, assistant professor of human development, will receive a doctorate in education from the University of Massachusetts where she has been director of their Undergraduate Intern Program in Community Development for the past two years. Her B.A. was from Trenton State College and she received her M.Ed. from Ohio State University. Irene is also master of Enfield House.

Berry Goldensohn, dean of Humanities and Arts and associate professor of literature, holds a B.A. in philosophy from Oberlin College and an M.A. in literature from the University of Wisconsin. His poetry has been widely published in collections, periodicals, and anthologies. He has taught creative writing at several colleges and universities, and was at one time a professor at the University of Wisconsin. He was also director of the graduate program.

Crahan Gordon, assistant professor of human development, earned his B.A. in mathematics at Southwestern College in Memphis and an M.Div. at the Louisville Presbyterian Seminary. He was awarded a Fielding Walker fellowship in doctrinal theology for study at the New College of the University of Edinburgh, Scotland. He is also co-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 South Hampton College on Long Island, where she worked with experiential education groups. She shares the co-teaching 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 1969. His special interests include teacher training and the production of new history materials for secondary schools. His B.A. is from Rutgers University and his Ph.D. from the University of Pennsylvania.

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

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

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.

Eleanor Ineson, visiting assistant professor of dance, has a master's degree in dance from Smith College where she has taught modern dance and gymnastics. She has been associated with the Five College Moving Company as a performer and choreographer. She has also served on the board of directors of the Dance Circle of Boston.

Thomas Joslin, visiting assistant professor of film, holds a B.A. in photography from the University of New Hampshire, and an M.F.A. in filmmaking from the Rhode Island School of Design. He has twice won awards from the National Endowment for the Arts for his work in film education.

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

Ann Kertesz, visiting assistant professor of music, is director of the Hampshire College Music Program and an M.M. in music history from the University of Wisconsin. For several years she has conducted the Amherst-based *Camera Singers*. She is also a professional flutist.

Louise Brown Kennedy, assistant professor of literature, is interested mainly in the Renaissance and the 17th 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.

W. Wayne Kramer, visiting assistant professor in theatre, comes to Hampshire with fifteen years experience in theatre arts training, including eleven years in the production of black drama and original scripts. He has also served as a design consultant in alternative design modes for theatre. He holds a B.F.A. from the University of Texas and an M.F.A. from the University of Oklahoma, both in drama.

Jill Lewis, 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 Movement in Britain and France. Ms. Lewis will teach courses in literature and cultural history at Hampshire. Jill will be here Spring Term only.

Jeanne 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 the University of California at San Diego, New York. Professor Liebling will be on leave during the Fall Term.

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 Wisconsin. He is editor of *Sewanee Review*. He holds a joint appointment with the School of Language and Communication.

Robert Marquez, associate professor of Hispanic-American literature, has worked for the World Council of Service in Puerto Rico, Venezuela, served as the coordinator of the migrant education program at Middlesex County in Massachusetts, and published translations of Latin American poetry. He holds a B.A. from Brandeis and a Ph.D. from Harvard. He will be on leave A.Y. 1977-78.

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 Juillard School of Music and an M.Ed. from the University of Massachusetts. She was a member of the Joan Kerr Dance Company and the Anna Sokolow Dance Company; she has also assisted Joan Limon. She is a certified teacher of Labanotation and Effort/Shape Movement Analysis. She has reconstructed several works from Labanotation scores. In addition to being a dancer and choreographer, Francis has studied sensory awareness with Charlotte Selver.

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

Robert Hughes, 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 *Personalism and Power*, *Atomism*, *Teaching Drama*, *Philosophy of the Political*, and *Logic Notes*. He has taught at the University of Notre Dame and at Indiana University.

Joan Huxley Murray, assistant professor of art, holds a B.A. from Hampshire College and an M.A. in painting and color theory from Goddard College. Her work has been exhibited in group shows at Hampshire and the University of Connecticut and in a one-person showing at Goddard. She has also served as guest critic and lecturer at a number of New England colleges.

William O'Brien, assistant professor of theatre arts, has had considerable experience in acting and directing. He received his A.B. from Fairfield University, his M.A. from the University of Rhode Island, and his M.F.A. from the Goodman Theatre and School of Drama. Professor O'Brien will be on leave for the Academic Year 1977-78.

Nina Payne, visiting faculty associate in human development, attended Connecticut College for Women and Sarah Lawrence College. She is author of *All the Long Days*, a collection of nursery rhymes and poems for children, published by Atheneum, and has conducted writing workshops for all age groups.

Lawrence Pickett, assistant professor of history, is a graduate of the London School of Economics (received an M.Sc. in politics and a Ph.D. in French Hegelian philosophy). He is a writer who lives mostly in New York City. His articles have appeared in *World Literature*, *World Affairs*, *Commentary*, and *World*. He is also a student of poetry and sexual politics in modern society. He is also a filmmaker and has been involved in making scores of documentaries for BBC television in London. Lawrence will be here Fall Term only.

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

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

Andrew Salkey, associate professor of writing, has published widely in the fields of fiction, non-fiction, and poetry. A Jamaican national, Mr. Salkey has also worked as a broadcaster, journalist, teacher, and lecturer. He received his education at St. George's College and Munro College in Jamaica and the University of London, England.

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, professor of Humanities and Arts, a Harvard graduate, has taught in high schools and colleges, directed federal community relations programs for Massachusetts, and has published as a sociologist, playwright, and novelist. Professor Smith will be on leave for the Academic Year 1977-78.

