

# Course Guide ★ Spring Term 1977

## Hampshire College Amherst, Mass.

### REGISTRATION AND CALENDAR

1977

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

### 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 a program of study within one or more of the four Schools, and to broaden their knowledge of the linkages among disciplines. The Division II examination includes evaluation of the work done in the Concentration and the student's readiness to proceed to advanced independent work.

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

#### ADVISING:

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



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### REGISTRATION AND COURSE SELECTION

Listed below are the basic procedures to be followed for Course Registration for Spring Term, 1977:

1. The week of November 15-19 (Monday-Friday) is an advising period, during which students should be in contact with their advisors to plan next semester's program. During this time 5-College students may pre-register for Hampshire course (according to guidelines set by each course, see proposal #2), and Hampshire students will be able to pre-register for 5-College courses. Interchange applications received after this period will be held for processing the following semester, and no longer be considered pre-registration.
2. Check the Course Description Guide thoroughly for enrollment methods. Some courses will hold lotteries the first day of class, others will either have sign-up sheets or interviews. Tuesday, February 1st, will be used for course interviews where specified. Some faculty will be available for interviews prior to this, however, all faculty will have office hours posted for some time to be available for interviewing (where enrollment is limited), prior to the beginning of classes. Again, check the Course Guide and Time Schedule for exact information on each course.
3. Class list forms, provided by Central Records, will be distributed the second week of classes. Sign the list for each course in which you wish to be enrolled (please print clearly, using your full name); the lists will be forwarded to Central Records, and we will do the rest of the work.
4. Students taking ASTFC courses at the other schools, 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. Procedures for their filing remain the same. The deadline for filing Interchange Applications is Tuesday, February 8th. No 5-College courses may be added after this date.
- B. Independent Study Forms are also available at Central Records, and should be completed either during November 15-19 this semester, or during the first two weeks of Spring Term.
- C. Although 5-College students should sign Hampshire class lists (clearly indicating their home institution), they are still responsible for filing Interchange Applications at their own school.

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

#### NOTE TO FIVE-COLLEGE STUDENTS:

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

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

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

### SCHOOL OF HUMANITIES AND ARTS CURRICULUM STATEMENT

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

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

There are obviously 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 validation of documentary data or the techniques of argument, but the overriding concern will be to show you a working humanist in the overruling concern will be to show you a working humanist in the arts there is a much greater emphasis necessary on perception and expressive form, but the model should operate the same way.

(continued on page 2)

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

## SCHOOL OF HUMANITIES AND ARTS CURRICULUM STATEMENT

(continued from page 1)

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

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

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

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



## SCHOOL OF HUMANITIES AND ARTS

### DIVISION I

ARTISTS' THINK TANK  
HA 191

FILM WORKSHOP I  
HA 110

BLACK WOMEN, WHITE WOMEN: LITERATURE,  
POLITICS AND OUR LIVES  
HA 124

COLLEGE WRITING  
HA 134

THE THEATRE OF EURIPIDES AND CAMUS  
HA 144

THE MAKING AND UNDERSTANDING OF HUMAN  
ENVIRONMENT: APPROACHES TO DESIGN  
HA 145

STILL PHOTOGRAPHY WORKSHOP  
HA 150

DO-IT-YOURSELF ART MANUAL  
HA 154

HISTORICAL INTRODUCTION TO THEATRE ARTS  
HA 171

BASIC MUSIC THEORY  
HA 174

BACKGROUND SCENE STUDY  
HA 178

ELECTRONIC MUSIC SEMINAR - BASIC STUDIES  
HA 184

THE ART OF MELODIC WRITING  
HA 189

THE COLOR AND LIGHT CIRCUS  
HA 190 (SEE HA 110, LC 124)

HAMPSHIRE JAZZ BAND: A GROUP INDEPENDENT STUDY  
HA 196

### DIVISIONS I AND II

VISUAL COMMUNICATIONS  
HA 109/209

AMERICAN BLACK AUTOBIOGRAPHY  
HA 112/212

STUDIO EXPERIENCE IN DANCE  
HA 115/215

PLAYWRIGHTS' WORKSHOP  
HA 129/229

IMPROVISATION WORKSHOP  
HA 152/252

AFRO-AMERICAN CHAMBER ENSEMBLE  
HA 153/253

INTRODUCTION TO PSYCHOHISTORY  
HA 159/259

REHEARSAL AND PERFORMANCE  
HA 162/262

CHILDHOOD AND YOUTH  
HA 165/265

THE CLASSICAL STYLE IN CONTEXT  
HA 166/266

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

LIFE IN FAMILIES  
HA 176/276

THE WORLD AS SCHOOL  
HA 187/287

THE MYTH OF ME: AN EXPERIENTIAL EXPLORATION  
HA 198/298

Superior

Joslin

Levis

Terry

Meagher

Juster, Pope

Arnold

Superior

O'Brien

Wood

Abady

R. McClellan

R. McClellan

Bruno, Goldberg,

Hoener, Van Bler-

kom, Witherspoon

Nosoff

Hoener

Terry

F. McClellan,

Huston

Abady, O'Brien,

Reed

Huston

Wood

Allen

Abady

Boettiger

Wheelock

Wood

Boettiger

Roberts

L. Gordon,

G. Gordon

### DIVISION II

FIVE WRITERS: ISOLATION, HUMOR, A SENSE OF PLACE? Kennedy  
HA 203

THE LANGUAGE OF MODERN POETRY  
HA 204

FRANCE: LITERATURE OF A GREAT EUROPEAN POWER OR  
FRANCE: CULTURAL MANIFESTATIONS OF CAPITALISM,  
IMPERIALISM, AND THEIR FORMS OF PATRIARCHY  
HA 207

FILM WORKSHOP II  
HA 210

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

WOMEN INTO LITERATURE AND CRITICISM  
HA 226

POETRY WRITING WORKSHOP  
HA 231

MYTH: AN INTERDISCIPLINARY APPROACH  
HA 241 (SS 203)

FICTION WRITING WORKSHOP  
HA 245

THE TRANSFORMATIVE VISION - A SEMINAR  
HA 250

PHOTO VISIONS: INTENSIVE WORKSHOP IN  
STILL PHOTOGRAPHY  
HA 255

SENSE AND SPIRIT  
HA 256

VISUAL CONCEPTS IN STAGE DIRECTION  
HA 258

DIRECTED INDEPENDENT STUDY IN SELECTED  
TOPICS IN NEW YORK HISTORY 1800-1850  
HA 261

ORIGINS OF ROMANTICISM  
HA 269

SEMINAR ON AUGUSTINE  
HA 271

DIRECTED INDEPENDENT STUDY IN SELECTED  
BRITISH POETS  
HA 274

UNNATURAL NATURE: GARDENS AND THEIR MAKERS  
HA 275 (SS 268)

ADVANCED PHOTO CRITIQUE  
HA 278

STUDIO ART CRITIQUE  
HA 280

MOVEMENT, ART AND DREAMS: EXPLORATIONS  
OF WOMAN SYMBOL-MAKER  
HA 290

GROUP INDEPENDENT STUDY IN SCORE ANALYSIS  
HA 293

WORKSHOP IN AUDITION TECHNIQUES  
HA 294

HA 101

ARTISTS' THINK TANK

Roy Superior

SEE your dreams take form!  
SEE your personality expressed!  
SEE yourself as others don't see you!  
SEE the ARTISTS' THINK TANK!

"People tell me I'm weird but does that mean I'm an artist?"  
"Where do 'real' artists get their wacky ideas?" "What's the  
difference between personal imagery and mere self-indulgence?"  
"If I get a good idea, what do I do with it—how can I express  
it?"

Questions like these are the foundations of this course in pre-  
liminary visualizations. We will explore your imagination and  
discover ways of turning your dreams, fantasies, and strange  
wild thoughts into potentially viable and communicative artistic  
statements.

We will investigate how artists make notations to themselves that  
may be the seeds from which grow significant creative ideas. Are  
you a craftsman who wants to go beyond mere craft in your  
efforts, or do you draw or print but feel you lack imagination?  
No miracles are promised, but we will try almost anything. This  
is not a studio playroom or creative sandbox, but a serious  
attempt to discover some of the ways that artists work to develop  
their expressive potential.

Some drawing experience will be helpful but not essential. En-  
rollment is open. The class will meet once a week for three  
hours.

HA 110 FILM WORKSHOP I

Tom Joslin

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

The workshop will be concerned with production and seminar dis-  
cussion, field problems, and research. Topics will include  
history and development, theories of film construction, camera,  
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 techniques of a medium so broad in implication should be  
understood by all.

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

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

HA 124 BLACK WOMEN, WHITE WOMEN: LITERATURE,  
POLITICS AND OUR LIVES

Jill Lewis

This is an introductory course for Division I students interested  
in beginning to explore the relevance of women's history, the  
experiences it deals with, and the political implications of the  
social conditions it relates to and the sexual oppression and  
imposed historical silences it reflects.

We'll meet just once a week and discuss one book or set of  
readings. The course will cover some basic analyses coming from  
the women's movement concerning issues such as marriage, sexuality,  
class oppression, love, self-image, material conditions determining  
women's experience—and then examine how different women writers  
from different class or racial backgrounds express their attitudes  
to these in their literature.

Reading list:

Jael Wallis and Lee Saunders, *Conditions of Illusion*  
Shelia Rowbotham, *Women, Resistance and Revolution*  
John Berger, *Ways of Seeing*  
Germaine Greer, *The Female Eunuch*  
Agnes Smedley, *Daughter of Earth*  
Tillie Olsen, *Vonnegut*  
Fay Weldon, *Room among the Women*  
Mary Helen Washington, ed., *Black-Eyed Susans* (Anchor)  
Toni Morrison, *Sula*  
Carolyn Maria de Jents, *Child of the Dark*  
Simone de Beauvoir, *The Woman Destroyed*  
Maya Angelou, *I Know Why the Caged Bird Sings*  
Margaret Atwood, *Surfacing*  
Zora Neale Hurston, *Their Eyes Were Watching God*  
Articles and poems by Adrienne Rich, Marge Piercy, Alice Walker,  
and Tillie Olsen.

The class will meet once weekly for one hour. Enrollment is  
limited to 15, and is by interview with the instructor (after  
January 16).

HA 134 COLLEGE WRITING

Eugene Terry

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

Students are expected to be engaged in some aspect of this pro-  
cess each week, to present their papers or work-in-progress  
before the other workshop members, and to actively involve them-  
selves in one another's work.

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

HA 144 THE THEATRE OF EURIPIDES AND CAMUS

Robert Meagher

"The years we have gone through," wrote Albert Camus in 1946,  
"have killed something in us." He goes on then to describe that  
something as the ample confidence humans once had in themselves  
that they could elicit human responses from one another when they  
would speak the language of a common humanity. If that language  
seemed a dead language in 1946, then it clearly lies buried and  
forgotten today. Thus this course becomes a work of spiritual  
archaeology, a work of resistance to the glacial power of social  
oblivion.

It is within the imaginative space of the theatre that forgotten  
words are recalled and forbidden words dared. It is within the  
theatre that Camus breathed most freely and spoke most clearly  
the language of essential human concern. And in this act,  
his brother is Euripides, who once stood in the same human theatre  
and made the same desperate appeals. Both will be our companions  
and teachers in this course.

The class will meet once weekly, on Wednesday evenings, for three  
hours. Enrollment is limited to twelve students by unrestricted  
lottery.

HA 145 THE MAKING AND UNDERSTANDING OF HUMAN ENVIRONMENT:  
APPROACHES TO DESIGN

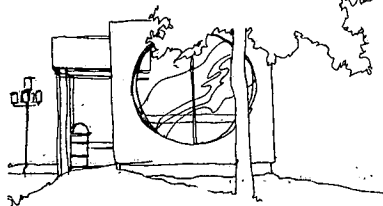
Norton Juster and Earl Pope

This course deals with the analysis and design of human environ-  
ments—the ways in which human activities and needs find expression  
in forms and patterns that reflect and shape their lives. We will  
be concerned with a developed sensitivity to surroundings, an  
understanding of place, and the sense of the individual as an  
effective force in creating or altering his own environment.

This is primarily a workshop course. Using direct investigation,  
research, and design projects of a non-technical nature to con-  
front and expose environmental problems and to understand the  
approaches and creative processes through which environment is  
made. The subject of these investigations includes: the identi-  
fication of human needs, the functional and emotional concerns  
of environmental design—problem seeking and problem definition;  
the scale of human environment; creative synthesis—the leap to  
form; the translation of ideas, analysis, program and technical  
parameters into environment.

Much of the work will require visual presentations and analysis;  
however, no prior technical knowledge or drawing skills will be  
necessary. The student must provide his own drawing tools. Pro-  
jects 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 simul-  
taneously. There will be two three-hour meetings per week plus  
odd day sessions for field trips, special events, and special ex-  
periences (to be mutually determined). Enrollment is limited to 24 (12 per  
section).



## NA 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.

## NA 154 DO-IT-YOURSELF ART MANUAL

Roy Superior

A seminar and workshop that deals with many of the things that an artist eventually teaches himself beginning with how to sharpen a pencil, how to stretch a canvas, how to cut a mat, how to make a frame, how to wash a brush, how to unclog a rapidograph, how to sharpen a carving tool, how and what to mix with your paint, how to attach two pieces of wood together, how to know what paper to draw on, etc., etc., etc.

You ask it and we'll try to find out how to do it--the Reader's Digest Artists' Manual for Hampshire students.

But don't expect to just come and take notes. The class will experiment with many different media and materials and possibly invent some new techniques.

This course is expected to reduce some of the sloppy craftsmanship exhibited by certain Division I and III concentrators (who know who they are and should know better). It's also open to Division I people who seek to understand some of the fundamental skills of the artist.

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

## NA 171 HISTORICAL INTRODUCTION TO THEATRE ARTS

Liam O'Brien

This course is designed for students who wish an overview of the myriad components of money and vision that have, since 1870, the method to create the present day American theatre. What are the real differences between the commercial, non-profit, college and community stage ventures being presented today? What different physical plants are available nationwide and why? What are the areas of specific responsibility for the producer, dramatist, playwright, actor, director, designers, technical staffs, and management? Can we find new directions for the theatre through a study of its last one hundred years?

This course will consist of lectures, presentations, and class projects as we look at American stage history as well as readings and discussions of the various forces currently at work in each major area of production from playwrighting notion to box office receipts. The work and positions taken by selected theatre visionaries in each area will serve as jumping off points. There will be a reading list.

The course meets once a week for three hours. Enrollment is open.

## NA 174 BASIC MUSIC THEORY

Vishnu Wood

This course is designed with the beginning music student in mind. We will deal thoroughly with the various components of music theory, note values, meter, major and minor scales, triads, arpeggios, chords, and musical notation.

In addition, the course will consist of an introduction to improvisation and practice methods. We will compare and contrast the study of Western musical theory with a study of theory within the Afro-American continuum.

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

## NA 178 BEGINNING SCENE STUDY

Josephine Abady

"The truth of your art is in your imagination."--Stella Adler.

This course is designed to introduce students to techniques necessary for approaching scripted works. Some of the techniques explored will be concentration, memory of emotion, dramatic action, characterization, observation, rhythm. Scenes will be taken from Chekhov and American drama from 1930-1970. We will also use the writings of Richard Boleslavsky and Constantin Stanislavski as source material.

The class will meet twice weekly for two-hour sessions. Enrollment is limited to 12, and admission will be by instructor selection.

## NA 184 ELECTRONIC MUSIC SEMINAR - BASIC STUDIES

Randall McClellan

This course is intended as a basic introduction to the Electronic Music Studio and to the art of electronic music composition. We will concentrate on the areas of studio technique, basic acoustics, basic electronics, problems and methods of electronic composition and aesthetics. Weekly projects will be assigned which are aimed at specific compositional techniques.

The class will meet three times weekly for 1½-hour sessions, and there will be a limit of 8 students. An interview with the instructor is required.

## NA 189 THE ART OF MELODIC WRITING

Randall McClellan

This course is devoted entirely to the study and composition of melody in both vocal and instrumental styles. We will analyze melodies representative of all styles and eras for their intervallic and rhythmic characteristics. We will consider all aspects of melody: scale construction, melodic motive and gesture, melodic framework, melodic presentation and development, melodic form and melodic contour. We will construct melodies illustrative of our findings, play, and critique them. We shall also explore the special problems in combining words and music.

Familiarity with traditional music notation is essential, but no other theory background is required. We will meet three times per week for one-hour sessions. Enrollment is open.

## NA 190 THE COLOR AND LIGHT CURSUS

(LC 124)

(MS 110)

Al Woodhull

Please refer to the Natural Science listing for this course description.

## NA 196 HAMPSHIRE JAZZ BAND: A GROUP INDEPENDENT STUDY

Stephen Mosoff

The purpose of this independent study is to form a working "lab" band to better acquaint musicians with the technique of playing in a "big band" atmosphere and to give beginning composer/arrangers the chance to get their music played. Although the emphasis will be towards jazz, any style of music is welcome.

The material will be original compositions and arrangements of standards adapted to whatever instrumentation is arrived at. None of the arrangements will be final; in other words, it is hoped that we can objectively criticize the material and work together to form a better piece of music.

In order to achieve this, though, rehearsal time will be spent working on the music as a whole, rather than on individual notes. It is expected that the music will be practiced during the musicians' daily practice schedule. To insure this, parts will be given out at least a week before the piece is actually rehearsed.

Hopefully, by having a working band of this kind, everyone involved will gain valuable knowledge through experience. Desired instrumentation is: 2-3 trumpets, 1-2 trombones, french horn, bass clarinet or tuba, alto, tenor, and baritone sax, piano, bass, and drums. This instrumentation is, of course, flexible.

The band will meet twice a week for two hours plus sectional rehearsal if required. Prerequisite: some ability to sight read. Enrollment is by audition. Randall McClellan has agreed to act as faculty supervisor for the class.

\*Stephen Mosoff is a Division III student concentrating in Music.

## NA 109/209 VISUAL COMMUNICATIONS

Arthur Hoener

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

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

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

## NA 112/212 AMERICAN BLACK AUTOBIOGRAPHY

Eugene Terry

An examination of major autobiographies of the nineteenth and twentieth centuries noting the classic form that these works take with their recurrent movement from despair to insight through attention to self, race, and humanity.

Examples of works to be read:

Frederick Douglass, *Narrative of the Life of Frederick Douglass*  
Booker T. Washington, *Up from Slavery*  
W. E. B. Dubois, *The Autobiography of W. E. B. Dubois*  
James Baldwin, *Notes of a Native Son*  
Elridge Cleaver, *Soul on Ice*  
Malcolm X, *The Autobiography of Malcolm X*  
Claude Brown, *Manchild in the Promised Land*  
and others. *Manchild in the Promised Land*

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



## NA 115/215 STUDIO EXPERIENCE IN DANCE

Francina McClellan and Eleanor Huston

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. This term we will add a Ballet class for high intermediate and advanced dancers, who have a knowledge of alignment, in which we will emphasize foot and leg work.

There will be four sections:

Section I: Beginning modern technique (McClellan)  
Section II: Intermediate modern technique (Huston)  
Section III: Advanced modern technique (McClellan)  
Section IV: Ballet for modern dancers (McClellan)

The beginning and intermediate sections will meet twice weekly for 1½-hour sessions; the advanced section, twice weekly for 1-3/4 hour sessions; and the ballet section, once a week for 1½ hours. Enrollment is limited to 25 in the first three sections and to 20 in the ballet class.

## NA 129/229 PLAYWRIGHTS' WORKSHOP

Josephine Abady, Liam O'Brien, Daphne Reed

This course is designed to acquaint student playwrights with a variety of forms and methods currently in use and process. Guest playwrights will lecture and review the work of students enrolled in the course. The faculty will work with playwrights to aid them in using this workshop as a forum for the organization and reading of their works.

Actors and directors are also invited to participate in these sessions.

The class will meet once a week for three hours. Enrollment is limited to 12, and an interview with one of the instructors is necessary.

## NA 152/252 IMPROVISATION WORKSHOP

Eleanor Huston

The group will explore improvisational work on both sides of those lines between improvisation as a performance and theatre activity, and improvisation as a personal and interpersonal growth activity. We will work toward an honesty of personal movement in self-oriented and interactive improvisation and attempt to carry over that authenticity of movement into improvisation with consideration for visual impact.

We will concern ourselves with an integration of our work in the physical and improvisational spheres through development of an increasing pool of personal physical resources, and a greater awareness of our own existing and growing movement patterns. Having experimented with improvisation in a variety of structural settings--theme and variation, peripheral pickup, contact-final projects will be developed, culminating in an informal presentation for an audience.

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



## NA 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 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 NA 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.

## NA 159/259 INTRODUCTION TO PSYCHOHISTORY

Sally Allen

"Freud revealed in the psyche of the individual the crimes of mankind, in the individual case history the history of the whole." (Herbert Marcuse, *One-Dimensional Man*)

Psychohistory, or the use of psychology in history, is a much debated, although relatively young, field. In this course, we will look at the discipline in terms of its theory, method, and track record in three general areas:

1) the application of psychoanalytic concepts to the study of individuals in history. A major premise here is that we can understand why an historical figure acted in certain ways by understanding his/her childhood and psychological development. In this section of the course, we will read works of Freud and Erikson, as well as case studies of individuals whose actions had an impact on history.

2) epistemology and methodology, that is, the application of psychoanalytic concepts to the whole scope and development of history. Here we will examine Freud's *Civilization and Its Discontents*, Norman O. Brown's *Life Against Death*, and Herbert Marcuse's *Man and Civilization*.

3) group psychology and the relationship between myth, symbol, and archetype, and ideology. We will read heavily in Jung's work on the collective unconscious and do a test case on Germany between the wars.

This course is open to both Division I and II students. Since we will be reading sources from scratch, no prerequisites in either psychology or history are necessary. The only requirement for this course is an inquiring mind, open to the possibilities of the integrating of these two fields.

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

## NA 162/262 REHEARSAL AND PERFORMANCE

Josephine Abady

This course will examine the collaborative process of theatre. Actors, designers, and technicians will work together to mount two productions during the year: one studio workshop and one fully mounted production. In addition, this course will allow the student actor to concentrate on developing a role from beginning to end over an extended period of time. We will examine the various methods of approaching a role, the give and take on a stage, and the creation of ensemble technique. We will discuss rehearsal techniques, actor's homework, and various approaches to the rehearsal process.

The class will meet four times weekly for two-hour sessions. Admission is by audition to be held at the beginning of the Spring Term. Enrollment limit will depend on the production chosen for mounting.

## NA 165/265 CHILDHOOD AND YOUTH

John Boettiger

A chronological exploration of the experience of human development through the years of childhood and adolescence. Without ignoring the rich understanding of the child's cognitive development gained through the work of Piaget and others, the course's principal emphasis will be psychosocial and psychosexual, drawing upon the work of Freud, Sullivan, Erikson, and others generally working out of the field of psychoanalytic psychology. In that context we'll pursue a central interest in the quality of a person's transitions through the typical crises of growing up: in short, that which nurtures or impedes vividness, meaning, and satisfaction.

We'll assume that the story of a person's growing through these years is largely the story of that person's relationships with other people; and, more particularly, that such a story has unfolded first within a family, then increasingly with significant others and in schools. The perspectives of the course thus include psychodynamics, psychotherapy (in its concern for understanding and restoring healthy development), interpersonal relationships, and families and other social systems.

While a careful attempt will be made to relate our understanding of human development to its contemporary American cultural setting, we will pay only passing attention to related historical and cross-cultural studies of childhood and youth. The course will draw upon relevant psychological literature, and some film and prose portraits of lives in progress. While not designed primarily as a self-reflective experience, the course will offer at least one opportunity for autobiographical research into a period of students' own life histories.

The class will meet twice weekly for 1½-hour sessions, once as a whole class and once in smaller seminar groups. Enrollment is limited to thirty students.

## HA 166/266 THE CLASSICAL STYLE IN CONTEXT

Gretchen Wheelock

A number of representative instrumental genres—symphony, concerto, string quartet, piano sonata—of Haydn, Mozart, and Beethoven will be studied to identify general principles of form and syntax peculiar to the late eighteenth century as well as personal style characteristics of these composers.

Attention will be focused as well on critical and popular response to the works of these composers in their own day. The context of such response will be sought in examining general trends in taste in the late eighteenth century, e.g., the cult of sensibility, the appetite for originality and novelty, changes brought about by public concerts and music publishing, the middle class amateur as performer, etc.

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

## 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 - Pygmy, Ashanti, Yoruba, etc.  
Caribbean music - Mighty Sparrow  
Ragtime - 1890's, New Orleans, Buddy Boulden, Louis Armstrong  
Spirituals - Mahalia Jackson  
Blues - Field hollers, worksongs, spirituals  
Big Bands - 1930's, Swing era, Duke Ellington  
Bo-bop - Dizzy Gillespie, Charlie Parker, 1940's  
Motown - 1950's, The Temptations, The Supremes  
Avant-garde - 1960's, John Coltrane  
Jazz-rock - 1970's, Herbie Hancock, Chick Corea

This class will consist of an in-depth study of these musics 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 176/276 LIFE IN FAMILIES

John Bettiger

A psychosocial investigation of family life, focused on the interactions between personal development and changing family patterns.

Families, like individuals, have life histories: distinguishable developmental stages and crises. And there is continuity and evolution from the family of one generation to the family of the next. Families have characteristic ways of interaction; roles; themes; emotional climates; values; tendencies to faction or coalition; patterns of caretaking and sharing; conflict and insulation; ways of dealing with stress; distributions of power; inclinations to rigidity and resilience; and ways of being healthy and unhealthy for their members. In short, the everyday stuff of life in families; that is what we intend to understand and assess more clearly.

We shall draw from psychological and sociological studies, from the work of family therapists, from film and literary portraits, and from careful study of our own experience of family.

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

## HA 187/287 THE WORLD AS SCHOOL

David Roberts

One of the few profoundly formative experiences that virtually all humans share is school. From kindergarten on, school becomes the kind of world that, for better or for worse, for as long as we live, occasionally threatens to exclude all else. As we become, in our own phrase, a "social institution," yet the literature of school life is not particularly rich; but academic novels far outnumber the few good ones. The day-to-day business of school seems hard to dramatize without pretension; to infuse with poetic insight without preposterousness—and, more paradoxically, to satirize without becoming trite.

The course will read a number of nineteenth and twentieth century British and American works whose given world is either secondary school or college. The obvious issues will be engaged: Does twentieth-century literature inevitably portray school as absurd and/or repugnant? Can school literature escape its classist and racist assumptions, so that a novel about Harvard might have any pertinence for a blue-collar worker who never finished high school? Is there a good American public high school novel? What are the crucial differences, in terms of personal impact, between British education and American? What are the differences in the experience of school for women and for men? (Much of the British literature ignores women.) What are the moral and spiritual limitations of the world as school? Is the "outside world" any sadder or better?

Students will be expected to choose one of two writing options: either a longish critical paper dealing with the course's books or an attempt at writing (beginning?) a novel or short story whose universe is the student's own secondary school or Hampshire (or imaginary equivalents thereof).

