



Hampshire College

Amherst, Massachusetts / 01002

HAMPSHIRE COLLEGE

AMHERST, MASSACHUSETTS 01002

COURSE GUIDE - FALL-SPRING 79-80 REVISED

Second-class postage
paid at Amherst, MA 01002

REGISTRATION AND COURSE SELECTION

1. Check the Course Description Guide thoroughly for enrollment methods. Some courses will hold interviews the first day of classes, others will either have sign-up sheets or interviews. One day, Thursday, September 6, will be used for course interviews, where specified. Some faculty may be available prior to this; however, all faculty will have office hours posted for some time to be available for interviews (where enrollment is limited) prior to the beginning of classes.
2. After attending classes for a week, you should be ready to decide in which ones you wish to be enrolled. Class list forms, provided by Central Records, will be distributed the second week of classes. Sign the list for each course in which you wish to be enrolled. The lists will be forwarded to Central Records, and they will do the rest of the work. ** PLEASE -- Clearly Print your full name, first/middle/last -- no nicknames.**
3. Students taking ASTFC courses at the other schools, and Division III students taking no courses, should sign the appropriate lists at Central Records.

NOTES:

- A. Five College Interchange Applications are available at Central Records. Be sure they are completely filled out and have all the necessary signatures (if they are incomplete they may have to be returned to you, causing delays which might affect your ability to get into a particular course). The deadline for filing Interchange Applications is Friday, September 21. No Five College courses may be added after this date. Familiarize yourself with all the rules, regulations and penalties associated with Five College Interchange. They are all listed in the Student Handbook, and it is your responsibility to be aware of them.
- B. Independent Study forms are available at Central Records and the Advising Centers. They should be completed during the first two weeks of Fall Term 1979.
- C. Although Five 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, extension 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.

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HAMPSHIRE COLLEGE ACADEMIC PROGRAM

DIVISIONS:

Students at Hampshire College progress through three sequential Divisions--Basic Studies (Division I), the Concentration (Division II), and Advanced Studies (Division III), 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 course, but through examination of particular topics of study in courses or seminars and independent projects 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.

A program of Division I proseminars, designed especially for entering students, will be offered for the first time in Fall Term 1979 by faculty in all four Schools. The proseminars will be of substantial intellectual content, problem- or issue-focused, and intended to develop a working familiarity and engagement with the larger academic life of the College. Entering students will have an opportunity to preregister for a proseminar in the summer before their arrival.

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

Division III: The Division of Advanced Studies occupies students with advanced studies in their chosen field 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 -- normally a seminar -- in which they encounter a complex topic requiring the application of several disciplines. Finally, students engage in some other activity in which they share their increasingly sophisticated knowledge and skills in service to other members of the Hampshire community or the broader community.

ADVISING:

New students at Hampshire are assigned to an Adviser from one of the Schools for advice on choice of courses and other academic matters. If this initial assignment is not satisfactory, students may choose a new Adviser. Changing of advisers is a relatively simple process done in consultation with the Associate Dean for Advising, Courtney Gordon, in the Cole Science Center. The Associate Dean for Advising also assists students who are having problems with progress through examinations, working with both students and their advisers.

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

* Nancy Lowry for Fall Term 1979

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

REGISTRATION DATES AND CALENDAR

FALL SEMESTER 1979:

New students arrive, matriculate	Tuesday, September 4
Returning students arrive, matriculate	Wednesday, September 5
Course interview day	Thursday, September 6
Orientation, Fall Colloquy	Tuesday, September 4-- Friday, September 7
Classes begin	Monday, September 10
Hampshire course selection period	Monday, September 10-- Friday, September 21
Five College course add deadline	Friday, September 21
January Term proposal deadline	Monday, October 15
Tutorial days (no classes)	Monday, October 15-- Wednesday, October 17
Mid-term break (no classes)	Thursday, October 18-- Friday, October 19
Leave notification deadline	Wednesday, November 9
Five College preregistration/ January Term registration	Monday, November 12-- Friday, November 16
Tutorial days (no classes)	Monday, November 19-- Tuesday, November 20
Thanksgiving break (no classes)	Wednesday, November 21-- Sunday, November 25
Last day of classes	Friday, December 14
Evaluation period	Monday, December 17-- Wednesday, December 19
Winter recess (no classes, residences closed)	Thursday, December 20-- Wednesday, January 2

1980:

January Term	Thursday, January 3-- Wednesday, January 23
Commencement	Saturday, January 19
Recess between terms	Thursday, January 24-- Sunday, January 27

SPRING SEMESTER

New students arrive, matriculate	Saturday, January 26
New student program	Saturday, January 26-- Monday, January 28
Returning students arrive, matriculate	Monday, January 28
Course interview day	Monday, January 28
Classes begin	Tuesday, January 29
Hampshire course selection period	Tuesday, January 29-- Friday, February 8
Five College course add deadline	Friday, February 8
Tutorial days (no classes)	Monday, February 25-- Tuesday, February 26
Spring break (no classes)	Saturday, March 15-- Sunday, March 23
Leave advising (no classes)	Wednesday, April 2
Leave notification deadline	Friday, April 4
Parents' Weekend	Friday, April 18-- Sunday, April 20
Five College preregistration/ advising	Monday, April 21-- Friday, April 25
Tutorial days (no classes)	Wednesday, April 23-- Friday, April 25
Last day of classes	Wednesday, May 7
Evaluation period	Thursday, May 8-- Wednesday, May 14
Examination period	Thursday, May 15-- Wednesday, May 21
Commencement	Saturday, May 24

SCHOOL OF HUMANITIES AND ARTS
CURRICULUM STATEMENT

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

The difference is so critical that you will underestimate it only at the peril of promoting your own confusion. 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 disciplines of inquiry, discovery, and creation.

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

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

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

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

Those of you entering Division II courses will find that they are more typically focused on some special problem within an academic discipline—for example, the dialogue of 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 in this School are most eager to try this academic experiment of putting the Humanities and the Arts to work together because we share the sense of richness about the good that flows from the blending of rational thought and feeling. If the two functions are torn apart, thinking deteriorates into schizoid intellectual activity, and feeling deteriorates into neurotic life-damaging passions.

HA 101 DRAWING ONE-ON-ONE

Roy Superior

An introductory, basic, elementary, beginning, primary, and initial investigation of fundamental, preliminary, rudimentary, simplified, maybe even remedial studies of the art of drawing, as investigated via exercises both timeless and innovative.

Starting with the question of what is a pencil, we will rapidly move to what is a piece of paper and then face the complex issue of what is a mark. Through exercises (diligently performed) we will explore aspects of: line quality, contour, modelling of form, illusions of space, pictorial organization, and elements of simple perspective.

In addition to motor control coordination between hand and eye, drawing involves the brain. Therefore, some exercises will deal with processes of thought and imagination. Emphasis will be given to perceiving whether or not the visual intent coincides with the graphic result.

Many exercises must be approached more than once to be effective, so the students will be expected to have faith and energy to work hard outside of the class meetings which, incidentally, will be twice a week for two hours. Of course, you must provide your own materials and initiative.

Although intended mainly for the novice, some advanced students should not rule out the possibility of having their batteries recharged. There will be group critiques and portfolio review for evaluation.

HA 107 CONTACT IMPROVISATION

Daniel Lepkoff*

Contact improvisation is a duet movement form not totally unlike such forms as wrestling, martial arts, jiu-jitsu, shaking hands, and the embrace. Two dancers maintain a physical relationship; moving primarily in contact, they unite their masses to create a mutually supportive and dynamic interplay of weight. They do not strive to achieve results but rather to participate in the evolution of a constantly changing physical reality.

The body learns to function in both an active and passive role at once. The passive mode produces a receptive state, responsive and accepting of one's partner's movements. The active mode produces a state of readiness to meet the physical demands of the dance as well as the strength to recycle its energy.

Skills such as rolling, falling, balancing, and being upside-down are explored, expanding the body's awareness of its own movement possibilities. Simple and direct duet exercises allow couples to explore specific situations which arise in the dancing: supporting weight, giving weight, jumping up on someone, and rolling off someone. All exercises lead to free duet work.

The class will meet once a week for three hours. No previous formal movement training is necessary.

*Appointment pending

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 kinesiologically; and film as personal expression, communication, witness, fantasy, truth, dream, responsibility, and self-discovery.

The workshop will be concerned with production and seminar discussion, field problems, and research. Topics will include history and development, theories of film construction, camera, directing, editing, sound, narrative, documentary, experimental films, use and preparation, and Super-8 and 16mm 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 insistiveness 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 \$20.00 laboratory fee is charged for this course. The College supplies equipment, special materials, and general laboratory supplies. The student provides his/her own film.

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

HA 111 THE DESIGN RESPONSE

W. Wayne Kramer

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

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

HA 113 PLATO

R. Kenyon Bradt

While Whitehead's suggestion that all of Western philosophy is but a footnote to the philosophy of Plato may not be strictly true, it is suggestive enough to provide the idea for a first division seminar in philosophy.

Through a study of a number of Plato's dialogues, this course not only is to generate an understanding of Plato's thought but is to provide both an introduction to philosophy and the foundation for further philosophical study. In addition to an intensive reading of a select number of Platonic dialogues, each student will be expected to complete two papers during the course of the term.

Enrollment limit: 15

SCHOOL OF HUMANITIES AND ARTS

DIVISION I

DRAWING ONE-ON-ONE

HA 101

Superior

THE IDEA OF CULTURAL HISTORY:
THE U.S. IN THE 1920's
HA 105 (PROSEMINAR)*

Lyon

CONTACT IMPROVISATION

HA 107

Lepkoff

FILM WORKSHOP I

HA 110

Joslin

THE DESIGN RESPONSE

HA 111

Kramer

PLATO

HA 113

Bradt

AMERICAN FAMILIES, AMERICAN HOMES

HA 118a (PROSEMINAR)*

D. Smith,
Boettiger

AMERICAN FAMILIES, AMERICAN HOMES

HA 118b

Boettiger

MUSIC AS SOCIAL ACTIVITY

HA 119

R. McClellan

WOMEN AND WILDERNESS: A SENSE OF SELF

HA 125

Greenberg

AN INTRODUCTION TO THE PERCEPTION AND

HA 127

Bernert, Fish-
man, Roos

DESIGNING AND BUILDING

HA 128

Goodman

CLASSES IN ZAP DANCING: MASTERING THE

HA 129

Neels

CONTEMPORARY LATIN AMERICAN FICTION

HA 133

Marques

COLLEGE WRITING: THE IRISH VOICE IN ENGLISH

HA 134a

F. Smith

COLLEGE WRITING: THE USES OF SHORT FICTION

HA 134b (PROSEMINAR)*

F. Smith

CIVIL DISOBEDIENCE

HA 144 (SS 145)

Meyer

Mazor, Smith

LYRIC AND SOCIETY

HA 147

Russo

STILL PHOTOGRAPHY WORKSHOP

HA 150

Joslin

FROM PAGE TO STAGE

HA 151

Cohen

THE PSYCHOLOGY OF THE BLACK EXPERIENCE:

A JUNGIAN APPROACH

HA 161

Frye

STUDIES IN NARRATIVE: SURVIVAL AS ART FORM

HA 169

L. Goldensohn

U. S. HISTORY: THE COMING OF ANDREW JACKSON -

AN EXERCISE IN HISTORIOGRAPHY

HA 199 (PROSEMINAR)*

Halsey

DIVISIONS I AND II

INTRODUCTION TO THEATRICAL DIRECTING

HA 106/206

Abady

WRITING

HA 114/214

Feyne

INTERMEDIATE BALLET

HA 115/215

DeNille

EXPLORING SEXUALITY

HA 123/223

L. Gordon,
G. Gordon

POETRY WRITING WORKSHOP

HA 131/231a

Salkey

CHAMBER ENSEMBLE

HA 149/249

R. McClellan

FICTION WRITING WORKSHOP

HA 163/263

Salkey

DIVISION II

THREE RUSSIAN WRITERS: PUSHKIN, GOOL

AND DOSTOEVSKY

HA 208

J. Hubbs

FILM WORKSHOP II

HA 210

TMA

WAYS OF SEEING

HA 218

Murray

THE FICTION OF HISTORY: HISTORICAL TRUTH

AND THE IMAGINATIVE INVENTION IN THE NOVEL

HA 219

Marquet

PHOTOGRAPHY WORKSHOP II

HA 225

Ravett

POETRY WRITING WORKSHOP

HA 231b

B. Goldensohn

D. H. LAWRENCE AND THE NOVEL

HA 237

C. Hubbs

MYTH: AN INTERDISCIPLINARY APPROACH

HA 241

C. Hubbs,
J. Hubbs

CONCEPTUAL ARCHITECTURE

HA 242

Goodman

SPECIAL PROJECTS IN ACTING AND DIRECTING

HA 247

Abady

INTERMEDIATE SCENE STUDY

HA 248

Abady

TEN AMERICAN POETS

HA 251

L. Goldensohn

AFRO-AMERICAN CHAMBER ENSEMBLE

HA 253

Copeland

SPECIAL TOPICS IN AMERICAN STUDIES

HA 262

D. Smith

DANCE AS A MIND/BODY SPORT: A TECHNIQUE

HA 265

Neels

WINNERADO WIFE: TELEVISION PRACTICUM

HA 266

Joslin

ANCIENT CHINESE PHILOSOPHY

HA 268

Bradt

SEMINAR IN ELECTRONIC MUSIC, PART I:

HA 270

Suofford

DANCES FOR YOU/US: A PUBLIC/PRIVATE COLLECTION

HA 271

Neels

WALT WHITMAN

HA 276

Murphy

LITERARY PROGRESS

HA 278

Russo

STUDIO ART CRITIQUE

HA 280

Murray

ADVANCED PHOTOGRAPHY WORKSHOP

HA 283

Liebling

COMPOSITION SEMINAR

HA 294

R. McClellan

HISTORY OF FILM/PHOTOGRAPHY

HA 297

Liebling

PLAYWRIGHTS' WORKSHOP

HA 299

Cohen

HA 118B AMERICAN FAMILIES, AMERICAN HOMES

John Boettiger

This seminar will explore the changing and enduring character of American families through a twofold focus. First, we'll attend to the characteristic relationships among a family's members, particularly those between wives and husbands and between parents and their children. Second, we'll be seeking awareness of a family's spaces, its intimate geography, its home. Each of us knows and remembers the individual rooms of a house and its surroundings (yard, street, barn, field) as possessed of a distinctive character—an atmosphere, an emotional tone, a vividness or emptiness, a clarity or mystery. Families and their homes change, often in these times with bewildering and distressing tumult and rapidity. But the same families also endure; the lives and homes of two or three generations, if we look with care, are recognizably kin, more alike than we thought or perhaps wished to know.

Students will be working with three complementary modes of inquiry and expression, and gaining experience of imaginative and critical reading and writing in relation to each: (1) family history and biography, including the process of searching one's own heritage; (2) short fiction and novels portraying the character and evolution of American families and the homes that they shaped and that in turn gave shape to their lives; and (3) works of psychology and family therapy offering means of understanding a family's web of relationships and its patterns of growth, stasis, and decay.

The course will meet twice weekly for 1½ hours. Enrollment is limited to 16.

HA 119 MUSIC AS SOCIAL ACTIVITY

Randall McMillan

Music has been a significant social factor in human activity, reflecting and shaping the society to which it belongs, for over forty thousand years. What is the function of music in our evolutionary process? What are the factors that shape the music and that are responsible for the many different kinds of music that we find today? Why has music been a part of every society and culture that has existed since our emergence on the earth? We shall examine these and other questions in order to better understand the various roles and functions of music within a culture as well as how a culture shapes the music of which it is a part.

First we shall examine the methodology and techniques of the modern ethnomusicologist. Second we shall examine the origins, characteristics and early purposes of music in order to understand what needs of the human psyche it attempts to serve. We will then apply our findings to the study of music within a traditional Native American society. Finally, we shall examine some facets of the role of music in our own culture in order to understand how it is a reflection of the values and attitudes of the society to which we belong.

There will be extensive required readings for this course, and each student will be required to engage in an individual research project and to deliver a paper before the class. Required readings will include: *The Anthropology of Music*, Alan Merriam; *The Welltempered Clavier*, Kurt Sachs; *Indians of the Plains*, Robert Lowie.

We will meet twice weekly for two-hour sessions. Enrollment is limited to 16.

HA 125 WOMEN AND WILDERNESS: A SENSE OF SELF

Judy Greenberg

This course will be both a Women's Study and a support group. We will meet once a week as well as take a monthly, three-day trip together either canoeing or backpacking.

First we'll focus on a sense of our own personal histories: a look at growing up female in each of our own families and backgrounds. What are the cultural forces affecting our families, cultural prohibitions?

We will also explore body/self-image. How has it changed and developed over time? What have been major influences on us? How do we define femininity, strength, competence? The methods we'll employ in covering these areas will include structured exercises, class, outside readings, assigned writing projects, outdoor trips and learning group process and dynamics through our experiences together as a women's group.

The class will meet once a week for three hours. Enrollment is limited to 12.

HA 127 AN INTRODUCTION TO THE PERCEPTION AND INTERPRETATION OF THE ENVIRONMENT

Julie Bennett, Jonathan Fishman, Joel Ross (faculty supervisor, Robert Goodman)

The objectives of this course are: (1) to increase an environmental awareness and to be able to evaluate our responses to the environment; (2) to learn to communicate graphically our interpretation of the environment; (3) to develop graphic skills that aid in understanding the environment; and (4) to understand the synthesis of these things in the design process.

Architectural design is a process that involves a constant feedback between intentions (program) and a comprehension of how the environment is experienced. It is essential, therefore, for anyone in the field of design to have an understanding of the ways in which people perceive and respond to the environment. An architect's primary mode of inquiry and communication is visual. Developing these skills is a necessary first task for the designer. What we hope to do in this course is guide students toward a more sensitive and organized method of experiencing and evaluating the environment, learning to interpret, record and communicate this visually. The synthesis of these things with a program in an ordered manner in which becomes the design process is the ultimate goal.

The course will begin with analytic exercises in which we will attempt to interpret and evaluate the environment by experiencing actual places. For example, one problem might be: choose a place on campus that you particularly like and identify what you like about it; what are the elements that make it successful, what are its underlying forms? This must then be visually communicated to the class. Later on in the semester, the class will undertake a couple of short design projects based on the established analysis methodology and graphic skills. The use of various media will be stressed with an emphasis on drawing from both the built and natural environment. A studio format will be adhered to. The class will go on a couple of field trips to visit places of particular environmental or aesthetic significance.

This course is intended to provide a format for the completion of the Division I USA exam. The enigmatic "mode of inquiry" will be discussed and rendered understandable in the context of environmental design.

Students should be willing to work hard and become intimately involved with the work. The only prerequisite is a desire to harness creative energy toward exploration of the built and natural landscape.

The class will meet twice weekly for 2½-hour sessions. Enrollment is limited to 16.

HA 128 DESIGNING AND BUILDING

Robert Goodman

A beginning course in shelter design. It will include analysis of the social uses of architecture, why things do and don't get built, how to create a fit between intended uses and space and how to communicate design ideas in models and drawings.

The course will cover basic skills in reading and making topographic maps, preparing architectural plans and models, planning structures, and site design. No prior design or drawing skills are necessary, but students will be expected to make substantial time commitment to the course. Each student will design a simple building during the semester.

The class will meet once a week for three hours. Enrollment is limited to 12, and permission of the instructor is required.

HA 129 CLASSES IN TAP DANCING: MASTERING THE TECHNIQUE, EXPANDING THE FORM

Sandra Neels

"At this moment in our culture, tap dancing seems to be still poised on the turning point it reached with the beginning of its revival in the late sixties. Tap dancing is back, but the nature of its reformation is a matter of speculation. Can tap in fact attain a respectful place among contemporary popular art forms?" —Jerry Ames, Jim Siegelman, "The Book of Tap"

This course will be first striving for a mastery of technical skills in the vocabulary of tap, and thereafter using them to tap resources and levels of abilities that extend beyond what we have come to expect from this form.

Students will be encouraged to work creatively and broaden their means of expressions through new and innovative works using the tap vocabulary.

"I don't know what form it could take. I don't know what form anything might take. That's the like asking, when Schoenberg and Stravinsky were starting to write music, how will they write music? We don't know before it happens." —Paul Draper, classical tap dancer

This class will meet twice weekly for 1½-hour sessions. Enrollment is limited to 20 on a first come basis.

HA 133 CONTEMPORARY LATIN AMERICAN FICTION

Robert Marquez

Latin American fiction, beyond any doubt, one of the richest and most exciting currently being written anywhere. The Latin American novel, in particular, has had—and continues to have—an important impact and influence on contemporary writing in general. The originality, daring, and sheer literary stature of writers like Gabriel Garcia Marquez and Jorge Luis Borges, to name only the two best known, has almost literally taken the world by storm. Their skill as imaginative craftsmen, the inventive ways in which, as writers of fiction, they and their colleagues throughout the area have come to terms with "literature" and the particularity of their concerns as Colombian, Argentinian, Peruvian, Cuban, Puerto Rican, Brazilian, etc., has earned them a worldwide public of admirers, adherents, and imitators.

Focusing on the specific characteristics—technical, thematic, regional, ideological—of their work, on the literary and extra-literary context of this phenomenon, this course will consist of selected readings from the extraordinarily varied canon of contemporary Latin American fiction.

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

HA 134a COLLEGE WRITING: THE IRISH VOICE IN ENGLISH

Francis Smith

Certain social and cultural concerns recur constantly in Irish writing. We will read some Irish stories, essays, poems, perhaps a play or a novel or two, to try to discern what we can of the patterns of Irish culture visible there. Joyce, Yeats, Shaw, O'Casey and others, from Swift to W.B. Yeats, will be read. The emphasis of our work and writing will be on reading cultural history through literature.

In our writing we will stress the elements of style, research, and writing necessary to good college work. We will do daily and weekly exercises to develop such basic skills as organizing an argument, writing persuasively, analyzing and abstracting complex written materials, and researching and documenting a thesis.

Enrollment is limited to 25 students. We will meet twice weekly for one-hour sessions plus tutorials to be arranged.

HA 147 LYRIC AND SOCIETY

Mary Russo

In contrast to narrative forms, the lyric is cited as the most radically personal and literary genre, strikingly resistant as it is to the crudest forms of sociological analysis. The relationship between the interpretation of the lyric and critique of society (between poetic and social theory) has been, therefore, a particularly challenging one. This course is intended as an introduction to the Western lyric tradition and to the social and poetic relations which have constituted it historically. Emphasis this term will be on earlier texts in English but with reference to later developments of love and nature poetry in England and to the beginnings of the lyric tradition in Italy and France.

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

HA 150 STILL PHOTOGRAPHY WORKSHOP

TMA

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 \$20.00 laboratory fee is charged for this course. The College will supply chemicals, laboratory supplies, and special materials and equipment. The student will provide his/her own film and paper.

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

HA 151 FROM PAGE TO STAGE

David Cohen

What is it that we are responding to when we attend a theatrical performance?

This course will explore through lecture, discussion, and improvisational performance what a play "is" and how it "works" for and on an audience. Our aim is to develop personal, critical sensibilities about theatre and the dramatic elements in other performance media.

Readings will include plays from various periods and dramatic/performance theories ranging from Aristotle's *Poetics* to Brecht, Artaud, and Peter Brook. We will attend Hampshire (and other Five College) performances in order to critique them and culminate in our own "Theatre Events." These "events" will allow the opportunity to test our ideas through performance.

Enrollment is limited to 16 Division I students. The course will meet twice weekly for 1½ hours.

HA 161 THE PSYCHOLOGY OF THE BLACK EXPERIENCE: A JUNGIAN APPROACH

Charles Frye

For the ancients, psychology was the central philosophical concern. Psychology was the Science of the Soul. Soul, with all its implications, is at the center of the point of departure and arrival for this course. We will explore Jungian psychology, and the relationship with "primitive" psychology as its focus. Readings will be drawn from the works of Jung, Eliade, Neumann, Campbell, Fanon, Castaneda, Tuluola, and Herdlin.

The class, limited to 18 students, will meet twice weekly for two-hour sessions in the Enfield Master's House.

HA 168 STUDIES IN NARRATIVE: SURVIVAL AS ART FORM

Lorrie Goldensohn

Beginning with a group of early pieces that revolve around a myth of deliverance, where survival is hedged about by dark reality and desperate fraud, as well as the sublime possibility of virtue, we will be tracing the evolution and development of some of the basic preoccupations of English and European fiction. The texts chosen articulate various forms of making it—spiritual, psychological, and material—and their ensuing cost to the protagonist. Intended as an introduction to practical criticism, we will be working with fictional texts that extend historically over many centuries, so that even in pursuit of a single theme some feeling for the range and potency of the genre as well as the experience of the reader to acquire some real sophistication in reading, and to gain knowledge of books that have proved to be both interesting and significant.

We'll start with the Book of Jonah; Chaucer, *The Pardoner's Tale*; Quevedo, *The Sultana*; and John Bunyan, *The Pilgrim's Progress*. A later grouping includes Dickens, *Great Expectations*; Belasco, *Lost Illusions*; and Melville's *A Type of the Top*. Other readings, both short and long, center on Woolf, Collette, and Lawrence, as these writers don't with domestic survival. Flaubert, Hardy, and de la Taille will provide additional insight into individual or collective patterns of pain and loss.

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

HA 166/206 INTRODUCTION TO THEATRICAL DIRECTING

Josephine Abady

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

Enrollment is limited to 10. The class will meet twice weekly for two-hour sessions. Permission of the instructor is required.

HA 114/214 WRITING

Nina Payne

"Roots and wings. But let the wing grow roots and the roots fly." —Juan Ramón Jiménez

Writing is a way of using words to record life experience. By means of exercises that draw on personal history, family anecdote, pre-verbal memories, dreams, etc., students will spend class time in the process of writing. The work will be intense in quality and varied in form. Emphasis will be on strengthening one's resources as a writer, and deepening them at the same time. There will be readings from a variety of sources including the work of poets, writers, visual artists, performing artists, and, when possible, members of the class. Tutorials will be available to all participants.

The class will meet once a week for three hours. Enrollment is limited to 15, and the instructor's permission is required.

HA 115/215 INTERMEDIATE BALLET

Rosaling deMille*

Concentration on specific techniques fundamental to expertise in classical balletic form. Emphasis on development of balance and endurance and on building a broad knowledge of steps in combination.

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

*Rosaling deMille is Professor of Dance at Smith College.

Hampshire College

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HA 123/223 EXPLORING SEXUALITY

Linda and Graham Gordon

Many of us live with assumptions and fears about our sexuality as we have not had the opportunity to share and explore our feelings with others. In this course we will take the time to do some exploration and also to seek reference points from those who have gone before. We will particularly utilize the insights of Caelia therapy, Jung and Erik Erikson to form our exploration. Through reading, discussion, film, fantasy, self-reflection and work in a group, we will attempt to clarify values, thoughts and feelings on this topic which has such profound effect on all of us.

Entrance to this class is by interview with one of the instructors. Enrollment is limited to 16. We will meet twice weekly for two-hour sessions.

HA 131/231 POETRY WRITING WORKSHOP

Andrew Salkey (Section A)

This workshop 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 being attentive readers and listeners to the work of other poets in the group is essential practice; and, of course, our readership and audience will grow and move outwardly 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 poetry and meaning of class manuscripts, and that ought to be done informally but without loss of tutorial effect. We will emphasize the evidence of latent strengths in the work of the poets, and attempt sensitively to analyze their more obvious weaknesses, more often privately than in group sessions.

We will strive to respect the talents of the poets and refrain 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 1½-hour sessions. Enrollment is limited to 16, and permission of the instructor is required.