Roy Superior, associate professor of art, earned his B.F.A. at the Pratt Institute College and his M.F.A. at Yale University. He has also studied at the Instituto Allende in Mexico. He has had several years experience in teaching drawing, painting, and printmaking, and has exhibited his work at a number of northeastern colleges and museums. Professor Superior will be on leave for the Fall term.

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

William (Vibhna) Wood, assistant professor of music, attended the Detroit Institute of Musical Art of the University of Detroit. He has gained wide reputation for his work in African music and ethnomusicology. At Hampshire he is directly involved in the Residential Learning Center for the Arts.

SCHOOL OF LANGUAGE AND COMMUNICATION

Ellen Ward Cooney, assistant professor of psychology, holds a B.S. from the University of New Hampshire and a Ph.D. dissertation on the process of social-cognitive stages among children at Harvard Graduate School of Education. She has worked as a pre-doctoral intern in child psychology at the Judge Baker Guidance Center in Boston. She is interested in cognitive-developmental theory, social and ego development, and applications of social-cognitive-developmental theory to clinical and educational practice.

Peter Crown, 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 broad casts, and was artist-in-residence at the coordinator at the Television Laboratory at WNET/13, New York.

Mark Feinstein, assistant professor of language studies, is currently completing his doctorate in linguistic theory (phonology) at the City University of New York. Among his special interests are Spanish-English bilingualism, implications of sociolinguistic research for a general theory of language (especially phonological theory), and neurolinguistics (epistemology).

Nancy Feinberg, assistant professor of linguistics, holds an A.B. from the University of California, Berkeley, and an M.A. and Ph.D. from the University of California, San Diego. She is certified as an expressive interpreter of American Sign Language and has served as an interpreter at the National Theater of the Deaf Summer School in Waterford, Connecticut.

James Paul Goss, assistant professor of linguistics, holds a B.A. (philosophy) from the University of California at Santa Barbara and an M.A. and Ph.D. (Linguistics) from Stanford University. Within linguistics his interests include syntactic and semantic theories, pragmatic theories of grammar, semantics and literature, and the structure of English, as well as sociolinguistics and variation theory. Within philosophy, his interests include epistemology, the theory of perception, intentionality, philosophy of logic, and the philosophy of language, as well as the history of analytic philosophy.

Allen Hanson, assistant professor of computer science, has a B.S. from Clarkson College of Technology, and an M.S. and Ph.D. in electrical engineering from Stanford University. His main research interests are in non-numerical programming, artificial intelligence, and pattern recognition. At the University of Minnesota he developed computer logic in computing fundamentals, artificial intelligence, and higher level languages.

John Hornik, visiting assistant professor of psychology, received a B.S. from Tufts University and a Ph.D. from the University of Illinois, Champaign-Urbana. His main interests are in social and ecological psychology.

David Kerr, assistant professor of mass communications, has a B.A. from Miami University in Ohio, an M.A. from Vanderbilt University, and is completing a Ph.D. at Indiana University. His teaching experience includes courses in communication research and journalism.

Deborah Knapp, assistant professor of psychology, earned her A.B. in philosophy and psychology at Barnard College. She is a doctoral candidate at the University of California at San Diego and has done research in limited capacity, automatization, and the child's acquisition of language. Her teaching interests include cognitive psychology, psycholinguistics, cognitive development, language development, theory of education, and philosophical problems in psychology.

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

William Marsh, associate professor of mathematics, was chairman of the mathematics department at Tulane College in Alabama. His B.A., M.A., and Ph.D. are from Dartmouth, and his special interests include the foundations of mathematics and linguistics.

James Miller, assistant professor of communications, holds a B.A. from Western Illinois University, an M.A. from the University of Denver, and completed his Ph.D. in communication research at The Annenberg School of Communications of the University of Pennsylvania. He has been a research fellow in communications at Brandeis University and has special interests in communication theory and government-media relations.

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

Cuse University. Mr. Muller will be on leave for the academic year 1977-78.

Raymond Muller, faculty associate in French, has a B.A. from Providence College, an M.A. from Michigan State University, and his Ph.D. from the University of Massachusetts.

Michael Radzicki, assistant professor of philosophy, received a B.A. from Cornell University, an M.A. from the University of California, Berkeley, and is working on his doctorate at Berkeley. A Woodrow Wilson Fellow, his special interests are philosophy of action, and philosophy of psychology.

Stanley Stanislawski, assistant professor of television, has an M.A. from Michigan State University in educational and public television. He spent a year as television producer-director with the Armed Forces radio and television service in Korea. He holds a joint appointment with the Library where he serves as television producer.

Neil Stillings, assistant professor of psychology, has a B.A. from Amherst and a Ph.D. in psychology from Stanford. Much of his research and teaching concerns the psychology of language. He also has a substantial interest in other areas of cognition, such as memory, attention, visual and auditory perception, intelligence, and mental representation. He is coordinator-elect of the School of Language and Communication this year.

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

Christopher Witherspoon, assistant professor of philosophy, is completing his Ph.D. at the University of California at Berkeley where he was a Danforth Graduate Fellow and a teaching associate. Both his thesis and a book in progress are in the philosophy of perception. His other research areas include philosophical psychology, philosophy of language, and the philosophy of art. He grew up in Arkansas and has a B.A. from Arkansas Tech, where most of his work was in music and literature. He later taught at Knoxville College as a Woodrow Wilson Teaching Fellow. Most of his present intellectual work is in cognitive psychology and artificial intelligence. Mr. Witherspoon is coordinator of the School of Language and Communication this year.