The reading list is still under deliberation but will probably include the following:

Thomas Hughes, *Tom Brown's School Days*  
John Knowles, *A Separate Peace*  
Lillian Hellman, *"The Children's Hour"*  
Mel McCarthy, *The Groves of Academe*  
Bel Kaufman, *Up the Down Staircase*  
Muriel Spark, *The Prime of Miss Jean Brodie*  
Kingsley Amis, *Lucky*  
Thomas Hardy, *Jude the Obscure*  
Richard Stern, *Other Men's Daughters*

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

## HA 189/298 THE MYTH OF ME: AN EXPERIMENTAL EXPLORATION

Linda and Graham Gordon

The place of myths has always been central to man's efforts at self-understanding. From the tribal campfire where the tales were shared which spoke of origins and meanings for the tribe to the favorite stories we remember from our own childhood, our understanding of who we are is enhanced as we explore and share the personal myths that have meaning for us. Those personal myths are the ones on which we will focus in this class.

We will attempt, through the use of varied methodologies, to bring alive the personal myths that have been significant in our journey to becoming who we are today. We will awaken our bodies and senses, and we will attempt to recall and reintegrate the significant places of our past experience. We believe this to be a unifying process that leads to better understanding of our present self, and therefore, more options as to who we shall become. Participation in this course includes the creation and sharing through some medium of each person's own updated "myth of me."

We will focus on our personal experience, deriving learnings from it through our shared reflection as a class. To provide a framework for this personal exploration, we will use resources from Jung, Erickson, Perls and Transactional Analysis. Also students will be encouraged to bring in artifacts and readings that have been important to them during their lives.

The class will meet twice weekly for two-hour sessions. Enrollment is limited to 16, and an interview with one of the instructors is required.



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

L. Brown Kennedy

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

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

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

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

## HA 204 THE LANGUAGE OF MODERN POETRY

Clay Hubbs

A course in modern poetry and its language, giving most attention to the poetry of William Butler Yeats. Prior to the study of Yeats, we will read representative poems by Baudelaire, Rimbaud, and Mallarmé; following Yeats, works by Eliot, Laforgue, and Valéry. Primary texts: Yeats, *The Complete Poems*; Flaxman (ed.), *An Anthology of French Poetry from Nerval to Valéry*; Eliot, *Selected Poems*. Concurrent with the reading and analysis of the poems, we will undertake a general study of the symbols of the poetry. Readings will include works by philosophers of language: Ernst Cassirer, Susanne Langer, and Philip Wheelwright; psychologists Rollo May and Erich Fromm; literary historians and critics Arthur Symonds, Edmund Wilson, Frank Kermode, Michael Hamburger, Richard Rulmann, Hugh Kenner.

As a background to the reading of individual poems, we will pay particular attention to the poets' own thoughts on the language of their poetry and read essays on poetic language by Yeats, Eliot, and Valéry.

Despite the focus on Yeats and symbolism, the boundaries of the course will be rather wide. Students should expect to do a fair amount of reading. The two class sessions each week (two-hour sessions) will be for reading and discussing individual poems.

Enrollment is open. However, Division I students must have the instructor's permission.

## HA 207 FRANCE: LITERATURE OF A GREAT EUROPEAN POWER OR FRANCE: CULTURAL MANIFESTATIONS OF CAPITALISM, IMPERIALISM, AND THEIR PUNTS OF PATRIARCHY

Jill Lewis

This class will begin by discussing the relationship of art to society, reading texts by Sartre, John Berger, and Lucien Goldmann. We will then study briefly the history of France since early nineteenth century, the impact of industrialization and capitalism, and French involvement in Third World colonized areas such as Algeria, Vietnam, "French" Africa, and the Caribbean. From this background we will read selected texts of the established French literary tradition (e.g., Flaubert, Baudelaire, Balzac) aided by critical readings from Lukacs, Barthes, Marx and Engels. Then we will read literature of revolt from some of the colonies struggling for liberation from French imperialism. We will also study extracts from writings of women like George Sand, Flora Tristan, Beauvoir, Rhy, which capture some implications of women's oppression over this period.

The course will therefore aim to raise questions about theoretical approaches to literature and history, challenging the class, racist and sexist assumptions in the cultural categories established in our education. While doing this, it will also examine specific works of literature from the French cultural field of control, dealing with aspects of capitalism, imperialism, and sexual oppression.

## Provisional reading list:

Sartre, *What is Literature?*  
Bergson, *Myth of Being*  
Hobbes, *Age of Revolution*  
Marx and Engels, *Class Struggles in France 1848-50*  
Fanon, *Wretched of the Earth*  
Aime Cesaire, *Return to my Native Land*  
Balzac, *Père Goriot*  
Baudelaire, *Flowers du Mal*  
Flaubert, *Madame Bovary*  
Jacques Roumain, *Masters of the Dawn*  
George Sand, *Indiana*  
Beauvoir, *Woman Destroyed*  
Readings from Tristan, Delp, Glissant, Deleuze, etc.

The class will meet twice weekly, once for two hours and once for 1½ hours. An interview with the instructor is required (after January 16). Enrollment is limited to 20.

## HA 210 FILM WORKSHOP II

Tom Joslin

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

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

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

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

Elaine Hayes and Tom Joslin

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 concentrative 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 instructors.

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

## HA 226 WOMEN INTO LITERATURE AND CRITICISM

Jill Lewis

In this course we will share intensive reading of major analytical texts coming from the women's movement and discuss the implications of feminist analysis and its relevance to literature and our lives. We will be reading and discussing novels, poetry, essays and analyses by women in the context of changing contemporary perspectives on women's experience. We will question traditional male-biased approaches to literature and examine areas of dilemma, experimentation, and struggle located in the literature of women.

The aim will be to combine with literary readings the critical approaches of feminists in literary criticism, social criticism, political theory, other disciplines and over the process of learning. As we read, we will question the reasons for changing material conditions influencing women's lives and consciousness at different points of history in different cultures and classes.

Students should be fully prepared to share responsibility for class organization and presentations, and be willing to work at developing a collective process in the class which gives each of us the opportunity to grow, listen, and express.

## Reading list:

Juliet Mitchell, *Women's Estate*  
Sheila Rowbotham, *Women, Resistance and Revolution*  
Susan Griffin, *Woman and Nature: The Consequences of the Sexual Revolution*  
Shulamith Firestone, *The Dialectics of Sex*  
Barbara Ehrenreich and Delirio English, *Complacency and Disorder in the Women's Movement*  
Kate Millet, *Sexual Politics*  
Ann Oakley, *The Sociology of Housework*  
Lee Comar, *Unhooked Woman*  
Josephine Donovan, ed., *Feminist Literary Criticism: Explorations in Theory*  
Meredith Tax, *Culture is Not Neutral: How Don't I Serve?* (in *Radiant Perspectives on the Arts, Politics*)  
Zaretsky, *Capitalism, the Family and Personal Life*  
Rayna Rapp, *Toward an Anthropology of Women*  
Agnes Spooly, *Daughter of Earth*  
Joan Kelly, *Wife, Mother, Slave*  
Tillie Olsen, *Tell Me a Riddle and Yonondio*  
Alice Walker, *In Love and Trouble*  
Robin Morgan, *Womanspeak*  
Margo Pomeroy, *Women on the Edge of Time*  
Adrienne Rich, *Poems, Selected and New*  
Margaret Atwood, *Surfacing*  
Joy Kilmer, *Down among the Women*  
Virginia Woolf, *To the Lighthouse*  
Rita Mae Brown, *Rubyfruit Jungle*  
Tom Morrison, *The Bluest Eye*  
June Arnold, *The Cook and the Carpenter*

The class will meet twice weekly for 1½-hour sessions. Enrollment is limited to 16, and an interview with the instructor is required (after January 16).

## HA 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 uppermost in mind, for after all we are our very first audience and group approval is vitally important as a source of confidence. Our poets should be reminded that the 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 onwards as we grow and move along as poets.

The workshop will be a forum for the relaxed reading of poems produced by its members. We will pay the closest possible critical attention to the prosody and meaning of class manuscripts, and that ought to be done informally but without loss of tutorial affect. 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 1½-hour session. Enrollment is limited to 16, and permission of the instructor is required.





HA 241 MYTH: AN INTERDISCIPLINARY APPROACH  
(CS 208)  
(IN 301) Joanna and Clay Hubbs

"A whole volume could be written on the myths of modern man, on the mythologies camouflaged in the plays he enjoys, the books he reads. Profane man is the descendant of homo religiosus and he cannot wipe out his own history--that is, the behavior of his religious ancestors that has made him what he is today. This is all the more true because the great part of his existence is fed by the impulses that come to him from the depths of his being, from the zone that has been called the 'unconscious.' A purely rational man is an abstraction; he is never found in real life."  
--Hiroko Glasse, *The Sacred and the Profane*

Part of our purpose in this course will be to study the myths of modern non-religious man, our myths (including the myth of man without myth), alongside a number of the more prominent myths of our ancestors--myths of creation and fertility, of quest and initiation, of the relations between man and woman and generations. For the most part the ancient myths we single out for study had their origins in Greece, the Near East and Asia. We will pay close attention to the myths themselves. At the same time, we shall explore the range of methods which modern scholars--anthropologists, psychologists, historians, philosophers--and artists have proposed in order to understand and use them.

Readings will include Frazer, Malinowski, Levi-Strauss, Freud, Jung, Campbell, Eliade, Cassirer, Foye, Wheelwright, as well as Lawrence, Mann, and other novelists and poets.

The class will meet twice a week for two-hour sessions for lectures, discussions, and films. There will also be guest lectures by five-college anthropologists.

Enrollment is open. \*Division III students may take this course as an integrative seminar by permission of the instructor.

HA 245 FICTION WRITING WORKSHOP  
Andrew Salkey

This workshop will emphasize as its guiding principle that all our workshop fiction writing should be done, primarily, for the reception and delight of our own workshop members and with 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 other writer's work is as important as being a writer; and of course, our readership and audience will grow and move outward as we grow and move along as writers.

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

We will introduce and develop the necessary skills with which our writers will learn to regard, examine, and write fiction as a display of the imagination in terms of narrative, characterization, intention, and meaning; and those 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 accurate 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 limits of the 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 250 THE TRANSFORMATIVE VISION - A SEMINAR  
Tom Joslin

Using Jose Arguelles' book, *The Transformative Vision*, as its backbone, this exploratory course will examine the "evolution" of ideas in art from the beginnings to the present. Within the arts the focus will be on the areas of Painting, Sculpture, Poetry, Photography, Film, and Conceptual Art. The book poses a controversial viewpoint which will be examined and questioned on a chapter-by-chapter basis. Students will be asked to do research and present their results so as to familiarize the group with relevant ideas in the areas being discussed. We will also invite guest speakers.

As much of the territory to be covered is outside the field of expertise of the instructor, great emphasis will be placed on group participation and research. It is recommended that the book be read before the first day of class. The class will be experienced, not taught.

The class will meet each Tuesday evening, and permission of the instructor is needed for admission to the course.

HA 255 PHOTO VISIONS: INTENSIVE WORKSHOP IN STILL PHOTOGRAPHY  
Elaine Hayes

This class will meet fourteen hours a day for six consecutive days, Monday through Saturday, for one week during the semester.

Students will photograph, develop, print, and critique work each day, and must be willing to try anything for the length of the class. Students interested in doing something else at the same time should not register...all other commitments will have to wait.

Daily assigned projects will attempt to broaden each student's relationship to the medium so that both the conception and resulting images will be the result of a new perspective.

"Photography alters our environment. It totally works us over."  
--McLuhan

Enrollment is limited to twelve and instructor approval is necessary. There will be a lab fee of \$15.00.

Basic darkroom skills are required for admission.

HA 256 SENSE AND SPIRIT  
Robert Magher

Rivers, we know, often dive deeply under or into the earth, out of sight and lost to our ears and touch. And yet we may dig most anywhere and feel the moisture of rivers that flow and overflow beneath our every step. Then, all of a sudden, a river, hidden underground, springs from a crack in the soil or rock and we stand again in that flux where we know we stand each time only once. We have an unguessed-of the sense of spirit and of the spirituality of sense. If we trace the paths and movements of spirit to their source, we follow them into the sensual; and if we attend to the loadings of our senses, we are gestured and lifted into the movements of spirit. Our senses, sacred and profane, mind and body are both many and one, yet sharing a common life. Each sense ascends to spirit along a path of its own and we shall explore and share such ascents with our own native artistry, the painter, the musician, the dancer in each of us, to serve as our guides.

This class will involve both a seminar and a workshop, each meeting as a rule once each week. Seminar readings will include: Jonas, *The Phenomenon of Life*; Kandinsky, *Concerning the Spiritual in Art*; and Zuckerkandl, *Sound and Symbol*. The workshop will engage us in our own experiments with sensory and artistic experience. The exact scope and focus of these experiments will depend largely on the particular talents and interests of the class which forms. The distinction between seminar and workshop corresponds to the concern of this class to be both experiential and reflective, both experimental and critical.

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

HA 258 VISUAL CONCEPTS IN STAGE DIRECTION  
Liam O'Brien

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

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

In this first section we will deal with entrances, exits, levels, stage geometries, form creation, and given, taken and shared focus for arch, thrust and arena settings. Emphasis here will be on the actor as executor of mood and metaphor on bare stage.

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

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

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

The course is limited to eight students by prior permission of the instructor. Directors without design training should secure a competent designer early in the semester for the class project work. A fundamental requirement for participation is a wide and recent visual awareness on the part of the participant. A knowledge of tools of technical theatre is also essential.

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

HA 261 DIRECTED INDEPENDENT STUDY IN SELECTED TOPICS IN NEW YORK HISTORY 1800-1850  
Van Halsey

I would like to meet once a week with students individually who are interested in doing a research paper dealing with historical problems in New York history of the "middle period." The topics will be selected from a list of questions which interest me and have arisen out of my own research and teaching in U. S. History: First Half of the Nineteenth Century.

This course is probably geared for Division II students. Division I students will require the permission of the instructor.

HA 269 ORIGINS OF ROMANTICISM  
Joanna Hubbs

The counter culture of the 1960's popularized the challenge of the irrational--the intuitive and emotional aspects of human nature--to the autocratic hegemony of rationality, of "law and order." In many of its manifestations--the search for ecstatic wisdom, the turn toward Oriental religions, magical practices and the general adulation of creative faculties--this rebellion against established order took many of its guiding precepts and expressed aspirations from an earlier revolution which had also recoiled from the constraints of reason.

Our concern in this seminar will be to look at the relationship of eighteenth-century (Enlightenment) thought, rooted in a quest for certainties arrived at through reason alone, to the Romantic movement with its stress on the creative, the individual, and the transcendental, which succeeded the Enlightenment. Our approach to a study of the relationship of these two movements will be through an examination of the philosophical thought of the eighteenth century as reflected in the French and German novel. We will consider this then-emerging literary genre first as a vehicle for the ideas of Enlightenment thinkers and then for their Romantic successors. We will consider the extent to which attempts at building a world view on the basis of rationalism and empiricism alone led to the "irrational" conclusions of the Romantic rebellion.

Reading list: Montaigne, *Persian Letters*; Voltaire, *Candide*; Rousseau, *Nouvelle Heloise*; Leclaw, *Lectures de Rousseau*; Sade, *Justine*; Goethe, *Sorrows of the Young Werther*; Faust; Chateaubriand, *Rene*; Goy, *The Enlightenment*; Becker, *The Heavenly City of the Eighteenth-Century Philosophers*; Hampson, *A Cultural History of the Enlightenment*; Cassirer, *Rousseau, Kant and Goethe*.

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

HA 271 SEMINAR ON AUGUSTINE  
Robert Magher

In his most speculative and imaginative work, the *de Trinitate*, Augustine presents a vision of human spiritual life which reconciles the ancient tradition and anticipates the modern tradition. His reflections on the human and the divine word as both disclosing and creative are as illuminating of inner experience as they are of the history of thought.

In this course we will strive to read with care and to consider with discipline this one central work of Augustine, a labor whose harvest is immediate neither in its coming nor in its passing.

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

HA 274 DIRECTED INDEPENDENT STUDY IN SELECTED BRITISH POETS  
David Roberts

I would like to meet regularly during the Spring Term with small groups of students interested in intensive study of three or four important British poets. The idea of the "intensive" is to mix the virtues of independent study with an efficient use of teacher and student time. The poets to be studied will come from the following list: Spenser, Shakespeare (sonnets only), Donne, Herbert, Keats, Milton, Rochester, Pope, Burns, Keats, Tennyson, Browning, Housman, Yeats, and Auden.

The list is, of course, somewhat arbitrary--it includes poets with whom we are familiar or who particularly intrigue me (and excludes major figures like Dryden, Blake, and Wordsworth).

We will meet as a whole for the first two or three weeks, in order to sort out our groups and to give students time to "try out" some poets with whom they are previously unacquainted. From that point on, the smaller groups (maximum 6-8, if possible) will meet once a week for 1½ hours to discuss, successively, the three or four poets that group has selected for their study. Several sessions during the term will bring the whole class together again for discussions pertinent to the study of any traditional poet, e.g., the principles of prosody or the uses of mythological allusion.

For instance, a group of about six students might agree to meet each Monday and to study during the term all the works of (say) Donne, Herrick, Keats, and Auden. Another group would meet Wednesday to study Shakespeare's sonnets, Milton, and Browning. I would encourage ambitious students to join two different groups, but taking on all three seems excessively demanding.

Because of the limited class time, students will be expected to do most of their work independently. However, the group sessions should allow for intense concentration on particular poems. Writing assignments will be negotiated individually. Rather than ordering books in advance, I will place on reserve the works of the poets listed above; after the groups form, we will order appropriate texts from area bookstores.

The course leans toward Division II students because I want to ensure a serious, in-depth reading of each poet, including critical and biographical material. Of necessity we must give incomplete attention to the longer narrative and epic poems (e.g., *The Faerie Queene*, *Paradise Lost*, Donne's "Amnesiac" poem, Keats' *Endymion*, Tennyson's *Idylls of the King*, Browning's *The Ring and the Book*), in order to focus on lyric poetry.

The class will meet three times weekly for 1½-hour sessions. Enrollment is limited to 25 Division II students. Division I students require permission of the instructor.

HA 275 UNNATURAL NATURE: GARDENS AND THEIR MAKERS  
(CS 240)  
(IN 305) Rio Howard and L. Brown Kennedy

Is the garden a part of nature? A place circumscribed in nature? What do gardens and the different kinds of gardens (ecological, agricultural, healing, research, ornamental) tell us about human attitudes toward nature?

We would like to explore the idea of the garden in Western Culture as an interface between man and nature: a meeting place between the two, an order imposed by one on the other (why?), a paradise.

Our interests are primarily literary and historical. With the help of guest lecturers, we plan some brief cross-cultural excursions; but for the purposes of coherence, we will focus our discussion on the Renaissance and the Early Modern period in Europe. This period witnessed a fundamental change in attitudes toward nature, and it should therefore be of particular interest to gardeners. We shall attempt to answer the question: What did gardens mean to the people of the Renaissance? What did developments in cross breeding and other botanical experiments mean? Why was the grafting of plants a moral issue?

We will look at the history of several botanical research gardens and at illustrations of landscape gardens. We will read in Dante, Spenser, Milton, Marlow, Erasmus, 16th-century herbals, perhaps some Greek and Roman predecessors (Varro and Vergil), as well as Genesis and other early descriptions of gardens and their accoutrements (milk and honey). Why can't you have machines in a paradisaical garden? Can you?

The class will meet twice weekly for 1½-hour sessions. Enrollment is limited to 25. Division III students interested in taking the course as an Integrative Seminar should see one of the instructors before the beginning of the term.

HA 278 ADVANCED PHOTO CRITIQUE  
Elaine Hayes

This class is supplementary to individual work in still photography, designed to serve Division II and III concentrators who have taken at least two photography classes and who need regular criticism of their work.

Students will be encouraged to expand their ideas, and criticism will emphasize the developmental potential of individual work.

Enrollment is limited to twelve, and instructor approval is necessary. The class will meet once a week for four hours. There will be a lab fee of \$15.00.



Arthur Moener and Joan Murray

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

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

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

#### HA 290 MOVEMENT, ART AND DREAMS: EXPLORATIONS OF WOMAN SYMBOL-MAKER

Francie McLellan

"Movement is the transition into a world in which the illusory static appearances of life are transformed into clear spatial dynamics." --S. Laban

My particular interest in presenting this class is to explore the concept that movement is a physical manifestation of an individual's symbol-making response/synthesis to the world in which s/he lives.

Through what Jung terms "active imagination," class participants will work toward discovering, examining, and crystallizing personal and archetypal symbols in a creative and artistic way. In addition to allowing time for personal exploration of body/and connections, we will work with some archetypal spatial forms. I am particularly interested in working with mandalas, the circle, spiral, triangle, octahedron, and icosahedron.

Implicit in this course is the hope that participants will find that the class work reveals some of the unconscious, or pre-conscious processes which permeate their own creative work. I also hope to develop an awareness that, although each person experiences a uniqueness of expression, our energy flow and its visual trace-forms are expressions of common human experience.

A final creative project will be expected.

Readings throughout the semester will be drawn from the writings of C. G. Jung, P. Pels, S. Grof, J. Arguilles, L. and A. Halprin, L. Blair, R. Assagioli, M. Storm, and R. Laban.

The class will meet twice weekly for two-hour sessions. Enrollment is limited to 12, and permission of the instructor is necessary.

#### HA 293 GROUP INDEPENDENT STUDY IN SCORE ANALYSIS

Randall McLellan

We will devote the semester to the study of three major works: *Prelude to the Afternoon of a Faun* by Debussy, *Symphony Op. 21* by Mahler, and *Piano Concerto in A Major* by Mozart. In our analysis we will focus our attention on form, structure, melodic development, devices of unity and variety, and style.

This course is a regular feature of our music program, offered each semester with a different selection of music each time.

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

#### A 294 WORKSHOP IN AUDITION TECHNIQUES

Josephine Abady and Liam O'Brien

his will be a mini-course in which faculty will review and critique the work of acting students who desire to obtain summer or future employment in the theatre.

s will meet irregularly throughout the term as student needs demand. Enrollment is by instructor selection.

## SCHOOL OF LANGUAGE AND COMMUNICATION CURRICULUM STATEMENT

The concept of a School of Language and Communication is unique to Hampshire College. The School represents a synthesis of disciplines concerned with the forms and nature of symbolic activity, among them linguistics, cognitive and developmental psychology, mass communications, sociolinguistics, personal interaction theory, computer science, analytic philosophy, and mathematical logic. These are among the most vital areas of study in current intellectual life, and the merging connections between them are among the most important interdisciplinary developments in this century; but only at Hampshire are they grouped together and taught as a central part of a liberal arts education.

Although some of the problems, theories, and areas of concern central to the School date back to antiquity, the methods and techniques we use in dealing with them are products of modern, and very often of contemporary, thought. These methods are directly tied to some of the most important intellectual revolutions since the Enlightenment, just as many of the problems which concern us are tied to revolutionary changes in society and in everyday life.

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

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

The listing by disciplines above is convenient, but it should not obscure the interdisciplinary character of the School. Most of the School's faculty have studied more than one discipline, and many of the School's courses are substantially interdisciplinary. Students who are primarily interested in one of the disciplines are urged to take courses in the related ones.

The School has eliminated the teaching-tutorial plan that was in effect last year; the enhanced course offerings are one manifestation of the decision. These offerings are planned to complement those of the other four colleges, so the student who does not find a particular course here is likely to find it in one of the other catalogs. The School supports Division II and III work in all of its disciplines, and students who are considering work that involves a particular LAC area should talk with one of the faculty members in that area, or go to the LAC Advising Center.

#### INDEPENDENT STUDY PACKETS IN LAC

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

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

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

## SCHOOL OF LANGUAGE AND COMMUNICATION

#### LANGUAGE ACQUISITION

LC 105

J. Koplin

#### POPULAR THEORIES OF INTERPERSONAL COMMUNICATION

LC 114

J. Hornik  
N. Stillings

#### COMM AND MASS COMM: A THEORETICAL INTRODUCTION

LC 116/216

J. Miller

#### MAGAZINE JOURNALISM WORKSHOP

LC 117/217

R. Ullian

#### GRAMMAR SCHOOL

LC 118

M. Feinstein  
N. Frishberg

#### BLACK ENGLISH

LC 120

M. Feinstein

#### LECTURES ON PUBLIC COMMUNICATION

LC 121

R. Miller

#### AN INTRODUCTION TO CHILD DEVELOPMENT

LC 122/222

Y. Tenney

#### THE COLOR AND LIGHT CIRCUS

LC 124 (NS 110) (MA 190)

S. Goldberg  
et al.

#### ORGANIZED KNOWLEDGE

LC 125 (1st 7 weeks)

W. Marsh

#### CONVERSATION

LC 126 (2nd 7 weeks)

W. Marsh

#### HOW TO DO THINGS TO NUMBERS

LC 127 (1st 7 weeks)

W. Marsh

#### THE INFINITE

LC 128 (2nd 7 weeks)

W. Marsh

#### PROBLEMS IN PHILOSOPHY AND LANGUAGE

LC 130

J. Gee

#### INTRODUCTION TO COMPUTERS AND PROGRAMMING

LC 156

A. Hanson

#### MINDS, BRAINS, AND MACHINES:

LECTURE SERIES AND MODULES

LC 184

A. Hanson  
N. Stillings  
C. Witherspoon

#### THEORY OF LANGUAGE

LC 204

D. Schwarz

#### RESEARCH SEMINAR ON GRAPH GRAMMARS

LC 212

W. Marsh

#### MANUFACTURING NEWS IN AMERICA

LC 213

J. Miller

#### SOCIAL HISTORY TELEVISION

LC 214

S. Staniski

#### PHILOSOPHICAL PSYCHOLOGY

LC 215

C. Witherspoon

#### INTRODUCTION TO SYNTAX

LC 218

J. Gee

#### TOPICS IN COGNITIVE PSYCHOLOGY:

SPHERE AND HEMISPHERE

LC 246

N. Frishberg  
N. Stillings

#### ISAAC BASHEVIS SINGER: THE WRITER'S CRAFT

LC 263

R. Ullian

#### EXPERIMENTAL TELEVISION

LC 266

P. Crown

#### LC 105 LANGUAGE ACQUISITION

James Koplin

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

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

The course will meet twice a week for 1 1/2 hours each session. Enrollment limit: 15

#### LC 114 POPULAR THEORIES OF INTERPERSONAL COMMUNICATION

John Hornik and Neil Stillings

A quick survey of the psychology section of almost any bookstore reveals literally hundreds of new books that promise us the keys to new life, new liberty, and new happiness. They offer hope and inspiration to those tortured souls willing to risk a new declaration of independence. And they are snapped up with a ferocity that warms the heart of the publishing industry and makes critics of American society wince.