HA 149/249 CHAMBER ENSEMBLE

Randall McCollan

The tenth anniversary of the opening of the College will be celebrated by the founding of the Hampshire College Chamber Ensemble as an ongoing performance group of woodwinds, strings, brass, and percussion instruments. As such, members of the faculty and staff as well as qualified student instrumentalists are invited to participate. Instruction will be provided in chamber and ensemble playing leading to performance. Although the selection of music will depend on the size of the ensemble, it is anticipated that works of the Baroque, Classical, Romantic, and contemporary eras will be represented.

In addition to rehearsal and performance of standard works, members of the ensemble will be asked to demonstrate their instruments for members of the composition seminar and to read some of the music written by the student composers.

Should enrollment in the Chamber Ensemble be inadequate for one large group, we will divide into smaller chamber music groups and an improvisation ensemble. We will meet twice weekly for two-hour rehearsals. Division I students are invited to audition for the ensemble.

Enrollment is by audition.

HA 163/263 FICTION WRITING WORKSHOP

Andrew Salkey

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

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

The class will meet once a week for 1½ hours. Enrollment is limited to 16, and permission of the instructor is required.

HA 208 THREE RUSSIAN WRITERS: PUSHKIN, GOGOL AND DOSTOEVSKY

Joanna Hubbs

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

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

"And you, Russia—aren't you racing headlong like the fastest troika imaginable! The road smokes under you, bridges rattle, and everything falls behind...And where do you fly, Russia? Answer me!...She doesn't answer. The carriage bells break into an enchanting tinkling, the air is torn to shreds and turns into wind; everything on earth flashes past, and casting worried, sidelong glances other nations and countries step out of her way..."—Gogol, *Dead Souls*

"...But God will save his people, for Russia is great in her humility..."—Dostoevsky, *The Brothers Karamazov*

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

Books will include: Pushkin, *Eugene Onegin*; *The Captain's Daughter*; *Tales of Belkin*; *The Queen of Spades*; Gogol, *Dead Souls*; *The Overcoat*; *The Nose*; *The Diary of a Mad-Man*; other short stories; Dostoevsky, *Notes from Underground*; *The Brothers Karamazov*; *The Pushkin Sketch*.

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

HA 210 FILM WORKSHOP II

Tom Joslin

A workshop to help the student continue to develop his/her 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 \$20.00. The class will meet once a week for four hours. Enrollment is limited to 12.

HA 218 WAYS OF SEEING

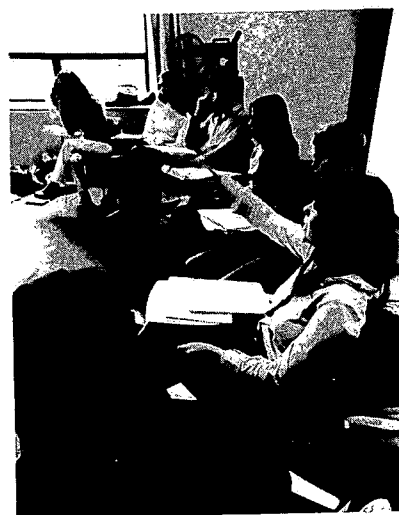
Joan Hartley Murray

Ways of Seeing will be based on slide presentations focusing on the work of artists from Delacroix to the present. The object will be to foster an ongoing dialogue between participants in the ways artists see, how their work develops, and how understanding the formal visual elements in a work can bring the viewer to a fuller awareness of the aesthetic content and intention of the artist.

There will also be an emphasis on the historical development of visual thinking in order to understand what a given period meant artistically in its own time as well as how it is viewed today and its effects on artists today.

Students will be responsible for making presentations and leading and participating in class discussions. It is hoped that all studio arts concentrators will be members of this class.

The class will meet once a week for three hours. Enrollment is limited to 25.



HA 219 THE FICTION OF HISTORY: HISTORICAL TRUTH AND IMAGINATIVE INVENTION IN THE NOVEL

Robert Marquess

"In its earliest uses," writes Raymond Williams in *Keywords*, "history was a narrative account of events...the sense ranged from a story of events to a narrative of past events. In early English use, *history* and *story*... were both applied to an account either of imaginary events or events supposed to be true." "Fiction," the same author tells us, "has the interesting double sense of a kind of *DAUGHTER* LITERATURE and of pure (sometimes deliberately deceptive) invention."

There is a sense in which the original protean quality of these two concepts, fiction and history, is still with us. Indeed, the contemporary significance of a concept such as *ideology*, one could argue, has even given the range of connotation to which Williams refers a new currency and vogue. Nowhere is this more apparent than in the growing popularity, throughout the world, of the historical or historical/political novel. More than any other genre, the historical novel relies on this connotative fluidity of meaning to beguile the reader and achieve its intended effect. Its success—as novel and convincing ideological statement—depends largely on the writer's ability to make persuasive use of the gray area between "events supposed to be true" and "pure (sometimes deliberately deceptive) invention."

This course, turning precisely to the relationship between the extremes, will explore the specific nature of the historical novel. Through close analysis of representative examples of the genre, we will examine some of the issues implicit in the definitions quoted above. We will also seek to identify the range of devices and techniques the writer of historical fiction uses to effectively recreate the dynamic in which, as Georg Lukacs argues, "certain crises in the personal destinies of a number of human beings coincide and interweave with the determining context of an historical crisis." The relationship of the devices themselves to an author's subjective vision of his own historical period will, of course, be an integral part of our more general concerns.

Our texts, which will include both "classic" and contemporary works, will be drawn from the literary canon of Europe, Africa, and the Americas, and will include, among others, Dickens' *A Tale of Two Cities*, *Lampshade's The Leopard*, V. S. Reid's *New Day*, Carpenter's *Explosion in a Cathedral*, and Achabe's *Things Fall Apart*.

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

HA 225 PHOTOGRAPHY WORKSHOP II

TBA

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

Through lectures, field work, and seminars, students will attempt to integrate their own humanistic concerns with a heightened aesthetic sensitivity. Through the study of a wide variety of photographic appearances and the creation of personal images, the students can share a concern for the possibility of expression and the positive influence photography can have upon the aesthetic and social environment.

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

There will be a lab fee of \$20.00. The class will meet once a week for four hours. Enrollment is limited to 12 students.

HA 231b POETRY WRITING WORKSHOP

Barry Goldensohn (Section B)

This course will be a group independent study with a double commitment—to both writing and criticism. In practice this means that workshop members have as profound a commitment to reading one another's works as to their own. The goal of this is to develop a self-critical attitude toward one's own writing since we are notorious for seeing flaws and occasionally strengths in others before we see them in ourselves. We learn indirectly, but we do learn.

Poems will appear on work. " " that will be available a few days before each class. Work is due each week. Readings will be assigned. A critical essay on a subject of the student's choice is required.

The class will meet twice weekly for 1½ hours. Enrollment is limited to 12 and instructor approval is required. Students wishing to enroll should submit a manuscript to the instructor during the course interview period. Division I students may be admitted with the instructor's permission.

HA 237 D. H. LAWRENCE AND THE NOVEL

Clyton Hubbs

One history of the English novel in the nineteenth and early twentieth centuries is the history of the decline in the authority of a rational and social vision of the world and the rise of a new and more complex modern vision. This course explores the role in that history played by D. H. Lawrence, one of the most ambitious and least understood of the major writers attempting to make the modern novel.

We will begin with a preliminary effort to define the classical English novel of the nineteenth century and a consideration of the nature of its earlier challenges—English and American—in particular, those Lawrence saw as his predecessors. In the body of the course we will examine the modern novel as Lawrence writes it and as he defines it in his critical essays. Among our chief concerns will be how Lawrence attempts to develop a mode of fiction that can express both a more complex view of the relationship between men and women and the tenets of an equally complex social and moral criticism.

The course will consist of lectures and discussions (about half and half). In short critical papers on each novel, students will explore various aspects of how the novel works.

Reading list: Jane Austen, *Persuasion*; Emily Bronte, *Wuthering Heights*; George Eliot, *Middlemarch*; Thomas Hardy, *Tess of the d'Urbervilles*; D. H. Lawrence, *Sons and Lovers*; *The Rainbow*; *Women in Love*; *Studies in Classic American Literature*; selected short fiction; selected literary and social criticism.

Students are encouraged to prepare for the course by reading nineteenth-century English and American fiction. Suggested summer reading list: For "Ligeia," *The Fall of the House of Usher*; Hawthorne, *The Scarlet Letter*; *Blithedale Romance*; Melville, *Typee*; *Moby Dick*. Lectures and readings will deal with these works. Students will be expected to have read them.

The course is limited to 20 Division II students; first come, first served.

HA 241 MYTH: AN INTERDISCIPLINARY APPROACH

Joanna Hubbs and Clay Rubbe

"A whole volume could be written on the myths of modern man, on the mythologies camouflaged in the modern man, the books he reads. Profane man is the descendant of human religiousness 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 lost by the impulse that came 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."

-Hirshon 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 and methods of 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.

There are possibilities for dealing with integrative work in this seminar; students should discuss this with the instructor.

HA 253 AFRO-AMERICAN CHAMBER ENSEMBLE

Ray Copeland

The Chamber Ensemble will focus on the interpretation, articulation, and performance of compositions by Thelonius Monk, Miles Davis, John Coltrane, Duke Ellington, Randy Weston, and others. The incipient focal points of the course will be the implementation of "The Ray Copeland Method and Approach to the Creative Art of Jazz Improvisation" (authored and published by the instructor).

Besides concentration on ear training, instrumental facility, and self-expression in ad lib musical performance, other aspects of the instructor's curriculum would encompass insights toward orchestration and composition--to be acquired from "All Things Combined" concepts utilized during collective improvisational development.

The HA 253 Chamber Ensemble's repertoire will be adapted to the instrumentation of the students participating. According to the instructor's curriculum, this would vary from a conventional rhythm section to complements of instruments ranging from a medium-size combo to a big band. During latter weeks of the semester, if warranted, an auxiliary rhythm section (live and/or recorded) would be utilized; and instrumentalists of comparable ability and "jazz creativity/motivation" encouraged to participate within private improvisation seminars on varying levels. The seminars would be limited to two or not more than three 15-hour sessions per week in conjunction with convening once each week of the main ensemble. (Ensemble/seminar schedules to be announced.)

Ultimately, the Chamber Ensemble will refine the various techniques essential to contemporary music performance on a competitive and professional level.

Each applicant will be required to audition and in addition to complete a questionnaire (available at Music and Dance Building).

Maximum enrollment would consist of five saxophones (two altos, two tenors, and baritone), four to five trumpets (with optional flugelhorn double), four trombones (including B.T. or tube), and two rhythm sections, if available.

HA 262 SPECIAL TOPICS IN AMERICAN STUDIES

David Smith

This seminar-workshop is designed to be of interest and support to students whose own work as concentrators is in American Studies, embracing an interdisciplinary study of American culture.

The course has a number of aims, including (a) the opportunity for concentrators to share their own work in some aspect of American Studies with others in the field; (b) workshops on Division II and III in which students in and through both Divisions interact and help each other; (c) continuation of the study of certain themes in "American Landscapes," especially for those students who have already taken the American Landscapes course; (d) reading and discussion of "Classics in American Studies" to get exposure to some of the best literature in the field, old and new, which has attempted an interdisciplinary approach to the study of our culture.

Topics could include: *Croqueroute*, *Tocqueville*, Henry Adams, Henry Smith's *Virgin Land*, Leo Marx's *The Machine in the Garden*, Marshall's *Wilderness and the American Mind*, John McPhee's *Coming into the Country*, Ann Douglas's *The Feminization of American Culture*, Jackson's *American Space*, Gellison's *Mechanization Takes Command*, and so on.

Admission to the course is by permission of the instructor. Consultation about this course and your possible participation in it is critical. Please get in touch with me as soon as you know you're interested. Write me a note indicating your background in American Studies, the focus of your concentration, how you might contribute, and what you would expect to emphasize. Address correspondence to David Smith, Warner House. I'll be in touch with you.

There are possibilities for dealing with integrative work in this seminar; students should discuss this with the instructor.

HA 265 DANCE AS A MIND/BODY SPORT: A TECHNIQUE ORIENTATION COURSE

Sandra Neels

This course will involve developing the individual dancer as a mind/body athlete through physical and mental exercises as well as exercises.

We will be expanding the use of dance technique to include the mental aspects by incorporating the powers of visualization and imagery into the training program. This will involve developing the abilities to make use of various perceptions in producing performance power and working to achieve one's desired form.

Students will be encouraged, for instance, to make mental notes for themselves of the differences in performing a movement consciously and allowing it to occur after visualization. As dance is by nature an extension of the individual, we will purposely be working to cultivate and strengthen that perception by promoting the process of patient self-observation rather than constant critical judgment.

There will be one section of this course: a combined intermediate/advanced class which will meet daily for 1-3/4 hour sessions. The enrollment is limited to 20.

HA 266 WINNEBAGO WIFE: TELEVISION PRACTICUM

Tom Joslin

The biweekly production of "Winnebago Wife," a situation comedy concerning a married couple who own and run a trailer camp, will provide students with practical experience in television production. Throughout the semester students will work in a single area in which they already have some expertise. The goal of the course will be, through rehearsal, production and critique, to develop a team which can approach professional standards. Although there will be some exterior porta-pack work, most of the production will take place in the studio. Student work positions will include actors, writers, producers, set designers, production managers, as well as the usual television technical crew.

Admission to the course will be through permission of the instructor. There will be an intake lab for Studio 1 lab will be biweekly all day Friday (including Friday night). Other meeting times will be arranged with course members. Enrollment is limited to 15.

HA 268 ANCIENT CHINESE PHILOSOPHY

Raymond Canyon Bradt

This course is to constitute an intensive study of the philosophical thought of ancient China. Primary attention is to be given to the development of Taoist thought in the *Tao Te Ching* and the *Chuang Tzu* and the development of Confucian thought in the various Confucian writings and to the formulation of the *I Ching*. The other major philosophical developments of the ancient period are to be considered as well. And finally, there is to be an examination of the movement of thought in China from the ancient period on through the development of neo-Taoism prior to the emergence of Buddhism as a major element in the Chinese philosophical tradition. The intention of the course is, however, to achieve not an historical survey but rather an intimate entrance into the philosophical thought of the ancient Chinese tradition in a manner which is truly philosophical in nature. And among the endeavors of the course will be that of eliciting a realization of what is distinctively Chinese about the philosophical material of its study. The requirements of the course are full participation in its class work and two papers to be submitted during the course of the term.

Enrollment is open. The class will meet initially on Wednesday, September 12, at 7:00 p.m. in FPH-103.

HA 270 SEMINAR IN ELECTRONIC MUSIC, PART I: BASIC STUDIES

Randall McEllan

This two-semester course is intended to introduce students to the process of electronic composition in general and to the Hampshire Electronic Music Studio in particular. During the fall term we will concentrate on the history of electronic music, basic principles of recording and synthesizer techniques, the production of short assigned compositional exercises, and the study of basic acoustics as it applies to electronic music. During the spring term, we will concentrate on advanced recording techniques, basic electronics, music aesthetics, and compositional process. Projects of a more sophisticated nature will be assigned and will culminate in individual compositional projects in electronic media.

Previous experience in composition is necessary for enrollment in this course and an understanding of basic music theory and musical terms is recommended. Students in the course will be expected to devote a considerable amount of time both in and out of the studio in aural analysis of electronic music and in readings pertaining to aesthetics and compositional process.

The class will meet twice weekly for 1 1/2-hour sessions. Enrollment is limited to 8, and permission of the instructor is required.

HA 271 DANCES FOR YOU/US: A PUBLIC/PRIVATE COLLECTION

Sandra Neels

At present, there exists an overall attitude that dance is not for the average person but rather the chosen few who are beautiful, talented, dedicated, extraordinary, and privileged enough to be allowed to pursue it, become technical masters of it, and be given opportunities to perform it for other dancers, artists, and the general upper middle class public. It has become a social clique--an art for the elite. It does not belong to the general public either to do or to behold in its present state.

This course is basically a choreography and performance class which will involve the students and instructor working together creatively to develop a repertoire of dances which will somehow be meaningful to both the general public and the artistic community. Students enrolled in this course will be expected to choreograph for and perform in various alternate as well as conventional spaces.

This class will meet twice weekly for two-hour sessions. Enrollment is limited to 20, and entrance is by audition.

HA 276 WALT WHITMAN

Francis Murphy

This class, conducted mostly by discussion and student reports, will allow those enrolled an opportunity to read the complete poem and most of the prose writings of Walt Whitman. Whitman will be viewed in relation to his contemporaries (especially Emerson and Melville) and some attempt will be made to survey the response to Whitman in the poetry of Hart Crane, Allen Ginsburg and Alfred Corn.

The class will meet once a week for 2 1/2 hours. Enrollment is limited to 12.

*Francis Murphy is a Professor of English at Smith College.

STATEMENT ON AFFIRMATIVE ACTION

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 or handicap to all 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 or handicap in administration of its educational policies, admission policies, scholarship and loan programs and athletic and other College-administered programs.

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, age or handicap.

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; Title IX of the Education Amendments Act of 1972 and Section 504 of the Rehabilitation Act of 1973, as amended.

HA 262 CONCEPTUAL ARCHITECTURE

Robert Goodman

A design and analysis seminar which will experiment with the architectural idea as a tool for social criticism and social progress. Design work in this course is not intended to be feasible for immediate construction, but rather to be a way of alternative thinking about social phenomena and of exploring more radical alternatives than are currently politically or socially feasible.

Included will be elements of utopian and fantasy architecture. The class will attempt to project alternative social visions of the future and to graphically portray in models, drawings, and/or written materials the physical world of these visions.

Issues to be considered will include: What are the possible re-uses of America's existing urban structure in a time of reduced consumption? Can high rise buildings serve radically different functions from their current ones? What are the possibilities for "urban mining"--i.e., the dismantling and re-use of pieces of the urban environment? What is the re-use potential of a highway cloverleaf? What patterns of urban settlement are most energy efficient? How do these visions differ from the likely physical environment that would result from the continuation of current trends?

The class will meet once a week for two hours. Enrollment is limited to 12, and permission of the instructor is needed.

HA 267 SPECIAL PROJECTS IN ACTING AND DIRECTING

Josephine Abady

This course is designed for advanced students only. We will work on one or two pieces which will be presented in a workshop. Actors will concentrate on developing and sustaining a role. Directors will direct a full length piece with the actors in the class. Directors will continue to work on visual skills and learning how to work with the actor.

Enrollment is limited to 8, and permission of the instructor is required. We will meet twice weekly for two-hour sessions plus outside rehearsals.

HA 268 INTERMEDIATE SCENE STUDY

Josephine Abady

This course will deal primarily with techniques used to create a complete character. The emphasis will be on characterization through personalization and linear objectives. We will examine how the author's and actor's perceptions of character can be assimilated into a performance. We will study how an actor makes choices that lead to a believable stage life.

Enrollment is limited to 14, and permission of the instructor is required. Only those who have taken a beginning scene study course at the college level will be considered.

HA 251 TEN AMERICAN POETS

Lorrie Goldensohn

The ten poets of immediate concern are Lowell, Jarrell, Bishop, Berryman, Plath, Ginsberg, Kincaid, Levine, Rich, and Sexton. While the group is fairly diverse, containing a healthy mixture of poets writing in traditional forms as well as poets whose work has been notably more experimental, all can nevertheless represent a broadly centrist view of contemporary American poetry. They are directly related to what a literary historian has recently called, with venerable quaintness, "the High Modernist Phase" of the early twentieth century.

As the semester progresses, we'll spend some time making definitions of what seem to be characteristically American features of this poetry, while trying not to ignore the ways in which the poets sharply differ: in style, in temperament, in gender, social class, and in geographical point of origin. Since each of the ten poets has also written copiously in other genres, we'll add to our readings, wherever possible, by brief dips into essays, or plays, or an occasional short story.

Besides doing the major reading of the course, students will choose a single poet's work as the subject of a final paper. Also, since quite a few of our ten are still alive and breathing, and still unfolding patterns of change and development, there will be a certain urgency about keeping up with current periodicals or calls here and there. Students with some background in poetry, or in modern literature, or in American Studies, will very likely profit most from the course.

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

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HA 278 LITERARY PROGRESS

Mary Russo

A seminar in literary history and theory for students who have had some experience in literature or the history of ideas. Our discussions will center on problems of critical theory relating to models of progress of various kinds--social, philosophical, ideological and aesthetic as they relate to the study of literary texts. In particular, we will consider the important questions of (1) the literary canon (the historical reading list); (2) authority (the origins of literary production); and (3) access and influence. Background reading for the course will include selections from Vico, Marx, and Foucault. Students will be asked to participate in the seminar discussions with short papers on selected topics and are invited to share their work in other areas.

This course will meet together once a week for two hours with individual tutorials to be arranged. Permission of the instructor is necessary.

HA 280 STUDIO ART CRITIQUE

Joan Hartley Murray

This class will focus on faculty-student discussion of Division II studio art work. The level of competence will be that of Division II concentrators. Outside critics will be invited to participate if the quality and quantity of work warrants it.

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

HA 283 ADVANCED PHOTOGRAPHY WORKSHOP

Jerry Liebling

This workshop is for students who have had Photo I and II or equivalent background. We will deal with problems in contemporary photography and will include extensive field work, individual and group projects, discussion and critiques.

The class will meet once a week for three and a half hours.

HA 294 COMPOSITION SEMINAR

Randall McCallan

This seminar is intended for composers at the beginning and intermediate levels of experience and is designed to provide participants with compositional tools which are appropriate to contemporary techniques. Among the techniques which we will explore are: current usage of modality, melodic development, contrapuntal skills and rhythmic development, synthetic scale composition, contrapuntal and harmonic skills in small forms and orchestration. Each participant will be expected to complete an extended composition as final project. Composers will write for members of the Chamber Ensemble who will both demonstrate their instruments for the class and read the compositions of the participating composers.

We will meet once a week for two hours plus individual tutorials of one-half hour. Participating composers will be expected to have a basic background in traditional theory.

Enrollment is by permission of the instructor. There will be a limit of 8.

HA 297 HISTORY OF FILM/PHOTOGRAPHY

Jerry Liebling

This is an introductory course in the history of film and photography. Through slide lectures, film showings, extensive readings, and class discussion, the course will relate film and photography to art, technology, philosophy and general cultural concerns. Emphasis will be given to selected work and history of individual photographers and filmmakers.

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

HA 299 PLAYWRIGHTS' WORKSHOP

David Cohen

This course will focus on the craft and the process of writing for performance (with emphasis on one-act plays).

Functioning as a workshop, we will attempt to foster a supportive yet critical atmosphere for our writing. A large part of the learning will be a direct result of weekly readings of new script pages. Readings (plays, theory, etc.) will be assigned but the emphasis is on the actual writing. It is hoped that completed plays will enjoy an in-hand reading with view to future production at Hampshire.

This course is appropriate for both beginning and experienced playwrights. Fiction writers and poets interested in trying their hand at a new genre are especially welcome.

The workshop will meet once a week for three hours. Enrollment is limited to 16 and instructor permission is required. Students wishing to enroll should submit a manuscript (any creative writing) to the instructor during the course interview period. Division I students may be admitted with the instructor's permission.

SCHOOL OF LANGUAGE AND COMMUNICATION CURRICULUM STATEMENT

The concept of a School of Language and Communication is unique to Hampshire College. The School represents a synthesis of disciplines concerned with the forms and nature of symbolic activity. These are some of the most vital areas of study in current intellectual life, and their emerging interconnections are among the most important interdisciplinary developments in this century; only at Hampshire are they grouped together and taught as such; only at Hampshire is wide-ranging. The School's curriculum is wide-ranging. The courses described here make significant contact with most of the major questions in intellectual life and with most students' interests.

Areas of Study

Cognitive studies. The nature of the human mind depends on its capacity to receive, store, transform, and transmit symbolic forms, or information. The cognitive sciences are devoted to the study of these fundamental properties of mind. Linguistics and cognitive psychology investigate human language, thought, perception, and memory. Computer science and mathematical logic provide a general theory of symbolic structures and processes that is used in linguistics and psychology and that makes possible the construction of machines with mental powers, called computers. Many of the classic questions in philosophy fall in the domain of mind, for example, those concerned with the nature of knowledge, of meaning, of rational thought, and with the relationship between mind and brain. The cognitive sciences also have important applications in education. The School offers an integrated set of courses in cognitive studies that draws on linguistics, psychology, computer science, mathematics, philosophy, and education. This interdisciplinary area offers one of the major perspectives on human nature.

Language, culture, and society. Symbolic forms are the medium of communication as well as of mind. The use of language, our richest instrument of communication, reflects, maintains, and creates social structures and cultural forms. The issues that are addressed in the School's courses range from the role of social relationships in two-person conversation, to the way in which literary artists exploit the structure of language to create esthetic effects, to the interplay between social structure and language use in societies that are bilingual or multilingual. In L&C most phenomena are studied using theories of the fundamental and universal aspects of language structure and use. Linguistics is the central discipline in this area of study, and it is combined with parts of anthropology, sociology, and psychology.

Mass communications. Communication has been fundamentally altered by the invention of instruments for the mass distribution of pictorial and linguistic forms and their subsequent control and exploitation by certain social institutions. The influence of this new force on advanced societies is the subject of the School's courses on mass communications theory and research. Methods are drawn from the social sciences, including sociology, psychology, and economics. The School also offers applied courses in journalism and television production.

Division I Courses

Division I courses in the School are offered as introductions to L&C areas of study. They are designed to provide a "nature," and they emphasize the process of inquiry as much as the presentation of facts. The courses are explicitly designed to provide opportunity to initiate a Division I examination, and we expect that most Division I examinations in L&C will originate in these courses.

Division II Courses

The School offers a full range of Division II courses every year, which allows the students whose concentrations involve L&C to do most or all of their work on campus. These courses are intensive investigations into one or more of the disciplines within the School. Many of them require no prior knowledge of the area covered, although some do. The individual course descriptions state any background needed by the student. Division I students who can handle the material are welcome in all Division II courses. Although work growing out of the course might well qualify for Division I examination, no time in Division II courses is specifically devoted to the initiation of Division I examinations.

Five-College Enrollment

Five-College students are welcome in all L&C courses. A Five-College student can reserve a space in an L&C course by calling the instructor or the L&C School office.

LC 122 EGOCENTRISM IN CHILD DEVELOPMENT: ME AND THE REST OF THE WORLD

Joshua Klayman

To child psychologists "egocentrism" implies more than an objectionable personality trait. Rather, egocentrism relates to one of the most fundamental tasks of infancy and childhood: figuring out what other people are like, and how they differ from "me." According to some theories, e.g. Piaget, the infant starts out as totally egocentric, having no understanding of the boundaries between the self and the outside world. Internal sensations are undifferentiated from outside events. Gradually, the infant comes to understand the existence of objects and other people. As children grow older they must go on to understand that other people have different thoughts, different knowledge, different feelings--and what those are. This developmental task relates to problems in areas such as perception (What does the other person see?), communication (What should I say to the other person?), and social interaction (How will the other person feel?).

In this course, we will examine theories of egocentrism in child development, and will discuss the evidence given for these theories. We will consider the infant's development of concepts of objects and people, and later developments in understanding the thoughts and feelings of others--the emergence from egocentrism. We will discuss egocentrism in the context of thought, language, and social behavior as they develop from infancy to adulthood.

We will also discuss some "larger" questions about the theory of egocentrism. How has research on children provided evidence for or against the theoretical idea of egocentrism? Is there a single mode of thinking behind the different "egocentric" behaviors--or are there a number of separate processes? Does egocentrism result from fundamentally immature ways of thinking--or is it just a manifestation of a lack of information about the world? We will not find the "right answers" to such questions, but we will explore how a psychological theory like "egocentrism" is formed, applied, tested, and changed, and what its "real world" implications might be.

Readings for the course will be drawn from original works, e.g. by Piaget, review and discussion articles, and some research papers. Students will be required to write several brief commentaries during the term, and to perform and report an experiment on some aspect of egocentrism that they are interested in.