SCHOOL OF NATURAL SCIENCE

Harry Beth Averill - assistant professor of botany, got her Ph.D. from the University of Oregon, with a study of the microorganisms that inhabit the insides of Douglas fir needles. She's taught at the University of Oregon, the University of Hawaii, and California Polytechnic State University. She has a major interest in micro-ecology, a field which she's pioneered.

Merle Bruno - associate professor of biology, received her Ph.D. in sensory neurophysiology (especially vision) but also is interested in elementary school science teaching. Publications and courses reflect both interests equally. She has had NSF support for her research on the development of visual perception in public schools. Work on crustacean and vertebrate sensory neurophysiology has been supported by the NIH and Grass Foundation. (She will be on leave Fall semester 1977 and Spring semester 1978.)

Ray Coppinger - associate professor of biology, has worked at the Woods Hole Oceanographic Institute, the Smithsonian Environmental Observatory in Cambridge, the U.S. Fish and Wildlife Service, and the Beebe Tropical Research Station in the West Indies. He holds a B.S. degree from the University of New Hampshire. His varied interests include philosophy, forest management, animal behavior, New England canaries, monkeys in the Caribbean, African birds, bioclimatic human adaptation (anthropology/ecology) and monkey theory (book in progress). Ray has been a past New England sled dog racing champion and has originated his own breed of sled dog.

Jane Egan - assistant professor of animal behavior, received her B.A. in archeology 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 extinction of indigenous tribes (hunters and gatherers) and other exploited groups.

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

David Gay - associate professor of chemistry, holds a B.Sc. from the University of London in chemistry and a Ph.D. in physical inorganic chemistry from the University of the West Indies. He formerly taught at Xavier College in Sydney, Nova Scotia. His interests include Caribbean affairs, physical chemistry, kinetics, reactions in electromagnetic field, bio-inorganic chemistry, chemistry for the consumer, and, in particular, the mechanisms of chemical reaction.

Nancy Goddard - associate professor of biology, was previously chairwoman of the department of natural science and mathematics at West Virginia State College. She obtained her Ph.D. from Cornell University. Involved in teaching courses on human reproduction, health care for women and endocrinology, she is also interested in field zoology, human and comparative anatomy, parasitology, marine biology and tropical (Caribbean) ecology. (Nancy will be on leave Spring semester 1978.)

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

Courtney Gordon - associate professor of astronomy, holds a B.A. from Antioch College and a Ph.D. from the University of Michigan. Her work includes studies at the Royal Greenwich Observatory in England, the Harvard College Observatory, the Arecibo Observatory, and the Kitt Peak National Observatory. She is a member of the National Radio Astronomy Observatory in Charlottesville, Virginia. In addition to astronomy, Courtney is interested in relativity, cosmology, extraterrestrial communication, codes and ciphers and animal communication (dolphins and chimps). She is a member of the Five College Astronomy Department, and this year is Associate Dean of Advising at Hampshire.

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

Michael Gross - assistant professor of history of science, received his B.S. in chemistry from Brooklyn College and his Ph.D. in 19th century physiology from Princeton University. He includes the history of biology, especially evolution, physiology and medical theory, embryology, and molecular biology; history of social and behavioral sciences; science and social thought; and modern European social and intellectual history.

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

Ken Hoffman - associate professor of mathematics, has an M.A. from Harvard, where he also served as a teaching fellow. He was chairman of the mathematics department at Talladega College during 1967-70, and was a faculty member at the University of Iowa, as well as the Open University in England. His interests include physics, science and public policy (particularly arms control) and the environment, where he has worked on flood control and nuclear energy.

David Kelly - associate professor of mathematics, has taught at New College, Oberlin, Talladega College, and Boston University. He holds a S.M. from MIT and an A.M. from Dartmouth. He has, since 1971, directed the NSF supported Hampshire College Summer Studies in Mathematics for High Ability High School Students. His interests are analysis, the history of mathematics, recreational mathematics, and seventeen.

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

E.E. Kriehbaum, consultant in neurophysiology, received his B.S. from Williams College and his Ph.D. from the University of Illinois. He has taught at Yale University, the University of California at Davis, and the University of Massachusetts.

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

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

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

Sandra Orenole - assistant professor of microbiology, does research in biochemistry at the University of Massachusetts. Her research involves membrane development, structure and function. In addition she is interested in microbiology from a public health standpoint in developing countries, research on the microbial contribution to energy production, the microbes that inhabit us, and cancer. (Sandra will be on leave Fall semester 1977 and will return Spring semester 1978.)

Janice Raymond - assistant professor of women's studies and social ethics under the Five College Program, received her Ph.D. from Amherst College. She has taught at Amherst College, Boston College, and the New School for Social Research, Amherst College, and U. Mass Lowell. She is interested in the past, present, and future of women's healing, abortion, the sexual politics of mental health, and women's health care delivery.

John Reid - assistant professor of geology, has pursued his lunar surface and earth's interior research at the Smithsonian Astrophysical Observatory in Cambridge, the Geochronology Laboratory at MIT, the University of Polytechnic Institute, and Los Alamos National Laboratories. He received his Ph.D. from MIT. He previously taught in three high school physics programs. His professional interests center around volcanism as a means of understanding the chemical evolution of the earth and the use of volcanoes as a source of geothermal power.

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

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

Charles Van Nostrand - assistant professor of botany, received his B.S. from Skidmore and his Ph.D. from Boston University. He has been a faculty member at the University of Massachusetts, where he has taught at the University of Massachusetts, where he has taught in the area of salt marsh and estuarine ecology, microbial metabolism, plant physiology, algal ecology, sediment-water interactions, nitrogen fixation and denitrification.