What are these new, popular theories of interpersonal communication? Can they really deliver what the book jackets promise? What cultural forces underlie this social movement? These are the principal questions that we expect to take up in this course. We will select a small number of these ideas for study (e.g., Thomas Harris, *I'm OK-You're OK*; Melvin Ginzberg, *Parent and Teenager*; George Bach and Peter Widen, *The Intimate Enemy*). We will learn about and evaluate them, partly through our own experience. We may also look at some more traditional academic approaches (e.g., Michael Argyle, *The Psychology of Interpersonal Behavior*) and some popular literature of historical importance (e.g., Dale Carnegie, *How to Win Friends and Influence People*). Through this process we expect to develop a set of rules for evaluating and criticizing these ideas. Toward the end of the course we will also look at what some of the social analysts of this movement have to say about it (e.g., Christopher Lasch, Adam Smith, Tom Wolfe).

The class will meet once a week for three hours in the evening. During meetings there will be some very limited lecturing, class discussion, and a number of exercises. Students will be expected to participate actively in class meetings, to write a number of brief papers relating theory and experience, and one major analytic paper comparing two theories.

Enrollment limit: 30

#### LC 116/216 COMM AND MASS COMM: A THEORETICAL INTRODUCTION

James Miller

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

There are many ways to approach the process of mass communication, reflecting the nature of mass as a field or problem. We will use a number of disciplines converge—each bringing with it a host of assumptions about just what mass communication is and each preferring different methods for investigating it.

This course will be (1) an introduction for people with little or no previous experience; (2) it will treat mass communication as one form among many of human social communication; (3) it will draw mostly from sociological, political-economic, and anthropological perspectives; and (4) it will attempt to develop an integrated approach (not a Grand Theory) to mass communication. We will examine aspects of media structure, message content, and social impact. We will survey empirical research findings and critical theoretical writings.

Class members will be responsible for periodic in-class activities, such as leading discussions about readings, and for a final, major piece of work.

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

Enrollment limit: 25, chosen by lottery at first meeting.

#### LC 117/217 MAGAZINE JOURNALISM WORKSHOP

Robert Ullian

Writers in this class will be divided into small groups and each group will be asked to devise a topic to be made into a magazine article. The completed arguments on identical subjects will then be compared by the class as a whole, acting as an editorial board, to determine which articles are most successful, which best suited for specific kinds of markets, which portions of the articles are well-written, and which portions need revision. Line by line analysis of the articles will often be required. These exercises will enable us to observe differences in the creative process, and to become aware of possible modes of approach and style. In addition to these structured assignments, the workshop will be open to individually conceived efforts.

Each student will also be asked to choose a topic and compile an anthology (illustrating how the subject has been handled by various media outlets). A selection of published articles will be considered throughout the term.

The course will meet Thursday afternoons from 2:00-4:00.

Enrollment limit: 12, with permission of instructor.

## LC 118 GRAMMAR SCHOOL

Mark Feinstein and Nancy Frisberg

Children are amazing language learners. In a few short years they change from nonspeakers into fluent speakers with a complex internalized grammar. Then—they go to school. The child's new knowledge must be adapted to the tasks of reading and writing, and coping with the "correct grammar" of the classroom. We are interested in two general areas: How do children use their linguistic knowledge in acquiring "language skills," and what can they learn about language in general?

The first part of the course will deal with reading, writing, and spelling. Performance in all these areas can be taken as indirect evidence of internal representations of the child's language. Is that representation like an adult's or different? Should the English writing system be modified, or drastically changed, to accommodate the child's learning abilities? Would an awareness of some of the premises of syntactic theory help a child with writing skills? Would an awareness of phonological notions help with reading (and spelling)?

Second, we want to think more broadly about what children ought to know about their own and their neighbors' language(s). What are the attitudes of children toward people who speak differently? Can they be taught about dialect variation? Should we be "correcting" the grammar of children?

We hope that people who hated grammar in school—as well as those who enjoy it—will come help us think about these problems.

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

Enrollment limit: none

## LC 120 BLACK ENGLISH

Mark Feinstein

This course will examine the social and linguistic controversy surrounding "Black English." Many scholars, and community spokespeople, maintain that the language of Blacks in America is simply another variety of American English. Others claim that Black English is one of a distinct language which originated as a "pidgin" among African slaves, became a native-learned creole language which has gradually been decreolizing so that it now closely resembles American dialects, but retains fundamental differences.

In discussing these issues we will look in detail at the historical and linguistic evidence for and against Black English. We will examine some pidgin and creole languages from around the world to see if points of comparison with Black English exist. In addition we will confront some of the (racist) claims that have been made about the relationship of Black English and cognitive capacity; and we will discuss the educational and cultural ramifications of all these questions.

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

Enrollment limit: none

## LC 121 LECTURES ON PUBLIC COMMUNICATION

Richard Muller, et al.

This is a series of lectures and discussions on disparate topics in the field, designed to assist students in defining and evaluating a Division I examination, or simply in exploring a subject of interest. There will be a different topic each week; most weeks, there will be one lecture and one small-group discussion. Lecture topics will not necessarily be thematically related and interconnected; the course should be considered a sampler, rather than a survey. Lecturers will be drawn from the Hampshire College public communications faculty and, if possible, from the wider world as well. The early dates required for publication of this course description do not permit a listing of lecturers and topics, but the subjects might include matters related to the relationship between television and those matters which watch it, to the development of new economic and technological support for programs, to questions of control of mass communication systems, to critiques of current programs and programming policies. A specific list will be available in the School office in December.

Reading lists will be provided for each week's topic; students will use these as their own interests suggest. No specific assignments will be made.

Since this is designed as a lecture course, evaluations (and grades for Five-College students) will be written only for students who generate significant written output. They will not be based solely on discussion participation. Students who wish written evaluations will be asked to indicate that fact, and to outline what form their written work will take, during the third week of the course.

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

Enrollment limit: none

## LC 122/222 AN INTRODUCTION TO CHILD DEVELOPMENT

Yvette Tenney

This course will serve as a general introduction to the field of child development. We will survey a variety of topics related to the cognitive and social development of the child from birth to adulthood. In considering each topic, we will be concerned both with the latest experimental findings in each area and with the implications of the research for social policy. Students will be encouraged to pursue links with other L&C areas, e.g., language acquisition, the origins of interpersonal interaction, the growth of logical thinking, children's television. In conjunction with this course, class meetings will be devoted to informed discussion, based on readings for each session, with occasional films and lectures. Several written papers will be assigned; at least one will involve spending some time with a child.

The class will meet Tuesdays and Thursdays from 9:30 to 11:00.

Enrollment limit: 25, chosen by lottery at first class meeting.

## LC 124

## THE COLOR AND LIGHT CIRCUS

(NS 190)

(WS 110)

Merle Bruno, Stanley Goldberg, Arthur Homer, Janet Van Blerkom, Christopher Witherspoon, Al Woodhull

Please turn to the Natural Science listing for this course description.

## LC 125

## ORGANIZED KNOWLEDGE

(lat 7 wks)

William Marsh

In this module I plan to compare ways knowledge is organized in encyclopedias, libraries, curricula, and the array of academic disciplines. We may also look at how information is organized for storage and retrieval by computers.

The module will meet Tuesdays and Thursdays from 1:30-3:30 during the first half of the term.

Enrollment limit: none

## LC 126

## CONVERSATION

(2nd 7 wks)

William Marsh

In this module I hope to introduce myself to the work Janet Tallman and her students have done at Hampshire analyzing conversations, then spend a couple of weeks on H. Paul Grice's notion of conversational implicature, and finally look at how academic disciplines might be viewed as conversations. I would also be interested in any good readings on what makes for good conversation.

The module will meet Tuesdays and Thursdays from 1:30-3:30 during the second half of the term.

Enrollment limit: none

## LC 127

## HOW TO DO THINGS TO NUMBERS

(lat 7 wks)

William Marsh

This module will be a brief introduction to recursive function theory, which is the branch of mathematics which studies what operations a computer could theoretically perform on integers when we ignore practical time and storage limitations.

The only prerequisites for this module are a little interest and ability in mathematics. It will meet Tuesdays and Thursdays from 9:00-11:00 during the first half of the term.

Enrollment limit: none

## LC 128

## THE INFINITE

(2nd 7 wks)

William Marsh

How may we, in our finitude, know the infinite? Can well-orderings teach us a thing for such knowledge? May the Many count as One? Take this module on cardinal and ordinal numbers and their role in set theory and see.

The only prerequisite for this module is a little love (of mathematics), and the enrollment limit is—you guessed it—Infinite. It will however meet only finitely often: Tuesdays and Thursdays from 9:00-11:00 during the second half of the term.

Enrollment limit: none

## LC 130

## PROBLEMS IN PHILOSOPHY AND LANGUAGE

James Paul Goe

For decades now philosophy in the English speaking world has seemed to many to have an exorbitant concern with language. Such labels as "ordinary language philosophy," "formal language philosophy," "linguistic philosophy," and so forth, appear to highlight this concern. Basically much of this philosophy has been concerned in one way or another with conceptual analysis, and has proceeded by a linguistic analysis of ordinary language or the construction of more formalized languages. Some have wondered of such "analytic philosophy" how it can be of concern to the traditional and far-reaching problems of philosophy. A further interesting complication that has arisen has come from the development of theories and approaches to linguistic analysis in the field of linguistics which have raised the question of how philosophy and linguistics relate to each other.

This course will have a dual goal: to look at how and why language is relevant to philosophy and to introduce the student to some concerns of contemporary philosophy in the English speaking world (a part of our heritage that no one should be wholly ignorant of). The approach, however, will not be historical, but rather center on the nature and scope of conceptual analysis, its relevance to the traditional problems of philosophy, and its interaction with the study of semantics in linguistics.

The course will start with David Hume and the analysis of causation, and will proceed to take up such topics as sense-data theory in the theory of perception, Moore's proof of the existence of the external world, the picture-theory of language.

Russell's theory of definite descriptions, and issues that arise in the analysis of knowledge and belief, such as J. L. Austin's analysis of paradox and his general approach to philosophy, the lottery paradox, "Gettier counter-examples," and the theory of possible worlds semantics in the analysis of perception, knowledge, and belief, as well as other topics. Finally, we will take up various controversies centering around analytic philosophy in respect to the nature and goals of philosophy, as well as the question of the relationships of philosophy and linguistics.

Students will be encouraged to discuss the issues and to engage in conceptual analysis on their own. No particular background will be assumed, though students with different backgrounds will undoubtedly get different things out of the course. Enough logic to understand the course will be introduced gradually through the course. Students will have a variety of topics to choose from as far as reading does, depending on their interests.

The class will meet on Monday and Wednesday from 3:30-5:00.

Enrollment limit: 20

## LC 156

## INTRODUCTION TO COMPUTERS AND PROGRAMMING

Allen Hanson

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 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 twice a week for 1 1/2 hours each session.

Enrollment limit: none

## LC 184

## MINDS, BRAINS, AND MACHINES:

## LECTURE SERIES AND MODULES

Allen Hanson, Neil Stilling, and Christopher Witherspoon

Each student in this course will attend an interdisciplinary lecture series and one of three modules. The lecture series will be taught jointly by all three of the instructors, and each module will be taught by one of the instructors. The first two weeks of the term will be devoted entirely to lectures. At the end of this time each student will choose to take one of the three modules. During the final ten weeks of the term the lecture series will meet on Wednesday and each module will meet on Monday and Friday.

Readings and a short paper will be assigned as part of the lecture series, and a longer paper or project will be required in each module. The modules will offer many opportunities for Division I examinations in L&C. The lecture series and the modules are described below.

## LECTURE SERIES

Allen Hanson, Neil Stilling, and Christopher Witherspoon

Since Descartes the easy separation that we maintain between our talk about minds and physical objects has been under scrutiny. This scrutiny has become less speculative as the sciences have provided examples of physical and mechanistic explanations of mental phenomena. In this century the understanding of the central nervous system in electrical and chemical terms, the invention of computers and computation theory, and the development of analytic philosophy and experimental psychology have led to new approaches to the question of the relationship between minds, brains, and machines. The lecture series has three purposes. The first is to present contemporary work in philosophy, psychology, computer science, and biology that concerns minds, brains, and machines. The second is to show how work in these disciplines is closely interrelated. The third to trace the roots of current theories in the intellectual history of the past three hundred and fifty years.

Enrollment limit: 60

## MODULE: ARTIFICIAL INTELLIGENCE

Allen Hanson

Artificial intelligence is the study of complex systems and their behavior. One of the most complex and least understood systems is the human information processing system; therefore, much of the work in artificial intelligence is aimed at simulating on a computer the more interesting aspects of human intelligence. The questions raised by attempts at modelling intelligent processes embrace such diverse areas as philosophy, psychology, mathematics, computer science, cognitive psychology, and cybernetics. This module will be devoted to discussions emphasizing current techniques in and approaches to artificial intelligence. We will consider the machine manifestation of the mind-brain problem, the nature of intelligence, relations between computers and brains, and the overlaps among the areas cited above. At a practical level, the current state of the art in artificial intelligence leaves open some interesting questions such as representation of knowledge, creativity, learning, etc. We will examine some of these questions in the light of current artificial intelligence research in language, perception, concept formation, and learning. Participants will be expected to write a paper on questions of interest or do a specific project in one of the areas discussed.

## MODULE: VISUAL IMAGERY

Neil Stilling

A 3-inch cube is painted blue on one side. Two other sides, adjacent to the blue side but opposite each other, are painted red. The cube is now disassembled into smaller 1-inch cubes. How many of the 1-inch cubes have exactly one blue and one red side?

George Baylor

This module will be devoted to the study of visual imagery as a psychological topic. We will investigate the following questions: What information is represented in visual images? What accounts for the powers and limitations of visual thinking? In exactly what sense is visual thinking different from verbal thinking? Are specific parts of the central nervous system and specific physiological processes involved in visual imagery? What theoretical frameworks and experimental methods can be used to answer these questions? Students will be expected to read several papers from the contemporary literature and do two or three short papers and exercises.

## MODULE: CONSCIOUSNESS, INTENTIONALITY, AND MIND

Christopher Witherspoon

In this seminar we will discuss several philosophical problems about consciousness and conscious experience; some proposed solutions to these problems together with arguments presented in the support and defense of these solutions; and implications of the solutions (and the theories including them), the nature of the mental, the nature of persons, and the nature and limits of possible knowledge about our own "mental states" and those of others.

The first part of the seminar will be mainly historical; it will involve critical examination of discussions by Descartes, Hume, Kant, Brentano, Sartre, and Ryle (collected in Morick, ed., *Introduction to the Philosophy of Mind*), and some readings from earlier philosophers, including Plato, Aristotle, and Aquinas. The second part will focus on the accounts given in Lewis, *Mind and the World Order*, and Dennett, *Content and Consciousness*; the former presents a lucid and intelligent version of a traditional theory, the latter, an interesting theory responsive to contemporary concerns both in philosophy and in cognitive psychology and artificial intelligence. The third part will involve original material of the instructor's and a few very recent articles.

Students will be expected to submit two medium-length papers, both to be rewritten at least once.

## LC 204 THEORY OF LANGUAGE

David S. Schwarz\*

This course will be an examination of the meaning structure—or semantic—of natural language and its relation to the enterprise of human communication. We will start by discussing a number of conflicting answers to the general question, "What is semantics?" offered by philosophers of language, logicians, and theoretical linguists. We will draw here on the work of Chomsky, Lakoff, Quine, Tarski, Davidson, Wittgenstein, Katz, Fodor, and perhaps others. We will then turn to some specific problems of semantic analysis, relating these to a "speech-act" theory of communication, and to a Gricean theory of conversation. We will consider the difference it makes to semantic analysis to set the problem within a speech-act/conversational framework.

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

Enrollment limit: 32

\*Mr. Schwarz is an assistant professor of philosophy at Mount Holyoke College.



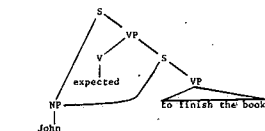


LC 212 RESEARCH SEMINAR ON GRAPH GRAMMARS

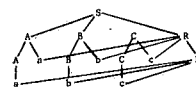
William Marsh

Students with some background in mathematics and linguistics—or a lot of background in one of them—are invited to join me in investigating the mathematical properties of transformational grammars using bases containing directed graphs other than trees.

For example, a deep structure for the sentence "John expected to finish the book," might look like



with the curved branch deleted by a transformation to get the surface structure of the sentence. Similarly we might use deep structures like



with the branches touching an R deleted to give a grammar for the non-context-free language  $\{a^n b^n c^n \mid n \text{ a positive integer}\}$ .

This seminar will meet Wednesdays from 1:30-3:30 to discuss problems, progress, and occasional readings.

Enrollment limit: none, instructor's permission required.

#### LC 213 MANUFACTURING NEWS IN AMERICA

James Miller

This course is the first of what will hopefully become a regular series of Spring Term seminars whose purpose it will be to analyze intensively and critically problems of structure and operation in mass communication systems. Likely future topics include: public and private policy making in United States broadcast regulation, national development and cultural dependency, noncommercial American broadcasting, cross-cultural and international comparisons of media, etc. Principal focus will be upon theoretical and policy aspects of these problems; empirical research dimensions will not be emphasized.

This seminar's topic is manufacturing news in America. We will read a handful of recent books that explore the way "news" gets defined, produced, and disseminated by mass media in this country, especially by the broadcast media. We begin with the assumption that news is indeed an industrial product (for a cultural product shaped by industrial techniques) influenced by a variety of pressures—professional, organizational, and institutional. We will examine the economic, political, cultural, technological, and sociological sources of these pressures and try to assess their relative strengths and consequences.

Students will be expected to carry out and discuss in class one major piece of work.

The class will meet once a week for three hours and additionally as necessary.

Enrollment limit: 10, with instructor's permission. Five-College students welcome.

#### LC 214 SOCIAL HISTORY TELEVISION

Stanley Stantaki

This is a television production course focused on the development of programs about local history. The class will examine an historical period of a town or community primarily via the recollections of the people who were participants in the period. The class will research and produce programs which accurately portray these people and their life styles. We will also look at the viability of using television as a means of preserving local history.

Initial-class periods will be spent learning the television production process and the associated technical equipment. Skills learned during the early part of the course will be developed further through actual work on the individual programs. Much of the work of the class will take place outside regular scheduled class periods.

The class will meet twice a week for 1 1/2 hours each session, with additional studio time to be arranged.

Enrollment limit: 12, with permission of the instructor.

#### LC 215 PHILOSOPHICAL PSYCHOLOGY

Christopher Witherspoon

This course will have four parts: (1) Critical discussions of aspects of the philosophical psychology of Descartes, Hume, and Wittgenstein, with attention also given to positions held by Aristotle, Spinoza, Kant, James, Brentano, and Husserl; (2) Close reading of sections from Kenny's *Action, Emotion and Will*, Vendler's *Reasons*, and articles by Paul Grice and Donald Davidson; (3) Discussions on topics including pleasure, weakness of the will, self-deception, moral conflict, led by teams of students in the course; (4) A concluding section in which we'll try to pull things together and try to identify ways of proceeding further.

Each student will be expected to co-lead a session of the class and to write at least two medium-length papers.

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

Enrollment limit: none

#### LC 218 INTRODUCTION TO SYNTAX

James Paul Cor

It has been said that the development of generative grammar created a revolution in the study of linguistics. It certainly created a new and broad interest in the study of a subject long considered dry and unexciting: grammar. This course will introduce proposed analyses of some of the major syntactic structures of English, with due regard to the conflicting views of linguists on many of the subjects covered. Students will be introduced to such concepts as: phrase structure, transformations, deep versus surface structure, the lexicon, interpretive rules, linguistic generalizations, universal grammar, and theory construction in linguistics.

This detailed concern will be taken up in the context of more general questions: What can the study of the structure of language tell us about the structure of the human mind? What can it tell us about universals in human languages? How does the structure of language relate to meaning? Can one analyze the structure of language independently of considerations about meaning? What insights can the study of syntax give us into how children acquire language, how languages change through time, and the relationships of various dialects (especially social dialects) of one language (e.g., how can speakers of diverse dialects make use of the same words?)? How can the study of syntax aid in the comparative study of languages and language phenomena like pidgins and creoles?

We will also look at the various claims that have been made about generative grammar in the philosophy of science: such as the claim that structuralist and generative grammar have raised linguistics to the status of the first "real science" among the social sciences. We will look into the question of what it is to construct a theory, to criticize theories, change them and compare them. Finally, some consideration will be given to the relationships of syntactic theory to other fields within and outside linguistics, e.g., psychology and philosophy.

Concentration will be on tying these more general questions to detailed considerations about the analysis of language. We will stress the fact that various linguistic phenomena that superficially look alike can be seen under analysis to be quite different, while other phenomena that look quite different superficially can be seen to be quite similar on deeper analysis.

Students will be encouraged to do problem sets and to undertake some syntactic analysis on their own. No particular background will be assumed. Students with more background will be able to do additional work outside the class if they so choose.

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

Enrollment limit: none

#### LC 246 TOPICS IN COGNITIVE PSYCHOLOGY: SPHERE AND HEMISPHERE

Nancy Frisberg and Neil Stillings

The yearly topics in cognitive psychology course is devoted to the intensive survey of currently important research areas. This year we will cover the literature on two topics. First, we will study the growing body of evidence that certain cognitive processes are localized in one or the other of the hemispheres of the brain. Second, we will study the influence of context on the processing of language.

##### Lateralization

The brain is comprised of two nearly symmetrical halves. What is amazing is that in infancy or childhood either of these hemispheres can be removed with relatively little long-term impairment to the individual. In the adult, however, even small particular portions of one side may cause serious cognitive or linguistic difficulties from which the person may not recover. In fact, even surgically cutting off the communication between the two hemispheres creates some specific skill impairments which give evidence about differential functioning of the two (?) organs that make up the brain.

All this goes to say that we want to look at recent studies in dichotic listening, aphasiology, split brains, evoked potentials, handedness, to find out what they can tell us about the localization and organization of cognitive skills in the brain.

##### Context

For the hearer, speech starts out as a sound wave bouncing against the eardrums and ends as comprehension and remembered knowledge. There is now large body of theory and evidence that the mind does not accomplish this task by processing speech bit by isolated bit. Instead the perception and processing of each bit of speech is influenced by the linguistic context and by the context of the hearer's knowledge. Context has important influences from the lowest to the highest levels of processing, from the perception of basic phonetic units to the storage of knowledge in long-term memory.

The course is primarily for Division I students. Division I students should consult with the instructors about taking the course. Students will be expected to do two or three projects, e.g., a short critical paper on the research literature, an experiment, or a class presentation.

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

Enrollment limit: 32

#### LC 263 ISAAC BASHEVIS SINGER: THE WRITER'S CRAFT

Robert Ullian

This course will attempt to define the special nature and scope of Singer's work through comparison to both derivative and contrasting work by other authors. Writers to be considered with Singer include I. J. Singer, Gabriel Garcia Marquez, Cynthia Ozick, and Bernard Malamud. As well as a number of younger writers such as Francine Prose and Hugh Nissenson. A personal response to the subject will be encouraged.

The class will meet for two months as a weekly workshop/discussion group on Fridays from 2:00-4:00, to be followed by a free reading period in April and early May.

This course is presented with the support of a grant from the National Endowment for the Arts.

Enrollment limit: 12, with permission of instructor.

#### LC 266 EXPERIMENTAL TELEVISION

Peter Croom

Experimental Television is primarily an advanced studio production course which explores nontraditional 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 imaging, thinking devices ranging from a camera and mirror system to video synthesizers and computers. Depending on the interests and aptitudes of the members of the class, we will encourage a lab type situation for building special effects hardware. Some of the video tapes produced in this course last year were presented in gallery, museum, and broadcast situations, and it is hoped that this will continue.

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

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

## SCHOOL OF NATURAL SCIENCE CURRICULUM STATEMENT

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

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

We have spent a lot of time and effort recruiting faculty who agree with this philosophy and who are capable of carrying it out. In addition, some of our students teach courses which are an important part of our curriculum. Now of us are easy to find and easy to talk to. We have an advising center in Room G 13 of Franklin Patterson Hall. Please look over our course offerings carefully and if you still can't find anything you like, come talk to us.

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

## SCHOOL OF NATURAL SCIENCE

### DIVISION I AND DIVISION I/II COURSES:

BLACK HOLES AND THE UNIVERSE NS 103	Gordon, Gordon
HISTORY OF ASTRONOMY ASTC 34	Seitter, White
COSMOLOGY ASTC 20	Harrison
BRAVING THE ELEMENTS NS 104	Hafner
ABSOLUTELY BEGINNING CHEMISTRY NS 106	Lowry
CRYSTALS NS 117	Van Blerkom
THE COLOR AND LIGHT CIRCUS (PROGRAM) NS 110 (HA 190) (LC 124)	Bruno, Goldberg, Hoener, Van Blerkom, Witherspoon, Woodhull
ILLUSION AND THE EYE (CIC PROGRAM) NS 112 (Minicourse)	Bruno
TOPICS IN OPTICS (CIC PROGRAM) NS 119 (Minicourse)	Van Blerkom
COLOR MIXING (CIC PROGRAM) NS 115 (Minicourse)	Goldberg
COLOR FILMS AND PAPERS (CIC PROGRAM) NS 170/270 (Minicourse)	Goldberg
ELECTRONICS, THEORY AND PRACTICE NS 184	Woolf
NORMAL NUMBERS AND MYSTICAL MATH NS 156	Shrager
MATH FOR SCIENTISTS AND SOCIAL SCIENTISTS NS 161 (SS 123)	Hoffman
ENVIRONMENTAL STUDIES AND PUBLIC POLICY	ESAPP Group
INDEPENDENT STUDY SEMINAR IN RENEWABLE ENERGY SOURCES AND ENERGY CONSERVATION (ESAPP) NS 190/298	Koster
NATURAL HISTORY OF THE CONNECTICUT RIVER VALLEY (PROGRAM) NS 140	Postor, Hoffman, Reid, Bernstein
EVOLUTION OF THE EARTH (HNCRV PROGRAM) NS 107	Reid
BIOLOGICAL INDICATORS OF AIR QUALITY (HNCRV PROGRAM) NS 172	T. Goldberg, Bernstein
RIVER DYNAMICS (HNCRV PROGRAM) NS 188 (Minicourse)	Postor, Reid
MUIR AND BURROUGHS NS 195/295 (OP 111/211)	Lotta
NUTRITIONAL ECOLOGY OF HUMANS NS 122	N.S. Staff
WOMEN AND THE HEALTH SYSTEM NS 123 (SS 204)	Raymond
MICROBIOLOGY NS 154	Oyeuwale
HUMAN GENETICS NS 155/255	Miller
THE SALAMANDERS, ETC., OF SPRING NS 176 (Minicourse)	Woodhull
PLANT ECOLOGY NS 114/214	Bernstein
ROBOTS LUNCH NS 173/273	Bernstein
TOPICS IN ANIMAL BEHAVIOR NS 186/286	Egan
TOPICS IN AGRICULTURE NS 149/249	Slater
THE EMBRYOLOGY OF EVOLUTION (HIST. OF SCI.) NS 153/253	Howard
ELMENTARY SCHOOL SCIENCE WORKSHOP NS 192/292	Bruno
DIVISION II	
INTRODUCTION TO ASTRONOMY AND ASTROPHYSICS ASTC 23	Gordon, Gordon
OBSERVATIONAL RADIO ASTRONOMY ASTC 38	Huguenin
ASTROPHYSICS II: RELATIVISTIC ASTROPHYSICS ASTC 44	Greenstein
ORGANIC CHEMISTRY II NS 234	Lowry
PHYSICS AND CHEMISTRY OF THE EARTH'S INTERIOR NS 275	Reid



## PHYSICS CURRICULUM DESIGN SEMINAR

NS 281

## DIVISION II MATHEMATICS

NS 265

## LINEAR ANALYSIS AND DIFFERENTIAL EQUATIONS

NS 267

## TECHNOLOGY ASSESSMENT (ESAPP)

NS 279

## THE POLITICS OF ENVIRONMENTAL POLICY (ESAPP)

NS 287 (SS 219)

## THE BUILT ENVIRONMENT

NS 278 (SS 230)

## FEELING PAIN

NS 289 (SS 202)

## EXPERIMENTAL EMBRYOLOGY

NS 293

## HORTICULTURE

NS 277

## UNNATURAL NATURE: GARDENS AND THEIR MAKERS

NS 268 (HA 275) (IN 305)

## CREATIVITY AND THE YOUNG CHILD

NS 294

## NS 103

## BLACK HOLES AND THE UNIVERSE

Courtney and Kurtis Gordon

Questions of the origin and structure of the universe have puzzled humanity for ages. Within the universe, nature performs experiments under extreme conditions which we can never hope to duplicate on earth - but which we can and may try to understand. From the smallest and densest black holes to the enormity of the universe itself, the theory of relativity finds application. A qualitative understanding of the theory and observations is accessible to students with very little scientific background or facility with equations - what is required is a willingness to explore and to think rigorously.