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

Enrollment limit: 20, by lottery if necessary.

LC 147 CONVERSATION ANALYSIS

Janet Tallman

This course is designed to initiate students into the study of speech in everyday life. Through close analysis of natural conversations we will begin to ask questions about the nature of social interaction and about patterns of speech in social life.

Our work will be evenly divided between readings and individual projects. Class discussions and presentations will draw from both sources.

The readings will come from several fields--sociolinguistics, sociology, social psychology, and anthropology--and through the readings we will cover such themes as (1) the relationship of language to thought, to sex and class, to culture; (2) stylistic variation in speech; and (3) patterning in social interaction.

For projects students will tape, transcribe, and analyze one or more small group conversations taking place in natural settings between and among friends and family. Students will then present to the class results of those analyses in a symposium of presentations at the end of the term.

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

Enrollment limit: 20, chosen on a first come, first served basis.

LC 152 CULTURE AND THOUGHT

Maryl Gearhart

This seminar will explore the ways individuals differ in their thinking across cultures by focusing on the following four areas of theoretical controversy:

Language and thought. Is children's thinking structured by the language they acquire? If so, how do language differences contribute to cognitive differences?

Universals in cognitive development. Does cognitive development proceed in some normative universal fashion? If so, does culture affect the rate, or level, of cognitive growth? If not, how else might we characterize the relation of an individual's culture to his/her cognitive development?

"Inefficiency" or "differences." Is there evidence that persons from certain cultures lack certain cognitive capabilities? How can we better explain variations across cultures in level of performance on certain tasks?

Schooling. Schooling has consistently contributed to a leveling of differences on cognitive tasks. What kind of cultural experience is schooling, and how does it contribute to cognition? What does literacy contribute to cognition?

Students in this seminar will be required to write two short papers.

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

Enrollment limit: 20, by lottery if necessary.

SCHOOL OF LANGUAGE AND COMMUNICATION

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LC 152

M. Gearhart

THE WAR FOLLOWERS
LC 156 (PROSEMINAR)*

D. Kerr

LANGUAGE AND LITERATURE
LC 177 (PROSEMINAR)*

J. Gee

NONFICTION TELEVISION
LC 182 (PROSEMINAR)*

R. Miller

MASS MEDIA AND THE STATE
LC 183

J. Miller

TRUTH, TIME, AND NECESSITY
LC 190

J. Waldo

PERCEPTION AND KNOWLEDGE: SOME PHILOSOPHICAL PROBLEMS
LC 191

C. Witherspoon

COMPUTER PROGRAMMING
LC 193

A. Hanson

AMERICAN SIGN LANGUAGE AND ITS STRUCTURE
LC 195

J. Kegl

STEREOTYPES: THE PORTRAYAL OF HUMAN DIFFERENCES ON TELEVISION
LC 197 (PROSEMINAR)*

M. Feinstein
J. Miller

DIVISION II

STRINGS, TREES, AND LANGUAGES
LC 206

W. Marsh

THEORY OF LANGUAGE: LINGUISTIC AND PSYCHOLOGICAL PERSPECTIVES
LC 226

M. Feinstein
J. Gee
N. Stillings

COGNITIVE DEVELOPMENT
LC 229

J. Klayman

LC 183 MASS MEDIA AND THE STATE

James Miller

Civics books tell us that the American press does its job free from governmental interference, and that the United States government operates under constant press scrutiny. The happy result, we are assured, is freedom of expression in a popular democracy. Contemporary critics, such as Jürgen Habermas, however, urge us to ask to what extent the civics-book account is accurate.

The history of media-government relations in Western industrial democracies has been, by turns, cordial and hostile. While it is arguable whether over the last two centuries the greater power has shifted from the state to the media or from the media to the state, it is clear that the media of mass communications are absolutely essential to the maintenance of any political order. Conversely, it is apparent that the state provides necessary protection to increasingly wealthy and influential mass media. Regardless of which has the greater power at a given historical moment, the relationship between the capitalist state and commercial mass media is symbiotic—so much so that in this country the line between media and government is often hard to distinguish.

In this course we will analyze a few specific examples of relations at the media-state boundary and seek to understand their larger implications for contemporary political life. We will begin by exploring some notions that prescribe the proper role of the press in a democracy and then compare these ideals with actual relations that exist between the American press and the United States federal government. We will analyze the press coverage of presidential campaigns and the reporter-government information officer relationship. We will then try to assess some of the consequences of these media-state relations for the political behavior of the citizenry. Empirical work on voting and theoretical speculations about ideology will be investigated. Possible books include:

Habermas, *Communication and Society*
Mueller, *Politics and Communication*
Sigal, *Reporters and Officials*
Shaw and McComb, *The Emergence of American Political Issues*

Students will write two or three essays, conduct an interview with a government or media official, and carry out a final project. Classes will follow a discussion format with an occasional lecture.

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

Enrollment limit: 15, by instructor interview prior to the first class meeting.

LC 190 TRUTH, TIME, AND NECESSITY

James Waldo

This class will center on the uses of logic to clarify and help solve philosophical problems. The particular problems we will investigate concern paradoxes involving the concepts of truth, necessity, and the interrelation between truth and time.

We will begin by developing a simple logic, concentrating on viewing the logic as a simple language. Emphasis will be placed on the interaction between the syntax of the language, that is, the way in which the pieces of the language are put together to make larger pieces of language; and the semantics, that is, how the pieces of the language receive meaning. Some simple problems will be assigned to help students gain facility with the logic.

With this background, we will attempt to deal with some philosophical problems using the logic we have developed. For example, we will look at a paradox concerning sentences about the future discussed by Aristotle in Chapter 9 of *On Interpretation*. Briefly, the problem is that if every (declarative) sentence about future events (like "there will be a sea battle tomorrow") is either true or false (even though we don't know which), then there is nothing we can do to change the future. For if the sentence is now true, then nothing we can do can avert a sea battle; while if the sentence is false, nothing we can do can bring the sea battle about. Further, it seems that the sentence is either true or false now, as the sentence "Either there will be a sea battle tomorrow or there will not be a sea battle tomorrow" is clearly true now. We will look at this problem by extending our simple logical language so that we can formulate the question in that language, and then see if we can avoid the fatalistic conclusion. Other problems we will discuss include the operation of certain tenses in English and sentences like "This sentence is false," which is true if it is false and false if it is true.

Readings for the course will probably be duplicated and distributed in class. While the readings will be short, they will be rather complicated and will take a fair amount of time to understand. Students will be expected to participate in class discussion, and there will be opportunities for papers or class presentations.

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

Enrollment limit: 16, by lottery if necessary.

LC 191 PERCEPTION AND KNOWLEDGE: SOME PHILOSOPHICAL PROBLEMS

Christopher Witherspoon

In this seminar we will work on several classical philosophical issues. These concern the nature and possibility of perceptual knowledge; the nature of seeing, and more generally, of perception; what it is that we perceive, and what if anything we perceive without the mediation of inference, construction, etc.; how we should understand sense-experience and its constituents. Some related matters we will discuss include the distinction between primary and secondary qualities and questions about how perceptions can give us evidence for scientific theories and about introspection and the possibility of a phenomenology of perception.

We will begin by discussing sections from Bertrand Russell's classic *The Principles of Philosophy* and some dissenting views of later philosophers. Selected articles in Quine's anthology *Perceiving, Sensing and Knowing*. The central part of the seminar will consist of critical discussion of parts of two recent books which present important contributions to the debates on the issues mentioned above, Jackson's *Perception and Chisholm's Theory of Knowledge* (2nd edition). This will be followed by discussion of some of the instructor's material. The last part of the seminar will consist mainly of student presentations, which can and should represent a large part of the Division I examination work of many of the participants. Both the topics and such matters as bibliography will be negotiated with the instructor around the middle of the term. The presentations will draw on historical materials, psychological investigations of perception, and work in philosophical traditions other than the analytic traditions in which most of our work will be done. It should be at least indirectly related to work we have done earlier in the term.

Each student will be expected to give a seminar presentation (perhaps jointly with other students) and to write two papers of 3-8 pages. Regular attendance and keeping up with the readings will be expected.

The seminar will meet twice a week for 1 1/2 hours each time.

Enrollment limit: 16

Method of enrollment: Instructor selection to be made after the first meeting of the term. Preference will be given to students in their third or sixth semester who haven't yet completed a Division I examination in LAC and who anticipate doing their examinations in connection with their work in this seminar.

LC 193 COMPUTER PROGRAMMING

Allen Hanson

It is difficult to overestimate the growing influence of computers on modern society. Understanding this influence requires some appreciation for the joys and frustrations of computer programming, since any use of a computer requires at least a simple program. Writing just a few programs gives a student a powerful intellectual tool.

This course introduces the language PASCAL and teaches problem-solving by having students write programs for problems relating to tic-tac-toe, elevators, magic squares, cryptanalysis, horse code, statistics, payroll, calculator simulation, space war, and many, many more. No previous programming experience is required.

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

Enrollment limit: 25, chosen by lottery if necessary.

LC 195 AMERICAN SIGN LANGUAGE AND ITS STRUCTURE

Judy Kegl

This course incorporates two subject areas: (1) a study of how one approaches American Sign Language (the language of the deaf community in the United States) from a linguistic point of view; and (2) an introductory course in American Sign Language (ASL).

In the linguistics of ASL we will examine how one would begin to write a grammar of ASL. This will include certain linguistic tasks such as determining what are nouns and verbs in ASL, how sentences are realized, how notions like subject and object are marked, and how grammatical processes in this language can be stated within various linguistic theories. We will discuss previous linguistic research as well as learn to analyze the language ourselves. There will be practice solving problems in the phonology and syntax of ASL. We will examine the language through papers on ASL, textbooks, and videotapes of signing. Deaf informants will also be available. Our major linguistic textbooks will be Franklin and Rodman, *An Introduction to Language* and R. Wilbur, *American Sign Language and Sign Systems*.

For those who have had no previous contact with ASL or who wish to study it from another perspective, an introductory course in ASL will be provided. This course will be designed to complement the linguistics course. It will consist of lessons in ASL grammar, vocabulary building, conversational practice with a deaf native signer, and a gradual building up of ones receptive abilities in ASL through the use of videotapes. The textbooks to be used are *Signs* by Louis Fane, *The American Sign Language* by Harry Hoemann, and a series of handouts and exercises designed by the instructor.

No previous knowledge of ASL or linguistics is necessary. The course will meet twice a week for two hours each session, and materials will be provided for practice in the language lab. It will be organized such that those with previous knowledge of ASL can opt for only the linguistics if they choose to do so. However, everyone is encouraged to take the full course.

Enrollment limit: 16, chosen by instructor interview.



LC 206 STRINGS, TREES, AND LANGUAGES

William Marsh

This is a course in beginning mathematical logic which introduces the student to the abstract algebraic character of twentieth century mathematics. It deals with two classes of formal languages, knowledge of which is usually presupposed in the formal areas of linguistics, computer science, cognitive psychology, and analytic philosophy.

Context-free languages were defined at mid-century and are probably the fundamental class of languages to consider when one wishes to study the syntax of natural and computer languages. First order languages were defined somewhat earlier and are the simplest class of languages with a semantics which begins to approximate that of natural languages. While neither class is adequate to the studies of the syntax or semantics of natural or computer languages, they are of fundamental importance in the cognitive sciences.

The instructor hopes to have completed a second draft of a text in time for the course, and fragments of it will be supplemented by short articles in the fields mentioned above. The course has no prerequisites: it is intended to be completely accessible to beginning college students interested in mathematics and theoretical computer sciences, and to somewhat more advanced students in other fields. In order to accommodate both kinds of students, some meetings will be held exclusively for students interested in the other fields, while others will cover mathematical details probably of interest to only a few.

The course will meet four times a week for one hour each session to do mathematics together in class, and students are expected to think and talk together outside of class about what has been done or presented in class.

Enrollment limit: none

LC 226 THEORY OF LANGUAGE: LINGUISTIC AND PSYCHOLOGICAL PERSPECTIVES

Mark Feinstein, James Gee, and Neil Stilling

Recent work in linguistics and psychology has led to some deep insights into the nature of human language. Linguists use the term "grammar" for a theory of the organization and structure of language. A grammar is the fundamental part of a theory of human communication, which explains how sound (the message) is paired with meaning (the message). Given the ease with which we put our thoughts into language and are understood by others, the pairing of sound and meaning must be mediated by a systematic and powerful set of principles, shared by all of the speakers of a language, that can accommodate the inexhaustible variety and novelty of the messages required in human life. We are no more intuitively aware of these principles than we are of the principles that underlie the digestion and excretion of the variety of foods that we eat. They are one of our many biological capacities, and it takes scientific investigation to uncover them. In recent years linguists and psychologists have constructed some powerful hypotheses about these principles that explain much about how sounds are linguistically digested. Three somewhat independent sets of principles have been studied: those that organize individual sounds, "phonology," those that organize the parts of sentences, "syntax," and those that organize meaning, "semantics." In spite of the seeming diversity of the world's languages it now appears that these principles are much the same for every language, hence the cataloging of facts about single languages has been replaced by the search for a theory of "universal grammar" that captures the fundamental capacities of the human mind that make language possible.

The evidence for theories of language comes from a variety of sources. Linguists have come up with powerful hypotheses by asking the deceptively simple question, how can we describe which sequences of sounds form meaningful sentences and which do not. Further evidence for refinement of the hypotheses have resulted from using the experimental and observational methods of cognitive psychology and neuroscience. The attempts to gather such evidence led to the interdisciplinary areas of psycholinguistics and neurolinguistics. For example, in psycholinguistics a great deal has been learned by carefully studying peoples' errors and response times when comprehending language in controlled laboratory situations.

The course will be largely devoted to an introduction to the theory of grammar and to the use of experimental methods in psycholinguistics. Connections with the study of language in children and in people with brain damage will be pointed out but not developed in detail. Most of the class meetings will be devoted to lectures. There will be reading for every class, frequent short assignments, and a major paper. Provisions for deeper study of each topic outside of class will be made.

The course will meet three times a week for 1 1/2 hours each time.

Enrollment limit: 20, first come, first served.

LC 229 COGNITIVE DEVELOPMENT

Joshua Kleiman

Within psychology the specialty known as "cognitive development" is concerned with the development of the processes of thinking, from the initial awareness of infancy to the logical processes of which adults are (sometimes) capable. Clearly, this specialty covers a lot of ground. People interested in various kinds of development—social, linguistic, perceptual—are becoming increasingly interested in "cognitive" questions: how children acquire knowledge, organize information, and solve problems in different contexts.

In this course we will examine the student most influential theory of cognitive development: that of Jean Piaget. Piaget acted out as a biologist interested in philosophy and ended up as the world's most prominent child psychologist. Starting with observations of his own children, Piaget built a theoretical system which is a unique blend of philosophy, mathematics, and psychology. His theory has dominated the attention of child psychologists for years, but has remained controversial, especially recently.

We will also consider a second theoretical approach which is rapidly growing in importance: "information processing." The information processing approach began with an interest in the computer as a model of human thought, and as a tool for modeling and simulating human cognitive processes. Today, there is some movement away from a strict view of human-computer, but with continued attention to the step-by-step processes of thinking. We will consider both the theory and research generated by these schools of thought (and some others), and how well the theories hold up under careful investigation. Then we will consider how the study of cognitive development relates to questions in perceptual, linguistic, and social development. What does cognitive development have to do with education? "Intelligence," society?

Readings for the course will be varied, including reviews and discussion papers on selected topics, and original research and theoretical works by famous psychologists (such as Piaget). Course requirements will include several small projects/papers: theoretical papers, experimental projects, considerations of practical applications, and/or reviews of selected areas of research.

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

Enrollment limit: none

LC 230 PHILOSOPHY OF RELIGION

James Waldo

In this course we will study three widely different philosophical approaches to the subject of religion and God. The first part of the course will be taken up with an investigation of the approaches to the question of God's existence found in "main stream" Western philosophy from the Middle Ages to the present. We will study a number of arguments which purport to prove that an all-perfect being must exist, as well as an argument which purports to show that no such being could exist in our imperfect universe. A major part of this section will be devoted to the Ontological Argument, first put forth by St. Anselm, which is perhaps the most interesting single argument in all of philosophy.

In the second part of the course we will look at the views concerning religion of the two great existential philosophers, Kierkegaard and Nietzsche. We will look at why Kierkegaard claims that we cannot know that God exists but must nevertheless believe that God exists, and compare this to Nietzsche's claim that we must reject the existence of God if we are to become fully human.

In the final section of the course we will investigate mysticism as a foundation for religion. We will read a number of Christian mystics and commentators, as well as non-Christian mystical sources.

Readings will be taken from three anthologies, Rose and Weinreich's *Philosophy of Religion*, Brezelli's *Kierkegaard Anthology*, and Kaufmann's *The Portable Nietzsche*; and perhaps one or two other books. Students will be expected to participate in class discussion, keep up with the readings, and write two or three papers.

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

Enrollment limit: none

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LC 256 THE PHILOSOPHY OF SCIENCE

William Marsh and Christopher Witherpoon

The main objective in this course will be to discuss and criticize the three positions which have dominated the philosophy of science in this century: the logical positivist position first developed in the thirties, the "falsificationist" position put forth since then by Karl Popper, and the historically oriented positions developed in the sixties by Toulmin, Feyerabend, Kuhn, and others. The main text for this will be Frederick Suppe's *The Structure of Scientific Theories*, which will be supplemented by more elementary readings.

For perhaps the last third of the course we will look at specific questions pertaining to particular sciences and the relations between different sciences. The instructors are particularly interested in questions of theory construction and explanation in the cognitive sciences.

Students will write one or two short papers and a major term paper. Course evaluations will be written on the basis of the written work handed in by December 12.

The course will meet twice a week for two hours each session, and there will be an associated lecture series on Tuesday nights.

Enrollment limit: none

LC 257 REPORTING THE NEWS: FACT, INTERPRETATION, AND FICTION

Richard Lyon

Newspapers, magazines, television, and radio try to entertain and to persuade. They also try to inform. As purveyors of "news" the mass media attempt to provide us with an accurate picture of the world as it is. They attempt to tell us what happened, and why. They intend to tell the truth.

Through case studies drawn from news reports, articles, documentaries, and broadcasts, we will examine the success or failure of the truth-tellers. Particular attention will be given to the concepts of objectivity, of fairness, and of balance. Since every news organization is constrained by budgets, the availability of equipment and reporters, the profit motive, institutional demands, and deadlines, we will need to consider how these pressures shape the form and content of the news. And we must ask what assumptions and beliefs are at work in determining what is reported, what is judged to be salient, relevant, or significant. Are accuracy, inclusiveness, and balance possible? Ought they to be maintained as standards? Is bias another kind of "interpretation"? When does a recital of the facts become a literary fiction? The following books will be read in whole or in part:

The Information Machines, Ben Bagdikian
Between Fact and Fiction, Edward Jay Epstein
News from Nowhere, Edward Jay Epstein
The Tin Can, Edwin Diamond
The Press, A. J. Liebling
Deciding What's News, Herbert J. Gans
The Powers That Be, David Halberstam

The course is best suited for students in the habit of following the news through the media.

The class will meet twice a week, once as a whole and once in small groups, for 1 1/2 hours each session. Joint meetings will occasionally be held with Richard Muller's class, "Nonfiction Television." Several short papers will be assigned.

Enrollment limit: none

LC 259 TELEVISION NEWS: ISSUES AND TECHNIQUES

Daniel Katin

This course examines the problems of the working television journalist, and gives students the opportunity to develop their own journalistic skills by producing a number of videotape or film stories. Current local and network television news work will be viewed and discussed; readings and field experiences will be developed to meet the needs and the interests of students in the course.

Current training in the use of the College's half-inch portapak and editing equipment is required for admission to the course. The course should be useful for students with a commitment to television journalism, as well as for those who have worked principally in print and would like to consider the problems and potentials of another medium.

The course will meet twice a week for discussion, 1 1/2 hours each time, and an additional period will be scheduled for studio and editing work.

Enrollment limit: 16, with permission of the instructor.

LC 264 INTERACTION IN THE CLASSROOM: THEORY AND OBSERVATION

Maryl Gearhart

This course is motivated by a general concern for understanding the social contexts of learning and development. Classrooms--especially social interactions in classrooms--are the particular contexts to be examined.

Classroom investigations have been studied from a variety of disciplinary perspectives. For example, educators have developed methods for evaluating teacher performance on the basis of teachers' interactions with pupils. Social scientists of diverse backgrounds have analyzed classrooms in efforts to explain why children do not learn in school. Psychologists have selected classrooms for the study of "ecologically valid" cognitive activities (as distinct from experiments, tests, and interviews). Linguists have studied teacher-child discourse, arguing that it is more predictable and better structured than ordinary conversation and thus facilitates the building of a theory of discourse.

In the first half of the course, we will read and criticize a number of approaches to the study of classrooms. An effort will be made to discover and impose an organization on these readings by asking of each: What is the topic of study? How is it being studied? In the second half, students (in pairs or threes) will observe in a classroom, videotape a 15-minute segment, and present an analysis of their data in class. The topic and the method can be taken directly from class readings (or any other available source), or students may choose to devise their own. Suggested topics include: theories of learning (how children learn from others), educational practice (how teachers implement a curriculum), theories of child discourse (how children learn to interact with others). Although verbal interaction will be emphasized in the readings, students might be interested in considering how nonverbal behavior or even the physical classroom can be determinants of learning. I will also present my current efforts to analyze how preschool children learn classroom culture and its curriculum from interactions with their teacher.

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

Enrollment limit: 20, by lottery if necessary.

LC 284 PRINCIPLES OF ARTIFICIAL INTELLIGENCE

Allen Hanson

Artificial Intelligence (or AI) may be loosely defined as the computer-based 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, particularly cognitive processes such as problem solving, language acquisition and use, vision, and learning. The questions raised by attempts at modeling these kinds of processes embrace such diverse areas as philosophy, physiology, mathematics, computer science, cognitive psychology, and cybernetics.

Over the past several years a collection of basic techniques for addressing questions related to these areas has emerged within AI and the information processing areas of cognitive psychology. This course will focus on an understanding of these basic techniques and their implementation on the computer.

Students taking the course must have programming experience in LISP, PASCAL, or APL (preferably LISP). If you are unsure of your background, please contact the instructor. Some mathematical maturity is desirable but not absolutely necessary. Participants will be expected to write several programs illustrating the principles presented in class and to become involved in one of a number of project possibilities. The textbook for the course will be *Artificial Intelligence* by Patrick Winston (Addison-Wesley, 1977). Additional readings will be assigned from the current research literature.

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

Enrollment limit: 25, to be chosen by lottery if necessary.

LC 298 SPEECH IN SOCIAL INTERACTION

Janet Tallman

This will be a reading course on the theme of speech in social interaction. In ordinary life we take for granted our ability to speak and communicate smoothly. The process of speaking is highly complex, built on many unconscious assumptions and rules, learned through long and slow practice as we develop, and carefully integrated with interactive patterns.

In our readings we will examine three general issues. We will begin by exploring the role of language in the development of the self. As we begin to understand how we learn to shape ourselves to others, we will explore some general features of social interaction. Finally, we will narrow our focus to a study of the place of conversation in social interaction and of some details known about ordinary speech.

Each week we will read 100-200 pages of text and meet for an afternoon to discuss the readings. I will lecture from time to time, although the main emphasis in the course will be on discussion. You will be encouraged to develop papers or projects from the readings. We will read all or part of the following works:

- On language and the self:
 - C. H. Mead, *Mind, Self and Society*
 - L. S. Vygotsky, *Thought and Language*
 - J. Piaget, *The Language and Thought of the Child*
- On social interaction:
 - Watzlawick, Beavin and Jackson, *Pragmatics of Human Communication*
 - E. Goffman, *Interaction Ritual and Relations in Public*
- On conversations:
 - P. Lebow and D. Fenshel, *Therapeutic Conversation*
 - J. Tallman ms., "Ways of Speaking: Styles in Conversation"
- General:
 - P. P. Giglioli, *Language in Social Context*
 - Thorne and Henley, *Language and Sex*
 - Morris and Metzger, *Symbolic Interaction*

The course will meet once a week for three hours.

Enrollment limit: 16, by permission of the instructor.

FOREIGN LANGUAGES

FL 101 ELEMENTARY FRENCH

Elisabeth Leece

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

The class will meet twice a week for two hours each time, organized around written and oral (French language tapes) assignments.

Enrollment limit: 15

FL 102 ELEMENTARY SPANISH

Angel Nieto

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

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

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

Enrollment limit: 15



SCHOOL OF NATURAL SCIENCE CURRICULUM STATEMENT

Below is a collection of diverse lecture series, field and laboratory projects, and seminars, all loosely known as Natural Science courses. These courses come in a wide variety of forms--from large lectures taught by several faculty, giving an exposure to faculty with several styles and disciplines, to small seminars exploring intensively a specific problem. There are some courses for students excited by science and ready to plunge into their subject and others for students needing to be persuaded that science has something to offer them. Students signing up for Natural Science courses should be especially clear about the distinction between Division I and Division II courses.

Division I courses are intended to help students develop Division I exam ideas and projects. Teachers will introduce you to the problems and the excitement in their fields and will help you acquire the methodology of exploration in science. These courses are geared to learning the kinds of questions and methods used to test scientific thought. They may thus entail considerable written work; in most cases they will also involve laboratory work, field projects and/or reading primary literature with the close supervision and support of the teachers. Most students cannot reasonably expect to take more than two other courses and still have the time needed to do a satisfactory job on a Division I Natural Science course.

Division II courses are of two kinds. Broad survey courses introduce one to traditional scientific disciplines and related professional fields. More advanced topical Division II courses allow students to match their particular concentration to the subject matter of traditional disciplines. Division II should be, and is, a response to current student need, and we therefore try to honor student assessment of such needs through the creation of new courses. As a result, students are expected to pursue the subject matter and its prerequisite largely on their own. If you do not find a course you are interested in taking, or feel that we have overlooked something, please take your ideas to the School's Curriculum Committee (Ann Woodhill, Chair.).

It should be noted that many courses--physics, biology, the calculus, chemistry, etc.--which are standard introductory science courses at many other colleges are all listed as Division II courses here and are taught so as to give Division II students the tools they need for their work. As such, these courses are not necessarily well suited for introducing the strategy and tactics of science as effectively as Division I courses, and they do not so readily lead to Division I exams. Division I students with strong backgrounds may, with the instructor's permission, register for a Division II course. This should generally be with the understanding that the student is already prepared to do a Division I Natural Science exam and will complete it during the semester.

Students who arrive at Hampshire with strong science background and comprehension are strongly encouraged to begin their Division I examination right away; all others are equally strongly encouraged to take one or more Natural Science courses to develop an examination. This is the most effective way--for both faculty and students--to ensure that the student has the skills necessary for a successful Division I examination. It is our experience that most entering students do not have the necessary writing and scientific skills which Division I courses are designed to develop. For this reason, most faculty are reluctant to undertake a Division I examination with a student who has done no Natural Science course work or other course which demonstrated the necessary kind of scientific maturity. However, any students who think they do have that maturity should feel free to approach a faculty member about developing an independent study project to work on an exam idea. The School is offering fewer Division I courses this fall so faculty members will have more time to work with such students.

Students from the other four Colleges are welcome in our courses. We would like to encourage those students who have trouble with science or have mental blocks against science to give a Division I course a try. We will try to help students from the other institutions adapt our system to their individual institutions.