Albert Woodhull - Assistant professor in biology, received his Ph.D. from the University of Washington. He has taught in the Peace Corps in Nigeria and has lectured at the University of Washington. His research interests are centered on the physiological basis of behavior and on the nervous system in human 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 Woodhull - assistant professor of biology, is especially interested in physiology and neurobiology, biochemistry and molecular biology, and biological toxins. Her teaching experience includes mathematics in Nigeria as a Peace Corps volunteer, and during spring semester she presented a course in the Neurobiology Department at Harvard University. She received her Ph.D. from the University of Washington.

Michael Woolf - visiting associate professor of physics, is an experimental low temperature physicist who enjoys teaching astronomy, electronics, fluids, shape changes with time (and, of course, plain old physics). His Ph.D. is from Berkeley, and he worked at Bell Labs before moving on to the U.C.L.A. faculty.

Additional 5-College Astronomy Faculty include:

Edward R. Harrison, professor of astronomy at the University of Massachusetts.

William M. Irvine, chairman of 5-College Astronomy Department and professor of physics and astronomy at the University of Massachusetts.

Walter Seltzer, professor of astronomy at Smith College.

Richard White, assistant professor of astronomy at Smith College.

SCHOOL OF SOCIAL SCIENCE

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

Carollee 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.

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 a B.A. from Wesleyan University, he earned his Ph.D. from the University of Michigan.

Myrna Reichart, visiting assistant professor of geography, has an A.B. from Clark University, an M.A. from Rutgers and is a doctoral candidate in geography at Clark University. Her teaching and research interests include the social geography of work; economic, social and political values determinants of the built environment; social and spatial implications of alternative strategies for community development; and problems in providing urban housing, employment, and social services.

Margaret Cerullo, visiting assistant professor of sociology, has a B.A. from the University of Pennsylvania, a B. Phil. from Oxford University, and is currently a Ph.D. candidate at Brandeis University. Her particular areas of interest are the sociology of women and the family in America; political sociology; stratification; sociology of work and leisure; and European social theory.

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

E. Oliver Foulkes, assistant professor of law, received a B.A. from 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.

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

Leonard B. Gluck, 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.

William Grohmann, assistant professor of education and Master of Greenwich House, has a B.A. from Cornell and an M.A. from Columbia, and is preparing a doctoral dissertation for the Graduate School. He has been a Peace Corps teacher in Micronesia and an assistant dean of students at Columbia. His area of special interest is non-traditional alternatives in higher education. Professor Grohmann will be on leave Fall Term 1977.

Lloyd Hogen, associate professor of economics, has an M.A. from the University of Chicago and has done graduate work in public affairs at the State University of New York, Albany. He is editor of the *Review of Black Economy* and Assistant Director for Research and Senior Economist at the Black Economic Research Center. He is author of numerous articles and has taught at Amherst College and Harvard University.

Frank Holmquist, assistant professor of political science, received his B.A. from Lawrence University, and his M.A. and Ph.D. from Indiana University. His interests are in the area of comparative politics, political and administrative development, and American politics.

Cloris L. Joseph, professor of education, has a B.S. from New York University and a Ph.D. from Cornell University. At the University of Massachusetts where she was associate professor of education, she served as co-chairperson of the School's Committee to Combat Racism, and at Cornell she was assistant dean of students, director of the Committee on Special Educational Projects' counseling service, and associate professor in the African Studies and Research Center.

James Koplin, associate professor of psychology, received his B.A., M.A., and Ph.D. degrees from the University of Minnesota, and has taught at Vanderbilt University. His special interests are psycholinguistics and cognitive psychology.

Joan B. Landes, assistant professor of political science, holds a B.A. from Cornell University and an M.A. and a Ph.D. from NYU, where she completed her doctorate in 1975. She was formerly an assistant professor of political science at Bucknell University. She is primarily engaged in teaching and research in the areas of political and social theory and women's studies, with additional interests in American politics.

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

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

Maureen Mahoney, assistant professor of psychology, received her B.A. from the University of California, Santa Cruz and her Ph.D. from Cornell University. Her special interests include social and personality psychology, sociology of the family and history of childhood and the family.

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. Professor Misonoff will be on leave academic year 1977-78.

Anson Robinson, assistant professor of history, holds a B.A. from the University of Wisconsin and an M.A. from the University of Wisconsin, where he also taught European history. He is interested in modern, social and intellectual history with special emphasis on Central Europe. He will be on leave Spring semester 1978.

Hedvig Ross, assistant professor of education and coordinator of the Education Studies Program, has a B.A. from Cornell and an M.A. in education from Smith College where she concentrated in comparative education. She is presently a doctoral candidate at the University of Massachusetts. She was a supervisor of practice teaching at Smith College's Department of Education and Child Study and has worked with the Northampton public school system.

Stewart Shapiro, visiting assistant professor of political science, holds an A.B. and M.A. from SUNY at Binghamton and is a Ph.D. candidate at the University of Massachusetts. His fields of specialization are American government and public policy with particular interest in the areas of environmental policy, theories of stratification and educational policy; political theory; and international relations.

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

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

Barbara Turlington, Dean of Academic Affairs and assistant professor of Political Science, has taught at Connecticut College and Mount Holyoke College. She attended Swarthmore College and has a B.A. from the American University of Beirut. She has taught English in Ethiopia and did graduate work in international relations and law at Columbia University.