A six-week seminar with a required paper, followed (if desired) by the opportunity for independent study which may lead to a Division I exam.

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

## ASTP 34 HISTORY OF ASTRONOMY

Walter Saitter and Richard White\*

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

Class will meet Monday and Wednesday from 2-4:00 p.m. at Smith College. This is a Division I course.

\*Walter Saitter is Professor of Astronomy at Smith College, and Richard White is Lecturer in Astronomy at Smith College.

## ASTP 20 COSMOLOGY

E. R. Harrison\*

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

Class will meet on Monday and Wednesday from 1:25 to 3:20 at Amherst College. This is a Division I or II course.

\*Visiting Professor of Astronomy at Amherst College.

## NS 104 BRAVING THE ELEMENTS

Eugene Hafner

A study of the periodic table from Hydrogen to Lawrencium, describing the elements one by one from several points of view: the history of discovery, electronic structure, chemical behavior, role in biology, nuclear properties, abundance in nature, and importance in technology. A few central ideas from physics (exclusion principle, spin, simple quantum theory, relativity) tie the subject together. No previous experience in science is required.

Students are encouraged to plan examinations in Division I by working intensively on single elements of their choice. The exam can take the form of an historical paper or a report of laboratory studies, presented before a special session of the class.

Class will meet three times a week for 1½ hours each meeting.

## NS 106 ABSOLUTELY BEGINNING CHEMISTRY

Helen Lowry

This course will cover introductory topics such as molecular structure, thermodynamics, equilibrium, and kinetics. Emphasis will be on interdisciplinary applications. Prerequisite: no high school or college chemistry.

Class will meet twice a week for 1½ hours each.

## NS 117 CRYSTALS

Janet Van Blerkom

In this course we will study how to grow crystals and actually grow several types. We will then investigate the physical nature of these crystals and of crystals in general. Phenomena which we will study include crystal optics and the generation of electricity by deforming crystals (piezoelectricity). In addition we will investigate the conduction of electricity in crystals in order to understand the operation of a transistor and other semiconductor devices.

Text: *Crystals and Crystal Growing*, Holden and Singer. Class will meet twice a week for 1½ hours each.

## Physical Science

Faculty

Hoffman, Kelly

Allan Kress

Kraus, Slater, Stone, et al.

Goldhor, Woodhull

Goddard

Howard, Kennedy

Gengarelli

## NS 110

(HA 190)

(LC 126)

Merle Bruno, Stanley Goldberg, Art Hoener, Janet Van Blerkom, Chris Witherspoon, Al Woodhull

The core of this course is a lecture series by the listed faculty and outside experts which explores, in a summary fashion the nature of light and color and the relationship between color perception, individual psychology and physiology. Also the principles of classical and modern color theory will be applied to various technologies (pigments, film, eyes) and artistic media.

In addition to the lectures, which will be given once a week for 1½ hours each, there will be a series of mini-courses and short seminars, descriptions of which follow. Also see the Integrative Seminar on Color under Div. III Integ. Seminar listings.

## NS 112 ILLUSION AND THE EYE (COLOR AND LIGHT CIRCUS)

(1st 6 wks.)

Merle Bruno

Visual illusions - both spatial and color - are fascinating. They disturb our expectations and play with our brains. How is it that our eyes and brains, which usually do pretty well telling us about our visual world, sometimes are fooled by images that seem to elude or warp our processing mechanisms? This course is designed to look at what is known about the way the eye and brain work and to try to figure out how this knowledge may help explain some illusions. There will be lectures and readings on color, illusions in nature and art, and biology. I hope some students who take the course will create or reproduce illusions that I can make slides of to use in future lectures. There will also be opportunities to begin some Division I exams. Students will also attend the Color and Light Circus.

Two 1½ hour meetings per week.

## NS 119 TOPICS IN OPTICS (COLOR AND LIGHT CIRCUS)

Minicourse

(1st 6 wks.)

Janet Van Blerkom

Modern optics has witnessed recent exciting developments. Fiber optics holds great promise in future communication systems; and the laser has made practical the photographic production of three dimensional images (holograms). Through discussions, demonstrations and lab exercises this course will provide the background necessary to understand these new fields.

Class will meet twice a week for 1½ hours.

## NS 115 COLOR MIXING (COLOR AND LIGHT CIRCUS)

Minicourse

(2nd 6 wks.)

Stanley Goldberg

This eight session minicourse will examine the history of theories of color and color mixing. Our aim will be to account for the varieties of color that are normally perceived both in light sources and in pigment. Such an accounting should give one the power of control. We will examine current rival theories which purport to account for the world of color perception. These theories include modified Young-Helmholtz theory and Land theory.

The course will meet two times a week for 1½ hours each.

## NS 170/270 COLOR FILMS AND PAPERS (COLOR AND LIGHT CIRCUS)

Minicourse

Stanley Goldberg

This very short minicourse will explore the nature of color films and papers: how they work and how they are handled. Various technical processes used in the production of color photographs will be explored. Arrangements will be made for students to carry out on their own practical exercises, to the extent and the depth desired.

There will be four sessions, the 3rd and 4th week of the semester, which will be held twice a week for 1½ hours each.

## NS 184 ELECTRONICS, THEORY AND PRACTICE

Michael Woolf

An introduction to DC and AC circuits, transistor theory, simple amplifier design, and state-of-the-art integrated circuits. Topics covered in this last section will depend on student interest and may include digital logic, operational amplifiers, and the application of specialty chips (e.g. microprocessors). Laboratory time, space, and equipment will be made available to students as motivated. Being a Division I course, previous college-level work is not required. This will, however, be a rigorous, problem-solving design-oriented course pre-supposing familiarity with high-school math. Students who feel the need may organize review sessions to bring them up to speed through trigonometry.

Class will meet twice a week for two hours each.

## MATHEMATICS

In addition to the courses listed, weekly mathematical review sessions devoted to topics in high school mathematics will be available to students wishing to study for graduate record and other standardized math tests. Please see David Kelly or Kenneth Hoffman for further information.

## NS 156 NORMAL NUMBERS AND MYSTICAL MATH

Gary Shragar\*

A journey into the method and madness of mathematics.

For one reason or another people tend to get turned off to math, sometimes in high school, and never get the chance to see the beauty of mathematics unfold before them. This course is for just such trepid students. We will like to reacquaint ourselves with the world of numbers. We'll touch on set theory, logic, algebra, game theory, and any other areas that raise our math consciousness level. The emphasis will be on how to approach and solve problems and, also why to approach them in the first place.

Class will meet three times a week with additional evening sessions when the need arises. Classes will be guided and sometimes transform problem sessions giving everyone a chance to stick their finger in the pie.

\*Div. III Hampshire student in mathematics, supervised by David Kelly.

## NS 161

(SS 123)

## MATH FOR SCIENTISTS AND SOCIAL SCIENTISTS

Kenneth Hoffman

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

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

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

Class will meet three times a week for 1 hour plus a weekly problem session.

## ENVIRONMENTAL STUDIES AND PUBLIC POLICY (ESAPP)

Environmental problems are world-wide in scope and will require for their solutions a level of integration of scientific, economic, sociological, political, aesthetic and ethical knowledge and sensitivity which is unparalleled in human history. The objective of the ESAPP program is to develop in students the competence and insight necessary to begin to deal with these complex, multidisciplinary problems.

This year the theme of the ESAPP program is conservation, in particular conservation of energy. We intend to use Hampshire College as a workshop for studying the economic, political, sociological, ethical and scientific aspects of energy conservation and the courses listed here have been designed with this theme in mind. Our principal activity for the spring will be to design and build an energy conservation laboratory.

## NS198/298 INDEPENDENT STUDY SEMINAR IN RENEWABLE ENERGY SOURCES AND ENERGY CONSERVATION (ESAPP)

Francis Koster

Please contact Francis Koster through the ESAPP center (x504) for more information about this seminar.

## NS 140 NATURAL HISTORY OF THE CONNECTICUT RIVER

WILEY

John Foster, Kenneth Hoffman, John Reid, Mary Beth Bernstein

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:

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 - practical uses of native plants, ornithology.  
John Reid: geologist - interested in glacial history of the valley, meteorological history, practical uses of native materials, paddles a mean canoe.  
Mary Beth Bernstein: botanist and plant ecologist - interested in lichens and how they can monitor air pollution, and in fungi on conifers.

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

The program will consist of the following:

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

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

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

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

## NS 107 EVOLUTION OF THE EARTH (NHCRV)

John Reid

The course will deal with the earth's evolution from two points of view. At the outset, we will consider the earth's development from the early solar system, and look in detail at the processes by which the earth continues to evolve through volcanic and deep-seated igneous processes, as well as by the drifting of continents. Field work will involve localities in and around the Connecticut Valley which exemplify these processes, and will require that we develop in the laboratory a working knowledge of the fundamentals of mineralogy and petrology both in hand specimens and under the microscope. The second aim of the course will be to develop an ability to interpret landscapes from the viewpoint of these processes which have shaped and continue to shape the land's surface. Naturally, field studies will emphasize western New England looking in detail at the effects of continental glaciations and the processes by which running water rearranges the surface today.

Two 1½ hour class meetings plus one 3 hour field trip/lab per week.

In addition to this course, two research seminars for beginning students in geology are being planned for spring semester: *A Geologic History of the Connecticut Valley*, and on *Coastal Land Use (from an Oceanographic Point of View)*. More information will be forthcoming as soon as these seminars are approved.



## NS 172 BIOLOGICAL INDICATORS OF AIR QUALITY (NHCRV)

Terri Goldberg\* and Mary Beth Bernstein

Living organisms provide convenient full-time monitors of air quality. There are a variety of research methods, both field and laboratory, which illustrate work in air quality monitoring. We will explore some of these methods using plant species. Lichens have been used extensively in the past. At first, we will examine closely research methods used to measure air quality with lichens and later adapt these methods to projects that class participants can do in the field or lab. Each student will be required to do a project. The goal of the collective research is to produce a handbook of practical biological monitoring methods of air quality.

Class is limited to 16 students who are willing to work hard. Class enrollment by interview method. There will be two 1½ hour discussion meetings per week plus one 2 hour session in the lab or field.

Readings will include Mason Hale's *How to Know the Lichens*, B.K. Perry's *Air Pollution and Lichens*, and W.C. Denison's *A Guide to Air Quality Monitoring with Lichens*, plus a packet of research articles.

\*Div. II student in Natural Science.

## NS 188 RIVER DYNAMICS (NHCRV)

Mini-course John Foster, John Reid

The purpose of the course will be to investigate experimentally the physical and geological processes involved in river flow. We will look at the Connecticut River and its local tributaries using the canoe as part of our experimental equipment. Investigations will include the geomorphological effects that rivers have on their landforms, and in particular we will consider the details of river flow as it varies with gradient, discharge and especially with local variations in the shape of the river's bottom. There is no enrollment limit for the course, but students planning to take more than one semester of the course should consult with the Outdoors Program in the early spring.

## NS 195/295 MUIR AND BURROUGHS: "JOHN OF THE MOUNTAINS" AND (OP 111/211) "JOHN OF THE BIRDS"

Ralph Lutes

Please turn to the Outdoors Program section of the catalog for a description of this course.

## NS 122 THE NUTRITIONAL ECOLOGY OF HUMANS

Natural Science Staff

The aims of this course are to help students:

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

Initially, Lynn Miller and other faculty will give an introductory series of lectures on nutrition with discussion of assigned reading of a nutrition textbook and scientific articles. During the second part of the course outside speakers will lecture on obesity, malnutrition, mental cortex, pregnancy and infant nutrition, hypertension, food processing, animal nutrition, food industry, consumer protection, community, U.S. and world food problems.

Several common long courses and several mini-courses will be offered along with the lecture series. Students are encouraged to organize discussion groups on special topics during the course. Student discussion groups in the past have centered on preschool nutrition, Third World nutrition problems, vitamins and disease, etc. Lynn Miller will help students organize and carry out these seminars.

There will be two 2 hour meetings each week for this course.

## NS 125 WOMEN AND THE HEALTH SYSTEM

(SS 204) Janice Raymond

This course will be an intensive exploration of many issues of health care and delivery related to women. It will investigate: medicine as patriarchal religion; women as health care workers and as patients; the "sexual politics" of sickness, the "doctor-nurse game," paternalistic ethics in the doctor-patient relationship; health financing; health maintenance organizations; the nurse-practitioner movement; the self-help movement; among others. The course will focus on critiquing certain of these areas from a feminist perspective with special attention devoted to the ethical issues involved and a view toward developing alternative ethics and social policy.

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

## NS 154 MICROBIOLOGY

Sandra Oyewole

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

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

## NS 155/255 HUMAN GENETICS

Lynn Miller

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

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

In the second four weeks each student will investigate a topic of their own choice and prepare to lead a discussion of this material. In the past students have studied, during this period, topics as diverse as human chromosome patterns (in the laboratory) and the legal implications of chromosome alterations in humans for the criminal law system. The third four weeks will be devoted to reports on these studies.

Interested students may continue the Carvone study, begun by other students four years ago, a beginning at understanding the genetic control in humans of the ability to smell certain compounds. Class will meet three times a week for two hours each.

## NS 176 THE SALAMANDERS, ETC., OF SPRING

Mini-course 2nd &amp; 6th. Albert Woodhull

Even before the ice is off the ponds, many frogs, toads and salamanders have begun their mating rituals. Some of these animals become positively raucous while mating - the sound of the Hampshire campus in the early spring is the roar of hundreds of wood frogs. Others are harder to find. We will search the swamps and hills to find animals and their eggs. Additionally we will bridge the gap between what we can see on our field trips and what we want to know by reading and discussing reports of research on these animals. Individuals of the class as a whole may find that the readings will suggest projects for further research.

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

## NS 114/214 PLANT ECOLOGY

Mary Beth Bernstein

By doing field studies and discussing research papers, we will find out what's involved in plant ecology research while getting to know local plant communities better. Topics to be covered: describing and classifying plant communities, vegetational history, succession, allopathy, pollination ecology, wetlands biology, and others. Lab and field work will focus on techniques in the papers we read, basic principles of plant identification, and studies of local plant communities.

Although the course is structured at the Division II level, Division I students are welcome. There will be plenty of opportunity for Division I exams.

The course will meet twice a week (one 1½ hour discussion period plus 3½ hours in the lab or field).

## NS 173/273 BOTANY LUNCH

Mary Beth Bernstein, faculty supervisor

This is not really a class but an opportunity for Division I, II, and III students, faculty and staff to get together once a week. It's a good way to find out about off campus courses; to set up groups to take field trips (to Smith greenhouse? to Harvard forest? to Arnold arboretum?); to have some say in what kinds of botany offerings you'd like to see at Hampshire or what related courses you think we need (soil science, anyone?). With a little luck, we can also set up an active group of people to work as volunteers in the Hampshire greenhouse. We'll also be hearing about research being done by Hampshire students and be finding out about opportunities to participate in that research.

If you are interested in botany, horticulture, ecology, gardening or just in eating lunch with a congenial group, come.

Thursdays, 12-1:30.

## NS 186/286 TOPICS IN ANIMAL BEHAVIOR

Jane Egan

This is a non-course devoted to helping people write exams at all levels in NS or in BS and another school. Classes will be arranged around interests exhibited by students who approach the instructor and agree to commit themselves to doing an exam. Provisions will also be made for those who want to do practical projects in Animal Behavior. Any topic may be proposed, but the following are suggestions for this semester:

- 1) Social behavior and the environment: Is there a relationship? Can we meaningfully compare the social structures of animal communities with those of humans?
- 2) Parents and babies: Don't parents eat them? Who is the sucker? What's in a snail?
- 3) Play: Is life a game? Or is it all work and no play?
- 4) Sex roles: Where do they come from? Who wears the pants in the animal world?



## NS 149/249 TOPICS IN AGRICULTURE

Paul Slater

Topics will include:

- ..The Land Grant Colleges and the Family Farmer
- ..Techniques for the Preservation of Agricultural Land
- ..Growth Stimulators in Meat Production
- ..Energy Use in U.S. Agriculture

We will also discuss one or two topics suggested by the class, such as, Federal farm programs and the family farm.

## NS 153/253 THE EMERGOLOGY OF EVOLUTION

Rio Howard

A lecture-discussion course in the roots of evolutionary thought in biology. We will look at Darwin's ancestors in the Enlightenment for the most part, but in order to understand why they asked the questions they did we will also briefly examine the older biological theories of Aristotle and Galen. The point of the course will be to discover where the idea of evolution came from (how would you arrange living organisms if you didn't have a book and a friend to give you an idea?). We actually won't find any neat origin for evolutionary thought (you know that anyway), but we will turn over some interesting theoretical rocks in *modern* biology by looking at 18th century versions of the same. What is a scientifically valid definition of species and what does "scientifically valid" mean? How should living organisms be classified? How are living organisms made out of nonliving matter? Do you have to know how living organisms develop in order to classify them properly? What does it mean to say an organism is "primitive" or "highly evolved"?

The course will meet twice a week for one and one half hours. Every other week or so, one session will be devoted to discussion of one or two readings organized around a central question in the course. Students will be asked to write a three to four page consideration of the readings and question before the discussion.

## NS 190/290 ELEMENTARY SCHOOL SCIENCE WORKSHOP

Marie Bruno

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

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

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

## ASTC 23 INTRODUCTION TO ASTRONOMY AND ASTROPHYSICS

Courtney and Kurtiss Gordon

Variable and exploding stars, pulsars, x-ray and radio astronomy, the interstellar medium, galactic structure, external galaxies, quasars, and cosmology. Prerequisites: introductory calculus and physics. Students who have not taken ASTC 22, will need to do extra reading near the beginning of the term to orient themselves, and should consult the instructor at the start of the course.

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

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

## ASTC 38 OBSERVATIONAL RADIO ASTRONOMY

Richard Huguenin\*

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

Class will meet Tuesday and Thursday from 2:30 to 3:45 at the University of Massachusetts. This is a Division II course, requiring instructor permission.

\*Professor of Astronomy at the University of Massachusetts.

## ASTC 44 ASTROPHYSICS II: RELATIVISTIC ASTROPHYSICS

George Greenstein\*

Continuation of ASTC 43. Stellar explosions and supernovae, degenerate matter in highly evolved stars, magnetic activity, emission of radiation by accelerated charges in supernova remnants and pulsar magnetospheres, pulsar electrodynamics, neutron star structure, hydrodynamics of differential rotation in stars, black holes and gravitational radiation. Prerequisite: ASTC 43 or permission of instructor.

Class will meet Monday and Friday from 1:25 to 3:20 at the University of Massachusetts. This is a Division II course.

\*Assistant Professor of Astronomy at Amherst College.

## NS 234 ORGANIC CHEMISTRY II

Nancy Lowry

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

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

## NS 275 PHYSICS AND CHEMISTRY OF THE EARTH'S INTERIOR

We will look in detail at the results of research in the areas of geophysics, experimental petrology, geochemistry, along with field and laboratory studies on natural mantle peridotites which elucidate the general nature of the earth's interior, and specifically the processes by which the earth has evolved through partial melting in the upper mantle. Ringwood's new book, *The Petrology and Composition of the Earth's Mantle*, will be the text for the course, accompanied by current literature. Each student will be expected to conduct a literature or laboratory research project through the spring on some aspect of mantle studies; and to describe its results in an oral and written paper.

Two 1½ hour sessions per week.

## NS 281 PHYSICS CURRICULUM DESIGN SEMINAR

Physical Science Faculty (A. Kress, The Gordons, S. Goldberg, M. Wool, E. Hainer, J. Van Blerkom, J. Reid, A. Woodhull)

Faculty and students will meet to design a second-generation Hampshire Basic Physics course. Students with some exposure to college physics are invited to contribute educational ideas, invent and solve exercise problems, and generally to share in formulating an interesting introductory physics curriculum.

## NS 265 DIVISION II MATHEMATICS

Kenneth Hoffman and David Kelly

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

Class will meet once a week for 1½ hours.

## NS 267 LINEAR ANALYSIS AND DIFFERENTIAL EQUATIONS

David Kelly

Real vector spaces will be studied algebraically and geometrically and applied to the solution of differential equations. Participants can expect to acquire a working knowledge of matrices, linear transformations, eigenvalues, determinants, power series, and the basic techniques for setting up and solving ordinary linear differential equations. The basic notion of linearity will be extended to infinite dimensional spaces so that we can study the convergence of functions, Fourier series (harmonic analysis), and the solutions to some of the classical partial differential equations of mathematical physics (the heat and wave equations).

Freshman calculus and the willingness to do lots of problems are prerequisites; mathematical maturity is a byproduct. The topics will be an introduction to Linear Analysis by Kreider, Kuller, Oberg and Forskins.

## NS 279 TECHNOLOGY ASSESSMENT (ESAPP)

Allen Krass

How can society reliably assess a new technology? Every new technology has environmental, economic, social, political, legal, and cultural impacts on human beings. To what extent and by what methods can these impacts be anticipated and their costs and benefits computed?

This course will be an introduction to the philosophy and technique of technology assessment. Techniques such as cost-benefit analysis, statistical analysis and economic projection will be studied as well as the ways in which the social scientists and psychologists attack the problems of a technological society.

This course will be restricted to people who have passed their Social Science and Natural Science Division I exams. There will be two 1½ hour sessions per week.

## NS 287 THE POLITICS OF ENVIRONMENTAL POLICY (ESAPP)

(SS 213)

Stuart Shapiro

Please turn to the Social Science section of the catalog for a description of this course.

## NS 278 THE BUILT ENVIRONMENT

(SS 250)

Allen Krass, Paul Slater, Harris Stone, et al

Please turn to the Social Science section of the catalog for a description of this course.

## NS 289 FEELING PAIN

(SS 202)

Ann Woodhull

Please turn to the Social Science section of the catalog for a description of this course.

## NS 293 EXPERIMENTAL EMBRYOLOGY

Susan Goldhor and Albert Woodhull

This course has both a lecture and a lab and you must take both. The lecture will be divided into three parts. In the first part, we will learn developmental anatomy. In the second part we will use a classic text to cover some of the history of experimental embryology, with emphasis on amphibians. In the third part, we will analyze papers from the literature in order to follow the history of a single problem, and see how modern techniques have permitted certain types of analysis.

In the laboratory, basic histological techniques will be emphasized. You will utilize your slides whole mounts with which to study anatomy. We will use chick embryos until local amphibian material becomes available. At that point, we will attempt more experimental techniques.

Class will meet twice a week for 1½ hours. In addition there will be a 2½ hour lab.

## NS 277 HORTICULTURE

George B. Goddard\*

The basic principles of horticulture will be discussed, including the classification, culture, and uses of horticultural plants. More emphasis will be placed on ornamental plants than on food plants. An opportunity will be provided for greenhouse and field experience.

The class will meet three hours a week for lecture/discussion plus laboratory experience.

\*Associate Professor of Plant and Soil Sciences at the University of Massachusetts.

## NS 268 UNNATURAL NATURE? GARDENS AND THEIR MAKERS

(IA 305)

Rio Howard and L. Brown Kennedy

Is the garden a part of nature? A place circumscribed in nature? What do gardens and the different kinds of gardens (mythical, agricultural, healing, research, ornamental) tell us about human attitudes toward nature?

We would like to explore the idea of the garden in Western culture as an interface between man and nature: a meeting place between the two, an order imposed by one on the other (why?), a paradise.

Our interests are primarily literary and historical. With the help of guest lecturers, we plan some brief cross-cultural excursions: but for the purposes of coherence, we will focus our discussion on the Renaissance and the Early Modern period in Europe. This period witnessed a fundamental change in attitudes toward nature, and it should therefore be of particular interest to examine gardens and nature in that context. What did persons think gardens were for? How did they design and write about both real and imaginary gardens? What did developments in cross breeding and other botanical experiments mean? Why was the grafting of plants a moral issue?

We will look at the history of several botanical research gardens and at illustrations of landscape gardens. We will read, in Dante, Spenser, Milton, Marvell, Erasmus, 16th-century herbals, perhaps some Greek and Roman predecessors (Hesiod and Vergil), as well as Genesis and other early descriptions of gardens and their accompaniments (trees and honey). Why can't you have machines in a paradisaical garden? Can you?

The class will meet twice weekly for 1½-hour sessions. Enrollment is limited to 25. Division III students interested in taking the course as an Integrative Seminar should see one of the instructors before the beginning of the term.

## NS 294 CREATIVITY AND THE YOUNG CHILD

Ann Gengarelly

"There are many painters who are afraid of a white canvas, but a white canvas is afraid of a true, impassioned painter, able to dare, a painter who has been able to overcome the spell of 'you're good for nothing.' Life itself shows man every day a white side infinitely banal, disheartening, over which he can despair; a vibrant aspect like the white canvas on the easel." Van Gogh

Embracing the assumption that we would like to develop a capacity "to dare" in young children, this course will explore many diverse areas related to the creative process and relevant educational implications. We will probe the creative process itself, finally attempting to understand how an educator might release and nurture creative development in young children. Therefore, the course will be both philosophical and practical in nature. Some of the areas we will pursue are: thought and theories related to the creative process; the art of the teacher; the environment and mood of the classroom; materials that hinder or encourage creativity; the significance of play and fantasy; the rhythm of a day; the why's of housing; sexual education; and various educational issues such as creative writing, the visual arts, and music. We will also be involved in some fieldwork through which we will view various classrooms with a focus on possibilities for creativity.