SCHOOL OF NATURAL SCIENCE

DIVISION I:

SPACE SCIENCE: TOPICS OF CURRENT ASTRONOMICAL RESEARCH ASTFC 31	W. Irvine**
ANCIENT ASTRONOMY NS 102	D. Van Blerkom
EVOLUTION OF THE EARTH NS 107	J. Reid
THE CHEMICAL ANALYSIS OF WATER NS 109	N. Lowry
THE ETHICS OF UNNECESSARY SURGERY NS 124 (mini)	J. Raymond
BIOLOGY OF NEW ENGLAND AGRICULTURE NS 129	S. Goldhor, P. Slater R. Coppinger, C. Van Raaite
MALE BRAIN/FEMALE BRAIN? NS 132 (PROSEMINAR)*	N. Goddard, M. Gross
USABLE MATHEMATICS NS 139	K. Hoffman
THE ECOLOGY OF LAND AND WATER PLANTS NS 157	D. Riggs, C. Van Raaite
PROBABILITY NS 159 (PROSEMINAR)*	D. Kelly
TOPICS IN EXPERIMENTAL DESIGN AND QUANTITATIVE THINKING NS 162 (SS 162)	M. Sutherland
ENERGY CONSERVATION IN THE HOME NS 167	M. Bruno, L. Williams
FREEZING IN THE DARK: THE PHYSICS AND POLITICS OF ENERGY NS 171 (PROSEMINAR)*	A. Krass
TOPICS IN CANCER RESEARCH NS 175	S. Oyewole
THE COPERNICAN REVOLUTION NS 190 (PROSEMINAR)*	S. Goldberg
FAT, DIET, AND WEIGHT LOSS NS 196 (PROSEMINAR)*	M. Bruno
DARWIN, EVOLUTION, AND MAN NS 197	R. Rinard, M. Gross

*See Description in Special Proseminar Section.

DIVISION II:

STARS ASTFC 21	G. Greenstein**, T. Dennis**
ASTROPHYSICS I: STELLAR STRUCTURE ASTFC 43	E. Harrison**
ASTRONOMICAL OBSERVATION ASTFC 37	T. Dennis**
BASIC CHEMISTRY LABORATORY NS 201	L. Williams
BASIC CHEMISTRY I NS 202	L. Williams
ANIMAL AND PLANT PHYSIOLOGY NS 217	Ann Woodhull, N. Goddard, D. Riggs, A. Westing, Al Woodhull
SCIENCE STUDIES BOOK SEMINAR NS 222	S. Goldberg, M. Gross, J. Raymond, R. Rinard
THE EVOLUTION AND BEHAVIOR OF DOMESTIC ANIMALS NS 230	R. Coppinger
INORGANIC AND ISOTOPE GEOCHEMISTRY NS 235	J. Reid
ENVIRONMENTAL ETHICS NS 236	R. Lutts
HEALTH AND HEALTH CARE SYSTEM NS 242 (SS 242)	A. Melchionda
TOPICS IN QUANTITATIVE SOCIAL SCIENCE NS 254 (SS 254)	M. Sutherland
CALCULUS NS 260	D. Kelly
MATH FOR SCIENTISTS AND SOCIAL SCIENTISTS NS 261 (SS 265)	K. Hoffman
THE NATURAL HISTORY GATHERING NS 271 (IN 344)	K. Hoffman, D. Riggs
BOOK SEMINAR IN PHYSICS NS 281	H. Bernstein
BASIC PHYSICS II NS 283	H. Bernstein, A. Krass, J. Van Blerkom

**Five College Astronomy Department Faculty

NS 129 BIOLOGY OF NEW ENGLAND AGRICULTURE

Goldhor, Coppinger, Slater and Van Raaite

The three satellite courses are Division I. The core lecture series is required for all students enrolled in the satellites, and is also open as a seminar series to other interested persons.

Core Lecture Series (Goldhor): This core will consist of a series of lectures by Hampshire faculty and guest speakers. These lectures will give the constant attendee a rich and varied background useful for working with one of the satellite groups. They will also be interesting enough that some people may wish to attend without ulterior motives. Lecture topics will include: current research on forage crops, ruminant microbiology and nutrition, canal behavior, agricultural economics, and livestock management techniques.

This class will meet once a week for 1-1/2 hours.

Biology of Farming (Slater): A brief history of sheep production in New England, the potential for a revitalization of the industry, and the role of the New England Farm Center in this revitalization will introduce this course. We will discuss ruminants in general and sheep in particular to provide students with a basic understanding of what is entailed in the management of sheep: their feeding, breeding, choice of breeds, choice of production systems, etc. Field trips and occasional evening meetings will be an optional part of this course. A paper on an appropriate topic of the student's choice will be required. Be warned that, the grass is not withstanding, no one will emerge from this course a qualified shepherd.

This class will meet twice a week for 1-1/2 hours each.

Cynology (Coppinger): Cynology is the study of dogs. This course uses the dog as a representative animal in order to teach some anatomy, physiology, behavior, and taxonomy. The New England Farm Center at Hampshire College is home for a predator control project using livestock guarding dogs. This project will provide Division I students a unique opportunity to combine their studies of basic biology with an ongoing research project. Lectures, readings and laboratory exercises during the first half of the course will prepare students for in-depth discussions of various assigned topics during the second half.

This class will meet twice a week for 1-1/2 hours each.

Forage (and other) Crops (Van Raaite): In this course we will focus on some traditional and alternative New England forages (grazed crops). Using the forages growing or under consideration at the Farm Center, we will study problems of seed germination, plant nutrition, soil fertility, and growth for yield. Readings, discussions, and field trips in the first part of the course will prepare students for projects in the second part of the course.

This class will meet twice a week for 1-1/2 hours each.

ASTFC 31 SPACE SCIENCE: TOPICS OF CURRENT ASTRONOMICAL RESEARCH

William Irvine (at Smith College)

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

Class will meet Tuesday and Thursday; time to be announced.

NS 102 ANCIENT ASTRONOMY
David Van Blerkom

Modern research has revealed that ancient societies had a highly sophisticated knowledge of celestial phenomena. In this course we will try to recapture this knowledge by studying the writings and analyzing the monuments left by ancient astronomers. In particular, the significance of Stonehenge will be explored, and examples of Mayan and Babylonian astronomical texts will be interpreted in as much depth as possible. In order to preserve the feeling of cultural antiquity, students will be encouraged to learn Mayan glyphic writing and Babylonian cuneiform. Students will undertake projects in which they assume the role of an ancient astronomer. Possible projects include: construction of a megalithic observatory (on a reduced scale, of course), composition of a modern planetary table in cuneiform on baked clay, erection of a stele with the present date expressed in the Mayan calendar, formulation of an eclipse table in Mayan on the lines of the Dresden Codex.

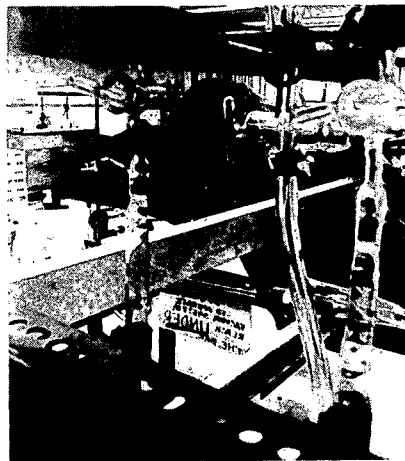
Classes will meet two times a week for 1-1/2 hours.

NS 107 EVOLUTION OF THE EARTH
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 those 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 glaciation, and at the processes by which running water rearranges the surface today.

Assignments will include readings from both a text and the original literature. Students will be expected to complete an independent research project related to the coursework.

Enrollment limit: 20 students. Two 1-1/2 hour class meetings plus one 3 hour field trip/lab per week.

NS 109 THE CHEMICAL ANALYSIS OF WATER
Nancy Lowry

In order to assess the quality of our natural waters it is necessary to be able to determine the concentration of the natural and polluting chemicals. These chemicals are usually colorless and invisible to casual inspection. Therefore, chemical and instrumental tests have been devised and are widely used to determine the purity of water.

In this course a variety of standard water analysis tests will be learned. In addition, students will learn to use the literature in order to find laboratory directions, learn how to interpret data (for example, is it good, bad, or indifferent to find that a pond sampling site gives a result of 17.2 parts per million chloride), and to find out who else has been collecting data. During the second half of the course we will conduct our own survey of a local river, stream, pond, swamp, or stagnant pool.

Enrollment limit: 16
Class will meet twice a week for two hours each.

NS 124 THE ETHICS OF UNNECESSARY SURGERY (mini-course)
Janice Raymond

The course will examine three areas of surgery performed on women today: hysterectomy, mastectomy, and clitoridectomy. To what extent are hysterectomies done as routine surgery for female health problems? Why have numerous studies found that one-third to one-half of these operations have been unnecessary? What are the differences between a simple, modified, and radical mastectomy? What are the medical indications for such? To what extent is clitoridectomy performed today? Where? On whom?

Students will read selected articles from various medical journals, as well as various critiques. Each person will be expected to concentrate on one surgical area and to do an oral and written presentation on the subject area chosen.

The course will meet twice a week for 1-1/2 hours during the first six weeks of the semester. Enrollment limited to 20 students selected on the basis of an interview with the instructor.

NS 139 USABLE MATHEMATICS
Kenneth Hoffman

In this course we will work on developing the student's proficiency in and confidence for mathematics by working through a selection of topics in elementary applied mathematics. This course is designed primarily for those who are unsure of their mathematical background and ability and want to do something about it; better prepared students are advised to consider one of the other Division I math courses. Some of the topics we will cover are:

- Surveying and mapping
- Celestial navigation
- Mathematics of carpentry
- Introductory computer programming
- How to read and use graphs

The heart of the course will be the weekly problem sets. Students will be encouraged to work on the problems in groups of two or three, and there will be many support mechanisms for helping students through trouble spots—regular weekly problem sessions, optional review sessions on some of the basics, Division II or III students available to help individuals.

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

NS 157 THE ECOLOGY OF LAND AND WATER PLANTS
Douglas Riggs and Charlene Van Raaite

This course is divided into two sections—terrestrial and aquatic. In both parts the ecology and natural history of plants will be emphasized. During the first week of class, students will choose one of these two sections:

Aquatic Section (Van Raaite): By taking field trips to and sampling from aquatic habitats—marine, stream, and pond—we will examine some of the adaptive mechanisms which organisms have developed for life in water. We will ask, for example, how do microscopic organisms stay afloat? Why aren't stream plants swept downstream?

Terrestrial Section (Riggs): In this part of the course, the influence of several of our naturally-occurring environments upon vegetation will be studied. Local or distant field trips will allow us to observe the botanical characteristics of river banks, sandbars, sand dunes, limestone regions, cliffs, and mountain tops. We shall also visit recently-disturbed areas such as road and railroad rights of way, abandoned farms, town dumps, and clearcut areas to see how the hand of man influences ecological communities. Salt marshes and freshwater swamps and bogs will be studied in collaboration with the aquatically-oriented part of the course.

The two groups will meet together every other week or so for reports, lectures, and movies; otherwise, they will meet separately. For evaluation, students will be required to write several short papers and complete a field or library research project which will be presented to the rest of the class.

Each section is limited to 15 students each. The class will meet for three hours twice a week and for an additional 1-1/2 hours once a week.

Assignment for the first class: *Life and Death in a Salt Marsh* by J. and M. Teal. (available in bookstore)

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NS 162 TOPICS IN EXPERIMENTAL DESIGN AND QUANTITATIVE THINKING

Michael Sutherland

This course is intended for students who might be interested in an experimental Division I project. We will explore the design and interpretation of experiments through lectures, reading assignments, computer and written work on topics such as:

- deterministic vs. probabilistic models
- the meaning of proof
- detecting pseudoproblems
- the value of indifference and reasonable doubt
- information is not knowledge, but it is a start
- experimentation without randomization is just messing around
- the geometry of data
- optimization as a model for process development
- can beliefs be quantified?
- the frequency distribution of M&M candy colors
- surveys and what usually happens
- exploring tables of numbers, e.g., the windmill table
- biggest things, breaking records, and what to expect next
- quantitative measures of wars, plagues, and disasters
- equity effects (what?, now?, and so what?)
- measuring "bullshit"

Increasing and ultimately unbearable pressures will be brought to bear on students to go beyond simple attendance. Evaluations will be based entirely on class participation, assignment completion, and the personal whim of the instructor.

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

NS 167 ENERGY CONSERVATION IN THE HOME

Merle Bruno and Lloyd Williams

The earth's store of fossil fuels is finite, and we are using these fuels at such a rapid rate that we may see them run out in the near future. Safe and practical alternative sources of energy have not yet been developed for large scale adoption. Some models of the future suggest that strict conservation of our present energy sources can greatly increase the number of years they will last and give us more time to develop alternatives.

In this course students will learn how to calculate the amount of heat lost from a home during the heating season, what kinds of improvements can be made, and how much those improvements will cut down on fuel use. They will learn this process on real homes and will perform this service for as many homeowners (or renters) as we can schedule. The homeowners will be given reports that give cost/benefit analysis of retrofitting.

Each student will be expected to work on an individual or group project. Previous technical or mathematical training is not necessary for most of these projects. Examples of class activities and projects are: Experiment in the energy research station in which it will be possible to measure the properties of insulating materials and to test small solar energy and wind systems; Design and build a cheap furnace efficiency testing kit; Test the safety of insulating materials in the lab. Students interested in reaching high school can participate in a project to design curriculum materials on energy conservation and try them out in local schools.

We will meet for two full afternoons a week. This time will be spent on lectures, demonstrations, on work, field trips to homes, energy hot projects, etc. Students should also plan on spending at least one other day each week to work on projects, visit homes, prepare homeowner reports, and do assignments. We will encourage students to work on projects and exams in teams although individual work will be accepted.

NS 175 TOPICS IN CANCER RESEARCH

Sandra Gwyole

Volumes of publications on cancer-related research give us an opportunity to examine the approaches that are being used to tackle the problem of cancer, the number two killer in the United States. We will discuss the epidemiology of cancer and mechanisms of carcinogenesis, as well as some relevant cellular biology. Some emphasis will be placed on viral agents which have been implicated in cancer. The format will be a combination of lectures and discussions of scientific articles.

For evaluation, in addition to doing the assigned reading, students will be required to write a research paper and make an oral presentation before the class based on published research articles.

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

NS 197 DARWIN, EVOLUTION, AND MAN

Ruth Rinard and Michael Gross

One man, Charles Darwin, created a theory which dramatically raised the question of man's place in nature—by lowering it. Previously a link midway in the endless chain of beings linking the Dodo and inert matter, man became a near relative of the monkey. The discussion has continued since then and emerged in a slightly different form in current debates about sociobiology. In this course we will try to understand what role speculation about man played in the initial creation of the theory by Charles Darwin and A.R. Wallace, and in subsequent development of evolutionary theory. Readings will be from original sources including *The Descent of Man*, and will critically analyze the development of scientific thought.

Students will be asked to write a series of brief essays on aspects of the readings and discussions. Grades will be given to five College students. Criteria for evaluations and grades will be discussed at the first meeting.

Open enrollment. The class will meet for 1-1/2 hours twice a week.

ASTFC 21 STARS

George Greenstein (lectures) GRC 309 Unnas
Tom Dennis (labs) Mount Holyoke College

Stars and stellar evolution for students interested in a quantitative introductory course. Observational data on stars: masses, radii, and the Hertzsprung-Russell diagram at basic equations of stellar structure. Nuclear energy generation in stars and the origin of the elements. The three possible ways a star can die: white dwarfs, pulsars, and black holes.

Prerequisites: One semester of calculus and one semester of some physical science. This is a Division II course.

This course will meet Tuesdays and Thursdays 2:30 to 3:45 PM. Labs are open five nights a week at Mount Holyoke College.

ASTFC 43

ASTROPHYSICS I: STELLAR STRUCTURE

E. R. Harrison (at U. Mass, GRC 534)

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

Class will meet Mondays and Fridays 1:25 - 3:30 PM.

ASTFC 37 ASTRONOMICAL OBSERVATION

Tom Dennis (at Mount Holyoke College)

Basic astronomical techniques (photograph, photometry, photoelectric photometry, spectral classification, and radial velocity determination) and the use of astronomical catalogs and literature as applied to astronomical problems: physical and dynamical properties of stars, spectroscopic binaries, star clusters. Readings will include selected journal articles. Prerequisites: 1 semester astronomy, 1 semester physics. This is a Division II course.

Class will meet Mondays and Wednesdays 2:30 - 3:45 PM and evening labs, time to be announced.

NS 201 BASIC CHEMISTRY LABORATORY

Lloyd Williams

This course will consist of a series of laboratory exercises designed around a single, semester-long project. These exercises will draw heavily on material presented in Basic Chemistry I and concurrent registration in Basic Chemistry I is required for those taking this course. The experiments have been chosen to provide students with exposure to a variety of topics usually encountered in an introductory chemistry course. Basic laboratory skills and techniques of quantitative analysis will be emphasized. Written laboratory reports for each experiment are required for evaluation. Five College students will be graded on a pass-fail basis.

Class will meet for one afternoon each week.

NS 202 BASIC CHEMISTRY I

Lloyd Williams

Basic Chemistry I is the first semester of a two semester course in general chemistry. Our goals in this course will be to learn the basic language of chemistry and to develop the ability to think about natural phenomena on a molecular level. During the fall term we will concentrate on quantitative descriptions of chemical and physical processes and discussion of the atomic and molecular models used to explain these phenomena. Topics will include: stoichiometry (mass relations); thermochemistry; atomic structure and chemical bonding; properties of gases, liquids, and solids; solutions; and chemical equilibrium.

No previous background in chemistry is necessary. However, a working knowledge of algebra is essential since students will be expected to develop skill in solving a variety of numerical problems. Summary problem sets will be assigned during the semester and are required for evaluation. Five College students will be graded on a pass-fail basis.

Classes will meet three times a week for 1-1/2 hours. Enrollment is limited to 25 students selected on the basis of an interview to ensure that those enrolling have an appropriate mathematical background. Concurrent enrollment in Basic Chemistry Laboratory (NS 201; one afternoon per week) is also required for those taking Basic Chemistry.

NS 217 ANIMAL AND PLANT PHYSIOLOGY

Ann Woodhull, Coddard, Riggs, Westing, Al Woodhull

We will inquire how organisms work: How do they respire? What kinds of rhythms do they experience? How do plants regulate their growth and development? How do animals' sensory systems work? How does exercise affect respiration and circulation?

In this course we intend to provide both a solid background in the field of physiology and a critical, exploratory view of how research is done. To give the broad perspective, faculty will lecture and assign readings in texts. To understand how physiology is done, students will read and discuss research papers, do quantitative problems, and work in the laboratory. The techniques and equipment introduced in the laboratory will include a wide range: respirometers, amplifiers for action potentials and electrocardiographs, use of centrifugation to regulate plant development. In addition to readings, problem sets, and lab work, students will be required to write at least two papers on chosen topics, based on the scientific literature or on a lab project.

This is a Division II course designed to meet the needs of biology, ecology, botany, and zoology.

Class will meet three times a week for 1-1/2 hours each, and one afternoon lab per week.

NS 222 SCIENCE STUDIES BOOK SEMINAR

Stanley Goldberg, Michael Gross, Janice Raymond, and Ruth Rinard

Each week, one or more of the above—and other interested faculty—will lead a seminar discussion of a book related to ethics, science policy, or history of science. An exact schedule of books for each meeting of the semester will be available at the beginning of the semester; tentatively, works to be discussed include:

J. D. Bronowski, *Science and Human Values*
Max Weber, *The Protestant Ethic and the Spirit of Capitalism*
Robert Norton, *Science, Technology and Society in 17th Century England* (excerpt)
Margaret Jacobs, *The Newtonians and the English Revolution*
Thomas Kuhn, *The Structure of Scientific Revolutions*
Jerome Ravetz, *Scientific Knowledge and Its Social Problems*
Barton Bledstein, *The Culture of Professionalism*
Judith Ransley (ed.), *Covert Discrimination and Women in Science*
Mary Roth Walsh, *Doctors Wanted, No Women Need Apply*
Ivan Illich, *Medical Nemesis*
Rachel Carson, *The Edge of the Sea and Silent Spring*
David Noble, *America by Design*

At the first meeting, students taking this course will sign up for specific sessions. Criteria for evaluation or grades will be negotiated with one of the faculty members at that time.

Class will meet one day a week for two hours.

NS 230

THE EVOLUTION AND BEHAVIOR OF DOMESTIC ANIMALS

Raymond Coppinger

Domestic cattle, ovine and fowl continue their neolithic revolutionary impact on the cultural and ecological surface of the earth. All but one of the continents devote extensive tracts of land to these animals, animals which not only shaped the land but also affected the climate. Wars are fought over them; economics are based on them.

These animals are also fascinating to study from a behavior and evolutionary point of view. Selections for growth rate, reproductive rate, and docile behavior gave us a practical understanding of the evolutionary process and were a major factor in tipping Darwin off to natural selection. Many of these animals ancestors still exist, and have been studied in detail. Their descendants exist locally and are available for study in their "natural environment."

This is a Division II course/seminar. We will explore processes of evolutionary change such as mutation and allopatry. Plus we will study in detail the evolution of their behavior. A student with no training in genetics, anatomy, physiology, or basic behavior must expect to make up those deficiencies during the course. The course requires students to prepare discussion topics for class presentation, annotated bibliographies on various topics, and to submit a major review paper.

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

NS 235 INORGANIC AND ISOTOPE GEOCHEMISTRY

John Reid

A detailed look at the use of inorganic and isotopic chemistry to solve a variety of geologic problems with a particular emphasis on those in igneous petrology. Topics will include: geochemical behavior of the elements in crystal structures and co-existing silicate magmas; crystal field theory; Fe²⁺, Fe³⁺, Mn²⁺, and U-Pb geochronology; stable and radiogenic isotope distributions and variations; fission tracks as age determination; uranium geochemistry indicators; rare earth element geochemistry. Readings will be dominantly taken from the scientific literature to demonstrate the current use of these techniques in such areas as the evolution of plutonic and volcanic rocks, the development and destruction of the oceanic crust; and the nature and evolution of the earth's interior.

Prerequisites: physical geology, introductory chemistry, or permission of instructor.

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

NS 236 ENVIRONMENTAL ETHICS

Ralph H. Lutts

Should we preserve our natural resources for future generations? How much risk to human life is acceptable at the expense of producing energy? Does Boston have a greater right to the water in the Connecticut River than the towns that border it? Is it wrong to exterminate a species? Do non-humans have rights?

Such questions are not often dealt with in any depth, yet our environmental decisions reflect our positions on these issues. That is, there are, thus, not often thoughtfully or even consciously examined. Some authors have suggested that the major crises of our time are symptomatic of a more fundamental ethical crisis. It behooves us to examine our environmental actions in an ethical light and to try to articulate our own ethical positions.

In this course we will examine a number of different approaches to environmental ethics, review some of the important literature in the field, and examine the methods and assumptions of a variety of authors. We will explore both the ways in which we might come to know what is ethical and specific proposals for what is environmentally ethical. A significant part of the course will involve a case study of the proposed diversion of Connecticut River flood water into the Quabbin Reservoir. Students will share the responsibility for gathering technical information about the project. Also, they will identify ethical questions related to the project and prepare position papers for class discussion.

Students should expect to do a good deal of reading, prepare short background reports and position papers, and write a major course paper. Work on group projects will be encouraged, and students should be prepared to be involved with study groups outside of class meetings. With a lot of work and a little luck we should be able to produce a number of papers about the ethics of the diversion that will be of interest to people throughout the valley.

Students who wish to participate need not have a background in philosophy, but they should have a background in environmental studies.

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

NS 242 HEALTH AND THE HEALTH CARE SYSTEM

Anthony Melchionda

This seminar-course will try to examine the problems of individual health and the health care system which responds to it. We will begin by discussing the notions of health and illness in various cultures and then progress to a study of patient/healer roles and the incorporation of these into a "system." We will also look at the various kinds of systems which have evolved from this interaction.

The particular issues of women's health care, population control, abortion, the industrialization of health and medicalization of life will also be examined and discussed.

We will meet once weekly in a seminar format for three hours, and the keynote will be participation (based on a voracious appetite for reading!). Students with a wide variety of past experiences and interests are most welcome (women's studies, economics, anthropology, etc.).

Students must have passed Division I in NS 85 SS.

A bibliography of texts and readings will be available in September.

Enrollment is limited to 15 by permission of the instructor.

NS 260 CALCULUS

David Kelly

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

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

Class will meet three times a week for one hour each, and problem help time will be arranged. Participants are expected to attend. In addition, a weekly evening problem session.

NS 261 (SS 265)

MATH FOR SCIENTISTS AND SOCIAL SCIENTISTS

Kenneth Hoffman

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

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

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

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

NS 271 THE NATURAL HISTORY CATHERING

Kenneth Hoffman and Douglas Riggs

This course is designed to bring together those who are actively involved in field biology or ecology, natural history writing, outdoor education, teaching nature studies, natural resource management, etc., to share their work, ideas, and experiences.

We will meet one evening every other week for dinner followed by a discussion. Responsibility for providing the focus for each meeting will rotate among the members of the group. We will also go on two or three weekend trips together.

Participation in this course could fulfill the integrative requirement for Division III students.

Enrollment is by permission of one of the instructors.

PHYSICS AT HAMPSHIRE

The study of "real physics" at Hampshire will be structured around an introductory two-term sequence, Basic Physics (with its attendant laboratory experiences) and advanced followup courses. Basic Physics is seen taught by all the faculty who have an interest in physics. The sequence will require mathematical facility, so it begins in the Spring term, not the Fall. We advise students interested in physics to take Calculus (NS 260) during the Fall as an excellent prelude.

Anyone interested in physics will be welcome to participate in the tri-weekly discussions which will help set objectives and organize our program to meet the full range of Hampshire's curricular needs for Physics, "the science of everything."

NS 281 BOOK SEMINAR IN PHYSICS

Allan Kraus

This seminar is intended for students concentrating in physics and for those in other areas who wish to do advanced work in physics. The class will read, discuss, and solve problems from an upper level undergraduate physics text in one of the following subjects: mechanics, electrodynamics, thermal physics, quantum theory, optics, acoustics or fluid mechanics. The choice of book and subject matter will be made by the students themselves. Students who have not taken one year of Basic Physics or the equivalent should not take this course.

Class will meet once a week for three hours.

NS 283 BASIC PHYSICS II

Bernstein, Kraus, Van Blerkom & Staff

This course is the second semester of an introductory physics course. It is designed to provide a rigorous introduction to the fundamentals of physics for those students who are concentrating in natural science. The first semester of this sequence was offered in the spring of 1979. It is anticipated that students enrolling in Basic Physics II will have taken Basic Physics I or have an equivalent background. Note: Calculus is required for Basic Physics I and should be taken during the fall semester.

The course is divided into several modules taught by different instructors, some of whom are not primarily physicists but are people whose work requires a knowledge of physics. These different perspectives are intended to make the course more relevant and meaningful to students who are not physics concentrators.

The topics covered in the spring semester were concepts of measurement, classical mechanics, and thermodynamics. This second semester course (Fall 1979) will deal with electricity and magnetism, waves, optics, spectroscopy and the quantum theory.

Class will meet three times a week for 1-1/2 hours each. In addition, the course will include several laboratory experiments on alternate weeks, coordinated to the lecture material. Students must reserve an afternoon on alternate weeks for their laboratory attendance. Students will also meet weekly in small group sessions with individual faculty evaluators.

SCHOOL OF SOCIAL SCIENCE CURRICULUM STATEMENT

The faculty of the School of Social Science have worked to create a curriculum based on critical inquiry in a variety of problem areas which reflect their interest in social institutions and social change. The aim of such inquiry is not simply to describe society, but to understand the historic and philosophic bases as well as current values and structures. Accordingly, we have focus on overlapping interdisciplinary areas such as: political economy and history; psychology and individual development; social institutions; and women's studies. Although we also provide much of what is considered a traditional disciplinary curriculum, the clear direction of the School is to reach beyond the disciplines to a concept of social science that is a broader analytic approach to understanding societies and social change than any one discipline can offer.