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

Stanley Varner, 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 and history, 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 Santa Cruz. His special interest is the historical study of economic development and underdevelopment. Professor Weaver will be on leave Fall Term 1977.

Barbara Yergensen, associate professor of anthropology, received her B.A. from 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.

SCHOOL OF HUMANITIES AND ARTS

COURSE	INSTRUCTOR	ENROLLMENT	METHOD	LIMIT	TIME	PLACE
HA 101 Sound & Spirit	R. McClellan/R. Meagher	Open		None	TTh 11-1, M 8-930pm	FPH ELH
HA 102 Coming of Age	S. Allen, et al	1st Come		50	T 930-1130/Th 930-1230	EDH 4
HA 103 Philos of Liberation	L. Pitkethly/A. Rabinbach	Open		None	T 130-3	EDH 17
HA 105 Intro-Movement Workshop	L. Masterton	Open		None	MW 3-430	Dance Studio
HA 106/206 Basic Harmony	R. McClellan	Open		None	TTh/WF 9-10	Red Barn/FPH 107
HA 107 Contact Improvisation	E. Huston	1st Come		27	TW 9-1030	Dance Studio
HA 110 Film Workshop I	T. Joslin	Lottery		12	M 130-5	FPH ELH
HA 111 Design Response	W. Kramer	1st Come		15	MWTh 10-12	EDH Div 4
HA 114/214 Writing	N. Payne	Inst Per		15	Th 1030-1	PH A-1
HA 115/215 Studio Exp in Dance	F. McClellan	Beg-Lottery		25	TTh 1-230/W 11-12	Dance Studio
		Int-Lottery		25	TTh 230-4/W 11-12	Dance Studio
		Adv-Lottery		25	MW 1-245	Dance Studio
HA 126 Intro-Theatrical Direct	J. Abady	Inst Per		10	WF 1-3	PAC
HA 129/229 Writing-Theatre	S. Yankowitz	Inst Per		12	See Course Description	

SCHOOL OF HUMANITIES AND ARTS

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
HA 131/ 231 Poetry Writing Workshop	A. Salkey	Instr Per	16	T 130-3	EDH 15
HA 133/ 233 Lit & Black Aesthetic	E. Terry	Open	None	MW 11-1	PH D-1
HA 134 College Writing	E. Terry	1st Come	18	TTh 11-1	PH D-1
HA 138/ 238 Visual Realities-Drawing	J. Murray	1st Come	20	TBA	
HA 142/ 242 Design/Illusion Systems	A. Hoener			TBA	
HA 145 Human Environment	N. Juster/E. Pope	Lottery	24	MTh 130-430	CSC 3rd Fl
HA 150 Still Photo Workshop	W. Arnold	Instr Int	15	TBA	
HA 153/ 253 Afro-Am Chamber Ensemble	V. Wood	Auditions	20	W 11-1, Th 430-630	FPH ELH
HA 158/ 258 Smorgasbord-Poetry	L. Roberts	1st Come	16	TBA	
HA 159/ 259 Hampshire Chorus	A. Kearns	Audition	None	TTh 7-9pm	Red Barn
HA 163/ 263 Ficiton Writing Workshop	A. Salkey	Instr Per	16	Th 130-3	EDH 15
HA 172/ 272 Hist Persp-AfroAm Music	V. Wood	Open	None	M 10-12, Th 2-4	FPH ELH
HA 181/ 281 Intro-Gestalt Therapy	L. Gordon/G. Gordon	Instr Int	16	TTh 9-11	DH Masters
HA 186/ 286 How Does A Novel Work?	D. Roberts	Open	None	TTh 1030-12	PH B-1
HA 192/ 292 Amer Writers & Race	E. Terry	Open	None	MW 130-3	PH D-1
HA 197/ 297 History of Photography	E. Mayes	Open	None	TTh 9-11	FPH ELH
HA 202 Tolstoy & Lawrence	C. Hubbs/J. Hubbs	Open-DivII	None	TTh 130-330	Blair
HA 205 Seminar on Milton	L.B. Kennedy		15	T 330-615	PH A-1
HA 208 3 Russian Writers	J. Hubbs	Open	None	TTh 10-12	Blair
HA 210 Film Workshop II	T. Joslin	Instr Per	12	T 130-5	FPH ELH
HA 213 Effort/Shape	F. McClellan	Instr Int	15	TTh 9-11	Dance Studio
HA 216 Drama	C. Hubbs	Open-DivII	None	TTh 10-12	EDH 17
HA 218 Improv for Theatre	J. Abady	Instr Int	15	WF 1030-1230	PAC
HA 220 Film/Photo Studies	E. Mayes	Instr Per	None	W 1-5	Blair
HA 225 Photography Workshop	W. Arnold	Instr Int	12	TBA	
HA 232 G.I.S.-Elec Music Comp	R. McClellan	Instr Per	None	2ndF 1-330	FPH 101
HA 234 Chinese Philo Tradition	R.K. Bradt	Open	None	MW 9-11	PH D-1
HA 235 Production Techniques	W. Kramer	Instr Per	7	TTh 1-3	EDH Div 4
HA 239 Human Life Cycle	J. Boettiger	Instr Per	16	M 930-1230	PH A-1
HA 240 Emerson & Thoreau	R. Lyon	Open	None	TTh 11-1	FPH 103
HA 245 Japanese Art	L. Craighill	1st Come	16	MW 11-12.10	FPH 103
HA 248 Intermediate Scene Study	J. Abady	Instr Per	None	TTh 1-3	PAC
HA 254 6 Modern Amer Poets	L. Pickethly	Open	None	T 10-12, Th 1130-3	PH C-1
HA 256 Sense & Spirit	R. Meagher	Open	None	TTh 9-11	FPH 106
HA 260 Heidegger & Tradition	R.K. Bradt	Open	None	M 2-4	PH B-1
HA 266 Visionary Film	T. Joslin	Lottery	50	T 730-11pm/WamTBA	FPH MLH
HA 273 Humanities Seminar I	R.K. Bradt	Open	None	M 730pm	Donut 4
HA 274 Adv Design Approaches	W. Kramer	Instr Per	7	TTh 3-5	EDH Div 4
HA 280 Studio Art Critique	A. Hoener/J. Murray	1st Come	15	TBA	
HA 285 Satire, Humor, Parody	S. Haas	Instr Per	None	TTh 730pm	Lib 3rd Fl
HA 293 G.I.S.-Score	R. McClellan	1st Come	8	Th 1-3	FPH 212
HA 295 17th Century Studies	P. Glazer, et al	Open	None	MW 130-330	EDH 4