Class enrollment will be limited to fifteen students in order to create a personal and individualized approach to this subject. Classes will include much discussion, workshops appropriate to various topics, fieldwork, films, and individual projects.

Due to limited enrollment, students interested in this course should see Ann Gengarelly. This is a Division II course; however, other students with a background in this area may be considered.



## SCHOOL OF SOCIAL SCIENCES CURRICULUM STATEMENT

Faculty in the School of Social Science, representing a variety of disciplines and interests, are working toward a curriculum that will encourage students to think about interdisciplinary approaches and to develop their concentrations accordingly. Our Division I courses are intended as an introduction to the methods and perspectives of social science. They deal with a relatively limited topic and afford you an opportunity to develop your skills in formulating questions and answers. With the experience gained in one or two such courses you should be able to prepare an acceptable Division I examination. Division II courses are intended for students who have developed a concentration and who are prepared to commit themselves to more intensive and comprehensive study of a subject. They cover more ground and they assume your ability to integrate material into your own concentration, and perhaps to take off in new directions appropriate to your own interests.

Division I students will find in this list courses suitable to a range of interests, all designed to offer you some initial understanding of how we frame questions and work toward answers. Our Division II courses are not yet grouped, but you will find a list of 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 consult course descriptions carefully and discuss with their advisers and concentration committees all courses of possible usefulness. It is also advisable that you discuss courses with instructors and determine in advance whether or not they will contribute substantially to your concentration.

As a supplement to the brief biographies at the back of this book, here are some 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, page 17.

**Richard Albert** - My main focus during graduate school in political science was comparative political development in Latin America. I did several studies on the development of political institutions in Argentina, Uruguay, and Mexico, and considerable research on the impact of American foreign policy on political institutions in the Caribbean, especially the Dominican Republic. In the last year of graduate school, I changed my interest to urban politics and did my dissertation on politics and education. I finished my dissertation as well as other studies relating to politics and education while a member of the Research Staff of the Urban Institute in Washington, D.C. After leaving the Institute to come to Hampshire College in September 1971, I continued my interest in questions of urban politics and public policy as the Special Assistant to the Director of the Model Cities Program in Holyoke, Massachusetts, from 1971-1972. The course I offer relates 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 study of the Russian Revolution. I have, as well, done a good deal of work on the Russian Revolution, particularly on its development through the 19th century, prior to the taking of power, and on Russian literature, again, particularly of the 19th century.

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

**Louise Farahan** - I am a clinical child psychologist by training, but that tells little about either my current interests or my past history. My undergraduate work was at the University of Minnesota where I majored in psychology (after several false starts in other directions) and minored in humanities. As a graduate student, also at the University of Minnesota, I worked in both the Psychology Department and the Institute of Child Development as well as hanging around the Zoology Department taking genetics courses. My dissertation on food competition (and other 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. After a number of years as a social worker, I am now interested in the psychology of women than in the psychology of men; I am wildly curious about just about anyone.

**Oliver Foxklee** - I came to Hampshire College from a background of work with AIDS and as a poverty lawyer. I studied at Southwestern College in Memphis, University of Glasgow, and Memphis State and Vanderbilt Law Schools. While in private practice in Memphis, I helped organize an "age segregation" 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 social workers. 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 like to think of myself as someone who is not very ethnocentric. I have lived and done research in Chile and Israel. Right now I'm writing about the history of American radical pacifists in World War II and contemporary Israeli war resistance.

**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 the history and culture and am cooperating with students in introducing courses in this area.

**William Grohmann** - My primary interest is in higher education - including purposes, policies and effects of colleges and universities; historical and sociological analysis; revising to put Hampshire in perspective. I'm willing to work on some (non-technical) areas of education study on other levels. Also: Micronesia (or Pacific studies) as related to colonialism or current studies; current political/social issues; 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 the moment my core concerns include problems of African development, the multiple aspects of peasant farm and community development, historical and contemporary development of agriculture, politics, revolution, development in socialist systems, and virtually all aspects of American politics and political economy. I am trying to expand a more rudimentary understanding of a variety of subjects: bureaucratic behavior and organization, development theory, the world food crisis, aspects of education policy, Marxist theory, the political economy of the American popular music industry, bourgeois industrial democracies, and the evolution of rural American political economy from home-steading to agribusiness.

**Gloria L. Joseph** - A Black educator of West Indian parentage. My interests and experiences are many and varied - educational psychology, social psychology, school psychology, golf, tennis, Caribbean studies. Traveled widely having spent three years in Europe with the Department of Army Civilians as an educational specialist - still travel frequently. Naturally and eruditely bring a black perspective to any and all environments - excellent listener. Most recent areas of interest and involvement - photography and Trustee of Emmanuel (Catholic) College in Boston. Will be on AY 76-77 leave.

**Joan B. Landes** - My general field of interest is the condition of women in capitalist society: her relation to such aspects of social organization and everyday life as class, and state, production, housework and reproduction. In my dissertation, I have written a critical analysis of the theoretical foundations of the women's liberation movement as a preface to further work on these questions. My studies of the theory and practice of the women's movement are integrally connected with questions of interests in contemporary political and social thought and American politics. I do not believe that "women's issues" can or ought to be isolated from other questions concerning the condition of American life or from the ways these questions are conceptualized. On the contrary, my perspective on women's politics has provided me with a standpoint from which to examine such areas as public opinion formation, aspects of political economy, "ethnic" politics, and community power structure. It has also served as a point of departure for rethinking the categories traditionally employed to examine these and other aspects of society. My background includes the study of the California Grape Strike, and on the ideology of the Algerian Revolution. I have taught courses on women's theory, Marx's Capital, American politics and data analysis.

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

**Lois Maser** - I studied history as an undergraduate at Stanford, with a particular focus on American constitutional history, and continue to enjoy studying independent study subjects 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 and social 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 philosophy of law, on the "law and society" movement, and on the anarchist challenge to law, and on a major study of American legal education.

**Philip P. McKee** - Play, death, love, New England and Indonesia are among my present concerns and I continue to work at trying to understand and appreciate them. My youth was spent in Berkeley and Maine, and my academic training was in the fields of history (Williams College), religion (New College, Edinburgh, and Yale) as well as anthropology (Brown). I have been a chaplain and clergyman, and have been involved in the United Nations (Geneva and Malaysia) and modernization/urbanization/tourism primarily in Bali, Indonesia. I continue to be interested in these areas, as well as the general histories, theories and methodologies helpful in understanding culture and society. The interdisciplinary approach is one I encourage, linking anthropology to the arts (music and film), and sciences (environment and biology). I am discovering a growing awareness about the variations, links, and potentials found in us humans.

I enjoy sailing, trout fishing, skiing, gardening and hiking with my family.

**Joel Meister** - As an undergraduate at Stanford I studied English and American literature; briefly did the same in graduate school; dropped out and into the Peace Corps and then to Berkeley to study sociology; became caught up in the anti-war movement, university reform, and free schools; took a Ph.D. in sociology. I wrote about free schools and social change, and I am still interested in education and social change. I have worked with students in sociology, psychology, and education. In each area my focus tends to be on the nexus of social structure and the self. I emphasize a systems approach to interaction perspective and particularly like the work done by Irving Goffman. In academic year 1976-77 I will be the Master of Prescott House, and I expect to participate actively in evaluating the house system at Hampshire.

**Laurel Nisonoff** - I have spent nearly all of my life in the suburbs of large cities: New York, Boston, and most recently New Haven, with summer interludes in various rural 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 to the attention of the New York City high school math teacher who recommended me to the social sciences. In college most of the economics and political science I did concerned the problems of the city and general labor studies. I worked on several projects, including the first study of Massachusetts wetlands and studies of the Boston rental and labor markets. After involvement with several unionizing efforts and several years in the women's movement, I began to study the social and economic history of this country 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 the first year of an edited volume 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.



## SS 121 MANIC DEPRESSIVE ILLNESS

Louise Farnham

The seminar will address such questions as: What is the nature of manic depressive illness? What are the criteria for differentiating affective psychosis from other forms of psychopathology? How does manic depressive illness develop? What therapies are currently employed and what therapies have been employed in the past in the treatment of manic depressive illness? How effective are they?

The first part of the seminar will be devoted to an introduction to the general principles of abnormal psychology and the classification and description of psychiatric disorders. After this context is provided, the remainder of the course will deal specifically with manic depressive illness, its causation, incidence, and treatment. Reading assignments will be drawn from a variety of texts, research papers, and reviews. The seminar will meet twice a week for one and a half hours each time. The work of the seminar will include an independent project which can be either an oral presentation to the class or a research paper. Enrollment is strictly limited to Division I students, no more than 20.

## SS 127 NEW CHINA: POLITICS IN CONWARD

James Koplin

"There are seven hundred million Chinese today - one quarter of the human race. And they are taught to hate their growing power, the world's greatest threat to peace and life. Fifty years of torment and madness. To deal with madness, we must understand its roots. For eighteen years, one of the West have been excluded from China. We can pace along her barbed-wire border at Hong Kong and try to squint inside or strain out sounds. And all we hear is the echo of disaster, past and present."

-Theodore H. White's film, "China: The Roots of Madness", 1967

White is right about one thing - a quarter of the people of the world live in China (though the number today is near 800 million). Since this vast portion of the official U.S. image of China has been transformed from "bad" to "good." Historically, public opinion has been conditioned and stereotyped in direct relation to U.S. foreign policy.

Whatever official State Department line happens to be fashionable at a given time, something important has been going on in China since the revolution in 1949 (and obviously long before that in the panorama of events leading to 1949). The People's Republic of China is a living social phenomenon; it is a revolution in the potential of human life and of human society. We will not be primarily interested in providing a chronological tracing of events. The focus will be on discussion of the political and social forces that move China, and on the way policies for change are originated and implemented. Some time will also be allotted for examination of the relevance of the experience of the people of China for other struggling nations and for ourselves.

These books are part of the reading list:

*The Great Road*, Agnes Medley  
*Fanshen*, William Hinton  
*100-Day War*, William Hinton  
*Four Essays on Philosophy*, Mao Tse-tung  
*The Chinese Road to Socialism*, S. Chow Wright and B. McFarlane  
*The Wind Will Not Subside*, Tom Milson and Nancy Milson

There will be other items worked out according to the interests of the students who enroll. But in doing this planning, we will keep in mind the following remark:

"We shouldn't read too many books. We should read Marxist books, but not too many of them either. It will be enough to read a few dozen. If we read too many we can become bookworms, dogmatists, revisionists."  
-Mao Tse-tung  
The Spring Festival on Education  
18 February 1964

The class will meet for two 1 1/2 hour sessions per week using a group discussion format. Students are encouraged, but not required; each person should expect to participate in the discussions and to organize, prepare, and generally be in charge of one session of the seminar.

Enrollment is limited to 20. If necessary, a lottery will be held at the end of the two-week enrollment period.



## SS 135 RACE TO POWER: THE STRUGGLE FOR SOUTHERN AFRICA

Carol Bengeldorf

The war in Indochina was the world's major conflict in the last decade. The growing confrontation in South Africa threatens to be as grave a crisis for the 70's and 80's as the forces of white domination in that region, in evermore overt alliance with western powers, rigidly confront the African peoples who are moving to regain control over their lives and lands.

This course will deal with the power relationships within South Africa and the international context. We will focus upon the major bastion of white minority strength in the region, South Africa, and upon the forces pressing in upon that country. The first part of the course will be taken up with an historical survey of the development and preparation of white minority domination in South Africa, in an effort to establish a framework for understanding the current situation. We will begin with an examination of apartheid as a source of racial and ethnic life under apartheid and under Portuguese colonialism, looking at the most obvious social, political, and economic effects of these two systems. It is, however, not possible to fully understand Southern Africa by looking at each country or territory separately. The white minority regime in South Africa, for instance, does not operate in isolation. We must therefore proceed to examine in depth the role of foreign interests in South Africa. We will pay particular attention to American economic involvement in South Africa and to the KwaZulu strategy and its antecedents in that region. We will then investigate the alternatives open to the people in South Africa. In this context we will examine the successful movements of national liberation in Angola and Mozambique and the nature of the societies they are seeking to create, as well as the national liberation movements struggling to achieve similar objectives in Zimbabwe (Rhodesia), Namibia (Southwest Africa) and South Africa itself. The course will meet twice a week for 1 1/2 hours each session. Enrollment is limited to 30.



## SS 140 MINI COURSES IN EDUCATION

SS 141

SS 142 William Grohmann

## SS 140 ON DESCHOOLING SOCIETY

Ivan Illich's radical critique of educational systems prompts a long view of what we're doing to kids and why and whether there are any alternatives - can this society really be deschooled? We'll read *Deschooling Society* by Illich and a good many reviews, reactions and comparable analyses.

Meetings twice a week for four weeks beginning February 3. Enrollment is limited to 20.

## SS 141 THE PURPOSE OF COLLEGE

A one month examination of why colleges and universities say they exist, with an introduction to ideals of classical humanism, pre-professional training, personal development, community service and notions of social change and/or stability. Inevitably, we'll also take an opening look at the relationship between expressed purposes and the actual effects of college attendance.

The course will meet twice weekly, beginning Tuesday, March 8. Enrollment is limited to 20.

## SS 142 EXPERIMENTAL COLLEGES

A brief review of some institutions past and present which people consider non-traditional. Why they were created, changed, survived and succeeded. Issues of philosophy, leadership, finance, curriculum and community.

The course begins April 19. Enrollment is limited to 20.

## SS 145 PERSPECTIVES ON AMERICAN EDUCATION

Hedy Rose

An examination of the writings and ideas of certain major figures in the development of American education. We will consider the contributions of such figures as Horace Mann, Dewey, Conant, Friedenberg, Holt, and others. Our concern will be with the historical background, the social context, and the impact of these ideas on American education.

The format will be seminar-style. Students will prepare reports on various writers for group discussion and will write individual term papers demonstrating an understanding of the relationship between educational philosophies and social realities.

Enrollment is unlimited.

## SS 150 WHO OWNS THE OCEANS?

Barbara Turlington

Can the oceans provide enough food for the world's growing population? Should we have international agreements to prevent the extermination of whales and porpoises by the use of modern technology in fisheries? Do only coastal states have the right to exploit the oceans, or should provision be made for inland states to share in those rights? Should minerals in the deep sea bed be exploited by those states who have the money and technology to do so, or are the minerals a "common heritage of mankind" to be shared by the people of both rich and poor nations? Do coastal states as well as shipping owners have a responsibility to control pollution of the oceans?

In this course we will look at some of the basic social, legal, and policy issues raised in the recent attempts of the international community to deal with changes in knowledge and technology concerning utilization of the resources of the oceans. We will study the procedures and results of the United Nations Law of the Sea conferences in an effort to understand both the issues and the reasons for the policy stands of the nations involved. We should also achieve some understanding of the processes and problems involved in making, modifying, and enforcing international law.

We plan to include a field trip to the Woods Hole Oceanographic Institute and probably one to the United Nations. If students are interested, we may also do a field trip to Washington.

The class will meet once a week for two hours, with additional small group tutorials every other week.

Enrollment is unlimited, but I would appreciate advance notice (during pre-registration) of intent to enroll to help in ordering materials.

## SS 160 AMERICAN POLITICS: AN INTRODUCTION

Frank Holquist and Richard Alpert

We will discuss familiar issues in American politics and develop what may be rather unfamiliar analyses of them. The subject matter will include institutions and activities of our everyday experience such as political parties, bureaucracies, the Congress, the President, the courts, the military, elections, municipal government, etc. We will explain behavior in American politics against the background of biases presented by our economic and social structure. We will also pay particular attention to the impact of government policy on various segments of the population and continuing inequalities of wealth, power, and race.

Other issues we want to examine include: the intentions of the Founding Fathers; the history of political institutions; the various patterns of representation in our system; the power of the corporate structure; the role of the state in capitalist society; the quality and bias of justice; the use of ideology; the current urban crisis; the dynamics of the welfare state; and the basic nature of American foreign policy and its relation to domestic factors.

Frank Holquist will have the major responsibility for charting the overall direction of the course and introducing most of the material in class. Richard Alpert will be particularly concerned with issues involving bureaucracy, urban politics and the welfare state.

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

## SS 165 THE HISTORY OF THE FAMILY

Miriam Slater

This course will focus on the development of the family in the early modern period of Western Europe (16th and 18th centuries). Since changes in family structure, relationships, and values take place at different rates over time and have little respect for arbitrary chronological categories, these dates are meant to provide a starting point and emphasis for the work of the course rather than a time limit. Historical studies of Western European and Colonial American family life will be used as the substantive materials of the course. It will, however, be interdisciplinary in approach because we will employ the conceptual tools of the behavioral sciences in formulating questions and in analyzing the historical material. In keeping with the interdisciplinary nature of the course some literary sources may be utilized but these will be chosen on the basis of what they can contribute to an understanding of historical development. Collateral readings in the social sciences will be assigned according to the interests and levels of achievement of the students.

The course will examine the following problems:

The Structure of the Family  
The Functions of the Family  
The Patriarchal Family - Relationships  
Marriage  
Children  
Hypothesized Model of the Traditional Family

Some texts to be used include:

Aries, Philippe, *Centuries of Childhood*  
Gordon, Michael, ed., *The American Family in Social Historical Perspective*  
Hunt, David, *Parents and Children in History*  
DeMause, Lloyd, *The Evolution of Childhood in History of Childhood Quarterly*  
Liang, R.D., *Politics of the Family*  
Firestone, Shulameth, *Dialectic of Sex*

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

## SS 198 THE FORGOTTEN PEOPLE: LAW AND THE STATE MENTAL INSTITUTION

Oliver Fowlkes

Thomas Szasz has called residents of state mental institutions "the forgotten people". The following questions will be raised in the context of this course: why do mental institutions exist and whose interests do they serve? What is the relationship between law and psychiatry? Does a patient have alternatives to treatment or to refuse treatment? What impact will new legislation and patients' rights movement have on residents in total institutions? To what extent is law effective in improving treatment or fostering de-institutionalization?

The course will examine the above issues with the purpose of illuminating supporting class readings and projects with field experience. Students will look at literature by Szasz, Goffman, Rothman, Schaeff, Mechanic and Rosenthal. Leading constitutional cases will be discussed along with actual cases arising in local mental health institutions.

The aim of the course is to acquaint students with issues involved in mental institutionalization and to consider possible alternatives. It is also focused on developing "tools" for eventual participation in more extensive field work and will utilize the Massachusetts mental health law as a basis.

In response to inquiries from what appears to be a large number of students in need of "dissected projects" leading to Division I Social Science exams, the course will be part of this course in which various tasks and exercises may be translated into exams. Students with these needs are urged to enroll.

The course will meet at least twice a week for one and a half hours each. In addition each student will be expected to devote additional time to class preparation and field observation. A fair amount of reading will be expected in addition to writing three papers during the term on topics of interest encountered in the course. Enrollment is limited to 25.

## SS 201 TOPICS IN MEDICAL SOCIAL SCIENCE

SS 202 (NS 289)

SS 203

SS 204 (NS 125)

Robert von der Lippe, Coordinator

Faculty:

Oliver Fowlkes

Janice Raymond

Robert von der Lippe

Ann Woodhull

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

## SEMINARS IN MEDICAL SOCIAL SCIENCE:

## SS 201 SOCIOLOGY OF THE MENTAL HEALTH SYSTEM

Oliver Fowlkes and Robert von der Lippe

This course begins with the institution in an historical context and assesses the differences between asylums and other institutions; it will examine the phenomena which caused therapeutic aspects to wane as large total institutions developed. Social stratification and hospitalization, functionality of mental institutions and community mental health systems will also be studied. In addition to the foregoing concerns, this course will investigate the extent and limit of judicial and legislative processes to change the mental health system. Particular emphasis will be placed on mental patients' organizations aimed at changing the mental health organization. The course will include the four mental health advocacy project advocate trainees and associates as well as Hampshire and Five college students. Enrollment will be limited to 35 and if applications are greater than the spaces available, students will be selected through a lottery. Proposed time for course meetings will be Tuesday and Thursday afternoons.



# SS 302 FEELING PAIN: A MOSTLY SCIENTIFIC APPROACH

(NS 285)

Ann Woodhull

Pain is real, all right, and functional in keeping us from injuring ourselves. Yet circumstances can greatly modify the degree of pain felt. There are some interesting scientific theories of pain that try to explain its elusive qualities. We will examine the theories of Melzack and Wall, and others, in detail, and see if they might apply to such things as acupuncture, placebo effects, and childbirth techniques.

Although the content of this course (and my background) is scientific, it is offered as part of Topics in Medical Social Science because I feel that some of the most interesting determinants of what is called pain are social -- for example, socialization and suggestion (by doctors, advertising). We will keep these factors in mind and try to have more than one perspective on pain.

Prerequisites: Division I NS exam or permission. Meetings: 2 per week, 1 1/2 hours each. \*\$6 week minicourse, first 6 weeks. Enrollment: open, no limit.

# SS 303 THE DOCTOR -- THE QUINTESSENTIAL PROFESSION

Robert von der Lippe

This course will concentrate on the sociological concept Profession. Its subject matter will be the Medical Doctor. This particular occupation lends itself to a full analysis of the historical development of a profession, the professionalization process, professional ethics, the doctor-patient relationship, professional dominance, cross-cultural studies of professionals and future developments to be expected about professionals.

Readings for the course will include the following books:

Eliot Freidson, *Professional Dominance*, 1970.  
Eliot Freidson, *Professions and Their Prospects*, 1973.  
Wilbert Moore, *The Professions: Roles and Rules*, 1970.

In addition to a variety of articles on the subject.

The course will meet twice each week for one and one-half hours at each meeting. Enrollment is unlimited.

# SS 304 WOMEN AND THE HEALTH SYSTEM

(NS 125)

Janice Raymond

This course will be an intensive exploration of many issues of health care and delivery related to women. It will investigate: medicine as patriarchal religion; women as health care workers and as patients; the "sexual politics" of sickness; the "doctor-nurse game"; "emancipatory ethics" in the doctor-patient relationship; health financing; health maintenance organizations; the nurse-practitioner movement; the self-help movement; among others. The course will focus on critiquing certain of these areas from a feminist perspective with special attention devoted to the ethical issues involved and a view toward developing alternative ethics and social policy.

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

# SS 308 MYTH: AN INTERDISCIPLINARY APPROACH

(NS 261)

(IN 301)

Clay Hubbs, Joanna Hubbs, Philip McKean

A whole volume could be written on the myths of modern man, our myths (including the myth of man without myth), alongside a number of the more prominent myths of our ancestors -- myths of creation and fertility, of quest and initiation, of the relations between man and woman and generations. For the most part, the ancient myths are single out for study had their origins in Greece, the Near East and Asia. We will pay close attention to the myths themselves. At the same time, we shall explore the range of methods which modern scholars -- anthropologists, psychologists, historians, philosophers -- and artists have proposed in order to understand and use them.

Part of our purpose in this course will be to study the myths of modern non-religious man, our myths (including the myth of man without myth), alongside a number of the more prominent myths of our ancestors -- myths of creation and fertility, of quest and initiation, of the relations between man and woman and generations. For the most part, the ancient myths are single out for study had their origins in Greece, the Near East and Asia. We will pay close attention to the myths themselves. At the same time, we shall explore the range of methods which modern scholars -- anthropologists, psychologists, historians, philosophers -- and artists have proposed in order to understand and use them.

Readings will include Levi-Strauss, Turner, Frazer, Malinowski, Freud, Jung, Campbell, Eliade, Cassirer, Frye, Wheelwright, as well as the novelists Lawrence and Mann.

There will be two class meetings per week for lectures and discussions plus films and arranged tutorials.

Enrollment is open. Division III students may take this course as an integrative seminar by permission of the instructors.

# SS 310 INTRODUCTORY ECONOMICS

Laurie Nisonoff

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

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

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

# SS 315 CAPITALISM AND EMPIRE, SEMESTER II (THE 19TH AND 20TH CENTURIES)

History Group (L. Bengelsoff, P. Glazer, S. Culberg, P. Holquist, R. Thorne, L. Mazur, L. Nisonoff, M. Stator, F. Weaver)

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

The course is not a narrative "survey" course. Our interest is in the development of modern institutions, questions of political economy, social structure, power, colonialism, imperialism and revolution. Its purpose is to give Division II students sufficient historical and conceptual knowledge to provide the basis for a social science concentration. The course will be given by a group of faculty from a variety of disciplines (history, law, political science, economics) concerned with historical questions and an historical approach to the development of society. By working as a team, by focusing on several key events, certain essential books and debates, and by providing some narrative history, we can cover a large period of time and still provide a basic interpretation of the history leading to the development of contemporary society.

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

The mini-seminars to be offered in Spring 1977 will be announced.

Enrollment is open. Division II students only. The course will meet twice a week for two hours each meeting.

# SS 317 PROBLEMS IN THE PHILOSOPHY OF LAW AND JUSTICE

Lester Mazur

What is the nature of law? What is the meaning of justice? These two questions have figured in the works of major philosophers from Plato to the present day and in the writings of legal scholars. This course will explore their ideas and seek to determine their significance for a number of topics of current concern.

A principal object of the course will be to examine the difference one's philosophical position makes to the resolution of practical problems. This emphasis will be reflected in the manner in which the course will be taught. After a brief introductory exploration of the history of legal philosophy, members of the class will be asked to select the work of a particular modern philosopher for intensive study. During most of the remainder of the term each student will speak on behalf of that philosopher in general class debates on a series of issues, including civil disobedience, equality, the sanctity of life, the growth of the law, the capacities of international law to contribute to world order, the relationship of law and language, the impact of science and technology upon law, and the limits of the legal order.

No previous work in philosophy or law is presupposed.

Materials for the course will include Friedrich, *Philosophy of Law in Historical Perspective*, Hart, *The Concept of Law*, Fuller, *The Law in Quest of Itself*, and problem materials prepared by the instructor.

The class will meet twice weekly for 1 1/2 hours. Enrollment is unlimited.

# SS 319 THE POLITICS OF ENVIRONMENTAL POLICY

(NS 287)

Stewart Shapiro

A course designed to analyze American policy making both in terms of the process involved and the impact of various policies. For this purpose, the focus will be upon policies connected with the related problems of environmental pollution and resource depletion. Questions relating to why and how such policies are or are not passed and enforced by the Federal Government, and their actual impact upon environment, jobs and social stability will be discussed.

Books which may be used include:

Davies and Davies, *The Politics of Pollution*  
Neilroner, *An Inquiry into the Human Prospect*  
Miles, *Awakening from the American Dream*

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

# SS 322 PERSONALITY THEORY AND MEASUREMENT

Robert Birney

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

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

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, admission policies, scholarship and loan programs and athletic and other College-administered programs.