Our faculty come from a variety of disciplinary backgrounds -- anthropology, economics, history, law, political science, psychology, and sociology. However, the School's identity is shaped much more by emerging constellations of thematic interests and cooperative teaching than by traditional academic patterns. Most of us teach with faculty of different disciplinary backgrounds within the School of Social Science, from other Schools in the College, and from outside the College as well as with students. As a result, faculty and students can bring a variety of perspectives to bear on issues which are not common in academic structures limited by the disciplinary allegiance of their members. We have begun to understand the limits of the single discipline, and can claim success in interdisciplinary teaching. We are not yet able to present all the various disciplines in a meaningful synthesis, but that is an ideal that is reflected in our efforts to develop a broad and interesting range of courses.

SCHOOL OF SOCIAL SCIENCE

DIVISION I

HUMANITY: AN ANTHROPOLOGICAL PERSPECTIVE
SS 105 (PROSEMINAR)*

L. Glick

CHANGE IN THE LEGAL PROFESSION: PERSPECTIVES
IN LAWYERING
SS 109

O. Fowlkes

THE SOCIOLOGY OF THE BLACK FAMILY
SS 110

D. Davidson

PROBLEMS IN URBAN POLITICAL ECONOMY
SS 113

L. Hogan

POLITICAL JUSTICE
SS 115 (PROSEMINAR)*

L. Mazor

PEASANT REVOLUTION AND VILLAGE SOCIETY IN
MODERN CHINA
SS 116

K. Johnson

THE CONCEPT OF CHILD CENTEREDNESS IN 20TH
CENTURY AMERICAN CHILD DEVELOPMENT
SS 120

C. Shea

WOMEN IN SOCIETY
SS 128 (PROSEMINAR)*

M. Cerullo

CIVIL DISOBEDIENCE
SS 145 (NS 146)

D. Meyer

D. Smith

L. Mazor

FAMILIES, FARMS, AND INDUSTRY IN NEW
ENGLAND HISTORY
SS 148

N. Fitch

L. Nisonoff

UNDERSTANDING EVERYDAY LIFE: HOUSES AND
NEIGHBORHOODS
SS 149

R. Rakoff

TOPICS IN EXPERIMENTAL DESIGN AND QUANTITATIVE
THINKING
SS 162 (NS 162)

N. Sutherland

THE HISTORY OF THE FAMILY
SS 165 (PROSEMINAR)*

M. Slater

BEYOND THE COLD WAR
SS 170

C. Bengeladorf

A. Kraus

FROM MONASTERIES...TO MEDICAL SCHOOLS: STUDIES
OF VOLUNTARY AND INVOLUNTARY TOTAL INSTITUTIONS
SS 175 (PROSEMINAR)*

O. Fowlkes

AMERICAN CAPITALISM
SS 184 (PROSEMINAR)*

S. Warner

SOCIAL INFLUENCE
SS 187

D. Poe

AMERICAN NATIONAL GOVERNMENT AND PUBLIC POLICY
SS 205

R. Rakoff

INTRODUCTORY ECONOMICS
SS 210

F. Weaver

THE SIGNIFICANT ROLE OF BLACK WOMEN IN
WOMEN'S STUDIES
SS 211

G. Joseph

CAPITALISM AND EMPIRE
SS 214

N. Fitch

L. Nisonoff

M. Slater

BLACK AMERICANS IN A CAPITALIST SOCIETY
SS 223

L. Hogan

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

L. Glick

STAGNATION, STAGFLATION AND DEMOCRACY
SS 235

A. Nasser

THE PHILOSOPHY OF HISTORY: KARL MARX'S
THEORY OF HISTORY
SS 239

A. Nasser

HEALTH AND THE HEALTH CARE SYSTEM
SS 242 (NS 242)

T. Melchionda

TOPICS IN QUANTITATIVE SOCIAL SCIENCE
SS 254 (NS 254)

M. Sutherland

COLONIALISM AND THE BLACK EXPERIENCE
SS 257

D. Davidson

THE POLITICAL ECONOMY OF AFRICAN DEVELOPMENT
SS 259

M. Ford

F. Nolsonquist

NOTE TO STUDENTS INTERESTED IN A BUSINESS CAREER

If you are interested in pursuing a business career or attending graduate school in business, be sure to talk to Lloyd Hogan, Law & Economics, Stan Warner, or Fred Weaver in designing your program of studies. Many students have used their liberal arts education and special resources at Hampshire successfully to prepare for business careers and for attending such business schools as Chicago, Columbia, Wharton, and others.

SS 109 CHANGE IN THE LEGAL PROFESSION: PERSPECTIVES IN LAWYERING

Oliver Fowlkes

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

Among course readings the following books will be considered: Auerbach, *Unequal Justice*; Black (ed.), *The Radical Lawyers*; Corbin, *Lawyers Ethics*; Rosenblatt, *Lawyer-Client: Whose is Charge?*; and Salsgel, *The Wall Street Lawyers*.

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

SS 110 THE SOCIOLOGY OF THE BLACK FAMILY

Douglas Davidson

Rationale and Objectives: There has been no other aspect of black life in America which has been more distorted, misinterpreted, and misrepresented than the black family. It has been characterized by social science theorists and researchers as deviant, disorganized, and ultimately, as a "tangle of pathology." It has also been designated as the primary cause of black family's inability to be successful in their efforts to break into the great American "mainstream." It has been and continues to be a major focus of social welfare programs and policies. While most of these programs were developed with the intention of "strengthening" the black family (i.e., forcing black families to adopt their "normative" American model and values), they have had the opposite effect. That is, they have proven to be another set of obstacles black families have had to adjust to in their struggles for survival in a hostile, alien environment.

This course will operate from the perspective that the black family is "alive and well" in spite of systematic attempts to destroy and/or modify it. It will demonstrate further that black families have exhibited a remarkable resilience and determination in their struggles for survival. As the course proceeds, it will become apparent that many of the so-called deviant aspects of black family life are representative of an essentially deviant and racist system. For as one critically examines the historical and contemporary forces impinging upon oppressed black families, one can only conclude that it is a miracle that black family life is as healthy, vibrant, and stable as it is today.

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

SS 113 PROBLEMS IN URBAN POLITICAL ECONOMY

Lloyd Hogan

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

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

SS 116 PEASANT REVOLUTION AND VILLAGE SOCIETY IN MODERN CHINA

Key Johnson

This course will study the role of the peasantry in the Chinese revolution and the impact of socialist development on peasant village life.

The course will begin by considering general theories (Marx, Engels, Lenin, Hobsbawm, Mao) which look at the reasons peasants rebel, the nature of peasant political behavior and the strengths and weaknesses of peasant-based rebellion for bringing about permanent revolutionary change. We will then turn to the Chinese case, looking at the relationship between the Chinese Communist Party and the peasantry during the revolutionary period and the development of the Maoist approach to peasant revolution. Finally, the course will investigate the role of the peasant in the Maoist Strategy of post-revolutionary socialist development and the impact of Communist Party policies on village society. The general theme of the course will be to attempt to evaluate theory by tracing the major lines of continuity and change in Chinese peasant society, considering the potential and limits which peasant life and aspirations create for revolutionary change and socialist modernization.

The course will be organized into informal lectures (which will present general background, comparisons with other societies and some material gathered in a recent visit to a Chinese village) and student-led workshops based on course readings and related topics generated by the particular interests of the participants.

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

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SS 120

THE CONCEPT OF "CHILD-CENTEREDNESS" IN 20TH CENTURY AMERICAN CHILD DEVELOPMENT LITERATURE

Christine Shou

This course is designed to both initiate the student into the use of tools of historical analysis as well as to provide an opportunity to examine intensively the basic ideas that have tended to give form and purpose to child-centered thought and practice in 20th Century America. At the beginning of the course an attempt will be made to achieve an historical understanding and critical evaluation of the work of some of the most significant child-centered theorists including: Rousseau, G. Stanley Hall, John Dewey, Margaret Mead, Erik Erikson, and A. S. Neill. Emphasis will be placed on familiarizing students with Jungian, neo-Freudian, and 20th Century liberal thought. Selected primary source material, from a wide variety of other influential figures in the "child-centered" movement will also be available to the seminar for individual research projects and group discussion. Central to this part of the course will be some archival work at the Clark University Archives in Worcester, Massachusetts on the papers of G. Stanley Hall, commonly referred to as "the founder of the American child study movement" and "the father of American child psychology". Using the data gleaned from the archival materials and primary source readings, the development of the child-centered tradition in America will be considered within the context of expansion and change in the American child psychology. The last part of the course will be devoted to a consideration of seminar participants' research papers. These will be designed individually to suit the participants' needs while relating to the main theme of the course.

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

SS 145

CIVIL DISOBEDIENCE

(HA 144)

David S. Meyer* with faculty sponsors: David Smith and Lester Mazur

This course will examine both the theoretical and practical questions raised by civil disobedience. Theorists and practitioners studied will include Plato, Thoreau, Tolstoy, King, Muste, Rawls, and Zinn. The essential questions we will deal with include: a) the use of civil disobedience in both reform and revolutionary contexts, b) the relationship between ends and means in bringing about social change, c) the use of non-violence as a tactic, and as an end in itself, d) the issue of punishing disobedience, and (e) the effectiveness and limitations of civil disobedience as a tactic. We will study these questions through such historical struggles as civil rights, union organizing, opposition to specific wars, nuclear non-proliferation, and tax and draft resistance.

The student will prepare several short position papers on various incidents and issues in the history of civil disobedience, as well as work on three longer projects on specific areas of interest. A large portion of this work will be done in groups.

The course will meet twice a week for 1 1/2 hours each meeting. Enrollment is limited to 18 by instructor's selection.

David Meyer is a Division III Hampshire College student.

SS 148

FAMILIES, FARMS, AND INDUSTRY IN NEW ENGLAND HISTORY

Nancy Fitch, Laurie Nisonoff, and Kyla Brooke*

New England was among the first regions settled in the United States. Of greater importance, it often evokes the stereotyped image of the sturdy Yankee or the moralistic Puritan. Yet, it was also a region where many ordinary families struggled to survive as farmers or as workers in America's first industrial factories.

In this course we want to examine the lives of these ordinary families. We want to look at the work roles of men, women, and children in their work in fields and factories and see how these roles changed over time. We want to consider why farmers came to the Valley, how they built their farms, what crops and animals they raised, what goods they produced, where they sold their crops and other household products, and what political beliefs they had to determine why and when they left their farms for industry. Thus, we will also look at the development of urban life in such towns as Holyoke, Massachusetts and consider people's passive and violent responses to urbanization and industrialization.

The entire course will be organized as a workshop. That is, after briefly considering the question, "What is History?", we will try to answer it by doing what historians do. We will learn how historians use diaries, censuses, tax lists, inventories, agricultural magazines, oral interviews, and other sources to reconstruct the past by using these documents in our own studies of the effects of the development of capitalism on families, farms, and industry in New England.

The course will meet two hours one day a week for workshops. In the workshops we will either visit archives or discuss the problems and limitations involved in the interpretation and use of different kinds of sources.

Students will be required to work on a group project involving the history of the family, of agriculture, or of industry in a New England community. The groups for around these projects will meet one additional hour per week for discussion of the relationship between their local history and broader historical themes.

Most of the course will be devoted to work with documentary evidence but we will consider themes from the following books: *Josephine Bay*, *Daughter of Time*; Howard Russell, *A Long Deep Furrow*; John Demos, *A Little Commonwealth*; Lucy Larcom, *A New England Girlhood*.

The class will meet two times a week, once for 2 hours and once for 1 hour. Students will enroll on a first come, first served basis. Enrollment is limited to 20.

Kyla Brooke is a Division III student at Hampshire College.

SS 149

UNDERSTANDING EVERYDAY LIFE: HOUSES AND NEIGHBORHOODS

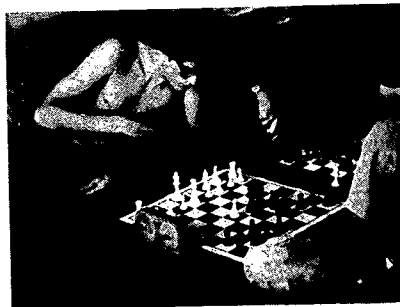
Robert Rakoff

Houses and neighborhoods are important parts of our everyday lives. They are, of course, central elements of our material existence. However, we live in houses and neighborhoods; we experience them and they have meaning for us -- experience and meaning that we ourselves construct within the framework of cultural and symbolic structures. Houses and neighborhoods, however, are social products in another sense, too, in that they are constructed by and within a complex and powerful network of political economic institutions ranging from the local realtor to the most influential financial institutions. Indeed, there are few areas of the social world in which the activities of authoritative institutions intersect so regularly and so crucially with our "private" lives.

The purpose of this course is to understand and interpret these complex phenomena of everyday life -- how they are experienced subjectively and how they are structured objectively. Accordingly, we shall consider two related kinds of inquiry. One kind seeks to reconstruct our meaningful experience of houses and neighborhoods. The other seeks to locate such lived experience within its cultural and political contexts. In the process, we shall have to worry about the following kinds of questions: "What is space and place -- for us? How do we demarcate public from private space and what do those distinctions mean? What's so important about home ownership? Who controls the resources that go into houses and other residential facilities? What effect has the state had on all of this? In short, we shall be focusing on the mundane house and neighborhood in order to grapple with the larger issue of how the reality of everyday life in state-capitalist society is constructed.

Students will be expected to undertake projects, singly or collectively, on the meanings of houses and neighborhoods or on the institutions that make and implement policies affecting houses and neighborhoods -- or both.

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



SS 170 BEYOND THE COLD WAR

Carol Bengelsdorf and Allan Krass

Question: Why is the U.S. spending tens of billions of dollars per year on new, more expensive and ever more destructive nuclear weapons systems?

Answer: Because the Russians are doing it and the U.S. must protect itself.

Question: How can U.S. policymakers justify the consistent policy of intervention and aggression, both overt and covert, it has engaged in against potentially progressive forces or governments in Asia, Africa and Latin America?

Answer: Because the Russians are doing it and the U.S. must protect itself.

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

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

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

SS 187 SOCIAL INFLUENCE

Donald Poe

This course will use the investigation of intentional and unintentional social influence as a theme for introducing students to the ways that social psychologists view the world, approach problems, and gather information. Students will learn about the assumptions and beliefs which underlie the social psychological approach to obtaining knowledge, as well as gain in firsthand experience with the design, methodologies, and implementation of social psychological experiments.

The topics in social influence which will be used to illustrate the social psychological approach include advertising and persuasive communication, effects of the mere presence of others, the techniques of conformity, social facilitation of performance, bystander intervention in emergencies, brainwashing, the expression of social norms, and the detection of deception.

The class will evolve by degrees from a point where the instructor poses hypothetical research questions and outlines possible research solutions to them, to one where the students take over these functions as they gain competence. Students will also participate in an actual data collection effort, either as a group or as individuals.

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

SS 205

AFRICAN NATIONAL GOVERNMENT AND PUBLIC POLICY

Robert Rakoff

The goal of this course is the development of an adequate theoretical framework for explaining and assessing the making and implementing of public policies at the national level. We shall try to do this not primarily by considering theories of state-society interactions but, rather, by investigating the institutions and processes--both public and private--that are able to act (or not act, as the case may be) in the name and with the authority of the state. In general, we shall be seeking answers to the following question: how do public policies maintain the system and produce inequalities, and why and how does a government that produces these public policies remain legitimate in the eyes of citizens?

This will involve several analytical and empirical tasks: describing and assessing the consequences of important federal actions and programs as their impact is felt by immediate beneficiaries (and sufferers); assessing the impact on existing socio-economic structures; describing and evaluating the actual processes and structures for making and implementing decisions in various branches of the government, with special attention to the elitist and ideological biases inherent in those processes and structures; understanding the dialectical relationship between the contexts (cultural, institutional, economic) of policy making, on the one hand, and the actual contents, material and symbolic, of policies on the other; and, finally, trying to figure out just who, if anyone, has power at different stages in the policy process.

Of necessity, this will have to be a collaborative effort of all of us to avoid both total theoretical abstractions and unwieldy narrowness. Lectures and common reading will help establish big patterns and recurring issues, but if a lot of the field is to be surveyed, depth of analysis of particular policies will have to be sacrificed. Fortunately, the students will have the opportunity to investigate particular policies or programs in depth and to share the fruits thereof with the rest of us.

The class will meet twice a week for 1-1/2 hours per session. Enrollment is unlimited.

SS 210

INTRODUCTORY ECONOMICS

Frederick Weaver

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

We will meet for two 2 hour classes per week. The text is R. Lipsey and P. Steiner, *Economics*, and the accompanying workbook. There will be an extensive take-home examination at the end of the course.

Enrollment is unlimited. Five-College students will be graded PASS/FAIL only.

SS 211

THE SIGNIFICANT ROLE OF BLACK WOMEN IN WOMEN'S STUDIES

Gloria Joseph

A serious shortcoming in women's studies programs nationally has been the lack of formal scholarly attention to Black and Third World women issues. This course is designed to help remedy that situation. It is for students.

There will be a series of guest lecturers (Black women scholars) who will discuss ways and means of integrating the Black perspective in the various disciplines. Specific methodologies and procedures for including the roles of Black women and their culture in Women Studies courses in history, literature, psychology, sociology, anthropology, health care, feminist movements, and sexual politics will be covered. This course is also open to faculty members from all five colleges.

Class will meet twice a week for 1-1/2 hours each session. Enrollment is limited to 20 and is by permission of the instructor.

SS 214

CAPITALISM AND EMPIRE

Nancy Fitch, Laurie Nisonoff, Miriam Slatyer

Capitalism and Empire is a one-semester course which draws from 1000 years of human history. Its principal theme is the development of industrial capitalism in Western Europe and North America with particular emphasis on the manner in which changing social and political institutions and ideas throughout the world conditioned as well as reflected that development. Events in Africa, Asia, and Latin America and the history of women are given serious consideration.

As a survey history course, it will present a coherent chronological narrative, but its major purpose goes far beyond this. By focusing on key analytical issues which surround the interpretation of the decline of feudalism, patterns of class formation and political power, colonial expansion and imperialism, revolution, and the development of liberal thought and socialist alternatives, the course will introduce students to the study of history as a series of social, political, and economic processes undergirding continual change. Faculty in the disciplines of economics, history, law, and political science consider the substance and perspective of Capitalism and Empire to be necessary background for advanced study in such areas as social and political theory, feminist and family studies, political economy, legal studies, and the social, political, and economic structures of the contemporary world.

We will meet twice a week for lecture and discussion, and students will be expected to write several short critical essays.

Enrollment is unlimited.

SS 223

BLACK AMERICANS IN A CAPITALIST SOCIETY

Lloyd Hogan

The basic objectives of the course are to examine critically the nature of the forces governing the interrelationships among Blacks and between Blacks and whites, in the processes of production, distribution, consumption, and accumulation of wealth in the United States. Alternative methods of modifying these forces to bring about permanent improvements in the economic well-being of the Black population are explored and analyzed.

As a means of achieving the objectives, a general conceptual framework of the U.S. economy is developed. This framework is then specialized to the Black population as a central focus. Current as well as historical data are presented by way of illuminating the dynamics of Black economic activity. Gaps in empirical data and in theoretical understanding are identified and subjected to critical speculation. Finally, the framework is used as a basis for analyzing both short and long run policies designed to enhance the relative economic position of Blacks.

An important section of the course examines the economics of slavery, the post-civil war economic reconstruction of the cotton south, and the impacts of these phenomena on the subsequent development of American capitalism.

A systematic theme throughout the course is the fundamental nature of black population dynamics during the various socio-economic formations of the last 300 years in the United States.

A wide selection of readings are done from standard economics texts, from Marx and the modern radical economists, from the "classical" economists, and from recent contributions in the Review of Black Political Economy.

Classes meet twice a week for two hours each session. An independent research project, approved by the instructor during the first two weeks of classes, is a significant requisite for successful completion of the course.

Enrollment is unlimited.

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

Leonard Glick

When Europeans began to spread throughout the world, as explorers, missionaries, and imperialists, they had to come to terms with the humanity of the people they were dominating and with the unsuspected diversity and complexity of their cultures. The history of anthropological thought is essentially the history of how Europeans tried to explain what they were observing about the lives and customs of other peoples, and the academic discipline now known as anthropology is understandable as an outgrowth of attempts to organize knowledge (and speculation) about this subject.

The course begins with medieval Europe and its blend of limited knowledge of non-European peoples with fantasies about semi-human monstrosities in faraway places. Then we proceed through the centuries following the "age of discovery", tracing the evolution of knowledge and thought about non-European societies and cultures. Finally, we come to the emergence of academic anthropology from these foundations and consider the impact of the historical legacy on the contemporary discipline and on the social sciences more generally. The course focuses on European perceptions of three major groups of people: Pacific Islanders, Native Americans, and Africans; part of my argument is that in each case anthropological ideas corresponded to historical circumstances and did not develop simply as interpretations of observable ethnological "facts".

Two 1 1/2 hour meetings each week for lecture and discussion. Evaluations will be based on your contributions to class discussions and on written work: two papers, each about 10-12 typed pages, on an early and a later phase of the subject. Open enrollment. Students from other colleges will receive grades on request.

SS 235 STAGNATION, STAGFLATION AND DEMOCRACY

Alan Nasser

The aim of this course will be to examine the background, present status and future prospects of the current economic and political crisis besetting all the countries of the world market system. We will focus our attention primarily (but not exclusively) on inflation, unemployment, the disintegration of the international monetary system and accompanying problems of world trade and investment, the loss of confidence in Keynesian "demand-management" economic policies, the cost of food and energy, the burgeoning debt structure of the U.S. economy and the impact that these critical economic problems are likely to have on the future course of political democracy in the United States.

We will concentrate on economic and political developments from the period between the end of World War II to the late 1970s.

Readings:

The Crisis of Democracy, by Samuel Huntington, Nickel Crosier and Jolt Macnamer.
Domains of U.S. Capitalism, by Paul Sweezy and Harry Magdoff.
The End of Prosperity, by Harry Magdoff and Paul Sweezy.
Pragmatic Illusions, by Bruce Nicol.
The Economic Crisis Now, edited by David Harsanyi.
Economic Issues Today, by Robert B. Carson.

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

SS 239 THE PHILOSOPHY OF HISTORY: KARL MARX'S THEORY OF HISTORY

Alan Nasser

In this course we will examine in detail the philosophical and conceptual foundations of Karl Marx's theory of historical development. Marx's "historical materialism" has been discussed at some length by both critics and supporters of Marxism, but not until recently has it received the careful and precise examination any theory deserves. We will examine three recently published evaluations of Marx's philosophy of history. Each of these books subjects historical materialism to rigorous examination by employing some of the techniques of Anglo-American analytic philosophy to (a) reveal the foundations of Marx's theory, and (b) assess the overall structure of his philosophy of history. What is especially interesting about these books is the rigor, precision, and thoroughness of the treatment. We will treat these books and Marx's philosophy of history, with comparable rigor, precision, and thoroughness.

Students in this course should have done some prior work in Marx, since we will be dealing mainly with secondary sources.

Reading: Melvin Rader, *Karl Marx's Philosophy of History*; William Shue, *Marx's Theory of History*; G. A. Cohen, *Karl Marx's Theory of History: A Defense*.

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

SS 254 TOPICS IN QUANTITATIVE SOCIAL SCIENCE (NS 254)

Michael Sutherland

In this course I will offer a sequence of lectures every other week throughout the semester. These lectures will be complementary to, but not dependent upon, the course, *Mathematics for Scientists and Social Scientists* (NS 261/SS 265). Topics to be included are:

The use of the U.S. mass time-sharing system

The use of the ADEPT interactive statistical analysis package

Introduction to the general linear model

Introduction to the analysis of categorical data

Sundry other topics of interest to Professor Sutherland and class members will be discussed.

Enrollment is unlimited.

SS 257 COLONIALISM AND THE BLACK EXPERIENCE

Douglas Davidson

This course will analyze colonialism as a system of racial political-economic oppression. We will be primarily concerned with how this system has affected black people in Africa and the diaspora. As such, we will analyze and discuss the origins of colonialism including cultural chauvinism or the "white man's burden", political-economic causes, and racism as one of the primary, if not the primary rationale or justification for colonial subjugation and oppression.

The first half of the course will focus on the general dynamics of colonialism and their impact on black people. From there, we will organize several panels which will be responsible for selecting a previously colonized country/nation and analyze how the colonial process evolved with respect to that country and what were some of the consequences of this phenomenon.

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

SS 259 THE POLITICAL ECONOMY OF AFRICAN DEVELOPMENT

Michael Ford and Frank Holmquist

The course is about African development both social and material. We begin with a review of Africa's pre-colonial contacts (including slavery) with representatives of international capital illustrating how this contact conditioned African development even before the advent of formal colonial rule. The motives and nature of imperial struggle for territory and economic advantage will be reviewed, followed by an analysis of the nature of the colonial economy and reasons why conditions later formed to overthrow colonialism. The class structure of post-colonial society will be examined in some detail with discussions of the state, ideology, peasantry, and the working class in post-colonial society. The nature of everyday politics and military coups d'état will be explained prior to a discussion of case studies of both capitalist and socialist economic development strategies. Particular emphasis will be paid to the three East African states of Kenya, Tanzania, and Uganda.

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

SS 261 PSYCHOANALYTIC THEORY AND SOCIETY

Margaret Cerullo and Howard Gadlin

"The tradition of all the dead generations weighs like a nightmare on the brain of the living. And just when they seem engaged in revolutionizing themselves and things, in creating something that has never yet existed, precisely in such periods of revolutionary crisis they anxiously conjure up the spirits of the past to their service and borrow from them names, battle-cries, and costumes in order to present the new scene of world history in this time-honored disguise and this borrowed language."

Marx, 18th Brumaire

Social theories assume implicit and often undeveloped and suggestive psychologies. Psychological theories contain assumptions about the nature of human society, and the prospects, requirements, and limits of fundamental social change. This course will explore the interaction of a particularly rich body of psychological theory -- psychoanalytic theory -- and critical social theory. We will investigate the interaction of different psychoanalytic approaches to personality development can make to social criticism, to our understanding of social stability and social change. At the same time we will be interested in the structure, development, and historical and social content of these psychoanalytic theories themselves.

Particular attention will be paid to the feminist incorporation of and challenge to psychoanalytic and social theories of becoming a person in society and the family.

Readings will probably include selections from Freud: object-relations theory (Fairbairn, Guntrip, Winnicott); Lacanian theory; from the social theorists who derive from these different traditions: the Frankfurt School; Chodorow; Persons; Juliet Mitchell; Irigaray; as well as from critics of the whole enterprise such as Foucault.

This course will be co-taught by a psychologist and a sociologist. Enrollment is unlimited. The course will meet twice a week for 1 1/2 hours each meeting.

*Howard Gadlin is an Associate Professor of Psychology at the University of Massachusetts.

SS 262 THE POLITICS OF CHILD DEVELOPMENT IN 20TH CENTURY AMERICAN SOCIOCULTURAL INSTITUTIONS

Christine Shea

This course will examine selected 20th Century American sociocultural institutions, focusing on the major role they played in conceptualizing child development theories, interpreting some of the data about child development and translating mainstream child development ideology into practical programs of social reform. The first part of the course will provide an opportunity to analyze some of the basic ideas undergirding liberal social theory and of financial support and political control exerted by American philanthropic foundations within these sociocultural institutions also will be explored. On the basis of these findings, some tentative hypotheses will be examined that seek to explore the relationship between child development ideology as implemented in sociocultural institutions and the 20th Century American political economy. As part of the course, students will be required to work on a group project involving either an education, mental health, or social welfare institution. Workshops concentrating on these projects will meet to engage in more intensive research and discussion.