SCHOOL OF LANGUAGE AND COMMUNICATION

LC 108 Useable Computers	K. Jordan/W. Torcaso	Open	None	TBA	
LC 110 American Mass Media	J. Miller	Open	None	TTh 130-3	FPH 105
LC 116 Comm & Mass Comm	J. Miller	Open	None	TTh 930-11	FPH 105
LC 122 Child Development	D. Knapp	1st Come	30	TTh 130-330	PH A-1
LC 129 Newspapers	CANCELLED				
LC 133 Spanish Language	M. Feinstein	Open	None	TTh 930-11	FPH 104
LC 134 TV Production Project	S. Staniski	Instr Per	15	TTh 9-12	TV Studio
LC 135 Fact/Interp/Fiction	R. Lyon	Lottery	16	MW 9-11	EDH 15
LC 136/ 236 Computers in the Lab	A. Hanson, et al	Instr Int	20	W 130-3+TBA	PH B-1
LC 137 Journalism Workshop	L. Gruson	1st Come	25	TBA	
LC 138 Ghost of Public Opinion	J. Hornik	1st Come	25	M 7-10pm	FPH WLH
LC 147 Conversation Analysis	J. Tallman	1st Come	16	TTh 130-330	EDH 16
LC 156 Intro to Computers	W. Marsh	1st Come	32	MWF 11-12	FPH 104
LC 177 Linguistics/Leterature	J. Gee	1st Come	20	TTh 130-330	FPH 104
LC 184 Minds/Brains/Machines I	A. Hanson, et al	Open	None	MWF 11-12	FPH WLH
LC 185 Intro to LISP	A. Hanson	1st Come	16	F 130-3	FPH 105
LC 186 Machine Intelligence	A. Hanson	1st Come	16	MWF 11-12	FPH 105
LC 187 Human Intelligence	N. Stillings	1st Come	20	MWF 11-12	FPH 106
LC 188 Self-Deception	C. Witherspoon	1st Come	16	MWF 11-12	FPH 107
LC 194 Human Language	N. Frishberg, et al	Open	None	TTh 11-1230	FPH 106
LC 195/ 295 Amer Sign Language	N. Frishberg	Open	None	MWF 9-11	FPH 106
LC 201 History of Press in U.S.	D. Kerr	Open	None	TTh 930-11	EDH 15
LC 206 Strings/Trees/Langs	W. Marsh	Open	None	MW 9-10/F 9-11	FPH 104
LC 219 Language: Sound	CANCELLED				
LC 220 Philo Theories-Action	M. Radetsky	Instr Per	30	TTh 11-1230	FPH 105
LC 221 Research-Cog Devel	D. Knapp	Instr Per	3	TBA	
LC 223 Piaget	E. Cooney	1st Come	16	TTh 930-11	FPH MLH
LC 226 Language: Structure	M. Feinstein/J. Gee	1st Come	15	TTh 330-5	FPH 106
LC 236 Psych of Language	N. Stillings	1st Come	16	WF 130-3	FPH 106
LC 266 Experimental TV	P. Crown	Instr Per	12	TBA	TV Studio
LC 298 Book Seminar	J. Tallman	Open	None	TBA	