# SS 324 BLACK AMERICANS IN A CAPITALIST ECONOMY

Lloyd Hogan

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

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

# SS 337 QUANTITATIVE METHODS IN THE BIOLOGICAL AND SOCIAL SCIENCES

Michael Sutherland, Louise Farnham and Lloyd Hogan

This is a Division II course designed to introduce students to the quantitative tools important for conducting as well as reading social science and biological research. At the first class meeting, students will choose, according to their interests, to participate in one of the three sections listed below. During the first half of the course, Mike Sutherland will lecture to all of us twice a week on basic statistical concepts and techniques (e.g., measures of dispersion, frequency distributions, F tests, t tests, analysis of variance, regression and correlation, etc.), and these basics will be amplified and developed through specialized applications in the weekly section meetings. In addition, students will be expected to develop their skills in running and using the computer package SPSS (Statistical Package for the Social Sciences). The last half of the course will be conducted in the sections which will focus on the quantitative methods and questions central to their respective areas. At least once a week during which Mike Sutherland will discuss particularly knotty problems that have arisen in the sections' readings and discussions.

Section A - Mathematical Statistics, Mike Sutherland

Section B - Psychology, Louise Farnham

Section C - Economics, Lloyd Hogan

Enrollment is unlimited

# SS 340 CULTURAL ENCOUNTERS

Leonard Glick and Philip McKean

Social and cultural anthropologists have been traditionally concerned with the customs and behavioral patterns of particular small communities, usually isolated from the mainstreams of social and political history. In this course we choose a broader perspective -- national and international -- and focus on what happens when peoples of diverse cultural backgrounds encounter one another in modern life. We'll discuss two forms of encounter that have become increasingly prominent in the past two decades:

1) Tourism, viewed as a particular kind of social and economic relationship between tourists and the people whose lands they visit; case studies will include Indonesia, Polynesia, Europe and the Caribbean.

2) Struggles between ethnic groups who are hostile, but must attempt to accommodate as parts of one nation; case studies will include Malaysia, Guyana, Trinidad, Uganda, and others.

Our goals in the course are to give you some basic knowledge of how anthropologists work and think, to sharpen your understanding of what happens when different kinds of people meet in the social and political arena, and to offer you opportunities to hear people speak spontaneously about their own countries. We have found that guest speakers from nations under discussion add a vital dimension to the course and give everyone more understanding of cultural encounters as immediate experience.

You will be expected to participate in discussions with us and our guests to do a field or library research project and to write at least one substantial paper on a country or problem of your choice.

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

Hampshire College 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.



SS 230  
OS 278)

## THE BUILT ENVIRONMENT

Alan Krass, Paul Slater, Harris Stone, et al

This course, which will combine intellectual and manual work, will investigate the built environment within the context of history. This history reveals the collective effort that goes into the building process and shows how the dialectic between thought and action has been elaborated over the centuries. We will assess previous attempts that have been made and ideological initiatives undertaken to change, correct or perfect the world -- that is, to change practical activity as a whole -- and make our own attempts and mistakes.

The course will be a combination of seminar and building laboratory. The seminar, which will meet once a week for 1 1/2 hours, will be divided into four modules of three weeks each: (1) the natural environment (Paul Slater); (2) technology (Gene Frenkel and Alan Krass); (3) society, with special attention given to the work process (Harris Stone); (4) physical planning and architecture (Harris Stone). The building laboratory, which will meet once a week for four hours, will be devoted to defining, designing, preparing drawings and models, and constructing full-scale details of a small community (Alan Krass, Harris Stone, and others).

Among other things, the course will explore the possibilities of developing THE BUILT ENVIRONMENT as an area of study. As explorers and hopefully as guides, we will honor the concept of the ecological integrity of life -- that is, life in all of its complexity and completeness. The central challenge will be to find a satisfactory relationship between nature, machines, work, and ideas.

Enrollment is unlimited

## SS 251 COMPARATIVE SOCIALIST DEVELOPMENT

Carol Bengelsdorf and Frank Holmquist

The wide variety of socialist development experience will be explored as well as what is common to all. The focus will be upon the historical framework, class structure, and political and economic organization: we will examine the various development strategies pursued, performances obtained, and quality of life enjoyed.

We will study the Soviet Union, China, and Cuba in some detail, followed by a brief look at Yugoslavia. While we intend to approach these societies from a broadly comparative perspective, we will also explore in depth certain topics that have a special bearing on each society such as the extensive economic debates in the Soviet Union in the 1920s, the Cultural Revolution in China, the process of institutionalizing new political structures since 1970 in Cuba, and the experience with worker self-management in Yugoslavia.

The topics to be discussed within a comparative framework will include: the background and nature of each revolutionary situation; the nature of class structures before and after the Revolution; attempts to create new political institutions appropriate to the evolving societies; the nature and degree of work-place, local and national mass participation; the relation between agriculture and industry in development; the choice between peasant small holding, state farm, and fully collective organization in agriculture; planning and marketing structures; the roles of women and intellectuals; and overall theories of the process of transition from capitalism to socialism.

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

Enrollment: consent of instructors.

## SS 253 PERSONALITY, MORAL DEVELOPMENT AND SOCIAL LIFE

Jessica Benjamin and Maureen Mahoney

Personality development and socialization can be seen as two ways of conceptualizing the same process. Theories of personality development, however, have traditionally been the domain of psychology, whereas socialization has been the concern of sociology. These two perspectives have led psychologists and sociologists to formulate different kinds of questions, but there are several points of intersection. These points emerge in theories that examine the nature of motivation in relation to developing social behavior. Such theories raise the questions of moral and cognitive development on the one hand, and the importance of social and peer relations on the other. The process of socialization is then conceived partially as one of learning, and learning, in turn, is seen as participation in social interaction. The sociological rather than individualistic attitude toward personality development leads us to theories of society that also analyze cognitive processes.

We shall examine the interrelation of psychological and sociological theories as they address these issues through the work of C. H. Mead, Cooley, Durkheim, Sullivan, Piaget and Goffman. The interdisciplinary focus will be represented by the instructors as well as the subject matter -- Jessica Benjamin is a social theorist and Maureen Mahoney is a developmental psychologist.

The course will meet once a week for two hours. Enrollment is limited to 30.

## EDUCATION STUDIES

Education Studies at Hampshire is presently being revamped in order to meet the diverse needs of students interested in education. Those who are interested in the various facets of the program are urged to get in touch with the Coordinator of Education Studies as early in their college careers as possible in order to provide guidance in planning courses of study and for career counseling. Students are reminded to watch for further announcements regarding course offerings and other events relating to Education Studies. The Coordinator of Education, Hedy Rose, can be reached ext. 393.

HA 187/287  
THE WORLD AS SCHOOL

Roberts

LC 118  
GRAMMAR SCHOOL

Feinstein

LC 122/222  
AN INTRODUCTION TO CHILD DEVELOPMENT

Tenney

SS 192/292  
ELEMENTARY SCHOOL SCIENCE WORKSHOP

Bruno

NS 294  
CREATIVITY AND THE YOUNG CHILD

Gangreilly

SS 104  
THE CHILD DEVELOPMENT MOVEMENT IN THE UNITED STATES

Mahoney

SS 106  
POLITICS OF EDUCATION

Shapiro

SS 140/141/142  
MINI-COURSES IN EDUCATION

Grohmann

SS 145  
PERSPECTIVES OF AMERICAN EDUCATION

Rore

IN 309  
THE CREATIVE PROCESSFrisberg,  
Reed, Davis,  
Bluestone

## FOREIGN LANGUAGES

## FS 125 INTENSIVE INTERMEDIATE SPANISH

Kathleen McIntosh

The second semester of intermediate Spanish will continue to stress listening and speaking skills, with increased grammar content, including all the tenses and moods. In the second half of the semester we will begin readings from prose and poetry, with discussion and written exercises in Spanish. Students who are not sure if this level is appropriate for them should contact the instructor for further information.

Enrollment: limited to 20.

Times: TBA.

## FS 140 INTENSIVE INTERMEDIATE FRENCH

Raymond Pelletier

This course is designed for students who have successfully pursued a French elementary course or its equivalent. Class time will focus on conversation, using current events, magazine articles, and literary works as points of departure. Active class participation is required, and students can expect to direct at least one class activity during the semester. Grammar points will be highlighted in class to coincide with the grammar text adopted for the course. Class time will be devoted to three hours per week. However, students are strongly encouraged to undertake projects in one or more of the following areas: translation, beginning or advanced readings, composition or advanced grammar. Each student then meets with me for an additional half hour per week to discuss his/her project.

Time: Monday, Wednesday, and Friday, 1:00-2:00 p.m.

Limit: 20, instructor interview.

## DIVISION III INTEGRATIVE SEMINARS

## MYTH: AN INTERDISCIPLINARY APPROACH

IN 301 (HA 241) (SS 208)

J. Hubbs  
C. Hubbs

## CONNECTIONS

IN 303

Murray

## UNNATURAL NATURE? GARDENS AND THEIR MAKERS

IN 305 (HA 275) (NS 268)

Howard  
Kennedy

## THE CREATIVE PROCESS

IN 309

Frisberg  
Reed, Davis  
Bluestone

## STUDIES IN SEVENTEENTH CENTURY IDEAS:

AUTHORITY AND POWER IN ENGLAND AND AMERICA

IN 311

Glazer, Slater,  
Kennedy,  
D. Smith

## WOMEN AND PROFESSIONAL CAREERS

IN 314

Ann Woodhull  
Raymond

## SEMINAR ON COLOR (COLOR AND LIGHT CIRCUS)

IN 317

Bruno  
Goldbergs, et al

## LAW AND LITERATURE

IN 320

Mazor  
D. Smith

## CONFERENCE AND AUTONOMY IN THE PEDAGOGICAL PROCESS

IN 322

Heister

## THE REVOLT AGAINST BOUNDARIES:

ANTI-NATIONALISM

IN 325

Benjamin

## CRITIQUES OF CURRENT SOCIOLOGY

IN 327

Linden

## MUSEUM STUDIES

IN 330

Hall, D. Smith,  
Halsey

## MYTH: AN INTERDISCIPLINARY APPROACH

IN 301 (HA 241)

(SS 208)

Joanna and Clay Hubbs

"A whole volume could be written on the myths of modern man, on the mythologies camouflaged in the plays he enjoys, the books he reads. Profane man is the descendant of *homo religiosus* and he cannot wipe out his own history--that is, the behavior of his religious ancestors that has made him what he is today. This is all the more true because the great part of his existence is fed by the impulses that come to him from the depths of his being, from the zone that has been called the 'unconscious.' A purely rational man is an abstraction; he is never found in real life." --Mircea Eliade, *The Sacred and the Profane*

Part of our purpose in this course will be to study the myths of modern non-religious man, our myths (including the myth of man without myth), alongside a number of the more prominent myths of our ancestors--myths of creation and fertility, of quest and initiation, of the relations between man and woman and generations. For the most part the ancient myths we single out for study had their origins in Greece, the Near East and Asia. We will pay close attention to the myths themselves. At the same time, we shall explore the range of methods which modern scholars--anthropologists, psychologists, historians, philosophers--and artists have proposed in order to understand and use them.

Readings will include Frazer, Malinowski, Levi-Strauss, Freud, Jung, Campbell, Eliade, Cassirer, Frye, Wheelwright, as well as Lawrence, Mann, and other novelists and poets.

The class will meet twice a week for two-hour sessions for lectures, discussions, and films. There will also be guest lectures by five-college anthropologists.

Enrollment is open. Division III students may take this course as an integrative seminar by permission of the instructors.

## IN 303 CONNECTIONS

Joan Murray

This course will focus on exploring significant relationships existing within the arts and how an understanding of these can increase the growth of the creative artist regardless of their specialization.

The initial emphasis will be based on an historical context. Through investigating work done by choreographers, writers, composers, playwrights, photographers, and studio artists during a given period sometime between 1900 and 1945, a framework for artistic comparison can develop. The emphasis will move to the work students are involved in so that aesthetic, structural, and organizational elements can be cross-related and explored as well as relevant vocabulary.

Participants will be expected to actively participate in all aspects of the course.

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

IN 305

(HA 275)

(NS 268)

## UNNATURAL NATURE? GARDENS AND THEIR MAKERS

R'n Howard and L. Brown Kennedy

Is the garden a part of nature? A place circumscribed in nature? What do gardens and the different kinds of gardens (mythical, agricultural, healing, research, ornamental) tell us about human attitudes toward nature?

We would like to explore the idea of the garden in Western Culture as an interface between man and nature: a meeting place between the two, an order imposed by one on the other (why?), a paradise.

Our interests are primarily literary and historical. With the help of guest lecturers, we plan some brief cross-cultural excursions; but for the purposes of coherence, we will focus our discussion on the Renaissance and the Early Modern period in Europe. This period witnessed a fundamental change in attitudes toward nature, and it should therefore be of particular interest to examine gardens for reflections of that change. What did persons think gardens were for? How did they design and write about both real and imaginary gardens? What did developments in cross breeding and other botanical experiments mean? Why was the grafting of plants a moral issue?

We will look at the history of several botanical research gardens and at illustrations of landscape gardens. We will read in Dante, Spenser, Milton, Marvell, Keats, 18th-century burlesque, perhaps some Greek and Roman predecessors (Hesiod and Vergil), as well as Genesis and other early descriptions of gardens and their accoutrements (milk and honey). Why can't you have machines in a paradisaical garden? Can you?

The class will meet twice weekly for 1 1/2-hour sessions. Enrollment is limited to 25. Division III students interested in taking the course as an Integrative Seminar should see one of the instructors before the beginning of the term.

## IN 309 THE CREATIVE PROCESS

Nancy Frisberg, Daphne Reed, \*Hansie Davis\*, Les Bluestone\*

Is everyone, or only "artists", creative? Are you born with a capacity for it, or can you develop it? Does society and the educational system enhance it, kill it, or have no effect on it? Can you measure creativity? Are you aware of creating in your work? Your play? Under what conditions does it blossom?

This seminar will explore many aspects of the creative process in order to lead people to an awareness of how they use it in their own lives and work. The first four weeks will be spent in discussing a number of books (Kosetter's *The Act of Creation*, Chaislin's *The Creative Process* and others) offering a variety of ideas about the creative act and some fascinating accounts of how certain major discoveries, works of art, and ideas came into being. This should lead us to recognize similarities in our own experiences of the creative process and a clearer understanding of ways to retain/generate creativity in our own activities. In the latter part of the seminar each person will take responsibility for one or part of one meeting: scientists, artists, educators, language users can share experiences and perspectives with one another. This will be a good opportunity for Division III students to share the creative aspects of their work with their colleagues, and they will be encouraged to do so.

We will gather weekly (Monday evenings) for two hours. The main focus of the group will be to enjoy our explorations and be creative in what we do.

\*Hansie Davis and Les Bluestone are HMA Division II and III students.

## IN 311 STUDIES IN SEVENTEENTH CENTURY IDEAS:

AUTHORITY AND POWER IN ENGLAND AND AMERICA

IN 311

Penina Glazer, L. Brown Kennedy, Miriam Slater and David Smith

Possible topics include: the idea of nature; the Puritan family; conceptions of history; witchcraft, magic and belief systems. The major sources will be literary and historical.

The course will meet once a week for two hours. Interested students should contact Penina Glazer, CSC 117 for further information.





## IN 314 WOMEN AND PROFESSIONAL CAREERS

Ann Woodhull, Janice Raymond

The central questions we want to explore in this integrative seminar are:

What is this role of professionalism?  
How do women fit in, or not? Can women transcend the roles?  
How do we as individuals fit in, or what do we do?

We will come at those questions in many ways, for example: statistics and studies on sex discrimination, life histories, literary essays, looking at tokenism, asking why women are found in some professions rather than others. (Are there any fields - dance? - in which women dominate?)

Some of the readings will be Janeway's *Man's World, Woman's Place*, Woolf's *Three Guineas*, and Sayre's *Rosalind Franklin and DNA*.

Limited to 16, by instructor selection. We will try to get a good balance from all four schools. One two-hour meeting per week.

## IN 317 SEMINAR ON COLOR (COLOR &amp; LIGHT CIRCUS)

Merle Bruno, Stan Goldberg, et al.

This integrative seminar will be a forum for inquiry, depth, theoretical, artistic, psychological or scientific aspects of color. The particular aim will be to explore color interest while sharing the process and resources who are involved with different aspects. Part will be expected to give a presentation on a topic it will also attend the weekly lectures in the Color Circus all semester. This exchange should provide a resource for expanding one's thinking and will allow to investigate color in a more comprehensive manner it could otherwise be possible.

Registration for this course will occur at the first class (first two weeks) of the Color and Light Circus will be a six week minicourse, the last half of the 1 afternoon per week.

## IN 320 LAW AND LITERATURE

Lester Mazor and David Smith

This seminar will bring students of literature and law together for a weekly meet and several hours of discussion centered in works selected both for their importance and the insight they offer on three major themes: (1) The Trial as Metaphor, (2) The Idea of Property, and (3) The Nature of Justice.

Our aim is to examine and discuss in depth two or three works on each of these themes and to draw on secondary sources for a deepening of perspective. We expect that students in the seminar will bring to bear viewpoints they are developing in the course of their Division III work in Literature and Law.

We will examine works such as Kafka's *The Trial*; Arthur Miller's, *The Crucible*; Melville's *Billy Budd*; John Locke and other eighteenth-century philosophers on the subject of property; Aristotle's *Politics*, as well as other plays, poetry, legal texts and documents.

This seminar is limited to twelve students. Permission of instructors required.

## IN 322 COMPETENCE AND AUTONOMY IN THE PEDAGOGICAL PROCESS

Joel Melster

To celebrate an awareness of liberal education as you have experienced it here is the object of this seminar.

How? By choosing something to teach and by allowing yourself to learn what others have come to cherish. Each participant will select one thing -- a book, an idea, a historical period, a piece of music, a person -- to "teach" the other seminar members. The choice of topic need not derive from Division III projects, although of course it may.

Emphasis will be given to the teaching/learning process within the seminar, to the history of the relationship between each "teacher" and the chosen material, and to developing awareness of meta-communication in the pedagogical process.

My own tentative choice for teaching is Michael Rossmann's *On Learning and Social Change*.

The seminar will meet once a week for 2-3 hours. Enrollment is limited to 12, by permission of instructor.

## IN 325 THE REVOLT AGAINST BOUNDARIES: ANTI-RATIONALISM

Jessica Benjamin

We will use this course to explore various attempts to break out of the tradition of western rationality, as well as expressions of "discontent" and contradiction within it. The course will pursue two lines of thought:

-- efforts to see Love or Desire as a liberating mode of apprehending and transforming the world  
-- investigations of the complexity of rationalism in establishing a world of boundaries: critique of possessive individualism, of patriarchy, the constraints of property and sex-gender.

It is difficult to identify one or more coherent traditions of thought on which to base our pursuit, although there are hints expressed in essentially rationalist thinkers and critics of rationalism itself. So it will be necessary to supplement theoretical efforts by pulling materials from a variety of sources. Familiarity with art, philosophy, mythology, feminism, film, social theory etc. can be used by students to provide raw material of analysis. Women's culture, eroticism, anarchism, mysticism, aesthetics, psychoanalysis are important topics to discuss in the formation of a "counter-rationalist" tradition. Some of the writings we will consider are by Nietzsche, N.O. Brown, Bataille and Grotzdeck. It would be a good idea to read Freud's *Civilization and Its Discontents* for the first class meeting. Any suggestions for readings or films?

The class will meet once a week for 2 1/2 hours in the evening. Enrollment is limited to 15.

## IN 327 CRITIQUES OF CURRENT SOCIOLOGY

Barbara Linden

This seminar will focus on the current status of Sociology as a discipline and as a social problem. We will read and discuss the recent commentaries on the ideological history and bases of the field, ethical conflicts in research methods, the ways in which stratification in society is analyzed and explained, and the relationships between the study of sociology and the possibilities for social action and social change.

Books to be discussed will include among others: Bottomore, *Sociology as Social Criticism*; Norwicz, *Radical Sociology*; Andreaski, *Social Criticism*; Gaudier, *The Coming Crisis of Western Sociology*; O'Neill, *Sociology on a Skin Trade*; and Giddens, *New Rules of Sociological Method*.

The seminar will meet once a week for two hours. Enrollment is limited to 12.

## IN 330 MUSEUM STUDIES

Christopher Hall\* (Faculty Supervisors: David Smith and Von Halsey)

... of all institutions, both public and private, which have flourished in this country, few, if any, have wandered as aimlessly toward undefined goals as have museums. Nevertheless, these institutions have come a long way from the hoarded collections of the Medici's, the "Cabinet Natural" of the Elizabethans, and the monstrous expositions of the 19th Century. The word museum is going through a substantial redefinition.

We will visit a wide variety of museum-type operations in the New England area, meet with museum personnel, and explore the many diverse potentials, intents, and failures of such undertakings. Besides becoming better acquainted with the current state of preservation work, historical and industrial archeology, agricultural history, and other nascent disciplines, we will examine the training of curators, the wiles of restoration craftsmen, the cleaning and storage of paintings, the collection and use of zoological study specimens, the maintenance and conservation of artifacts, and much more.

\*Christopher Hall is a Division III student.



## UNCOURSES, NON-COURSES, AND WORKSHOPS

Hampshire College has always been devoted to the idea that the course is not the aim but the means of learning. In this spirit we are proposing a group of learning activities with a variety of formats. We are especially interested in students who are looking for additional resources in completing Division I. If you have taken a couple of courses and are stuck or scared, do not consider the possibilities below? Some will run for the full semester, but the time varies according to the project design. Any of the instructors will be happy to talk with you further.

## HA 011 HISTORY AND FICTION: THE IRISH EXAMPLE

F. Smith

## HA 012 DOING A DIVISION II PROPOSAL IN THE HUMANITIES

D. Smith

## LC 011 WORKSHOP IN LANGUAGE LEARNING

Frisberg

## LC 012 SEEKING AND KNOWING: TWO PROBLEMS

Witherspoon

## NS 011 QUESTIONS ON THE BIOLOGY OF SEX

Goddard

## NS 012 UNICOURSE NATURAL SCIENCE COLLECTIONS

Foster

## SS 011 CHECKING IT OUT

Sutherland

## HA 011 HISTORY AND FICTION: THE IRISH EXAMPLE

Francis D. Smith

This will be a six-week unit. The first four weeks we will read, hear lectures on, and discuss Irish history and literature selected from the past century. Then for the next two weeks we will work on preparing term papers on some topic in the course, papers whose emphasis will be on the modes of inquiry we have studied. These papers will be your Division I Humanities and Arts exam. There will probably also be a post-course evaluation to see what worked and what did not.

We will study these topics: Irish emigration in the 19th Century and the reasons for it; the impact of Irish immigration in America and at home; and the politics and literature of the Easter Rebellion in Ireland.

There will be a limit of no more than 12 students. Enrolled students will be expected to fulfill two basic requirements: (1) they will not have passed their Division I exam in HA; and (2) this course will generate their HA exam.

Meeting times: TBA.

## HA 012 DOING A DIVISION II PROPOSAL IN THE HUMANITIES

David Smith

A practical workshop designed to help you transform your skills, academic experiences, and inclinations into a viable Division II proposal. In five weekly sessions, we will move from identifying resources and discussing your present academic situation to conversion of these into an actual proposal. We will deal with leftover Division I exams, long-range plans, timetables for leaves, graduation, possible career goals, and the actual composition of a useful, coherent, and meaningful proposal, and negotiation with the potential committee members. There will be weekly homework assignments.

Course will begin on February 23, but interviews with David Smith are advisable at the beginning of the Spring Term. If interested, get in touch with David by writing a note to him at Warner House.

Meeting time: Wednesday, 1-3:00 p.m. Enrollment is limited to 10 students.

## LC 011 WORKSHOP IN LANGUAGE LEARNING

Nancy Frisberg

This workshop is particularly planned for people who have had experience attempting Division I exams in LAC, but who feel frustrated in their efforts to complete this work. Let's get together and think about some topics related to language learning, specifically how children who already know how to speak a language (for example, English) learn to become literate in that language. We can observe children's spelling, writing, and reading. Mistakes (by adult standards) are often interesting clues to understanding what children know and how they are trying to integrate their new skills with their language structures. Part of our work will be in conjunction with the grammar school class and part will be on our own.

Meeting: TBA. Limited enrollment: 10.

## LC 012 SEEKING AND KNOWING: TWO PROBLEMS (A workshop)

Christopher Witherspoon

The first of our problems in *Holmes' Problem*. It is stated this way in Locke's *Essay Concerning Human Understanding*:

Suppose a man born blind, and now adult, and taught by his touch to distinguish between a cube and a sphere of the same metal, and of the same bigness, so as to tell, when he felt one and the other, which is the cube, which the sphere. Suppose then the cube and the sphere placed on a table, and the blind man be made to see: *query*, whether by his sight, before he touched them he could now distinguish and tell which is the globe, which the cube?

The second concerns whether we can have any real knowledge of the contents of others' experiences, regardless of whatever knowledge we might have about the structure or form of those experiences. Negative answers to this are often supported by appeal to certain "possibilities": (a) that what looks red to you looks green to me, and vice versa, or that my experience of redness is qualitatively the same as not your experience of redness but rather your experience of greenness; (b) my color experiences are identical in quality not with your color experiences but with your experiences of sounds; (c) despite all our behavior and action being in all relevant ways the same, corresponding to my color experiences you have no experiences at all. Whether these really are possibilities will be our main concern in this part.

After focusing on these problems and assessing some arguments supporting proposed solutions to them, we will take up some closely related problems in philosophy and psychology concerning for example the relations between sight and touch. The interests and project ideas of the participants will decide much about what happens in this part of the workshop.

This workshop is designed to enable participants to fulfill their LAC Division I requirements through their contributions together with a medium-length paper; in organizing and writing the paper, participants will work fairly closely with the instructor.

Enrollment limit: 11. Enrollment method: instructor selection based on written application. Preference given to students who have completed an LAC philosophy or psychology course but who have had difficulty working out an exam.

Time: Some Fridays, 1-4:00 p.m.

## NS 011 QUESTIONS ON THE BIOLOGY OF SEX

Nancy Goddard

During the first week of the semester, basic concepts of reproductive biology will be discussed with the group and some questions will be defined. We will then break up into interest groups and seek answers to these questions. During the sixth week of the term we shall reconvene as a class and present our findings. The work may qualify as a Division I pass in the natural sciences.

Enrollment limit: 8. Method of enrollment: interview with the instructor. Meeting times: February 7-11, 10-12:00 noon; March 14-18, 10-12:00 noon. Interim meeting times to be arranged.

## NS 012 UNICOURSE NATURAL SCIENCE COLLECTIONS

John Foster

There are a whole collection of things I need done, or would like to try, but I have not had time to do so. Here are some examples:

**Ecology:** Set up a water collecting station on a small stream on the Holyoke Range. Measure outflow of nutrients (nitrogen, pH, sodium, potassium, calcium, etc.) at spring comes. Look for pollutants falling in snow and rain.