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

SS 267 WORKER SELF-MANAGEMENT

Myrna M. Breitbart and George Benello*

Increasing discontent engendered by unemployment, the technical inefficiencies and social alienation of advanced capitalism has created a widespread and growing interest in decentralized socialist economics and non-hierarchical participatory work systems. Recognizing the profound impact of a mode of production on the social and spatial patterning of life, many on the left are considering alternatives to the internal organization of work beyond a mere shift in ownership from capital to labor. Moreover, the increasing number of corporate takeovers and plant closings in New England makes the issues of worker (community) ownership and self-management of particular relevance to local unions and communities.

In this course, we will begin an extensive discussion of alternative forms of work organization. Here the theory and comparative history of different forms of social organization within democratically controlled workplaces will be considered. An effort will also be made to determine some of the socio-economic, political, and spatial effects of various forms of workers' control within the larger communities in which they operate. Examples will be drawn largely from Yugoslavia, Allende's Chile, and Western Europe.

Part Two of this course will move from lecture, discussion and readings to practical field work. Focusing on the contemporary United States (New England, in particular) attention will be directed towards coming up with imaginative, yet practical, examples of community and workplace self-management. Students will be asked to choose a particular topic -- such as the monitoring of plant closings or methods of conversion to worker ownership and management, and to investigate these topics locally. Specific assignments will be discussed during the first week of classes.

Readings for the course will include such books as Braverman's *Labor and Monopoly Capital*; Case and Hurns' *Workers' Control: A Reader in Labor and Social Change*; and Horvat, Markovich's *Self-Governing Socialism*, Vols. 1 and 2.

This class will meet two times a week for one and half hours per session. Movies may be scheduled on occasion. Enrollment is limited to 20 on a first come, first served basis. The course is designed to fit in to co-occurring courses being taught on New England including IN348 and SS148.

*George Benello is special consultant to the Worker Self-Management Program.

SS 274 COMPARATIVE SOCIALIST DEVELOPMENT

Carol Bengelsdorf, Frank Holmquist, Kay Johnson

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 conditioning the various development strategies pursued, performances obtained, and quality of life enjoyed.

We will study the Soviet Union (to the rise of Stalin when the "die is cast"), China, and Cuba. While we intend to approach these societies from a broadly comparative perspective, we will also explore in some detail certain topics that involve a special bearing on each society such as the extensive development strategy debates in the Soviet Union in the 1950s, the cultural revolution in China, and the process of institutionalizing new political structures in Cuba.

The topics to be discussed within a comparative framework include among others: the background of each revolutionary situation and the taking of power; the nature of class structures and political institutions before the revolutions; attempts to create new political institutions appropriate to the evolving societies; the nature and degree of workplace, local, and national mass participation in the revolutions; agriculture and industry in development; the choice between peasant small-holding, state farm, and fully collective organization in agriculture; industrial strategy; planning and marketing structures; the problem of bureaucracy; theories of the transition from capitalism to socialism.

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

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

Lester Mazor

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

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

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

SS 291 ENVIRONMENTS AND HUMAN BEHAVIOR

Donald Poe

This is a survey course intended to introduce the student to topics and methods in environmental psychology, the study of the interaction between environments and behavior. Topics to be discussed include crowding, privacy, territoriality, cognitive mapping, city living, housing, institutions, and the special needs of children, the aged, and the handicapped. Potential or actual applications of each topic will be discussed. Students will also have several opportunities to get experience in collecting data via naturalistic observation in local settings such as restaurants and shopping malls.

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

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DIVISION III INTEGRATIVE SEMINARS

THE ETHICS, POLITICS AND BIOLOGY OF GENETIC ENGINEERING IN 345

THE ROLE OF RACISM AND SEXISM IN MAINTAINING MONOPOLY CAPITALISM--U.S.A. IN 346

NEW CHINA: MIRROR FOR U.S. THOUGHT AND INSTITUTIONS IN 347

NEW ENGLAND STUDIES IN 348

THE LIVELY ARTS IN 349

OUR WORK/OUR SELVES IN 350

JAPAN IN 301

ANARCHISM AND ENVIRONMENT: CONSTRUCTING THE FOUNDATIONS FOR A POLITICAL MOVEMENT IN 303

IN 345 THE ETHICS, POLITICS AND BIOLOGY OF GENETIC ENGINEERING

Saundra H. Oyewole

This seminar will provide a forum for discussion of a very exciting area of research and the implications of that research for our society. Recent advances in molecular biology and genetics have raised serious questions about our genetic future. The specter of clones of a master race and the release of dangerous synthetic genetic combinations into the environment have led some to question the advisability of allowing certain kinds of genetic research to be done. Many questions have been raised. Who will decide which genes are worthy of being cloned and on the basis of what value system will these decisions be made? How will this new technology in genetics be managed and applied? What, if any, kinds of laws need to be formulated, passed, and policed? Biomedical research has entered a new era of public concern. The topic of genetic engineering lends itself particularly well to an integrative approach of study.

The seminar will meet once a week for 2-1/2 hours.

IN 346 THE ROLE OF RACISM AND SEXISM IN MAINTAINING MONOPOLY CAPITALISM--U.S.A.

Gloria I. Joseph

This seminar has double foci; participants will: (1) Analyze basic institutions--family, religion, schools, public health--comparing their intended purposes with the reality of their functions. (2) Investigate, discover and examine the specific practices of racism and sexism in industry, jobs, health services, housing, etc., to see how they serve the economy and provide a disservice to the vast majority of Americans.

This seminar is integrative by nature and design. Analyzing various institutions presents one level of integration. Examining racism and sexism within the capitalist system naturally incorporates the disciplines of economics, law, political science, black studies and women's studies, sociology and history.

Tentative and partial reading list: Allen, *Black Awakening in Capitalist America*; Gutman, *Black Families: Zaretsky, Capitalism, the Family and Personal Life*; Dubois, *Souls of Black Folk*; Ainsworth and Novack, *Educational Psychology: A Cognitive View*; Schools in Corporate America.

The course will meet twice a week for an hour and a half each meeting. Enrollment is limited to 12 students on a first come, first served basis.

IN 347 NEW CHINA: MIRROR FOR U.S. THOUGHT AND INSTITUTIONS

James Koplin

Almost everyone who returns to the U.S. from a visit to the People's Republic of China reports going through a period of extensive re-evaluation of his/her attitudes toward a great many aspects of our society. I propose that we do a reduced version of this process by reading about topics related to the work of the students who enroll. The purpose would not be to become experts on China -- it would be to use a sketch of the Chinese model to gain another perspective on the way any particular subject is handled in the U.S.

Here are some sample broad generalizations stated in terms of the Chinese image; you can look in the U.S. mirror and fill in those statements yourself:

Law -- there is a national constitution, but very little in the way of codified legal statutes.

Health care -- through a process of socialist education combined with an emphasis on prevention and on-the-spot treatment, many serious illnesses have been eliminated. For example, it is no longer possible to locate a live syphilis spirochete to use in the training of medical students.

Art -- the "mass line" is stressed in art as well as most other areas. Museums are free. When the art of Old China is displayed, it is always with a political lesson.

And many others. In all of these areas the integration of theory and practice is prominently discussed as is the much-repeated slogan "serve the people".

Each member of the seminar would be expected to present the contrasting views on a topic similar to those listed above. A wide range of subjects is required in order to make this a valuable exercise. If you are considering signing up, please contact me as soon as possible (certainly before the end of May) so that we can discuss your interests -- and then arrange for some of the relevant books to be available in the bookstore in September.

Typical texts might be: Sidel, V. W. and Sidel, Ruth, *Serve the People: Observations on Medicine in the PRC*; China: Science Walks on Two Legs prepared by the Science for the People collective.

The seminar will meet once a week for 2-1/2 hours. Enrollment is limited to 10. Instructor's permission.

IN 348 NEW ENGLAND STUDIES

Nancy Fitch, Frank Holmquist, Laurie Nisonoff, and Fred Weaver

An opportunity for students doing research on historical or contemporary themes within the New England area to share and discuss their work with each other and several faculty members from each of the four schools within Hampshire College. The seminar will begin with a few weeks of common readings before proceeding to discuss student work.

The class will meet for 2 1/2 hours once a week. Enrollment is unlimited.

IN 349 THE LIVELY ARTS

Randall McClellan

This Division III seminar is intended primarily but not exclusively for musicians, dancers, artists, actors, poets, writers, film and video makers, for the purpose of examining topics of mutual relevancy and to encourage collaborative efforts between those arts forms which may lead to performance. Among the several art forms which will be particularly appropriate to discuss the political and social implications of the arts and the responsibilities of artists in the closing decades of this century.

There will be a pre-summer planning session for those interested to be held on Thursday morning, May 10 (the day after the last day of classes) at 10:00 A.M., in the classroom of the Music and Dance Building.

It is anticipated that we will meet weekly for two hours and that there will be a limit of 20 participants.

IN 350 OUR WORK/OUR SELVES

Linda and Graham Gordon and Liza Rankow*

In this seminar Division III students from each of the four Schools will come together to discuss and discover the ways in which our work has influenced our "human becoming" and the ways in which our sense of self has influenced our work in Division III and our future career choices. Each student will be asked to conduct at least one class and will be responsible for providing background material for this session. A reading list will grow out of the interests of the participants.

The class will meet Monday evenings in the Dakin Masters' living room. Enrollment is limited to 12 and an interview by one of the instructors is necessary.

*Liza Rankow is a Division III student.

IN 301 JAPAN

William Marsh

Japan provides interesting contrasts to, and striking comparisons with, our own country. This seminar will use films, readings, and the special interests and backgrounds of its members to explore some aspects of Japan and its culture.

We will meet once a week for a talk, a film, a discussion, and perhaps a meal. At the beginning of the term the talks will be given by the instructor and visitors; later each member of the seminar will give one. In addition to attending regularly and preparing a talk (with the instructor's help), each student will be asked to read one book on Japanese film and one on contemporary Japan and do a small amount of reading for some of the talks.

Students from all fields are invited; for example, someone whose main interest is chemistry might talk about the introduction of Chinese or Western ideas about the field into Japan, contemporary Japanese research, or perhaps about the problems Japan faces today with chemical pollution. On the other hand this same hypothetical student might be able to talk about the tea ceremony or a Japanese novelist whose works are available in English. The instructor plans talks on the Japanese language, Zen, Japanese martial arts, and the Japanese economy.

The films, the background reading, and the first few talks should provide a basic common background for our discussions, and the topic of the seminar will help us sustain a focus. On the other hand the topic is broad enough to benefit from consideration from many different disciplinary perspectives, so we can expect to learn from each other.

Because of the expense of the films involved, this seminar will be offered only if at least six students agree this spring to take the seminar. The seminar will be limited to 12 students chosen, if necessary, by interview with the instructor.

The seminar will meet once a week for four hours.

Enrollment limit: 12, by interview with the instructor if the interest exceeds the limit.

IN 303 ANARCHISM AND ENVIRONMENT: CONSTRUCTING THE FOUNDATIONS FOR A POLITICAL MOVEMENT

Myrna M. Breitbart

This seminar seeks a practical and theoretical understanding of the interrelationships between anarchism, feminism and social ecology in the building of a decentralized socialist political movement. It is expected that this will require a critical appraisal of historical and contemporary examples of such movements so as to uncover why and how they succeeded or failed to achieve their desired ends.

Although the precise curriculum will be decided upon collectively by participants, a tentative list of topics has been compiled for consideration. Contemporary and past decentralist movements may be explored from the point of view of (a) who participates in them and how they are internally organized, (b) the issues around which they are based (feminism, ecology, unemployment, etc.), (c) how participants come to know and perceive their current situations and begin to seek major social change, (d) how the revolutionary message is spread, (e) what role revolutionaries play in this process, (f) what the opposition is like and how its power is amassed, and finally (g) where the general strengths and weaknesses in contemporary social anarchist theory lie. Left critiques of anarchism and non-anarchist writings which help to expand upon anarchist concerns with such issues as domination, mass culture, etc. will also be employed to help identify the gaps and build upon the strengths of existing anarchist thought.

The format for this seminar will be that of a study group with students sharing responsibility for facilitating discussion and making presentations. The only prerequisite is that participants have a serious commitment to feminist politics, a decentralist orientation, and a desire to honestly and critically examine the theoretical and practical boundaries of libertarian socialist thought. Readings will include authors such as Kropotkin, Reclus, Ward, Bookchin, Retcher, Piercy, Griffin, Reuther, Dinerstein, Schecter, Marcuse, Horkheimer, Priore, Gorr, and Buen. Class size is limited to 15 and will meet at least once a week for two hours.

DIVISION I PROSEMINARS

A program of Division I Proseminars, designed especially for entering students, will be offered for the first time in Fall Term 1979 by faculty in all four Schools. The proseminars will be of substantial intellectual content, problem- or issue-focused, and intended to develop a working familiarity and engagement with the larger academic life of the College. Entering students will have an opportunity to preregister for one of the following proseminars in the summer before their arrival. If any space for currently enrolled students is available in these seminars, a notice to that effect will be published in September.

DIVISION I PROSEMINARS

THE IDEA OF CULTURAL HISTORY: THE UNITED STATES IN THE 1920's HA 105	Lyon
AMERICAN FAMILIES, AMERICAN HOMES HA 118a	D. Smith Boettiger
COLLEGE WRITING: THE USES OF SHORT FICTION HA 134b	F. Smith
U.S. HISTORY: THE COMING OF ANDREW JACKSON - AN EXERCISE IN HISTORIOGRAPHY HA 199	Halsey
THE WAR FOLLOWERS LC 166	Kerr
LANGUAGE AND LITERATURE LC 177	Gee
NONFICTION TELEVISION LC 182	Muller
STEREOTYPES: THE PORTRAYAL OF HUMAN DIFFERENCES ON TELEVISION LC 197	Felstiel Miller
MALE BRAIN/FEMALE BRAIN? NS 132	Goddard Gross
PROBABILITY NS 159	Kelly
FREEZING IN THE DARK: THE PHYSICS AND POLITICS OF ENERGY NS 171	Krass
THE COPERNICAN REVOLUTION NS 190	Goldberg
FAT, DIET, AND WEIGHT LOSS NS 196	Bruno
HUMANITY: AN ANTHROPOLOGICAL PERSPECTIVE SS 105	Glick
POLITICAL JUSTICE SS 115	Hazer
WOMEN IN SOCIETY SS 128	Cerullo
THE HISTORY OF THE FAMILY SS 165	Slater
FROM MONASTERIES... TO MEDICAL SCHOOLS: STUDIES OF VOLUNTARY AND INVOLUNTARY TOTAL INSTITUTIONS SS 175	Fowlkes
AMERICAN CAPITALISM SS 184	Warner

HA 105 THE IDEA OF CULTURAL HISTORY: THE UNITED STATES IN THE 1920'S

Richard Lyon

A culture, in T. S. Eliot's definition, is a way of life. It includes all the characteristic activities and interests of a people--their beliefs, their values, their behavior. Through readings, films, discussions, and sympathetic imagination we will try to arrive at an understanding of the way of life of Americans in the 1920's. To gather a sense of this particular culture will be our first aim.

Trying to catch a culture whole requires attention to its many parts and their interrelations. Religion and science, politics and business, psychology and literature, architecture and industry, technology and urbanism: each of these affects the others in a constant process of mutual action and reaction. To explore some of these connections and examine their legitimacy is a second aim of the course.

In looking at this decade we will note the stereotypes which figure in the popular imagination of the Roaring Twenties, heyday of flappers and flaming youth, speakeasies and speculation, bathtub gin and jazz. And we will look past them to the rebellions of writers and intellectuals, to new currents of social thought, and to the pervasive conflict between the mind and manners of the village and the increasingly urban and urbane America. In these directions we may discover that the 20's provide us, as one historian says, with "an increasingly relevant legacy."

During the term attention will be given to the resources available for studying the past, ways of using a library without frustration, and the skills of organizing and writing reports and essays. Several short papers will be assigned.

The class will meet three times weekly for one hour. Smaller group meetings will be scheduled with student teaching assistants. Enrollment is limited to 16.

HA 118a AMERICAN FAMILIES, AMERICAN HOMES

David Smith and John Boettger

This seminar will explore the changing and enduring character of American families through a careful focus. First, we'll attend to the characteristic relationships among a family's members, particularly those between wives and husbands and between parents and their children. Second, we'll be seeking awareness of a family's spaces, its intimate geography, its home. Each of us knows and remembers the individual rooms of a house and its surroundings (yard, street, barn, field) as possessed of a distinctive character—an atmosphere, an emotional tone, a vividness or emptiness, a clarity or mystery. Families and their homes change, often in these times with bewildering and distressing tumult and rapidity. But the same families also endure: the lives and homes of two and three generations, if we look with care, are recognizably kin, more alike than we thought or perhaps wished to know.

Students will be working with three complementary modes of inquiry and expression, and gaining experience of imaginative and critical reading and writing in relation to each: (1) family history and biography, including the process of searching one's own heritage; (2) short fiction and novels portraying the character and evolution of American families and the homes that they shaped and that in turn gave shape to their lives; and (3) works of psychology and family therapy offering means of understanding a family's web of relationships and its patterns of growth, stasis, and decay.

The course will meet twice weekly for 1½ hours. Enrollment is limited to 15.

HA 134b COLLAGE WRITING: THE USES OF SHORT FICTION

Francis Smith

Bellow, Borges, Cheever, Chekhov, Lessing, McPherson, et al: We will read their stories and also what the critics wrote about them. The emphasis will be on the development in each student of a modest competence as a literary critic.

In our writing we will stress the elements of style, research, and writing necessary to good college work. We will do daily and weekly exercises to develop such basic skills as organizing an argument, writing persuasively, analyzing and abstracting complex written materials, and researching and documenting a thesis.

Enrollment is limited to 25 students. We will meet twice weekly for one-hour sessions plus tutorials to be arranged.

HA 199 U. S. HISTORY: THE COMING OF ANDREW JACKSON - AN EXERCISE IN HISTORIOGRAPHY

Van R. Halsey

The raucous era in U. S. history from the evacuation of the British troops in 1783 to the boom times of the 1840's has continued to produce a bewildering variety of historical interpretations.

This seminar will examine the works of several historians of the period. We will read the seminal books of Charles Beard, Henry Adams, Arthur Schlesinger, Jr., Francis Pickens, and Alexis de Tocqueville. Historical interpretations which have been vigorously argued about since their initial formulations.

Students will read these landmarks of American scholarship and then be encouraged to seek more recent historical theses on which to base some of their own historiographical judgments. Some of the more familiar topics include: economic and political interpretations of the revolutionary and constitutional period; the presidencies of Jefferson and Jackson; the effects of the frontier; the coming of industrialism; the class controversy: "Aristocrat" versus "Common Man."

Frequent short papers will be expected. Individual tutorials will be available. A few books will be required reading for all of us. The seminar will meet twice weekly for 1½-hour sessions. Enrollment is limited to 15.

LC 166 THE WAR FOLLOWERS

David Kerr

"With that, Diomedes cast. His spear, guided by Athena, struck Pandarus on the nose beside the eye and passed through his white teeth. His tongue was cut off at the root by the relentless bronze, and the point came out at the base of his chin. He crashed from the chariot. His brawny hand, scintillating armor rang out upon him and the horses shied, thoroughbreds though they were. This was the end of Pandarus."

Homer, *The Iliad*

"Afterward, when a correspondent asked one of the survivors what had happened he was told, 'What the fuck do you think happened? We got shot to pieces.' The correspondent started to write that down and the para-reporter said, 'make that "little pieces." We were still shaking the trees for dog tags when we pulled out of there.'"

Michael Herr, *Dispatches* (from *Dak To Vietnam*)

War reporting may have been the earliest kind of Journalism. Long before Homer was telling and retelling the story of the Trojan War, elders were singing about the feats of warriors around tribal fires the benefit of those who had not experienced the battles. The hunger for news of war caused a chain of beacons to be built and maintained until for ten years waiting for the conclusion of the Trojan War, according to Homer, and caused Pheidippides to run the twenty-five miles from Marathon to Athens to report the victory of the Athenians before dying from the effort. More recent efforts to get the news of war from the battlefield to the public have included the first war reporter, A. S. Austin, Ernie Pyle, Larry Burrows, Dickey Chapelle, and Bernard Fall all died this century reporting wars in which American soldiers were fighting. Enemy bullets have been a comparatively minor impediment to war reporting, however, even weighed against problems of censorship, access, bias, extreme patriotism or cynicism, governmental pressure, legal prohibition, and lack of knowledge and judgment.

The objective of this course is to develop the skills necessary to understand the forces and circumstances which have shaped war reporting through the years. Although we will consider war reporting from Homer, Caesar, and Shakespeare, which predates the earliest Journalism, we will concentrate on war reporting which appeared in English language newspapers from the late 18th century to the present. We will develop methods of historical recovery to the present. We will develop other possible modes of inquiry such as legal and economic analysis which might shed light on important questions about the nature and function of war reporting.

Further, the development and application of these skills should lead us to understand larger issues involving the role of the press in informing its various publics and the continuing friction between media and governments.

The bulk of the reading for this course will fall in three general categories: literature on the nature of war; biography, history, and criticism of war correspondence; and the actual journalistic accounts of war.

Students will be expected to write three short critical papers and a longer research paper during the term. They will also act as discussion leaders for assigned readings from time to time. Course evaluations will be based on these completed assignments. It is expected that completion of course work will lead to the proposal and execution of a Division I examination.

Note: If possible, I plan to organize some "war games" which will take place during the first week of the course. These will involve simulated military maneuvers and guerrilla warfare and some camping in the rough. The exercises will conclude with students reporting on the "war." Participation will be voluntary but encouraged.

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

Enrollment limit: 16

LC 177 LANGUAGE AND LITERATURE

James Paul Gee

Literature demands an active, imaginative, and creative mind in the hearer or reader no less than in the artist. Each of us brings to English literature a complex mastery of the basic elements of that art, namely our native language. Nonetheless, we must learn fully to exploit that mastery in order to appreciate the art of a literary work, just as the artist must exploit his or her mastery of the language to produce that art.

Every aspect of the language of a literary work potentially can contribute to its aesthetic effects and to its overall meaning. This literature is potentially "opaque" to us in that its aesthetic effects and its meanings are rooted in more than just the "literal message" of the words of the text. If this is true, then in order to fully understand and appreciate literature we must have some appreciation for the resources and structures of our language.

This class has several goals: (1) to help the student grow as a reader of poetry and prose, (2) to serve as an introduction to some basic aspects of human language, (3) to help the student appreciate language as a medium of art. The course is based on a close reading of a variety of texts and detailed analysis of these texts. We will also relate this work to broader issues in critical theory and to general questions in aesthetics (theory of art). The mode of inquiry that is stressed is the stylistic analysis of poetry and prose, with particular reference to the application of linguistics to literature. Students engage in many short writing assignments throughout the term.

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

Enrollment limit: 15

LC 182 NONFICTION TELEVISION

Richard Muller

Audience "ratings" are the index of financial success for television stations, but it is in the area of news and public affairs programming that networks compete for prestige and to satisfy the legal requirement to operate in the public interest. What are the forces which shape documentary programming on television? How does current work relate to earlier documentary film and video efforts? To whom is a documentary producer responsible? The subject of the piece? The audience? The network?

To examine these questions the course will include three principal components:

1. Students will view and discuss a series of films and videotapes representing the development of the documentary form from its earliest days to present work. Readings from several sources will help develop an historical sense in which students can place their own films and videotapes.
2. Students will learn the skills necessary to shoot and edit half-inch videotape, and master the production techniques most commonly used in news and documentary television work.
3. In readings and seminar discussion students will begin to develop an understanding of the technical, economic, and structural constraints within which nonfiction programs are produced in local and network television.

This course will be coordinated with Richard Lyon's course entitled "Reporting the News: Fact, Interpretation, and Fiction"; the two courses will meet together from time to time to discuss issues of common interest.

Requirements will include a summary paper at the end of the term, a series of short videotape production exercises, and a longer video piece. Costs will include books and a "lab fee." Students may wish to purchase videotape on their own if they wish to save their own work beyond the end of the term.

The class will meet twice a week for 1 1/2 hours each time for discussion and once a week for studio and technical instruction. Enrollment limit: 12. This course is intended primarily for those who have no previous academic or production experience in this area.

LC 197 STEREOTYPES: THE PORTRAYAL OF HUMAN DIFFERENCES ON TELEVISION

Mark Feinstein and James Miller

Human beings vary from one another in many significant ways: among them, gender, ethnicity, language, social class. These differences are rarely viewed neutrally. We attach special value to being male, speaking a "correct" form of English, having wealth. In this course we will examine how the media of mass communications, especially television, portray and perhaps contribute to maintaining this kind of diversity.

Our major concern will be the portrayal of women, and of racial and ethnic minorities in American life, with a special emphasis on the role of language variation. We will find that there are considerable differences between the actual variations that distinguish people in social life, and the portrayed stereotypes of characters in the artificial world presented by the media. This relationship between reality and stereotype—the ideas that determine it and its consequences for people's lives—will be a central theme of the course.

We will read literature both in mass communications research and sociolinguistics; texts will include *Window Dressing on the Set: Women and Minorities in Television* (a report of the United States Commission on Civil Rights); *Don't Many Voices* by R. Borking; *Social Linguistics* by P. Trudgill; and a wide variety of other selected readings. Students will be expected to write two or three short essays and carry out a final research project. The general discussion format will include occasional lectures by the instructors.

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

Enrollment limit: 15

MS 132 MALE BRAIN/FEMALE BRAIN?

Nancy Goddard and Michael Gross

Because at least some brain cells have receptor sites sensitive to androgen and other "sex hormones", men's and women's brains may develop differently. And, indeed, a host of such differences have been asserted: -men are verbal while men are visual-spatial; -women's brains are cyclic; men's, acyclic; -men are assertive or aggressive; women, passive; -women are more "sociable" while men manipulate things; and so on. But what sorts of studies are those purported differences based on? What does it mean to say that a behavior is "wired into" the brain? How deep do biochemical studies of cellular responses to hormones go?

We propose to survey some of the original research literature on these questions in order to develop familiarity with the issues and the scientific methods used in studying them. In addition, students will learn basic bibliographic skills for library research in science and gain familiarity with reference works. Finally, students will write a brief summary (abstract) of each paper read and discussed, to develop skills at digesting and criticizing papers. These skills are meant to provide a basis for individual and group independent projects in this area.

Enrollment limit of 30; besides students who register for this course in advance as a pre-seminar, it is open only to new students who have passed no Division exams, and on a first-come, first-served basis. The class will meet for 1-1/2 hours, twice a week. Grades will be given to Five College students. Criteria for grades and evaluations will be discussed at the first meeting.

MS 159 PROBABILITY

David Kelly

Participants in this exploration of some quantitative and occasionally paradoxical aspects of chance need no more than a facility with high school algebra; the course will be more fun, though, for those who enjoy finding patterns in numbers, fiddling around with formulas, and making graphs and conjectures. We'll learn to count cleverly and spend some time in Pascal's triangle. Enough AP* will be taught to permit the use of the computer to do arithmetic, to make graphs, and to simulate random events. Random walks, branching processes, raising bread, Markov chains, and the famous bell-shaped curve are some of the models to be considered. Lots of exercises and projects will be assigned and used as the basis for evaluations.

The class will meet for one hour three times a week.

MS 171 FREEZING IN THE DARK: THE PHYSICS AND POLITICS OF ENERGY

Allan Krass

This course is designed to provide an introduction to thinking about energy questions in an analytical and quantitative way. We will read a number of research and policy papers in these fields and develop the skills needed to understand and criticize the assumptions, arguments and conclusions found in these articles. In order to accomplish this effectively, one must analyze not only the quantitative arguments dealing with how much energy we have and need but the political and economic assumptions which underlie these arguments. Albert Einstein once said that "politics is much harder than physics," and this course will illustrate the truth of this remark. But the course also recognizes that a certain level of technical literacy is essential if one is to deal intelligently with energy policy. We will work to develop this literacy, and then apply it to the contemporary energy situation.