SCHOOL OF NATURAL SCIENCE

COURSE		INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
NS 109/209	Exp Design-Biologist	E. Kriekhaus	Open	None	MW 930-1130	EDH 4
NS 110/210	G.I.S.-Aging/Dying	M. Gross	Open	None	Th 1130-1	Kiva
NS 111	Photographic Process	S. Goldberg/D. Gay	Open	None	MW 130-330	CSC 114
NS 112/212	Organic Chemistry I	N. Lowry	Instr Per	None	MWF 10-11/M or F 1-3	EDH 17/Lab
*NS 113/213	Acids, Bases, Buffers	N. Lowry	Instr Per	None	TBA	
NS 115/215	Light-Substance	C. Van Raalte	Open	None	MW 1030-12/F 9-12	CSC 125/Lab
NS 120	General Biology	N. Goddard/M.B. Averill	Open	None	TTh 1-420	CSC 114
*NS 126	Beanbag Genetics	L. Miller	Open	None	MWF 830-10	FPH 108
*NS 128/228	Genetics of Evolution	L. Miller	Open	None	MWF 830-10	FPH 108
NS 129	Curiosa	CANCELLED				
NS 130	Human Movement Physiology	Ann Woodhull	Open	None	TBA	
NS 136/236	Environ Ed Seminar	R. Lutts/P. Slater	Open	None	T 4-7, F 10-11	EDH 4
NS 137/237	Group Independent Studies	Ann Woodhull	Open	None	TBA	
NS 138	Biopolitics	M. Gross	Open	None	T 9-1030, Th 9-11	EDH 16
NS 139	Useable Math	K. Hoffman	Open	None	MWF 10-11	FPH 108
NS 140	Natl Hist-Ct Riv Valley	M.B. Averill, et al	1st Come	50	MW 1-3/3-6	FPH WLH/Lab
NS 143/243	Computers in the Lab	Al Woodhull, et al	Instr Int	20	W 130-3+TBA	PH B-1
NS 147	Beyond the Cold War	C. Bengelsdorf/A. Krass	1st Come	25	TTh 130-3	FPH 103
NS 148/248	Bio-Med Issues-Feminism	J. Raymond	Instr Per	None	TTh 130-3	PH B-1
NS 151	Food Crisis	R. Coppinger, et al	Open	None	M/WF 130-330	FPH MLH/ELH
NS 152	History of Science I	S. Goldberg	Open	None	TTh 1-215	UMass.
NS 154	Microbiology	L. Miller	Open	None	TTh 130-430	CSC 2nd F1
*NS 156/256	Informatnl Macrmcls	L. Miller	Open	None	MWF 830-10	FPH 108
NS 160	Calculus	M. Sutherland	Open	None	TTh 130-330	FPH 108
NS 161	Math-Scntsts/Sci Scntsts	D. Kelly	Open	None	MWF 11-12+TBA	FPH MLH
NS 164/264	Getting Inside the Beast	J. Egan/Al Woodhull	Open	None	MW 10-12	CSC 3rd F1
*NS 162/262	Special Relativity	C. Gordon/K. Gordon	Open	None	MW/F 10-11	FPH 104/105
NS 182	Basic Physics	A. Krass, et al	Open	None	MWF 830-10	CSC 114
NS 190/290	Copernican Revolution	S. Goldberg	Open	None	TTh 9-11	FPH WLH
NS 196/296	Forward to Nature	R. Lutts/C. Fisher	Open	None	F 11-12	EDH 4
NS 204	Genesis of Andesites	J. Reid	Instr Per	None	TBA	
NS 208	Psychopharmacology	E. Kriekhaus/D. Rath	Instr Per	None	MWF 2-330	FPH 103
*NS 227	Enzymes-Basic Bio	J. Foster	Open	None	Th 130-(pm)	CSC 203
NS 235	Inorganic Isotope Geochem	J. Reid	Instr Per	None	TBA	
NS 246	The Dog	R. Coppinger	Open	None	TBA	
NS 249	Nutrition Seminar	L. Miller, et al	Open	None	M 1-(or TBA)	CSC 204
NS 258	Probability	D. Kelly	Open	None	TTh 9-1030	CSC 125
ASTFC 21	Intro-Astron/AstrophysI	C. Gordon/K. Gordon	Open-DivII	None	MW 130-3/Th 730-930pm	FPH 108/Lab
ASTFC 31	Space Science	W. Irvine	Instr Per-DivI	None	TTh 130-3	Amherst
ASTFC 37	Astronomical Obs	R. White/W. Seitter	Instr Per	None	MW 230-345	Smith

SCHOOL OF SOCIAL SCIENCE

SS 105	Humanity	L. Glick	1st Come	30	M 930-11	EDH 16
					Disc-W930-1030 or WF 11-12	EDH 16
SS 107	Intro to Psychology	R. Birney	Open	None	TTh 9-1030	CSC 114
SS 108	Bio as Inquiry	M. Slater	1st Come	15	MW 9-11	FPH 105
SS 109	Perspectives-Lawyerling	O. Fowlkes	Lottery	25	TTh 130-330	FPH 107
SS 110	Philos of Liberation	L. Pitkethly/A. Rabinbach	Open	None	T 130-3	EDH 17
SS 113	Urban Pol Economy	L. Hogan	1st Come	20	TTh 2-330	PH D-1
SS 115	Political Justice	L. Mazor	Lottery	20	MW 9-11	FPH WLH
SS 117	Interpret Other Cultures	B. Yngvesson	1st Come	25	MWF 930-11	PH B-1
SS 121	Health Care Delivery	R. von der Lippe	1st Come	20	TTh 2-330	PH C-1
SS 124	Community	B. Turlington	1st Come	20	MW 130-3	CSC 125
SS 127	Food Crisis	R. Coppinger, et al	Open	None	M/WF 130-330	FPH MLH/ELH
SS 130	Law & Social Change	B. Linden	Lottery	16	TTh 9-1030	PH A-1
SS 134	Greek Political Thought	J. Landes	1st Come	20	TTh 120-330	FPH 106
SS 140	Social Order Here & There	R. von der Lippe	1st Come	20	TTh 9-1030	PH B-1
SS 146	Child in Amer Society	M. Mahoney	1st Come	20	TTh 930-11	FPH 103
SS 147	Educational-Political Force	G. Joseph	1st Come	20	TTh 830-10	EDH 17
SS 149	Energy Policy-U.S.	S. Shapiro	1st Come	20	TTh 1030-12	CSC 125
SS 170	End of the Cold War	C. Bengelsdorf/A. Krass	1st Come	25	TTh 130-3	FPH 103
SS 172	Women's Culture	N. Cerullo	1st Come	20	TBA	
SS 175	Women in Med School	O. Fowlkes	Lottery	25	TTh 9-11	FPH 107
SS 182	Urban Development	M.M. Breitbart	1st Come	20	MW 930-10	EDH 17
SS 184	Capitalism	S. Warner	1st Come	25	TBA	
SS 205	Politics	M. Cerullo	Open	None	TBA	
SS 209	Development	L. Glick	Open	None	M 3-5	FPH 10
SS 212	Development-Child	M. Mahoney	Open	None	MW 930-11	FPH 107
SS 229	Development	L. Hogan	Open	None	TTh 11-1230	FPH 107
SS 229	Development	R. White/W. Seitter	Open	None	MW 130-345	FPH 107