Collect rainfall as it percolates through evergreen trees. Measure nitrogen and nitrogen compounds. Compare with similar samples obtained on the West Coast.

**Biochemistry:** Set up thin layer chromatography method to separate ATP, ADP and AMP. Use it to see if a culture of photosynthetic bacteria makes any in the light or in the dark.

I've been working with a new bacterium, called *chloroflexus*, which is useful for separating enzymes from one another. I'd like to give it a try. Good for students who like gadgeteering.

**Clinical problems:** Become the resident expert on measuring something or other on your classmates -- cholesterol, blood sugar, urea nitrogen, sex hormones, vitamins, lactic acid (for the med-tators), etc.

Collect a bibliography of good readings on some topic in Human Biology. Put it in a form I can use in future versions of the course.

**Computer programming:** Write a program which will plot a buffer curve. Write a program which will mimic the way an enzyme behaves. Write a program which will store data from water analysis and rainfall studies so we can do statistics on it.

Each of these projects (and many others) will be useful to me in my teaching or my research. All you have to do is:

Learn the technique (I'll help you get going). Use it on something where the answer is known, to check it out. Use it to explore something you're curious about. Put together a short bibliography on the subject. Write it up so other students can use it. Learn something in the process. You might well pass an exam, too.

If you are interested in working on any of these topics, talk with John Foster.



## SS 011 CHECKING IT OUT

Michael Sutherland

The intent of the course is to assist students in coming to grips with the formulation of an exam topic and the marvelous experience of actually completing the exam. In particular, I am anxious to expose students to the process of asking unanswerable questions and then using our library system, etc., to answer them.

The point of the course (besides generating exam topics) will be to introduce students to the arcane art of "checking it out". Theory building without some basis in data or without some possibility of testing is the intellectual equivalent of doing crossword puzzles. It has no point other than the pleasure it gives you. The social sciences are filled with theories grounded in nothing more than wishful thinking. We will argue about, discuss, poke fun at, and maybe even seriously explore topics such as:

- Television News Stories -- Fact or Fiction
- Nonquantitative Social Science -- Very Social, Not Very Science
- Voting Behavior -- Ignorance in Bliss
- Does the Law Have Anything to do with Justice?
- The IQ Controversy -- How to Beat a Dead Horse
- Without the Horse
- What You Expect is What You Get -- More or Less
- Subjectivity and Objectivity -- You Are Born with the Forer.
- Is It Worthwhile Worrying about the Latter?
- Doubt as a Way of Life

Course requirements: A desire to complete an exam (SS, NS, and maybe IAC) plus the ability to work hard plus the ability to hold your own in the quick repartee of intellectual bullship sessions. It could be fun.

Meeting time: month of April, two times/week/late afternoon.

## LEGAL STUDIES

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

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

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

Each year the Law Program offers some courses in Hampshire's Division I, Basic Studies Program. These courses are designed to develop the student's understanding of the mode of inquiry of the School or School of Law, and to provide a general base to contribute to the student's growth as a learner. These Division I courses are usually topical in nature. During the Spring Semester of 1977, we will offer SS115, *Social Change: Current Issues in Planning Law* by Barbara Linden.

The Division II courses are the core of the Law Program's content. Students who plan a concentration in law, or, as is often the case, a concentration which includes some aspect of law in it, should look to the Division II courses not only as the foundation, but also as the entry point for their work. This Spring we will be offering Division II courses, SS117, *Problems in the Philosophy of Law and Justice* by Lester Mazor and SS201, *Sociology of the Mental Health System*, E. Oliver Povles and Robert von der Lippe. An integrative seminar, *Law and Literature: An Integrative Seminar* will be given by Lester Mazor and David Smith. For other legal studies courses offered in the Five-College area, refer to the Legal Studies booklet published by the Five-College Coordinator's Office.

Independent study related to law may be done under the supervision of any of the faculty working in the Law Program. In particular, E. Oliver Povles is especially interested in mental health, the legal profession, representation for the poor and welfare law and can provide assistance in arranging field work placements; Barbara Linden has special interest in legal aspects of urban planning and environmental aspects of law enforcement; Lester Mazor is especially interested in legal history, philosophy of law, the legal profession, criminal law, labor law and family law; Barbara Turlington is interested in international law and politics; Barbara Yegorov has special interest in social control and conflict resolution processes outside the more formal mechanism of legal activity field study of legal processes and institutions, and anthropology of law.

Students have designed concentrations which draw very largely upon Law Program courses which include some contribution to the Law Program to their plan of study. These have included concentrations in law and education, prisons, law and inequality, juvenile courts, and relevant portions of concentrations in politics, history, economics, sociology, environmental studies, women's studies, urban studies and a number of other fields. The Law Program regularly sponsors speakers, films, and other social events. Members of the Hampshire community who have in mind some event which could be appropriate for sponsorship by the Law Program are encouraged to submit for support to the Steering Committee.

No formality of admission or membership is required for participation in the Law Program. The easiest way to indicate your affiliation and to keep informed is by picking your name on the Law Program activities list so that you will receive notices of Law Program events and activities. This list is maintained by Fran Duda, Patterson Hall, Room 218. The Law Program Center, where students working in the Program may organize and conduct their activities, is in Room 105, Dickinson House.

Susanne Daley  
Matthew Doncin  
Franciska Duda  
E. Oliver Povles  
Laurie Horowitz  
Barbara Linden  
Lester Mazor  
Sig Roon  
Robert Ryan  
Terence Murray  
Barbara Turlington  
Barbara Yegorov

## BILINGUAL/BICULTURAL STUDIES

The new program in Bilingual/Bicultural Studies focuses on the interactions of different language-speaking groups and on what these languages reveal about their whole "way of life." It is an attempt, for example, to put phenomena like Spanish-English bilingualism among Puerto Ricans and Chicanos into a broad intellectual context. The goal is to integrate current thinking and research in linguistic theory (on the nature of linguistic universals, language learning, semantics, etc.) with anthropological, educational, political, psychological, and sociological research about situations where two (or more) linguistically and culturally distinct peoples must coexist, assimilate, or separate.

In this country, "the experience of Hispanic bilinguals" is most directly relevant. Some of the courses will, therefore, probe questions such as:

- What are the linguistic properties of the English and Spanish spoken by Hispanics in the United States?
- What do linguistic investigations reveal about Hispanic culture as it has been transformed in this country?
- Does bilingualism enhance or impede the educational process? What is the relationship between bilingualism and cognition?
- What are the social and political forces affecting government policy on bilingualism?
- Is full-scale bilingualism and biculturalism in this country a viable prospect?

Although Spanish language and Latin culture will often be focal points in our courses, the overall scope will deal with the complex linguistic experiences of other multicultural societies -- countries like Canada (Quebec), India, Belgium, China, Malaysia, Nigeria, Southern African, New Guinea, Norway -- as well as examine the role of Black and Native American bilingualism and biculturalism in the United States.

Competence in a particular language is neither a goal nor a requirement of the program. Different courses may look closely at a wide variety of different languages, and students with no previous training in these languages will become acquainted with their general structure. The stress, however, will be on what a language may reveal about those who speak it, and about the social, cultural and political elements which shape the meaning and development of the language.

Students interested in the program should see Mark Feinstein, Assistant Professor of Language Studies.

Courses and faculty relevant to the program are:

LANGUAGE ACQUISITION LC 105	Koplin
GRAMMAR SCHOOL LC 118	Feinstein Frisberg
BLACK ENGLISH LC 120	Feinstein
INTRODUCTION TO SYNTAX LC	Gee
THEORY OF LANGUAGE LC 204	Schwartz
POLITICS OF EDUCATION SS 106	Shapiro
PERSPECTIVE ON AMERICAN EDUCATION SS 145	Rose
CULTURAL ENCOUNTERS SS 240	Glick McKean

## OUTDOORS PROGRAM

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

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

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

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

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

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

## OP 104 BEGINNING HATHA YOGA

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.  
Mondays from 2:30 - 3:45 pm, Center Room, Donut IV.

## OP 110 INTERMEDIATE HATHA YOGA

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.  
Mondays from 3:45 - 5:00 pm, Center Room, Donut IV.

## OP 111/211 MUIR AND BURROUGHS: "JOHN OF THE MOUNTAINS" (NS 195/295) AND "JOHN OF THE BIRDS"

Ralph Lutts

John Muir and John Burroughs were two of the great literary naturalists of the late 19th and early 20th centuries. Their writings attracted large audiences and played important roles in the development of the wilderness preservation and nature study movements. Despite their common love of nature, however, each focused his attention upon different aspects of the natural world. Muir loved the rugged wilderness, and wrote of Alaska's glaciers and California's mountains. Burroughs loved the land around his home in rural New York, and wrote of the birds and other wildlife in its fields and forests.

This course will provide an opportunity to read and enjoy a varied selection from their writings. In addition, we will do some biographical research, and explore the similarities and differences between their approaches to nature and nature writing. We will also read a number of essays written by other nature writers at the turn of the century: a time during which there was an explosion of popular interest in nature. The differences between Muir's and Burroughs' approaches to nature and the parallels between the nature movements of their time and ours should provide interesting material for class discussions. We will also examine the different attitudes toward nature and the landscape preferences of the students in the class.

There will be a lot of reading required for this course, and students will be expected to prepare oral and written reports. In addition, we may go on one or more weekend field trips. Class will meet Tuesdays and Thursdays from 1:30 - 3:30 pm.

## OP 112/212 NUNAN WEEKS

Steve Jonas and Mike Rowen\*

"We never understand how little we need in this world until we know the loss of it." James Matthew Barrie

Do we have to be comfortable? Can we be alone? Through a varied format, including field experiences under stress conditions, this course will attempt to foster an awareness of people's physical and social needs. Participants must be prepared to make a serious commitment of time, energy and emotional involvement. We will deal with topics ranging from the actual physiological requirements of the human body to our perceived needs for cooperation, reinforcement and communication. The direction the course takes will reflect the desires (needs) of the group.

The afternoon sessions will be used for discussions, group exercises and examination of the readings. The field exercises will consist of several weekend trips intended to let us actually experience a variety of the stresses and needs we'll be dealing with. Some of these will focus on physical needs (i.e. trips without sleeping bags, fasting) and others will be concerned with social-psychological ones (solos, intensive group problems). Depending on the feelings of the group, we may take one or two extended trips (4 days). Attendance at the trips is imperative, since much of the course's content will revolve around them.

The class will meet Tuesday afternoons from 1:00 - 5:00. Enrollment is limited to 10. Selection will be made after the first class meeting based on an interview with the instructors.

\* Steve and Mike are Outdoors Program interns.

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 119 INTERMEDIATE SHOTOKAN KARATE

Marion Taylor

This class is for people who have had karate experience before, either last semester, during January Term or with another school. The classes will meet on Monday, Wednesday and Thursday from 2:30 - 4:00 in the South Lounge, RCC.

Five-College students will be graded on a pass/fail basis.

## OP 120 ADVANCED SHOTOKAN KARATE

Marion Taylor

The advanced class will meet Tuesday, Thursday and Sunday from 7:00 - 9:00 pm in the South Lounge, RCC.

Five-College students will be graded on a pass/fail basis.

## OP 121 AIKIDO

Marion Taylor

Aikido is a Japanese form of unarmed self-defense having no offensive capabilities. It depends for effectiveness on the defender maintaining his own balance while redirecting the opponent's attack so as to unbalance him. Aikido techniques allow the opponent's attack to be foiled, the opponent to be helped to the ground gently, and pinned there without doing any physical damage. The beginning class will learn basic rolling falls both front and rear; methods of leading the opponent off balance and into falling; types of pins; and ways to gain release from various grabbing or holding techniques. The class will meet Tuesday, Friday and Sunday from 7:30 - 9:00 pm in the South Lounge, RCC. Five-College students will be graded pass/fail.



## OP 122 BEGINNING TAI CHI CHUAN

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, centeredness, fluidity and understanding the principles of the ancient Chinese classics. The beginning class will meet on Mondays from 6:30 - 7:45 in the South Lounge of the RCC.

Five-College students will be graded pass/fail.

## OP 123 CONTINUING TAI CHI CHUAN

Paul Gallagher

The continuing class will meet on Mondays from 7:45 - 9:00 in the South Lounge, RCC.

## OP 124 TOP ROPE CLIMBING (COED)

Deborah Cole

This class is designed for people who have no climbing experience as well as for people who have climbed before and wish to continue top rope climbing. This course will teach people to top rope climb safely and will introduce them to several of the local climbing areas. Class will meet Tuesday afternoons from 1:00 - 5:30 pm.

## OP 129 TOP ROPE CLIMBING (WOMEN ONLY)

Deborah Cole

This class will be the same format as OP 124 except that women only will be participating. This is an attempt to eliminate one more factor that might inhibit women from participating in a climbing class where men seemingly have the advantage because of their strength. Class time will be Wednesday afternoons from 1:00 - 5:30.

Both climbing classes will start the first week after Spring Break.

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 125 BEGINNING KAYAK CLASS

Caroline Sawyer

This class is for people inexperienced in kayaking. The class will cover learning how to paddle, roll and maneuver a kayak in pools, lakes and rivers. In the early spring students will spend time in the pool learning how to right a kayak by means of the Eskimo roll. After Spring Break the class will entail a continued night of rolling and one afternoon to go out to local rivers to learn to do whitewater kayaking.

The time commitment for this class is as follows:  
Prior to Spring Break: Mondays 7:00 - 8:15 pm, pool  
Thursdays 2:00 - 4:00, pool  
After Spring Break: Mondays 7:00 - 8:15 pm, pool  
Thursdays 1:30 - 6:00 on the river

Five-College students will be graded on a pass/fail basis.

## OP 204 LEAD CLIMBING

Ed Ward and David Roberts

For people who have some climbing experience but do not yet lead. This class will teach all the aspects of lead climbing. Class will meet Wednesday afternoons from 1:00 - 6:00 pm. The first class session will be March 2.

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 205 INTERMEDIATE KAYAKING - POOL SLALOM

Carol Fisher

This is for people who have been kayaking for a while and wish to improve their slalom techniques. There is a limit of 5 people. See instructor to sign up. Meet in the RCC pool.

Five-College students will be graded pass/fail.

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

Ed Ward and Carol Fisher

This course allows you to try out a whole gamut of non-motivated outdoor pursuits, to compare what about each you like and dislike, and to get to know some good spots in the vicinity. Friday 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 cross-country skiing or snowshoeing, or orienteering, or biking, or rock climbing, or kayaking, or hiking, or caving, or canoeing. There will be two or three overnights as well - probably winter camping and canoeing. Frequently someone who is deeply involved in the pursuit of the day will come along to provide a glimpse of the kind of people who do it avidly, the rewards they find, and the surrounding traditions. People who have absolutely no previous experience in the outdoors and no equipment are our first priority. Also welcome are people who bring closely or distantly related interests (e.g. American Studies, environmental studies, human development, outdoor education). 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. This class has an open enrollment and will meet Fridays from 1:00 - 6:00 pm.

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 250 OUTDOOR FITNESS COURSE (CIRCUIT TRAINING)

Carol Fisher and Jay Evans

The purpose of this course is to design, construct and use an outdoor physical fitness course - a trail through the Hampshire woods with stations for different exercises. In the process we should each develop a personal exercise program and learn some basic anatomy and physiology. There will be some reading involved.

Class time will be Wednesdays from 2:00 - 3:30 pm with additional time spent in field work and exercises.

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 255 MOUNTAINS, RIVERS, BACKROADS AND WOMEN

Joy Hardin

This course challenges, and explores the cultural assumption that women and wilderness adventuring are diametrically opposed. Class sessions are to learn the necessary skills, read and discuss the accounts of our foremothers who engaged in similar pursuits, and prepare for the trips to mountains, rivers and backcountry. The trips offer the central experiences of risk-taking and adventuring, responding to contrasting landscapes, sharing responsibility for leadership and each other, and creating our own rituals.

The course is divided into 3 mini-courses. Participants may enroll in 1, 2 or 3 of these modules; however, enrollment depends on being able to participate in the trips. Total beginners are especially welcome. Class sessions are Thursday afternoons from 1:00-5:30. Limit of 12 women per module.

MODULE I: Mountains and Winter Feb. 3 - 27 (Thurs.'s)  
Trips: Feb. 5-6 (a snowshoeing trip to a cabin in the White Mts.)

Feb. 26-27 (winter mountaineering in Adirondacks)

Skills included: x-country skiing, snowshoeing, winter camping and backpacking, map and compass.

Possible themes included: dealing with cold and unfamiliar environments, how to give and get help, a feminist approach to leadership and expeditioning.

MODULE II: Bicycling to the Sea March 3-31 (Thursdays)  
Trips: March 19-23 (Spring Break) possibly to Cape Cod.

Skills included: bike safety, simple bike maintenance and repair, trip planning.

Possible themes: defining strength, attitudes towards machines, social taboos on bands of traveling women.

MODULE III: Rivers in Spring April 14 - May 12 (Thursday Classes)  
Trip: May 14-20 (after last day of classes) (probably a canoeing trip to Maine)

Skills included: flintwater paddling, introduction to whitewater paddling, canoe safety, canoe camping.

Possible themes: "river" and "journey" as metaphors, sources of energy, group roles, solitude.

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

## Additional O.P. offerings (not courses):

1. Open Climbing Wall, RCC. Tues. and Weds. from 4:30 - 6:00 pm. Open to anyone; inexperienced or experienced. Feb. 1 - March 17.
2. Juggling Workshop - This course is designed to help beginners learn the fundamentals of ball and club juggling. As the semester progresses, we will try to cover 3-ball, 4-ball, and 5-ball juggling and 3-club juggling. Individuals with juggling experience are encouraged to work on new tricks and building up new routines with other people of similar expertise. We wish to keep the format flexible so that we may attempt other things such as unicycling, balancing, or whatever is suggested. From time to time, we hope to have visits from several professional jugglers from this area who will make demonstrations and help us improve our skills. Class will meet Monday, Wednesday and Friday from 4:00 - 5:00 pm in the RCC. (This class can be taken for credit by Five-College students who will be graded on a pass/fail basis and must negotiate credits with instructor. OP 126)
3. Cross-Country Skiing. This is open to anyone at any level of experience. Beginners are urged to come. We will go out on skis throughout the local area and will learn various techniques concerned with cross-country skiing. This class will last from Feb. 1 until the snow falls and wash away. Meet at RCC in the O.P. office or equipment room. Thursdays from 1:00 - 4:00 pm.
4. Kayak Polo. For people who have enough experience in a kayak to be able to maneuver it in a water polo fashion about the pool. Class will meet from 7:00 - 8:15 pm in the RCC pool on Tuesday evenings.

## OUTDOORS PROGRAM STAFF PROFILES

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

Carol Fisher, Outdoors Program kayak instructor, has been the National Champion in Wildwater Kayaking for the past five years. Her other interests lie in the areas of nutrition, physical fitness, environmental awareness and ecology.

Joy Hardin, instructor, places her energies in the areas of women and physical competence and mind/body awareness and integration as well as in teaching methods of teaching outdoors skills. She has a M.A. in education and is currently working on a doctorate in psychological education.

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

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

Ed Ward, Assistant Director of the O.P., is also an experienced mountaineer who has climbed extensively in Alaska, sub-arctic Canada and the American West. Among Ed's concerns within the O.P. are community involvement and methods courses, as well as teaching lead rock climbing and iceclimbing.

## FEMINIST STUDIES

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

## Social Science

Carol Bengeldorf  
Penina Cleser  
Gloria Joseph (LV AY 76-77)  
Joan Lendes  
Lester Kantor  
Laurie Nisonoff  
Miriam Slater  
Barbara Turlington

## Language and Communication

Nancy Frishberg  
Janet Tallman (LV AY 76-77)  
Natural Science  
Susan Goldhor  
Nancy Goddard  
Sandra Oyewole  
Janice Raymond

## Humanities and Arts

Sally Allen  
L. Brown Kennedy  
Jill Lewis  
Daphne Reed

Related courses for Spring Term 1977 are:

WA 124, Black Women, White Women: Literature, Politics, and Our Lives  
WA 225, Women into Literature and Criticism  
NS 125, Women and the Health System  
IN 314, Women and Professional Careers

## ENVIRONMENTAL SCIENCE AND PUBLIC POLICY

Students interested in ESAPP should see the program statement under Natural Science.

## THE COLLEGE WRITING LABORATORY

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

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

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

The general model we are planning will probably include these components: full-term course in writing, individual tutoring, and some type of recurring modular instruction in writing and study skills which would involve faculty from each School and a member of the Library Center Staff. The four School Advising Centers will be used as information centers for the Writing Lab as it develops. Any student in any Division in any School who wants to find out about special work in College Writing should take the question to a School Advising Center.

## READING AND WRITING IMPROVEMENT PROGRAM

As a part of the College Writing Laboratory, the program will offer individual and group work in writing, reading, and study skills. Individual programs will be devised according to the needs of the student. In other words, a student may come for help once or many times, may work on a specific project or on general skills, may receive individual instruction or be part of a group, may concentrate on writing or reading and study skills, or any combination thereof. For more information, see Debby Baccal, 121 Library Center, ext. 662.



## FACULTY

## SCHOOL OF HUMANITIES AND ARTS

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

**Sally Allen**, visiting assistant professor of cultural history, earned her B.A. and M.A. at the University of Manitoba and her Ph.D. in Renaissance history at the University of Toronto. During the 1976-77 year she will serve as Master of Merrill House.

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

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

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

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

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

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

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

**Arthur Heener**, 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 nineteenth-century English literature. He received a B.S. in Journalism from the University of Missouri at Columbia and a Ph.D. from the University of Washington at Seattle.

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

**Eleanor Hudson**, 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.

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

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

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

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

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

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

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

**R. Randall McClellan**, assistant professor of music, received his B.M. and M.M. from the University of the Pacific 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 Seasaw Music Press and his electronic music is available on Opus One records.

**Robert Meagher**, associate professor of philosophy of religion, has a B.A. from the University of Notre Dame and an M.A. from Chicago. His publications include *Personality and Powers*, *Reckoning*, *Nothingness*, *Rebelling the Political*, and *Cave Nostrum*. He has taught at the University of Notre Dame and at Indiana University.

**Norm 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 show 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.

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

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

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

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

**Andrew Salkow**, associate professor of writing, has published widely in the fields of fiction, non-fiction, and poetry. A Jamaican national, Mr. Salkow has 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.

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

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

**Francis D. Smith** is Dean of the School of Humanities and Arts and professor of humanities and art at Harvard University. He has taught in high schools and colleges, directed federal community relations programs for Massachusetts, and has published as a sociologist, playwright, and novelist.

**Ray Superior**, associate professor of art, earned his B.F.A. at the Pratt Institute in New York and his M.F.A. at Yale University. He has also studied at the Institute d'Art Moderne 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.

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

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

**Gretchen Wheelock**, visiting assistant professor of music, earned an A.B. at Wellesley and M.A. and M.Phil. at Yale University. She is a candidate for Ph.D. in fine music history. Ms. Wheelock is expected to add a much needed dimension to our studies in cultural history.

**William (Vishnu) Wood**, assistant professor of music, attended the Detroit Institute of Musical Art of the University of Detroit. He is currently Director of "Vishnu and the Safari East Concert Workshop Ensemble," performing artists in residence at the Music Inn in Lenox, Mass. For the past year he was also artist in residence at Orchard Hill, University of Massachusetts.



## SCHOOL OF LANGUAGE AND COMMUNICATION

**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 broadcasts, and was artist-in-residence and research coordinator at the Television Laboratory at WNET/13, New York.

**Mark Feinstein**, visiting 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 (aphasiology).

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

**James Paul Gee**, visiting assistant professor of linguistics, has an M.A. and Ph.D. from Stanford University, where he has been teaching. His interests include not only linguistics but also philosophy and psychology, ethics and values.

**Allen Hanson**, assistant professor of computer science, has a B.S. from Clarkson College of Technology, and an M.S. and Ph.D. in electrical engineering from Cornell University. His main research interests are in non-numeric programming, artificial intelligence and pattern recognition. At the University of Minnesota he developed courses in computing fundamentals, artificial intelligence and higher level languages. Mr. Hanson is Coordinator of the School of Language and Communication this year.

**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, research and journalism.

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

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

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

**James Millig**, assistant professor of communications, holds a B.A. from Western Illinois University, an M.A. from the University of Denver, and is completing his Ph.D. in communication research at The Annenberg School of Communications of the University of Pennsylvania. He has taught courses in communications at 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.

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

**Robert Rardin**, assistant professor of linguistics, received a B.A. from Swarthmore College and a Ph.D. from MIT. He has traveled widely in Europe, especially in the Soviet Union and Scandinavia. He speaks six languages and his interests include international affairs and peace work. Mr. Rardin is on leave for the academic year 1976-77.

**Stanley Stanislav**, 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. from Stanford. He is interested in psycholinguistics and other areas of the cognitive sciences.

**Janet Tallman**, assistant professor of anthropology, received a B.A. from the University of Minnesota and is completing her doctorate at the University of California at Berkeley. She 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*. Ms. Tallman will be on leave for the academic year 1976-77.

**Yvette Tansky**, assistant professor of cognitive psychology, holds a B.A. and Ph.D. from Cornell University. Her primary interest is cognitive development. She has done research on spelling, visual imagery, and the development of memory.

**Robert Ullian**, faculty associate in communication, received a B.A. from Amherst College and an M.F.A. from Columbia University. His short stories and articles have appeared in *Equinox* and a number of other magazines. He is teaching at Hampshire with the partial support of a grant from the National Endowment for the Arts.

**Christopher Witherspoon**, assistant professor of philosophy, has a B.A. from Arkansas Tech and is completing his Ph.D. at the University of California at Berkeley. He is a Graduate Fellow. His main research area is the philosophy of perception; his other areas include the philosophy of language and philosophical psychology.

## SCHOOL OF NATURAL SCIENCE

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

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

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

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

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

**John Foster** - professor of biology, previously taught biochemistry at the Boston University School of Medicine and was a director of the Science, Technology and Society 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 natural electronics, ecology and field biology, and white-water canoeing.

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

**David Gay** - associate professor of chemistry, holds a B.Sc. from the University of London and a Ph.D. from the University of London. He formerly taught at Xavier College in Sydney, Nova Scotia. His interests include Caribbean affairs, physical chemistry, kinetics, and environmental chemistry (including biogeochemistry, chemistry for the consumer, and, in particular, the mechanisms of chemical reaction. David will be on leave spring semester 1977.

**Ann Gendron**, faculty associate in education studies, has a B.A. from Earlham College and has done one graduate level work at Queens College. She has taught elementary school for seven years, in Connecticut and Massachusetts, and has served as a resource person for the University of Massachusetts "Integrated Day Program" and for the Gateway Regional School District in Massachusetts.