Every student will be expected to pursue an independent (or small group) project and to complete assigned readings and problem sets.

Enrollment limit: 20. This class will meet 1-1/2 hours three times a week.

MS 190 THE COPERNICAN REVOLUTION

Stanley Goldberg

The questions to be considered in this case study are very simple:

1. Does the earth go around the sun or does the sun go around the earth?
2. What criteria could have been used to decide this question in the sixteenth century?

We will pursue this study in an attempt to understand the conditions surrounding the decision made by Western culture in the sixteenth and seventeenth centuries to reject the traditional point of view which required a geocentric universe in favor of the view which required a heliocentric universe.

In order to adequately understand the issues, the seminar will concentrate on an examination of traditional explanations of the apparent motions of the heavenly bodies and the cultural setting of those explanations. We will then review the physical motions from a heliocentric point of view. The question then becomes, "Why did people change their minds?"

Among the activities which can be part of the seminar are the regular observation of the motions of various heavenly bodies: sun, moon, and stars, and the construction of sundials, and various other traditional and modern observational instruments.

This course is intended for people who are not concentrating in Natural Science.

Each student will be expected to participate in one observational project. A paper, either historical or based on the project, is expected.

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

MS 196 FAT, DIET, AND WEIGHT LOSS

Merle Bruno

The students in this group will evaluate some of the research being done on the physiology of FAT: what fat is, where it is, how it got there, where it goes. The whole group will work together on one topic in order to learn how to read the scientific literature. Each student will also be expected to work on individual or group projects and to present the results of their findings to the class and in a paper. The choice of project topics will be made by the students from a list presented by the instructor; this list can be expanded to include specific topics of interest to people in the class. Some possible topics include metabolic rates, low carbohydrate diets, fasting, diet drugs, and eating patterns.

There will be three one hour meetings each week. Two of them will be spent on lectures and discussions of the readings. The third will emphasize research techniques to help students begin projects and exams.

In addition, an optional one hour support meeting will be held each week for people who want to discuss their own diet plans or problems.

Enrollment limit: 15 students (Division I only)

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SS 105 HUMANITY: AN ANTHROPOLOGICAL PERSPECTIVE

Leonard Glick

To be human is to share in the evolutionary heritage of the entire human species; it is also to be an individual in a particular society with a unique history and culture. Anthropology, the study of human ways of life, calls attention, therefore, to two dimensions of our unity - that is, our common identity as members of a single species; and our diversity - the infinite variety of ways in which particular groups express their unique versions of what it means to be human.

This course, a selective introduction to the unity and diversity of human life, is organized around three focal themes: 1) how humanity evolved, and what this signifies for us now; 2) understanding unfamiliar ways of life as a problem in translation and interpretation; 3) interaction between people of different cultures as a critical element in the contemporary world.

The people to be considered live in Mexico, Bolivia, the Caribbean, New Guinea, Southeast Asia, and elsewhere. Our goal will be to begin to understand how they experience life.

Classes will meet twice each week: a two hour session devoted primarily to lecture and related questions, and a one hour discussion section for detailed consideration of particular topics. Evaluations will be based on participation in discussions and on written work. You will be expected to write three short papers (about 6-8 typed pages each), either based on questions to be proposed in the syllabus or aimed toward an integrated set of essays on a subject of special interest to you.

Enrollment limited to twenty for the class and ten for each discussion section; first come, first served.

SS 115 POLITICAL JUSTICE

Lester Mazor

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

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

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

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

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

SS 120 WOMEN IN SOCIETY

Margaret Cerullo

This course will explore the social situation and consciousness of women in contemporary America; evaluate various theories that have tried to account for women's position in our society; and consider the contribution of feminism to social change. Our attempt throughout will be to synthesize experiential themes with accounts of their historical, cultural, and social underpinnings. We will want to pay careful attention to class, race, and life cycle differences in women's experience, and to the ways in which these differences emphasize the contradictions and strains in women's lives and how the cultural definition of women is shaped, transmitted, and resisted. This course will be taught by a sociologist; and as a sociological perspective will be the dominant one through which we investigate women's experience. However, it is intended more generally as a broad introduction to women's studies; and we will draw on literature in other disciplines and on fiction both to enrich our understanding of women's lives and to begin to understand women's scope of the feminist challenge to traditional scholarship.

The course will meet twice a week for 1 1/2 hours each session. Enrollment is limited to 15.

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. The interdisciplinary nature of the course and 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, and the hypothetical order 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; Margery, Laing, 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 limited to 15.

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

Oliver Foxles

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

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

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

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

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

Enrollment is limited to 16.

SS 184 AMERICAN CAPITALISM

Stanley Warner

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

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

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

The reading will include:

F. M. Scherer, *Industrial Market Structure and Economic Performance*

J. K. Galbraith, *Economics and the Public Purpose*

Wilton Friedman, *Capitalism and Freedom*

Paul Baran and Paul Sweezy, *Monopoly Capital*

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

The course will meet twice a week for an hour and a half each meeting. Enrollment is limited to 16.

SPECIAL PROGRAM STATEMENTS

EDUCATION AND CHILD STUDIES

The Education and Child Studies Program at Hampshire College strives to meet the many diverse concerns of students interested in this area. Central to the study of educational issues is an understanding of children--how they grow, develop, learn, and how they relate to family, friends, school, and the larger community. Closely connected is the need to understand the interrelation of the school and the larger society--what are the values, goals, and aspirations of the individuals and groups of which the child is a part; what is the impact of different philosophies, policies, cultural norms, and political pressures on the structure and character of education. Students desiring a concentration in this program are encouraged to use both approaches in their search for understanding.

Thus, using these inquiries as a guide, and following a broad liberal arts base, students are urged to select relevant courses from among those offered in each of the four Schools, as well as the Five Colleges.

able to develop firm grounding for more specific topics of their own choice. Those students desiring to become certified classroom teachers should consult with Hedy Rose, Coordinator of Education and Child Studies, in order to meet special requirements in planning their programs.

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Thus, using these inquiries as a guide, and following a broad liberal arts base, students are urged to select relevant courses from among those offered in each of the four Schools, as well as the Five Colleges. In this way, students will be

able to develop firm grounding for more specific topics of their own choice.

Among this fall semester's offerings are:

- LC 122 Egocentrism in Child Development: Me and the Rest of the World
- LC 152 Culture and Thought
- LC 264 Interaction in the Classroom: Theory and Observation
- SS 120 The Concept of Childhood: Childhood in 20th Century American Child Development
- SS 262 The Politics of Child Development in 20th Century American Sociocultural Institutions.

Other relevant offerings will vary with each student's special needs and/or interests. For example, some may wish to look at SS 110, The Sociology of the Black Family; others at SS 276, The Legal Process: Women and Children Under the Law; still others at SS 291, Unstable Mathematics; NS 157, The Ecology of Land and Water Plants; NS 236, Environmental Ethics; NS 271, The Natural History Gathering. Students preparing to teach in secondary schools must also be proficient in a specific field.

Students interested in Education and/or Child Studies, or those desiring state certification, are encouraged to see Andrea Wright, Acting Coordinator, for assistance in planning their programs.

ENVIRONMENTAL STUDIES AND PUBLIC POLICY

Allan Krass, Faculty Coordinator

ESAP is a College-wide program with a four-School coordinating committee headed by Allan Krass of the School of Natural Science. Other members of the committee are David Smith (Humanities and Arts), Richard Muller (Language and Communication), and the Social Science representative who will be the new political scientist (still to be appointed).

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

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

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

ESAP also sponsors the Student Environmental Series. These weekly seminars are a forum in which students present work and ideas related to the environment. The usual format is one in which a student or group of students presents work done at Hampshire or while on leave. Often this work is part of Division II or III exams. The series has been especially valuable in bringing together students with interests in all aspects of our environment.

All are welcome to the seminars, which take place Monday evenings, at 7:30 P.M., in the KIVA. People interested in presenting work should contact ESAP.

Related courses are:

- NS 171 Pressing in the Dark: The Physics and Politics of Energy
- NS 107 Evolution of the Earth
- NS 129 Biology of New England Agriculture
- NS 157 The Ecology of Land and Water Plants
- NS 167 Energy Conservation in the Home
- NS 222 Science Studies Book Seminar
- NS 236 Environmental Ethics
- NS 271 The Natural History Gathering
- SS 113 Problems in Urban Political Economy
- SS 116 Peasant Revolution and Village Society in Modern China
- SS 148 Families, Farms, and Industry in New England History
- SS 149 Understanding Everyday Life: Houses and Neighborhoods
- SS 170 Beyond the Cold War
- HA 125 Women and Wilderness: A Sense of Self
- SS 262 Special Topics in American Studies
- IN 345 The Ethics, Politics and Biology of Genetic Engineering
- IN 346 New England Studies

FEMINIST STUDIES

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

Humanities and Arts

Sally Allen

L. Brown Kennedy

Jill Lewis

Nancy Russo

Language and Communication

Janet Tallman

Natural Science

Nancy Goddard

Sandra Oyewole

Janice Raymond

Ann Woodhull

Related courses for Fall Term 1979 are:

- HA 118b American Families, American Homes
- HA 125 Women and Wilderness: A Sense of Self
- HA 123/223 Exploring Sexuality
- NS 168 Families, Farms, and Industry in New England and History
- SS 211 The Role of Black Women in Women's Studies
- SS 276 The Legal Process: Women and Children Under the Law
- IN 346 The Role of Racism and Sexism in Maintaining Neoliberal Capitalism
- IN 350 Our Work/Ourselves
- NS 118a American Families, American Homes
- NS 132 Male Brain/Female Brain?
- NS 156 Fat, Diet, and Weight Loss
- NS 128 Women in Society
- NS 165 The History of the Family

FOREIGN LANGUAGES/
LANGUAGE STUDIES

Hampshire College has no special foreign language departments, although instruction in French and Spanish is offered at the introductory and intermediate levels through intensive courses. Proficiency in a foreign language alone cannot be presented to fulfill a divisional requirement in any of the Schools. But students with an interest in language will find that a deeper knowledge of foreign languages will enhance their work in many areas of language research: linguistic theory, sociolinguistics, literary stylistics, and anthropology. In addition to the regular foreign language instruction, the School of Language and Communication occasionally offers courses in the above disciplines in a foreign language: for example, a course in Spanish on the speech of Puerto Ricans in the United States; or a course in French on the linguistic conflict in Quebec.

Courses in other languages and foreign language literature courses are available through Five College cooperation. Some examples: Chinese and Japanese, as part of the Five College Asian Studies Program; Greek and Latin; Germanic languages, including Danish, Dutch, and Swedish; Slavic languages, including Russian and Polish; and Romance languages, including Italian and Portuguese.

The main emphasis of faculty at Hampshire, however, is on human language in general as a social, cultural and cognitive phenomenon. In addition to linguistic theory—the investigation of language as a component of the human mind—Hampshire offers courses where language is studied in its relation to social organization and culture. Within the field of sociolinguistics, courses deal with such phenomena as bilingualism; language variation, ethnicity and social status; and the analysis of conversation and interpersonal linguistic interaction. From another perspective, Hampshire offers courses in the field of stylistics, dealing with the ways in which language is used in the creation of art forms like poetry and prose.

Although much exciting current work in these fields is done in English, students of foreign languages will have ample opportunity to pursue their language studies in these broader contexts. The student of French, for example, may find the question of bilingualism in Quebec, or the nature of non-standard Canadian French, of special interest. The student of Spanish might focus on bilingualism in the Puerto Rican or Chicano communities, or the influence of English on the speech of Spanish speakers in New York City. The stylistic analysis of French and Spanish poetry and prose provides another means of incorporating foreign language study.

In addition, courses often provide a close examination of a wide variety of other languages, and students with no previous training in these languages will become acquainted with their general structure. Examples include Navaho and Klamath (American Indian languages of the Southwest and Northwest, respectively); Sinhalese (a language of the Sri Lanka, or Ceylon); and the American Sign Language of the deaf. The stress, however, is on what a language may reveal about the people who speak it, and about the social, cultural, political and linguistic forces which shape the development of the language.

Students can design concentrations on the social implications of bilingualism among Portuguese-American children; anthropological, linguistic, and philosophical problems of translation; the maintenance of the French language in Maine; among others. Many good fieldwork opportunities exist in bilingual communities throughout the country, and several students have found placements in schools and social agencies in these communities.

Students interested in exam work, concentrations, or general consultation about the program should see Mark Feinstein, Assistant Professor of Language Studies.

Courses relevant to the program include:

LC 167 Conversation Analysis	J. Tallman
LC 177 Language and Literature	J. Gee
LC 195 American Sign Language and its Structure	J. Kegl
LC 197 Stereotypes...	M. Feinstein
LC 276 Theory of Language	J. Miller
	M. Feinstein
	J. Chao
	N. Stilling
	J. Tallman
LC 298 Speech in Social Interaction	R. Margolis
MA 133 Contemporary Latin American Fiction	L. Glick
SS 105 Humanity: An Anthropological Perspective	L. Glick
SS 230 Anthropological Thought	E. Lieke
PL 101 Elementary French	A. Meete
PL 102 Elementary Spanish	

LAW PROGRAM

The Law Program examines 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, concentration, Division III projects, public events, field study support and supervision, and development of library and other resources.

Law is a phenomenon which touches every aspect of our existence. The study of law, legal processes, legal ideas and events, provides a focus for many kinds of inquiry. The range of activities possible within the scope of our Law Program is as broad as the interests of those participating in it. The Law Program is not designed as preparation for law school. Although there is some overlap between the interests of students who want eventually to go to law school and those who want only to include the study of law in their undergraduate education, the Law Program as such is concerned only with the latter. (Pre-law counseling is done by Lester J. Mazor and E. Oliver Foulkes.)

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 as the foundation and entry point for their work. This Fall we will be offering SS 276, *Legal Process*, taught by Lester J. Mazor, and a course entitled *Law, Justice and Education*, co-taught by E. Oliver Foulkes and Richard Rose in the Spring of 1980. (Lester J. Mazor will be on leave during Spring 1980.)

Each year the Law Program offers some courses in Hampshire's Division I, Basic Studies. Like all Hampshire Division I courses, the primary objective of these courses is to develop the student's understanding of the mode of inquiry of the School or Schools in which they are taught and generally to contribute to the student's growth as a learner. In Fall 1979 two Division I courses, SS 175, *From Monasteries to Medical Schools*, and SS 109, *Change in the Legal Profession: Perspectives in Jurisprudence*, were taught by E. Oliver Foulkes. SS 113, *Political Justice*, will be taught by Lester J. Mazor. SS 198, *Forgotten People: Law and the State Mental Institution*, Division I course, will be taught by E. Oliver Foulkes in Spring 1980.

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 Foulkes is especially interested in mental health, the legal profession, representation for the poor, and welfare law, and can provide assistance in arranging field work placement, and Lester J. Mazor is especially interested in legal history, philosophy of law, the legal profession, criminal law, labor law and family law. Students have designed concentrations which draw very largely upon Law Program courses or which include some contribution of the Law Program to their plan of study. These have included concentration in law and education, prisons, law and inequality, juvenile courts, and relevant portions of concentrations in politics, history, economics, sociology, environmental studies, women's studies, urban studies and a number of other fields. The Law Program regularly sponsors speakers, films, and other social events. Members of the Hampshire community who have in mind some event which would be appropriate for sponsorship by the Program are encouraged to request support from the Steering Committee.

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

E. Oliver Foulkes
Lester J. Mazor

OUTDOORS PROGRAM

The Outdoors Program is a voluntary, coed alternative to compulsory physical education and intercollegiate team sports. In the first six years of its existence it has offered students extensive opportunities to learn mountaineering, rock climbing, and other outdoor 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 Hampshire Outdoors Program tries to give special emphasis to integrating outdoor and physical learning experiences with the rest of college and life. Programatically that means the Outdoors Program collaborating with Hampshire faculty, staff, and students in ongoing courses (a possible example: a course to do down the Connecticut River as a part of "The American Literary Landscape") and expanding Outdoors Program courses to include interdisciplinary offerings (like "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 outdoor skills courses.

A third goal, to facilitate a personal experiencing of nature, will terminate in opportunities for integrated learning of 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 Outdoors Program's major trips and expeditions occur. They have included climbing in Alaska, Yosemite, and Colorado, canoeing and backpacking in Utah, women's trips in New Mexico, and Javelina in Texas.

The Outdoors Program emerges as not a physical education department, not an athletic program, not an outing club, not an Outward Bound model, not a nature study program, not forerunners, 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.

Robert Garmin, Director of the Outdoors Program, is an experienced mountaineer who has climbed in Alaska, the West and New England. He is interested in outdoors leadership, as well as teaching rock and ice climbing.

Ralph Lutta, naturalist in the Outdoors Program, and Assistant Professor of Environmental Studies in the School of Natural Science, received his B.S. in biology from Trinity University and his Ed.D. from UIowa, where he studied the theoretical foundations of environmental studies. Before coming to Hampshire, he was a curator at the Museum of Science, Boston. He is currently on the Board of the Hitchcock Center for the Environment. His interests include natural history, environmental education, and nature literature. He is particularly interested in exploring ways of joining the sciences and humanities in our attempt to understand our environment and our relationships with it.

Judy Greenberg joins the Outdoors Program after completing her graduate work in counseling psychology and feminist studies. She is working with outdoor leadership training, group dynamics, backpacking and canoeing. Other focuses are pre-college trips, community involvement and in using the wilderness as a safe and supportive environment for growth.

Please note: The Outdoors Program is undergoing some changes in its staff and there may be some additions to, and changes in, the course descriptions which follow. Please be sure to review the revised Hampshire College Course Guide published during the summer for an up-to-date description of the O.P. offerings for Fall 1979.

In addition to the following courses, the O.P. offers a variety of outdoors trips, slide shows and other activities. These are announced by posters and in the O.P. Newsletter. Check these, or stop by the O.P. office for information about our upcoming events.

TOP ROPE CLIMBING

OP 106

Staff

TOP ROPE CLIMBING FOR WOMEN

OP 108

Staff

WOMEN AND WILDERNESS: A SENSE OF SELF

OP 127

J. Greenberg

CONTINUING TOP ROPE CLIMBING

OP 130

Staff

OUTDOOR EDUCATION AND LEADERSHIP: AN OVERVIEW

OP 218

J. Greenberg,
R. Garmin,
R. Lutta

PRACTICUM IN ENVIRONMENTAL EDUCATION #1

OP 215

R. Lutta,
C. Julian,
S. Stanne

PRACTICUM IN ENVIRONMENTAL EDUCATION #2

OP 216

R. Lutta,
C. Julian,
S. Stanne

ALL THIR THINGS YOU WANTED TO DO AT LEAST ONCE

(BUT PERHAPS NOT TWICE)

OP 235

78A

OP 106 TOP ROPE CLIMBING

Staff

This course will teach people how to rope climb safely and will introduce them to several of the local climbing areas. No experience is needed. Permission of the instructor is required.

Class meets Friday afternoons, 1:00-6:00 P.M. Sign up at the O.P. office. Five College students must negotiate credits with their registrars.

OP 108 TOP ROPE CLIMBING FOR WOMEN

Staff

This class is designed for women who have no climbing experience as well as for those who have climbed before and wish to continue top rope climbing. It will teach women to climb safely and will introduce them to several of the local climbing areas. Limiting this class to women 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. Open to any skill level.

Sign up at the O.P. office. Class meets Tuesdays, 1:00-6:00 P.M. Class limited to 10.

OP 127 WOMEN AND WILDERNESS: A SENSE OF SELF

Judy Greenberg

This course will be both a Women's Study and support group. We will meet once a week as well as taking a monthly (three-day) trip together either canoeing or backpacking.

First we will focus on a sense of our own personal histories: a look at growing up female in each of our own families and backgrounds; how have we been affected by familial relations, cultural prohibitions? We will also explore body/self image. How has it evolved and developed and what are the major influences on us? How do we define femininity, strength, competence? The methods we'll employ in covering these areas will include structured exercises, outside readings, assigned writing projects, outdoors trips and learning group process and dynamics through our experiences together as a women's group.

Class meets Tuesdays, 1:00-4:00 P.M. and is limited to 12.

OP 130 CONTINUING TOP ROPE CLIMBING

Staff

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

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

Class meets on Thursdays from 1:00-6:00 P.M. Permission of Bob Garmin is necessary. Sign up at the O.P. office. Five College students must negotiate credits with their registrars.

PRACTICUMS IN ENVIRONMENTAL EDUCATION

Ralph Lutta, Candace Julian*, Steven Stanne*

The Hitchcock Center for the Environment can provide a variety of opportunities for students who wish to gain teaching experience in environmental education. More detailed descriptions of these opportunities will follow. If you wish to participate in the Center's program, call either Candace Julian or Steven Stanne (236-0006) for an interview. Students who are accepted will be required to prepare a learning contract. The interviews should be conducted before you register for the course. Five College students will be asked to provide some help for the course also, and will be graded on a pass/fail basis.

* C. Julian is Executive Director for the Hitchcock Center and S. Stanne is the Director of School Programs with the Center.

OP 215 PRACTICUM IN ENVIRONMENTAL EDUCATION #1

These are activity oriented field trips to local conservation areas, which are conducted for Amherst area elementary schools. The program will give you an opportunity to work with children, become familiar with environmental education resources and gain some background in natural history. No previous experience is necessary. Participation requires a minimum of about 8 hours per week. This includes a Monday afternoon preparatory workshop, and assisting with the trips on either Wednesday or Thursday, 9:00 A.M.-1:00 P.M. If you wish to become involved more deeply, you may arrange to participate in the classroom presentations which are conducted before and after each trip.

Time will be by arrangement with the Hitchcock Center, where classes will be held. Interviews will be done by the Hitchcock Center staff.

OP 216 PRACTICUM IN ENVIRONMENTAL EDUCATION #2

Individual Projects (read introductory paragraph in OP 215). The Hitchcock Center can provide a variety of learning opportunities on the Division II and III levels for students with commitment and experience in environmental education. These range from teaching on a "one-shot" basis to full internships. Speak to Ralph Lutta or the Center staff about your ideas. As an example of one kind of possibility, students with teaching experience who wish to develop and teach an educational unit may make arrangements with the Center to do so in the Amherst area schools. The Center can provide entry into the schools by publicizing your teaching unit, and matching you with a teacher who needs your services. The Center can also provide some help in improving your teaching methods, and the supervision necessary to insure a presentation of high quality (a matter of great concern to the Center). You must have the experience and ability necessary to undertake an independent project.

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OP 218 OUTDOOR EDUCATION AND LEADERSHIP: AN OVERVIEW

Judy Greenberg, Bob Garstman, Ralph Lotts

This course will deal with the many topics important to people with an interest in the broad field of outdoors education. We will examine and discuss a variety of topics of interest to environmentalists, outdoors/high risk leaders, and educators. Topics will include the history of outdoors education, teaching skills, group leadership, ethical and legal considerations, the administrative nightmare, natural history, and program evaluation. Students will be expected to participate in discussions and activities, maintain a journal and co-lead a trip that is appropriate to the interests and skills.

A series of skills modules will be offered in addition to this weekly meeting. Students are expected to choose at least three modules from the following list:

Core meeting: Thursday, 10:00 A.M.-12:00 noon.

Modules: Monday, Wednesday, 1:00-3:00 P.M.
(More specific dates TBA)

Modules are a series of short courses on outdoors education and leadership skills. Enrollment is limited and first preference will be given to students already enrolled in Outdoor Education and Leadership. Others will be admitted on a first-come, first-served basis.

Modules:

1. **Wilderness Calorics (or Beyond Bulghar).** Each participant will learn to use and maintain cooking equipment of the camper and backpacker. We will do menu planning, food packaging and study and plan for the dietary needs of wilderness travelling. Time: TBA. Limit: 12.

2. **Wilderness Navigation.** In these sessions we will learn to use and travel by map, compass and guide book. Time: TBA. Limit: 12.

3. **Basic Camping Skills.** We will learn the use and care of use, use and shovel, and when/where NOT to use them. Also we'll cover firebuilding, shelter construction, sanitary considerations and campsite selection. All these skills will be within the framework of minimizing our environmental impact. Time: One full day. Limit: 12.

4. **Natural History for Outdoors Leaders and Environmental Educators.** The ability to interpret the outdoors and its resources is an important element of outdoors leadership. By "interpreting" we mean understanding the natural history and ecology of a specific site and communicating this to the members of your group. Many people shy away from this in fact that they do not have the "expert" knowledge of natural history. It is possible, though, to do this with relatively little background.

This module will focus on developing the general natural history background and leadership techniques for doing nature interpretation in New England. Most of our work will be in the field, rather than in the classroom. An emphasis will be placed upon developing the knowledge and skills that will be of practical value in the outdoors. Class meets once a week for 6 weeks. Limit: 12.

5. **Group Leadership and Dynamics.** We will cover topics that relate directly to the role of a leader in group situations, particularly in a wilderness situation. Through discussion and structured exercises, we will examine the power/authority of a leader, personal goals and rewards, setting group norms, communication skills and working with a co-leader, conflict resolution, and other issues important to members of the class. We will meet for 4 afternoons. Limit: 12.

6. **Water Safety Skills and Beginning Boating.** We will spend two full days learning water safety and rescue techniques (both canoe and kayak) as well as beginning paddling strokes. Students will progress at their own speed and can begin to work on form and endurance. Time: TBA. Limit: 12.

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

TBA

In this course we will be trying out a whole gamut of outdoor pursuits, to compare what you like and dislike and to get to know some good spots in the vicinity. Each Wednesday afternoon we will set off for one of the area's prime rivers, woods, back roads, mountains, lakes, cliffs, or caves. From there we will embark on the particular pleasures of orienteering, climbing, rafting, kayaking, backpacking, building shelters, or canoeing. There will be two or three overnights as well—probably backpacking or kayaking. 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 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.

Class meets Wednesday, 1:00-6:00 P.M. and is limited to 15. Sign up in the O.P. office. Five College students must negotiate credits with their registrars.

RECREATIONAL ATHLETICS

SHOTOKAN KARATE (BEGINNING)	M. Taylor
RA 101	
INTERMEDIATE SHOTOKAN KARATE I	M. Taylor
RA 102	
INTERMEDIATE SHOTOKAN KARATE II	M. Taylor
RA 103	
ADVANCED SHOTOKAN KARATE	M. Taylor
RA 104	
AIKIDO	M. Taylor
RA 105	
HATHA YOGA (BEGINNING)	C. Noble
RA 106	
HATHA YOGA (CONTINUING)	G. Noble
RA 107	
TAI CHI CHUAN (BEGINNING)	P. Gallagher
RA 108	
TAI CHI CHUAN (CONTINUING)	P. Gallagher
RA 109	
PHYSICAL FITNESS CLASS (THE EXERCISITS)	R. Rikkers
RA 111	
FENCING	W. Weber
RA 112	
BADMINTON	J. Evans
RA 113	
WOMEN'S FIELD HOCKEY	K. Stanne
RA 114	
NEW GAMES AND GAMES INVENTING	K. Stanne
RA 115	

KAYAK ROLLING AND POOL KAYAKING

RA 116

B. Judd

BEGINNING WHITWATER RIVER KAYAKING

RA 117

B. Judd

ADVANCED WHITWATER KAYAKING

RA 118

B. Judd

BASIC SCUBA CERTIFICATION

RA 119

S. Kuhr

SHOTOKAN KARATE (BEGINNING)

Marion Taylor

Shotokan Karate is an unarmed form of self-defense developed in Japan. It stresses the use of balance, timing, and coordination to avoid an attack and effective means of counterattack to be used only if necessary. The beginning course will cover: basic methods of blocking, punching, kicking and combinations thereof; basic sparring and basic kata, a prearranged sequence of techniques simulating defense against multiple opponents.