SCHOOL OF SOCIAL SCIENCE

<u>COURSE</u>	<u>INSTRUCTOR</u>	<u>ENROLLMENT METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>
*SS 231 G.I.S.-Health Care	R. von der Lippe	Instr Per	16	TBA	
SS 235 Anarch/Soc Rev-Spain	M.M. Breitbart	Open	None	MW 130-3	EDH 15
SS 240 Microcriticism-Society	A. Rabinbach	1st Come	25	W 1-230	FPH 105
SS 249 Amer Public Policy	S. Shapiro	Open	None	MW 11-1230	FPH 108
SS 253 Alternative Schools	G. Joseph	1st Come	20	TTh 130-3	CSC 125
SS 257 Pol Econ-African Devel	F. Holmquist	Open	None	MW 11-1230	EDH 4
SS 260 School & Society	H. Rose	Open	None	TTh 11-1230	FPH 104
SS 276 Women/Children-Under Law	L. Mazor	Open	None	TTh 130-330	FPH WLH
SS 280 Women/Socialist Societies	C. Bengelsdorf/J. Landes	Open	None	TTh 11-1230	FPH WLH

LANGUAGE STUDIES

<u>COURSE</u>	<u>INSTRUCTOR</u>	<u>ENROLLMENT METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>
FS 115 Intens Elem Spanish	K. McIntosh			TBA	
FS 130 Intens Elem French	R. Pelletier	Instr Per	20	TBA	

INTEGRATIVE SEMINARS

IN 301 Human Life Cycle	J. Boettiger	Instr Per	16	M 930-1230	PH A-1
IN 303 Language & Mind	R. Birney, et al	Open	None	M 12-130/W 130-3	FPH 104
IN 306 Culture-Genuine/Spurious	M. Gross/J. Tallman	1st Come	15	F 130-430	PH A-1
IN 309 New China	J. Koplin	Instr Int	10	TBA	
IN 312 Socl Hist-Architecture	B. Linden	Instr Per	12	TBA	
IN 315 The Observers	D. Smith/B. Yngvesson	Instr Per		TBA	
IN 318 Science & Politics	J. Barber, et al			TBA	
IN 321 Food	B. Kassler			TBA	
IN 324 Amer Higher Education	K. Hoffman		20	TBA	
IN 327 Nature of Love	J. Egan	Instr Per	15	W 1-4	PH A-1

OUTDOORS PROGRAM

OP 102 Kayak Rolling	C. Fisher	Open	None	W 7-830pm	RCC Pool
*OP 103 Beg Whitewater Kayak	C. Fisher	1st Come	10	T 1030-12, Th 1-6	RCC Pool
OP 105 Beg Hatha Yoga	Y. Ariel	Open	None	M 2-315	Donut 4
*OP 106 Top Rope Climbing	D. Roberts	Open	None	W 1-530	RCC
OP 113 Beg Tai Chi Chuan	P. Gallagher	Open	None	M 8-915pm	So Lounge
OP 114 Con Tai Chi Chuan	P. Gallagher	Open	None	M 8-915pm	So Lounge
OP 115 Beg Shotokan Karate	M. Taylor	Open	None	TThSun 230-4	So Lounge
OP 116 Int Shotokan Karate	M. Taylor	Open	None	TThSun 7-9pm	So Lounge
OP 117 Ct River Paddling	C. Fisher	Open	None	TWThF 7-9am	RCC
OP 127/227 Environ Ed Seminar	R. Lutts/P. Slater	Open	None	T 4-7, F 10-11	EDH 4
OP 128 Women Athletes	J. Hardin	1st Come	12	TBA	
OP 130 Con Top Rope Climbing	D. Cole/J. Hardin	Instr Per	10	T 1230-530	RCC
OP 150/250 Forward to Nature	R. Lutts/C. Fisher	Open	None	F 11-12	EDH 4
OP 170/270 Humanistic Outdoor Ed	J. Schantz	1st Come	12	See Course Description	
*OP 201 Lead Rock Climbing	E. Ward	Instr Per	None	T 1-6	RCC
*OP 202 ADV Whitewater Kayak	C. Fisher	Instr Per	None	T 1-6	RCC Pool
OP 206 Con Hatha Yoga	Y. Ariel	Open	None	M 330-445	Donut 4
OP 235 All the Things	S. Culkins	Instr Per	15	W 1-6	RCC
OP 260 New Games	D. Roberts	Open	None	F 1-4	RCC

CODES

CSC	Cole Science Center
EDH	Emily Dickinson Hall
FPH	Franklin Patterson Hall
LIB	Harold F. Johnson Library
RCC	Robert Crown Center
DH	Dakin House
GH	Greenwich House
PH	Prescott House
Donut	GH - Center Room
ELH	East Lecture Hall
MLH	Main Lecture Hall
WLH	West Lecture Hall
PAC	Performing Arts Center

TBA To Be Announced/Arranged

G.I.S. Group Independent Study

* Course is not term-long;
see course description.

Hampshire College

Amherst, Massachusetts / 01002