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

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

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

**Courtney Gordon**, associate professor of astronomy, holds a Ph.D. from the University of Michigan. Her work includes studies at the Royal Greenwich Observatory in England, the Harvard College Observatory, the Arecibo Observatory, and the Kitt Peak National Observatory. She was assistant scientist at the National Radio Astronomy Observatory in Charlottesville, Virginia. In addition to astronomy, Courtney is interested in relativity, cosmology, extraterrestrial communication, codes and ciphers and animal communication (dolphins and Chimps). She is a member of the Five College Astronomy Department.

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

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

**Everett Haffner** - professor of experimental physics, was an associate physicist with 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, music and physics, comic rays, environmental science, holography and A.P. He served as the first Dean of the School of Natural Science at Hampshire.

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

**Rio Howard**, visiting assistant professor in the history of science, received her A.B. from Bryn Mawr and her M.A. and Ph.D. degrees from Cornell University. She has taught at the University of Miami, University of California at San Diego, Middlebury College, and Brooklyn Polytechnic Institute. Her major interest is intellectual history and her specialty is the evolution of the medical profession and its attendant fields of knowledge in France during the 16th and 17th centuries.

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

**Francis Koster**, faculty associate in environmental studies, is currently working on his Ph.D. at the University of Massachusetts, in the Program for the Study of the Future. As Executive Secretary to the Bicentennial Committee of the University, he was responsible for implementing "Critical Issues in America's Future," an 18-part radio series, and the highly acclaimed "Toward Tomorrow Fair."

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

**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 Colby-Colchester School of Nursing. She has also coordinated a chemical analysis lab as part of the Hill 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 Lutes**, faculty associate in natural science and naturalist in the Outdoors Program, is currently doing a book on environmental education and interdisciplinary approaches to the environment. Ralph's courses reflect his concerns about the environment.

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

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

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

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

**Paul Slater**, visiting assistant professor in agriculture and planning, received his B.S. and M.P. (Master in Resource Planning), from the University of Massachusetts. He is currently a member of a subcommittee of the Governor's Commission on the Status of Women entitled "Women in Agriculture, Food Policy and Land 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.



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

**Janet Van Nierken**, visiting assistant professor of physics, has taught at the University of Massachusetts and Smith College. She received her B.S. from M.I.T. and her Ph.D. from the University of Colorado. She has also done research at the Joint Institute for Laboratory Astrophysics (JILA) at the University of Colorado. Her research has been in theoretical low energy particle physics, with a strong interest in astrophysics.

**Al 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 bases of behavior and on the visual system in humans and animals. He encourages students to participate in his research on visual thresholds. He is also interested in embryology, electronics for instrumentation, and alternative energy sources.

**Ann 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 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, phase changes with time (and, of course, plain old physics). His Ph.D. is from Berkeley, and he worked at Bell Labs before moving on to the U.C.L.A. faculty. He was lured to Hampshire by a love for undergraduate teaching and also for New England farming, which he continues to try.

## SCHOOL OF SOCIAL SCIENCE

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

**Carollee Bengelsohn**, assistant professor of political science, holds an A.B. from Cornell and studied Russian history at Harvard. She 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.

**Jessica Benjamin**, visiting assistant professor of sociology, has a B.A. from the University of Wisconsin, an M.A. from the Johann-Wolfgang-Goethe University of Frankfurt, and is a Ph.D. candidate at New York University. Her research includes political social theory, the Frankfurt School, and Marx and Weber.

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

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

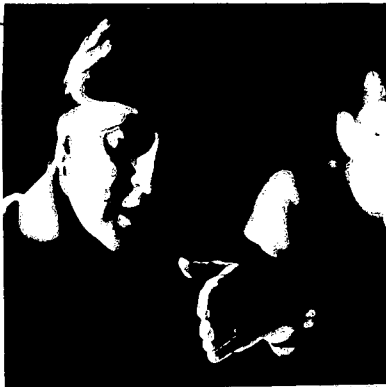
**E. Oliver Foulkes**, assistant professor of law, received a B.A. from Southwestern College, Memphis, and a J.D. from Memphis State University School of Law. He has been engaged in a variety of legal projects involving civil liberties, welfare recipients, housing legislation, and mental hospitals.

**Penina M. Glazer**, Dean of Faculty and associate professor of history, has a B.A. from Douglas College and a Ph.D. from Rutgers University where she held the Louis Beecher Fellowship. Her special interests include American intellectual history with emphasis on radical left-wing movements in the United States during the 1940's.

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

**Lloyd Hagan**, visiting associate professor of economics, has an 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 Research Center. He is author of numerous articles and has taught at Amherst College and Harvard University.



Frank Holmgren, visiting assistant professor of political science, received his B.A. from Lawrence University, and his M.A. and Ph.D. from Indiana University. His interests are in the areas of comparative politics, political and administrative development, and American politics.

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

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

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

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

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

Maureen Mahoney, assistant professor of psychology, received her B.A. from the University of California, Santa Cruz and her Ph.D. from Cornell University. Her special interests include social and personality development, sociology of the family and history of childhood and the family.

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

Joel Meister, visiting assistant professor of sociology and master of Prescott House, holds an A.B. from Stanford University and an M.A. and Ph.D. from Berkeley. He has worked as an urban community organizer with the Peace Corps in Peru and as a secondary school social studies teacher and counselor at Palo Alto, California. For the past two years he has been an Associate for the Behavioral Sciences and Staff Director at the Institute of Society, Ethics and the Life Sciences, Hastings Center.

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

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

Hedwig Rose, 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 and is presently a doctoral candidate at the University of Massachusetts. She was supervisor of practice teaching at Smith College's Department of Education and Child Study and has worked with the Northampton public school system.

Stewart Shapiro, visiting assistant professor of political science, holds an A.B. and M.A. from SUNY at Binghamton and a Ph.D. candidate at the University of Massachusetts. His fields of specialization are American government and public policy; political theory (history and analytic); and international relations.

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

Norris Stone, visiting assistant professor of urban studies, holds a B.A. from Brown University and an M. Arch. from Harvard. He is the author of *Book of an Unfinished Architect* and is an advocate architect-planner in New Haven, Connecticut.

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



Barbara Turlington, Dean of 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 at Beirut. She did graduate work at Columbia University.

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

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

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

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

SCHOOL OF HUMANITIES AND ARTS

CLASS SCHEDULE

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
HA 101 Artists' Think Tank	R. Superior	Open	None	W 9-12	Studio Bldg
HA 109/209 Visual Communications	A. Hoener	Open	None	TTh 10-12	Studio Bldg
HA 110 Film Workshop I	T. Joslin	Lottery	12	M 1-5	FPH ELH
HA 112/212 Amer Black Autobiog	E. Terry	Open	None	MW 130-3	PH D-1
HA 115/215 Studio Exp-Dance	F. McClellan/E. Huston	Lottery	Beg-25	TTh 1-230	Dance Studio
		Lottery	Int-25	MW 11-1230	Dance Studio
		Lottery	Adv-25	MW 9-1045	Dance Studio
		Instr Per	Bal-20	F 1-215	Dance Studio
HA 124 Black/White Women	J. Lewis	Instr Per	15	M 10-11	Donut 5
HA 129/229 Playwrights' Workshop	J. Abady, et al	Instr Per	12	W 1-4	PAC
HA 134 College Writing	E. Terry	1st Come	18	TTh 11-1	PH D-1
HA 144 Euripides & Camus	R. Meagher	Lottery	12	W 7-10pm	CSC 125
HA 145 Human Environment-Design	N. Juster/E. Pope	Lottery	24	MTh 130-430	CSC 3rd Fl
HA 150 Still Photo Workshop	W. Arnold	Intr Per	15	M 1-5	Photo Lab
HA 152/252 Improvisation Workshop	E. Huston	1st Come	20	MW 1-3	Dance Studio
HA 153/253 Afro-Am Chamber Ensemble	V. Wood	Audition	20	TTh 7-9pm	FPH ELH
HA 154 Art Manual	R. Superior	Open	None	TTh 1-3	Studio Bldg
HA 159/259 Intro-Psychohistory	S. Allen		25	TBA	
HA 162/262 Rehearsal & Performance	J. Abady	Audition	TBA	T 3-5/WThF 10-12	PAC
HA 165/265 Childhood & Youth	J. Boettiger	Lottery	30	M/W 930-11, W 130-3	FPH WLH/108
HA 166/266 Classical Style-Context	G. Wheeler	Open	None	MW 130-3	EDH 4
HA 171 Historical Intro-Theatre	L. O'Brien	Open	None	W 9-11	EDH 4
HA 172/272 Hist Persp/Afro-Am Music	V. Wood	Open	None	TTh 1-3	FPH ELH
HA 174 Basic Music Theory	V. Wood	Open	None	TTh 10-12	FPH ELH
HA 176/276 Life in Families	J. Boettiger	Lottery	16	TTh 11-1230	FPH 108
HA 178 Beg Scene Study	J. Abady	Instr Per	12	TTh 1-3	PAC
HA 184 Electronic Music Seminar	R. McClellan	Instr Per	8	MWF 9-1030	FPH 101
HA 187/287 World As School	D. Roberts	Open	None	TTh 1030-12	EDH 16

## SCHOOL OF HUMANITIES AND ARTS

COURSE		INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
HA 189	Art of Melodic Writing	R. McClellan	Open	None	MWF 11-12	FPH 107
HA 190	Color & Light Circus	M. Bruno, et al	Open	None	F 1030-12	FPH WLH
HA 196	Hamp Jazz Band	S. Nosoff	Audition		TBA	
HA 198/						
298	Myth of Me	L. Gordon/G. Gordon	Instr Per	16	MW 10-12	DH Masters
HA 203	Five Writers	L.B. Kennedy	1st Come	15	TTh 930-11	PH C-1
HA 204	Language of Modern Poetry	C. Hubbs	Instr Per-Div I		TTh 130-330	PH B-1
HA 207	France	J. Lewis	Instr Per	20	T 4-6/Th 430-6	Donut 5
HA 210	Film Workshop II	T. Joslin	Instr Per	12	T 1-5	FPH MLH
HA 220	Film/Photo Studies	E. Mayes/T. Joslin	Open-Concentrators		W 1-6	Blair
HA 226	Women-Lit & Criticism	J. Lewis	Instr Per	16	MW 1-230	Donut 5
HA 231	Poetry Writing Workshop	A. Salkey	Instr Per	16	T 130-3	EDH 15
HA 241	Myth	C. Hubbs, et al	Open	None	TTh 11-1230	Blair
HA 245	Fiction Writing Workshop	A. Salkey	Instr Per	16	Th 130-3	EDH 15
HA 250	Transformative Vision	T. Joslin	Instr Per	12	T 730-11pm	Blair
HA 255	Photo Visions	E. Mayes	Instr Per	12	TBA	
HA 256	Sense & Spirit	R. Meagher	Open	None	TTh 9-11	FPH 105
HA 258	Visual Concepts-Direction	L. O'Brien	Instr Per	8	T 9-12	EDH 4
HA 261	Ind Study-N.Y. History	V. Halsey	Instr Per	None	TBA	
HA 269	Origins of Romanticism	J. Hubbs	1st Come	20	TTh 130-330	PH C-1
HA 271	Augustine	R. Meagher	Open	None	TTh 11-1	FPH 107
HA 274	Ind Study-British Poets	D. Roberts	Instr Per-Div I	25-Div II	MWF 1030-12	EDH 16
HA 275	Unnatural Nature	R. Howard/L.B. Kennedy	1st Come	25	TTh 130-3	FPH 105
HA 278	Adv Photo Critique	E. Mayes	Instr Per	12	TBA	
HA 280	Studio Art Critique	A. Hoener/J. Murray	Instr Per	15	TTh 130-330	Studio Bldg
HA 290	Movement/Art/Dreams	F. McClellan	Instr Per	12	TTh 9-1045	Dance Studio
HA 293	Grp Ind Study-Score	R. McClellan	Instr Per	8	M 1-3	FPH 212
HA 294	Wkshp-Audition Techs	J. Abady/L. O'Brien	Instr Per		TBA	

## SCHOOL OF LANGUAGE AND COMMUNICATION

COURSE		INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
LC 105	Language Acquisition	J. Koplin	Lottery	15	MW 9-11	EDH 17
LC 114	Interpersonal Comm	J. Hornik/N. Stillings	1st Come	30	Th 730-1030pm	FPH WLH
LC 116/						
216	Comm & Mass Comm	J. Miller	Lottery	25	TTh 9-11	PH B-1
LC 117/						
217	Magazine Journalism	R. Ullian	Instr Per	12	TBA	
LC 118	Grammar School	M. Feinstein/N. Frishberg	Open	None	MW 330-5	EDH 15
LC 120	Black English	M. Feinstein	Open	None	TTh 9-11	EDH 15
LC 121	Public Communication	R. Muller, et al	Open	None	TBA	
LC 122/						
222	Intro-Child Devel	Y. Tenney	Lottery	25	TTh 930-11	FPH 108
LC 124	Color & Light Circus	M. Bruno, et al	Open	None	F 1030-12	FPH WLH
*LC 125	Organized Knowledge	W. Marsh	Open	None	TTh 130-330	FPH 108
*LC 126	Conversation	W. Marsh	Open	None	TTh 130-330	FPH 108
*LC 127	Things to Numbers	W. Marsh	Open	None	TTh 9-11	FPH 106
*LC 128	The Infinite	W. Marsh	Open	None	TTh 9-11	FPH 106
LC 129/						
229	Creation of Social Units	B. Emmart		40	TBA	
LC 130	Probs-Philo/Language	J. Gee	1st Come	20	MW 330-5	FPH 104
LC 156	Intro-Computers/Prog	A. Hanson	Open	None	TBA	
LC 184	Minds/Brains/Machines	A. Hanson, et al	1st Come	60	MWF 930-11	FPH ELH/106/107
LC 204	Theory of Language	D. Schwarz	1st Come	32	TTh 730-930pm	FPH 108
LC 212	Graph Grammars	W. Marsh	Instr Per	None	W 130-330	FPH 106
LC 213	News in America	J. Miller	Instr Per	10	T 130-430	EDH 17
LC 214	Social History TV	S. Staniski	Instr Per	12	TTh 130-330	TV Studio
LC 215	Philosophical Psych	C. Witherspoon	Open	None	TTh 130-330	FPH 103
LC 218	Intro-Syntax	J. Gee	Open	None	MWF 11-12	FPH 104
LC 246	Cognitive Psych	N. Frishberg/N. Stillings	1st Come	32	WF 130-3	FPH 105
LC 263	Isaac Bashevis Singer	R. Ullian	Instr Per	12	TBA	
LC 266	Experimental TV	P. Crown	Instr Per	12	TTh 1-6/W 3-5	TV Studio/Lib Lounge

## SCHOOL OF NATURAL SCIENCE

COURSE		INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
NS 103	Black Holes	C. Gordon/K. Gordon	Open	None	MW 9-1030	CSC 114
NS 104	Braving the Elements	E. Hafner	Open	None	TBA	
NS 106	Absolutely Beg Chemistry	N. Lowry	Open	None	TTh 9-1030/F 1230-3	EDH 16/Lab
NS 107	Evolution of Earth	J. Reid	Open	None	TBA	
NS 110	Color & Light Circus	M. Bruno, et al	Open	None	F 1030-12	FPH WLH
*NS 112	Illusion & the Eye	M. Bruno	Open	None	MW 130-3	FPH 103
NS 114/						
214	Plant Ecology	M.B. Bernstein	Open	None	T 2-330/F 130-5	CSC 2nd Fl/Lab
*NS 115	Color Mixing	S. Goldberg	Open	None	TBA	
NS 117	Crystals	J. Van Blerkom	Open	None	MW 130-3+Lab	CSC 2nd Fl
*NS 119	Topics in Optics	J. Van Blerkom	Open	None	MW 1030-12	CSC 114
NS 122	Nutrital Ecology-Humans	Staff	Open	None	MW 130-330	FPH MLH
NS 125	Women & Health System	J. Raymond	Open	None	TTh 130-3	CSC 114
NS 140	Nat'l Hist-Conn Riv Vall	J. Foster, et al	Open	None	TBA	



## SCHOOL OF NATURAL SCIENCE

COURSE		INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
NS 149/ 249	Topics in Agriculture	P. Slater	Open	None	TBA	
NS 153/ 253	Embryology of Evolution	R. Howard	Open	None	TTh 9-1030	CSC 3rd Fl
NS 154	Microbiology	S. Oyewole	Open	None	MW 1030-12/130-4	CSC 3rd Fl/Lab
NS 155/ 255	Human Genetics	L. Miller	Open	None	MWF 830-1030	FPH 105
NS 156	Normal Numbers	G. Shrager	Open	None	MWF 11-12	FPH 106
NS 161	Math-Scntsts/Sci Scntsts	K. Hoffman	Open	None	MWF 10-11	FPH MLH
*NS 170/ 270	Color Films & Papers	S. Goldberg	Open	None	TBA	
NS 172	Air Quality	T. Goldberg/M.B. Bernstein	Instr Per	14	MTh 830-10/Th 10-12	CSC 2nd Fl/Lab
NS 173/ 273	Botany Lunch	M.B. Bernstein	Open	None	Th 12-130	PH B-1
*NS 176	Salamanders/Spring	Al Woodhull	Open	None	TBA	
NS 184	Electronics	M. Woolf	Open	None	MW 130-330	CSC 125
NS 186/ 286	Animal Behavior	J. Egan	Open	None	TBA	
*NS 188	River Dynamics	J. Foster/J. Reid	Open	None	TBA	
NS 192/ 292	Elem School Science	M. Bruno	Open	None	MW 1030-12	EDH 13
NS 195/ 295	Muir & Burroughs	R. Lutts	Open	None	TTh 130-330	FPH 104
NS 198/ 298	Ind Study-Energy	F. Koster	See Instructor			
NS 234	Organic Chemistry II	N. Lowry	Open	None	MWF 10-11/M or F 1-3	EDH 15/Lab
NS 265	Div II Math	K. Hoffman/D. Kelly	Open	None	TBA	
NS 267	Linear Analysis	D. Kelly	Open	None	TTh 9-1030	CSC 125
NS 268	Unnatural Nature	R. Howard/L.B. Kennedy	1st Come	25	TTh 130-3	FPH 105
NS 275	Physics/Chemistry-Earth	J. Reid	Open	None	TBA	
NS 277	Horticulture	G. Goddard	Open	None	TBA	
NS 278	Built Environment	A. Krass, et al	Open	None	TBA	
NS 279	Technology Assessment	A. Krass	Open	See Course Description		
NS 281	Physics Curriculum	A. Krass, et al	Open	None	TBA	
NS 287	Environmental Policy	S. Shapiro	Open	None	TTh 11-1	FPH 103
*NS 289	Feeling Pain	Ann Woodhull	Open	None	TTh 1-230	PH A-1
NS 293	Exper Embryology	S. Goldhor/Al Woodhull	Open	None	W 9-1030/Th 130-4	CSC 2nd Fl/Lab
NS 294	Creativity & Child	A. Gengareilly	Instr Per	15	TBA	
ASTFC 020	Cosmology	E.R. Harrison	Open	None	MW 125-320	Amherst
ASTFC 023	Intro-Astron/Astrophys	C. Gordon/K. Gordon	Open	None	TTh 130-3/Th 730pm	FPH 106/Lab
ASTFC 034	History of Astronomy	W. Seitter/R. White	Open	None	MW 2-4	Smith
ASTFC 038	Obsrvtl Radio Astron	R. Huguenin	Instr Per	None	TTh 230-345	U. Mass.
ASTFC 044	Astrophysics II	G. Greenstein	Instr Per	None	MF 125-320	U. Mass.

## SCHOOL OF SOCIAL SCIENCE

COURSE		INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
SS 102	Poverty & Wealth	L. Nisonoff/L. Parnass	1st Come	18	TTh 11-1230	FPH 104
SS 104	Child Devel in U.S.	M. Mahoney	1st Come	20	MW 930-11	PH D-1
SS 106	Politics of Education	S. Shapiro	Open	None	MW 9-11	FPH 103
SS 115	Law & Social Change	B. Linden	1st Come	20	TBA	
SS 118	The Holocaust	L. Glick	Open	None	WF 11-1230	EDH 15
SS 121	Manic Depressive Illness	L. Farnham		20-Div I	TBA	
SS 127	New China	J. Koplin	Lottery	20	TTh 9-11	EDH 17
SS 135	Race to Power	C. Bengelsdorf			TBA	
*SS 140	Deschooling Society	W. Grohmann		20	TBA	
*SS 141	Purpose of College	W. Grohmann		20	TBA	
*SS 142	Experimental Colleges	W. Grohmann		20	TBA	
SS 150	Who Owns the Oceans	B. Turlington	Open	None	M 330-530+	CSC 125
SS 160	American Politics	F. Holmquist/R. Alpert	Open	None	TTh 11-1230	CSC 125
SS 165	History of Family	M. Slater	Open	None	TTh 130-330	PH D-1
SS 198	Forgotten People	O. Fowlkes	1st Come	25	TTh 9-11	FPH 107
SS 201	Mental Health System	O. Fowlkes/R. von der Lippe	Lottery	35	TTh 3-430	FPH WLH
*SS 202	Feeling Pain	Ann Woodhull	Open	None	TTh 130-3	PH A-1
SS 203	The Doctor	R. von der Lippe	Open	None	TTh 9-11	PH D-1
SS 204	Women & Health System	J. Raymond	Open	None	TTh 130-3	CSC 114
SS 208	Myth	C. Hubbs, et al	Open	None	TTh 11-1230	Blair
SS 210	Intro Economics	L. Nisonoff	Open	None	MW 1-3	FPH 104
SS 215	Capitalism & Empire II	History Group	Open-Div II	None	TTh 9-11+TBA	FPH WLH
SS 217	Philo-Law/Justice	L. Mazor	Open	None	TBA	
SS 219	Environmental Policy	S. Shapiro	Open	None	TTh 11-1	FPH 103
SS 222	Personality	R. Birney	Open	None	TTh 130-330	CSC 125
SS 224	Black Amers-Cap Econ	L. Hogan	Open	None	TTh 11-1	FPH 105
SS 237	Quantitative Methods	M. Sutherland, et al	Open	None	TBA	
SS 240	Cultural Encounters	L. Glick/P. McKean	Open	None	TTh 130-3	Blair
SS 245	American Education	H. Rose	Open	None	TTh 11-1230	FPH 106
SS 250	Built Environment	A. Krass, et al	Open	None	TBA	
SS 251	Socialist Development	C. Bengelsdorf/F. Holmquist	Instr Per	None	MW 11-1230	FPH ELH
SS 253	Personal/Moral/Social	J. Benjamin/M. Mahoney	1st Come	30	Th 11-1	FPH WLH

# INTEGRATIVE SEMINARS

<u>COURSE</u>	<u>INSTRUCTOR</u>	<u>ENROLLMENT METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>
IN 301 Myth	C. Hubbs, et al	Open	None	TTh 11-1230	Blair
IN 303 Connections	J. Murray	Open	None	Th 930-1230	PH A-1
IN 305 Unnatural Nature	R. Howard/L.B. Kennedy	Instr Per	25	TTh 130-3	FPH 105
IN 309 Creative Process	D. Reed	Instr Per	None	M 730-930pm	CSC 125
IN 311 17th Century Ideas	P. Glazer, et al	Instr Per	8-10	W 9-11	PH B-1
IN 314 Women & Prof Careers	Ann Woodhull/J. Raymond	Instr Per	16	TBA	
*IN 317 Seminar on Color	M. Bruno, et al	Open	None	W 1-4	FPH 103
IN 320 Law & Literature	L. Mazor/D. Smith	Instr Per	12	TBA	
IN 322 Competence & Autonomy	J. Meister	Instr Per	12	T 730pm	PH Masters
IN 325 Anti-Rationalism	J. Benjamin		15	TBA	
IN 327 Current Sociology	B. Linden		12	TBA	
IN 330 Museum Studies	C. Hall			TBA	

# LANGUAGE STUDIES

<u>COURSE</u>	<u>INSTRUCTOR</u>	<u>ENROLLMENT METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>
FS 125 Intens Int Span	K. MacIntosh	1st Come	20	TBA	
FS 140 Intens Int Fren	R. Pelletier	Instr Per	20	MWF 1-230	PH A-1

# UNCOURSES

<u>UNCOURSE</u>	<u>INSTRUCTOR</u>	<u>ENROLLMENT METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>
HA 011 History & Fiction	F. Smith		12	TBA	
HA 012 Div II Proposal-Humanities	D. Smith		10	W 1-3	TBA
LC 011 Language Learning	N. Frishberg		10	TBA	
LC 012 Seeking and Knowing	C. Witherspoon		11	F 1-4	TBA
NS 011 Biology of Sex	N. Goddard	Instr Int	8	TBA	
NS 012 N.S. Collections	J. Foster			TBA	
SS 011 Checking It Out	M. Sutherland			TBA	

# OUTDOORS PROGRAM

<u>COURSE</u>	<u>INSTRUCTOR</u>	<u>ENROLLMENT METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>
OP 104 Beg Hatha Yoga	Y. Ariel	Open	None	M 230-345	Donut 4
OP 110 Int Hatha Yoga	Y. Ariel	Open	None	M 345-5	Donut 4
OP 111/211 Muir & Burroughs	R. Lutts	Open	None	TTh 130-330	FPH 104
OP 112/212 Human Needs	S. Jonas/M. Rowe	Instr Per	10	T 1-5	Kiva
OP 119 Int Shotokan Karate	M. Taylor			MWTh 230-4	So Lounge
OP 120 Adv Shotokan Karate	M. Taylor			TThSun 7-9pm	So Lounge
OP 121 Aikido	M. Taylor			TFSun 230-4	So Lounge
OP 122 Beg Tai Chi Chuan	P. Gallagher			M 630-745pm	So Lounge
OP 123 Cont Tai Chi Chuan	P. Gallagher			M 745-9pm	So Lounge
*OP 124 Top Rope Climbing	D. Cole			T 1-530	
OP 125 Beg Kayak	C. Sawyer			M 7-815/Th 2-4	RCC Pool
OP 126 Juggling Workshop				MWF 4-5	RCC
*OP 129 Top Rope Climb-Women	D. Cole			W 1-530	
*OP 204 Lead Climbing	E. Ward/D. Roberts			W 1-6pm	
OP 205 Int Kayak	C. Fisher	Instr Per	5		
OP 235 Things You Want To Do	E. Ward/C. Fisher	Open	None	F 1-6pm	
OP 250 Outdoor Fitness	C. Fisher/J. Evans			W 2-330	
OP 255 Mountains, Rivers, Etc.	J. Hardin	Instr Per	12	Th 1-6pm	Kiva

## CODES

CSC Cole Science Center  
EDH Emily Dickinson Hall  
FPH Franklin Patterson Hall  
PH Prescott House  
RCC Robert Crown Center  
DONUT Greenwich House - Center Room  
ELH East Lecture Hall  
MLH Main Lecture Hall  
WLH West Lecture Hall  
PAC Performing Arts Center  
TBA To Be Announced or Arranged

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

# Hampshire College

Amherst, Massachusetts / 01002