Class will meet on Tuesdays and Thursdays from 2:30-4:30 P.M., in the South Lounge, RCC.

Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

RA 102 INTERMEDIATE SHOTOKAN KARATE I

Marion Taylor

This course is for students who have completed RA 101 and/or the equivalent.

The class will meet Tuesdays, Thursdays, and Sundays from 8:30-8:00 P.M., in the South Lounge, RCC.

RA 103 INTERMEDIATE SHOTOKAN KARATE II

Marion Taylor

This course is for students who have completed RA 101 and RA 102.

The class will meet Tuesdays, Thursdays, and Sundays from 8:00-9:30 P.M., in the South Lounge, RCC.

RA 104 ADVANCED SHOTOKAN KARATE

Marion Taylor

This course is for students who have attained the rank of brown belt or black belt.

Class will meet Sundays from 3:00-5:00 P.M., in the South Lounge, RCC.

RA 105 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 to him. The beginning class will learn basic rolling falls both front and rear; methods of leading the opponent off balance and into falling; types of pins, and ways to gain release from various grabbing or holding attacks.

All students will meet Mondays and Wednesdays from 11:00 A.M.-1:00 P.M., in the South Lounge, RCC.

Five College students will be graded pass/fail.

RA 106 HATHA YOGA (BEGINNING)

Georgia Noble

The beginning class will cover learning and practice of basic breathing methods and postures. Emphasis will be placed on developing a healthy and supple body.

Class meets Mondays from 2:00-3:15 P.M., Center Room, Donut

RA 107 HATHA YOGA (CONTINUING)

Georgia Noble

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

Class will meet on Mondays from 3:30-4:45 P.M., Center Room, Donut IV. Enrollment is by instructor permission. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

RA 108 TAI CHI CHUAN (BEGINNING)

Paul Gallagher

Tai Chi Chuan is a "moving meditation." Although at advanced stages the forms might be used for self-defense, early learning of the forms is rather more for health, centeredness, fluidity, and understanding the principles of the ancient Chinese classics.

The class will meet on Mondays from 6:30-7:45 P.M., in the South Lounge, RCC. Enrollment is by instructor permission. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

RA 109 TAI CHI CHUAN (CONTINUING)

Paul Gallagher

The continuing class will meet on Mondays from 8:00-9:15 P.M., South Lounge, RCC. Enrollment is by instructor permission. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

RA 111 PHYSICAL FITNESS CLASS (THE EXERCISITS)

Renate Rikkers

This course is designed to promote good health, flexibility, cardiovascular efficiency and a sense of well being. Exercise programs and appropriate diet are considered on an individual basis.

Class will meet on Tuesdays and Fridays, 12:15-1:15 P.M., in the Robert Crown Center. This course is free to Hampshire students but fee funded for staff and faculty.

RA 112 FENCING

Will Weber

Classes for both beginners and experienced fencers. No experience necessary; beginners are especially welcome. Basic equipment is provided.

This course meets two evenings per week in the Robert Crown Center.

RA 113 BADMINTON

Jay Evans

Individual instruction. No experience necessary; beginners welcome and opportunities for advanced players as well. Basic equipment provided.

This course meets in the Robert Crown Center by appointment with the instructor. Enrollment limited to 10. Prerequisites: an interest in mastering an excellent, health-promoting, inexpensive carry-over-to-life physical activity.

RA 114 WOMEN'S FIELD HOCKEY

Kate Stanne

The purpose of this class will be to get women involved in playing and improving their field hockey. Beginners to experienced players are welcome. We will work on drills, playing the game (with some conditioning built in). For those people interested, we will also be scheduling games with other schools.

Classes will meet on Mondays and Thursdays from 4:00-6:00 P.M. The first meeting will take place in the gym, Robert Crown Center.

RA 115 NEW GAMES AND GAMES INVENTING

Kate Stanne

New games is a catch-all title used in recent years to allude to an alternative approach to the nature of interpersonal relations in games and sport. By redirecting the attention of the contestants away from winning and from team identification, New Games hopes to uncover the oft-neglected virtues of play and inventiveness. Many New Games are quite old; some are highly competitive; some are physically active; some sedentary. At their best, they bring forth spontaneity and joy in the act of play from their contestants, substituting a group "high" for the traditional victor's high at the cost of the opponent's "low."

We will be creating games as well as playing others and we may change or alter the rules of these games to suit the needs of the class. We will explore the philosophy behind play, games, sports, and athletics, to gain an understanding of how New Games (as well as traditional ones) fit into these various categories, but never so much as to turn it into a classroom thing.

The class meets Fridays from 1:00-4:00 P.M. for as long as people are interested. There is no limit to the enrollment.

RA 116 KAYAK ROLLING AND POOL KAYAKING

Becky Judd

No experience required. Learn how to eskimo roll (tip a kayak right side up after capsizing), strokes, maneuver in eddy gates, watch yourself paddle on the Nohy paddleboard, play kayak polo, etc.

Class will meet Wednesdays from 3:00-4:00 P.M. in the pool at the Robert Crown Center.

RA 117 BEGINNING WHITWATER RIVER KAYAKING

Becky Judd

No experience required except swimming ability. Learn the fundamentals of kayaking—strokes, rescue maneuvering—as well as basic whitewater skills—eddy turns, ferrying, bracing, river reading, rescue, swimming, surfing, safety, equipment, eskimo roll.

The class meets twice a week, once on Thursday in the pool from 10:30 A.M. to 12:00 noon and again on Tuesday afternoons from 1:00-6:00 P.M. for a river trip. There is a limit of nine students (there is a waiting list) and the class will end on November 10. Sign up in the Robert Crown Center.

RA 118 ADVANCED WHITWATER KAYAKING

Becky Judd

This class is for people with whitewater and eskimo roll experience. You will learn and perfect advanced whitewater techniques on class III water.

River trip will meet on Thursdays until November 16. After Thanksgiving vacation class will meet in the pool from 1:00-3:00 P.M. Permission required from instructor. Meet at the Robert Crown Center. Five College students will be graded pass/fail and must negotiate credits with their registrars.

RA 119 BASIC SCUBA CERTIFICATION

This is a N.A.U.I. sanctioned course leading to basic Scuba certification. Beginners welcome. One and one-half hours of classroom instruction and one and one-half hours pool time per week. Class meets at the Robert Crown Center. Students supply mask, fins and snorkel; all-over equipment provided. This is a fee funded course—arrangements made with the instructor.

Prerequisite: adequate swimming skills.



WRITING AND READING IMPROVEMENT PROGRAM/ WRITING AND READING LABORATORY

Offers assistance in the areas of writing, reading and study skills. Help may be either individualized or group, short- or long-term, and is based entirely on the needs of the individual student. Some students come once for help with some specific aspect of paper writing; others come several times for work on a specific project, while still others come on a regular basis for assistance in basic skills, etc. Similarly, work with reading (comprehension, rate, speed) and study skills may be short- or long-term, and a program is constructed according to the needs of the individual student.

Contact Deborah Bacal, Director of the Program, for appointments and additional information. Her office is located in Dakin House (D-104) and her extension is 531.

Laboratory: The materials in the lab provide students the opportunity to work at their own pace on self-guided materials in the areas of grammar, spelling, composition, reading comprehension and retention, study skills, etc. For students who do not wish to work on a long-term basis, there are also resource materials available to answer specific questions in these areas. For students who wish to work on their reading speed, there are reading pacing machines and varied exercises available. The lab is also equipped with a small paperback and magazine library. It will function as a drop-in center so that students may freely browse through materials or use a given program on a routine basis.

Workshops: Workshops dealing with specific problems in writing are offered several times each semester. The workshops are run through the Houses and are open to the whole community.

For additional information about the laboratory and workshops, contact Debby.

Library Work: The Reference Librarians and other members of the Library Center staff give assistance to individual students and work with the faculty to develop special instructional units on such typical research problems as location of sources and note taking. Contact Susan Dayall, Media Resources Adviser, extension 541.

FIVE COLLEGE APPOINTMENTS

DOMNA B. ARONSON, Assistant Professor of Theatre-Voice/Speech
for the Stage (at Mount Holyoke College under the Five College Program)

MOUNT HOLYOKE: THEATRE 112P. SPEECH FOR THE STAGE. A beginning course in training the speaking voice for the stage. Problems of projection, quality, and articulation as well as appropriateness of attack for different dramatic genres and periods will be covered.

UMASS: THEATRE 340. SPEECH STYLES AND DIALECTS. Intensive vocal work in one or two theatrical periods or styles depending on performance needs of class. Prerequisite: Basic stage speech course or permission of the instructor.

JOHN J. CONWAY, Professor of Canadian History (at the University of Massachusetts/Amherst, under the Five College Program)

UMASS: HISTORY 297C. CANADIAN POLITICAL THEORY IN HISTORICAL PERSPECTIVE. The development of Canadian political theory since 1763. Particular emphasis on contrasting the corporate and Burkean views of politics and society which prevail in Canada with the individualist Lockean views that have prevailed in the United States since the American Revolution and before. Focus on four topics: (1) contemporary Canada and its problems, (2) the development of two differing political philosophies and systems: the American and the Canadian, (3) the origins of Quebec separatism, and (4) a case study in Canadian corporatist political culture.

THOMAS F. KELLY, Assistant Professor of Music (at Smith College under the Five College Program) and Director of Early Music at the Five College

Fall Semester courses to be announced.

J. MICHAEL RHODES, Five College Associate Professor of Analytical Geochemistry (at the University of Massachusetts/Amherst, under the Five College Program)

UMASS: GEOLOGY 590B. ANALYTICAL GEOCHEMISTRY. An in-depth review of the application of various analytical techniques to geological problems, sources of error associated with each technique, and methods of data presentation. Prerequisites: mineralogy, or petrology, or permission of the instructor. Class meets Tuesday and Thursday, 4:00-5:15.

MARGARET SKINNER, Assistant Professor of Anatomy and Kinesiology in Dance (at Mount Holyoke College under the Five College Program)

MOUNT HOLYOKE: DANCE 206P. ANATOMY/KINESIOLOGY FOR DANCE. Basic structure and function of the human body as it relates to dance movements. Prerequisite: one semester Dance Technique or permission of the instructor.

UMASS: DANCE 297/DANCE 397. SPECIAL TOPICS: ANATOMY FOR DANCE. Basic human anatomy applied to dance.

FACULTY SCHOOL OF HUMANITIES AND ARTS

Josephine Abady, 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.

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

Raymond Kevin Brandt, 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.

David Cohen, assistant professor of theatre, holds a B.A. in theatre honors from the University of Massachusetts and an M.F.A. in playwriting from Brandeis University. He has written for Broadway, television and film, and has taught playwriting and theatre arts at the universities of Montana, South Carolina, and George Mason in Virginia. In addition to teaching, David has produced several festivals of new playwrights' works.

Ray Copeland, visiting associate professor of music and holder of bachelor and master's degrees in music from the International University in Kansas City, Missouri, came to Hampshire from the Berklee College of Music in Boston. Ray is originator of "The Ray Copeland Method and Approach to the Creative Art of Jazz Improvisation," a collective approach to teaching the fundamentals of improvisation within elementary, intermediate, and high schools and jazz workshops.

Charles Frye, associate professor of education, holds a B.A. and M.A. degrees from Howard University and a Ph.D. from the University of Pittsburgh. His main area of teaching interest is in African Studies with an emphasis on religion and philosophy.

Barry Goldenshohn, dean of Humanities and Arts and associate professor of literature, holds a B.A. in philosophy from Oberlin College and an M.A. in English from the University of Wisconsin. His poetry has been widely published in periodicals and anthologies and in two collections: *St. Venus Eve* and *Unearthing the Block*. He has taught at several colleges and universities, most recently at Goddard College and the Writer's Workshop at the University of Iowa.

Lorrie Goldenshohn, visiting associate professor of literature, holds a B.A. from Oberlin and a Ph.D. from the University of Iowa. She has taught at Goddard College, the University of Iowa, and Mount Holyoke. Her work has been widely published in literary quarterlies, including *American Poetry Review*, *Poetry*, *Shuntan*, *Yale Review*, and *Ploughshares*. She has a forthcoming chapbook to be published by L'Espresso Press in Spring 1980.

Robert Goodman, visiting associate professor of environmental design, is a practicing architect. He has previously taught at the University of Colorado at Boulder and Stanford University, and M.I.T. He also served as president and director of Urban Planning Aid, a group of city planners-architects, sociologists, and related professionals-providing services to low income communities.

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

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

Van S. Halasy, 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 textbooks for secondary schools. His B.A. is from Rutgers University and his Ph.D. from the University of Pennsylvania.

Arthur Hoener, professor of design, was formerly chairman of the design department of the Massachusetts College of Art. He holds a B.F.A. and M.F.A. from Yale University and a certificate from Cooper Union in New York City. His sculpture and design work have been widely exhibited, and he has served as graphic design consultant for the Boston Society of Architects and the Boston Architectural Center. Professor Hoener will be on leave for the 1979-80 academic year.

Clayton Hubbs, assistant professor of literature, is interested in modern drama, twentieth-century Anglo-American literature, and eighteenth-century English literature. He received a B.S. in Journalism from the University of Missouri at Columbia and a Ph.D. from the University of Washington. Professor Hubbs will be on leave during the Spring 1980 term.

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. She will be on leave Spring Term 1980.

Thomas Joslin, 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, 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 work has been widely exhibited, and he has served as a B.A. in the University of Liverpool on a Fulbright scholarship. Professor Juster will be on leave during the Fall 1979 term.

L. Brown Kennedy, assistant professor of literature, is interested mainly in the Renaissance and the seventeenth century Shakespeare, the metaphysical poets, and Milton. He received a B.A. from Duke University and an M.A. from Cornell where he is a candidate for a Ph.D. Professor Kennedy will be on leave during the Fall 1979 term.

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

Daniel Lepkoff is visiting assistant professor of dance. While studying mathematics at the University of Rochester, he began dancing with Mary Fulkerson who teaches the Anatomical Release Technique. In 1970 he met Steve Parnes who shortly after participated in some of the first major performances of contact improvisation. Subsequent years were spent deeply involved in "contact" work, teaching workshops and performing throughout the United States and Europe. During the past three years, living in New York City, he has worked with Nancy Topf, David Woodberry, Mary Overlie, Judy Padow, and Trisha Brown as well as offering classes in contact improvisation and performing his own work. Danny Lepkoff is a co-founder of the School for Movement Research in New York.

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

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

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

Robert Marquez, associate professor of Hispanic-American literature, has worked for the World 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.

Elinor 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. Professor Mayes will be on leave for the 1979-80 academic year.

Francis McCellan, assistant professor of dance, received a B.A. in dance from the Juillard School of Music and an M.Ed. from the University of Massachusetts. She was a member of the Joan Kerr Dance Company and the Anna Sokolow Dance Company; she has also assisted Jose Limon. She is a certified teacher of the Labanotation and Effort/Shape Movement Analysis. She has constructed several works from Labanotation scores. In addition to being a dancer and choreographer, Francis has studied sessionary awareness with Charlotte Selver. Professor McCellan will be on leave for the 1979-80 academic year.

Randall McCellan, associate professor of music, received his B.M. and M.M. from the University of Cincinnati and his Ph.D. from the Eastman School of Music. He has taught music theory 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. Professor McCellan is founder and director of the New Arts Foundation.

Robert Mesher, associate professor of philosophy of religion, has a B.A. from the University of Notre Dame and an M.A. from the University of Chicago. His publications include *Personalism and Existentialism*, *Being and Nothingness*, *Reclaiming the Political*, *Cave Notes*, and *An Introduction to Augustine*. He has taught at the University of Notre Dame and at Indiana University. Professor Mesher will be on leave for the 1979-80 academic year.

Joan Hartley 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.

Sandra Neely, visiting associate professor of dance, studied with Merce Cunningham whose company she joined in 1963 and toured with for ten years. She has performed with many dance companies including the Judson Dance Theatre and the Portland Ballet Society. She comes to us from York University in Ontario where she has been teaching technique, repertory, and composition.

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

Earl Pope, 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. Professor Pope will be on leave during the Fall 1979 Term.

Abraham Ravett, visiting assistant professor of film and photography, holds a B.A. in psychology from Brooklyn College, a B.F.A. in filmmaking and photography from the Massachusetts College of Art, and an M.F.A. in filmmaking from Syracuse University. Completing a career in filmmaking and photography, Ravett has also worked as video tape specialist and media consultant.

Raymond, assistant professor of literature and critical theory, earned a B.A. in English from Michigan State University, an M.A. in comparative literature from the University of Michigan, and a Ph.D. in Romance Studies from Cornell. She has taught at the University of Massachusetts, Trinity College in Hartford, and New York University.

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

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, professor of humanities and arts and a Harvard graduate, has taught in high schools and colleges, directed a federal community relations program for Massachusetts, and has published as a sociologist, playwright, and novelist.

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

Roland Vignola, visiting assistant professor of music, holds a B.A., M.A., and Mus.D. degrees in music composition from the College of Music in Philadelphia. Mr. Vignola's professional interests include a project concerning aids to urban music education, music therapy projects. He is presently pursuing candidacy for additional earned doctorate in philosophy with emphasis on modern symbolic logic and linguistics as they relate to problems of human children.

William (Vlahou) Wood, associate professor of music, attended the Detroit Institute of Musical Art of the University of Detroit and the University of Massachusetts, from which he earned a B.A. in ethnomusicology.

SCHOOL OF LANGUAGE AND COMMUNICATION

Filen Ward Conroy, assistant professor of psychology, holds a B.A. from Radcliffe College and an Ed.D. in developmental psychology from the Harvard Graduate School of Education. She has worked as a pre-doctoral fellow in the Child Development Center in Boston. Her interests are in cognitive-developmental theory, social and ego development, and applications of social-cognitive-developmental theory to clinical and educational practice. Ms. Conroy is on leave for the academic year 1979-80.

Mark Feinstein, assistant professor of language studies, has a Ph.D. in linguistics from the City University of New York. Among his special interests are phonological theory, bilingualism, implications of sociolinguistic research for a general theory of language, and neurolinguistics (aphasiology).

Meryl Gearhart, visiting assistant professor of psychology, has an M.A. from New York University and is completing her doctorate at the City University of New York. Her research interests include social interaction among young children and its educational implications.

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

Allen Nanson, associate professor of computer science, has a B.S. from Clarkson College of Technology and an M.S. and Ph.D. from the University of Minnesota. His research interests are in electrical engineering, computer programming, artificial intelligence, and pattern recognition. At the University of Minnesota he developed courses in computing fundamentals, artificial intelligence, and higher level languages.

Daniel Kain, adjunct assistant professor of Journalism, has a B.A. in sociology from Marquette University and an M.S. in broadcast journalism from Boston University. He is currently news director at WGBY-TV in Springfield, Massachusetts. He has produced several documentaries for public television.

Judy Anne Kegal, visiting assistant professor of linguistics, has a B.A. in anthropology and an M.A. in linguistics from Brown University. She is currently a Ph.D. candidate in linguistics at MIT. Her research interests include the linguistics of American Sign Language, Slovenian phonology and bilingualism, other sign languages (Walsh, Plains Indian, sign languages in India), and anthropological linguistics.

David Kerr, assistant professor of mass communications and Master of Merrill House, has a B.A. from Miami University in Ohio, an M.A. from Vanderbilt University, and is completing his Ph.D. at Indiana University. His teaching experience includes courses in communication and journalism history. His educational interests include the radical press in America, how television affects the public, and communications law. He is currently researching the history of the Liberation News Service.

Joshua Klayman, visiting assistant professor of psychology, did his undergraduate work at MIT and is completing his Ph.D. at the University of Minnesota. His main research interests are in cognitive development and the interactions of cognitive, linguistic, and social factors in human psychology, especially in children.

Deborah Knapp, assistant professor of psychology, earned her B.A. in philosophy and psychology at Barnard College and has completed her Ph.D. at the University of California, San Diego. She does research on child language and the development of introspective and problem-solving abilities. Her teaching interests include cognitive psychology, history of education, and philosophical problems of psychology. Ms. Knapp is on leave for the academic year 1979-80.

Elizabeth Lente, faculty associate in French, has a B.A. from the University of Massachusetts and a diploma in translation from the University of Geneva. Most recently she has taught with The Experiment in International Living in Brattleboro, Vermont.

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

William Marsh, associate professor of mathematics, holds his B.A., M.A., and Ph.D. from Dartmouth, and his special interests are in the foundations of mathematics and linguistics. He includes the foundations of the School of Language and Communication. He will be on leave Spring Term 1980.

James Miller, assistant professor of communications, holds an M.A. in mass communications from the University of Denver and is completing his Ph.D. at the Annenberg School of Communications, University of Pennsylvania. He has previously taught at DePaul University. His own research and teaching interests are interdisciplinary approaches to human symbolic interaction and the social control of the media of mass communications.

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

Angel Nieto, faculty associate in Spanish, was educated in Spain and in the United States, holding a B.A. in psychology from Brooklyn College and a Ph.D. in psychology from the department of the Berlitz School of Languages and coordinator of admissions at the University Without Walls at the University of Massachusetts.

Stanley Stenkl, assistant professor of television, has an M.A. from Michigan State University in educational and public television. He has been a television producer-director with the Armed Forces radio and television service in Korea. Mr. Stenkl will be on leave during 1979-80, working with the Agency for International Development.

Neil Stillings, associate professor of psychology, has a B.A. from Amherst College and a Ph.D. in psychology from Stanford University. Much of his research and teaching concerns the psychology of language, but he also has a substantial interest in other areas of cognition, such as memory, attention, visual and auditory perception, intelligence, and mental representation. Mr. Stillings is Dean of the School of Language and Communication.

Janet Tallman, assistant professor of anthropology, received a B.A. from the University of Minnesota and is near completion of her doctorate at the University of California, Berkeley. She conducted field work in Yugoslavia on social interaction patterns in rural and urban Serbia and on the effects of the Yugoslav war on the economy. Her research interests are in the history of anthropology and in the history of science.

James Waldo, visiting assistant professor of philosophy, has masters degrees in linguistics and in philosophy from the University of Utah and is completing his doctorate in philosophy at the University of Massachusetts. His research interests are in the philosophy of language.

Christopher Witherspoon, associate professor of philosophy, is completing his Ph.D. at the University of California, Berkeley, where he was a Distinguished Fellow and a teaching assistant. Both his thesis and a book in progress are in the philosophy of perception. His other research areas include philosophy of psychology, the philosophy of language, and the philosophy of art. He has a book on the history of the philosophy of perception in music and literature. He taught at Knoxville College as a Woodrow Wilson Teaching Intern. Most of his research interdisciplinary work is in cognitive psychology and artificial intelligence.

SCHOOL OF NATURAL SCIENCE

Herbert J. Bernstein, associate professor of physics, received his B.S. from Cornell University, his M.S. and Ph.D. from the University of California, San Diego, and did post-doctoral work at the Institute for Advanced Study at Princeton. He has taught at the Technion in Haifa, Israel, and the Institut National de Recherche Physique in Belgium. He has consulted for numerous organizations including the World Bank, AAS, NSF, and the Hudson Institute. He was recently Technical Director for Volunteers in Technical Assistance in Washington. His teaching and research interests include science and technology policy, appropriate technology, alternative energy systems, economic development, and theoretical, practical and applied physics.

Marie S. Bruno, associate professor of biology, holds a B.A. from Syracuse University and a Ph.D. from Harvard. She has done research in sensory neurophysiology (especially vision) and elementary aspects of teaching. Recently she has been teaching how to do energy conservation analysis of homes and she hopes that some Hampshire students will develop these techniques into curriculum materials for high school students. Her work in neurophysiology has been supported by grants from N.I.H. and the Green Foundation, and she is the author of several teacher's guides for elementary science studies. She is also the co-author (together with Susan Goldhor) of a book on dieting.

Lorna L. Coppinger, faculty associate in biology and outreach specialist in agriculture, holds an A.B. from Boston University and an M.A. from the University of Massachusetts. In addition to expertise in wildlife, dogs, feline languages, and writing, Lorna is also interested in photography. Lorna is involved primarily with the Farm Center.

Raymond P. Coppinger, 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. He holds a 4-College Ph.D. (Amherst, Smith, Mount Holyoke, UMass.). Varied interests include philosophy, forest management, animal behavior, New England canals, monkeys in the Caribbean, African ecology, bioethical human adaptation (anthropology/ecology) and sensory theory (book in progress). Ray has been a part New England sled dog racing champion, has originated his own breed of sled dog, and is currently active in the Farm Center.

John M. Foster, professor of biology, previously taught biochemistry at the Boston University School of Medicine and was a director of the Science Curriculum Improvement Program at 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 ecology and field biology, amateur electronics, baroque music, and canoeing. John will be on sabbatical leave during the Fall term 1979.

Nancy L. Gaddard, associate professor of biology, was previously chairperson of the department of natural science and mathematics at New Hampshire 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.

Stanley Gold, a faculty associate of the 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. His Ph.D. is from Harvard. His teaching and research interests include physics, history of science (particularly early 20th century physics), science and public policy, and photography.

Susan Goldhor, visiting associate professor of biology and director of the Farm Center, received her A.B. from Barnard College, Columbia University, and her M.A. and Ph.D. from Yale. She has taught in the biology department of Macalester University in Turley for ten years and has also spent a year as Visiting Fellow at Yale. In addition to expertise in embryology, and obesity and diet (she recently co-authored a book with Marie Bruno on dieting) she is interested in science fiction and agriculture.

Courtney P. Gordon, associate professor of astronomy and Associate Dean for Advising, 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 Kitt Peak National Observatory, and the Kitt Peak National Radio Astronomy Observatory. In addition to astronomy, Courtney is interested in relativity, cosmology, extraterrestrial communication, codes and ciphers, and animal communication (dolphins and chipmunks). She is a member of the Five College Astronomy Department. Courtney will be on sabbatical leave during the Fall term 1979.

Kurtiss J. Gordon, associate professor of astronomy, received his B.S. in physics at Antioch College, and his M.A. and Ph.D. from the University of Michigan. His interests include time (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. Kurt will be on sabbatical leave during the Fall term 1979.

Michael Gross, assistant professor of the history of science, received his B.S. in chemistry from Brooklyn College and his Ph.D. in the history of science from Princeton University. His interests include the history of biology, especially the history of molecular biology, and the history of medicine. In addition, he teaches courses in the social structure of science, and the roles of scientific theory in political and social questions such as race and intelligence, population control and sexuality. Mike will be on sabbatical leave during the Spring term 1980.

Kenneth R. Hoffman, associate professor of mathematics, has an M.A. from Harvard, where he also served as a teaching fellow. He taught mathematics at Tufts University during 1967-70. In addition to algebraic number theory and combinatorics, Ken's interests include education, American Indians, natural history, and farming.

David C. Kelly, associate professor of mathematics, has taught at New College, Oberlin, Talladega College, and Boston University. He holds an S.M. from M.I.T. and an M.A. from Dartmouth. He has, since 1971, directed the NP-supported Hampshire College Summer Studies in Mathematics for High Ability High School Students. His interests are analysis, the history of mathematics, recreational mathematics, and seventeen.

Allan S. Krass, associate professor of physics and science policy assessment, was educated at Cornell and Stanford, where he received his Ph.D. In theoretical physics. He has taught at Princeton University, the University of California 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 dealing with arms control), and the environment, where he has worked on flood control and nuclear energy. He coordinates the Environmental Studies and Public Policy Program at Hampshire.

Nancy Lovry, associate professor of chemistry, holds a Ph.D. from M.I.T. She has worked as a research associate at M.I.T. and Amherst College and has taught at Smith College and the Cooley Dickinson School of Nursing. She has also coordinated a chemical analysis lab as part of the Mill River project in Northampton. Her interests include stereochemistry and organic chemistry, environmental chemistry, science for non-scientists, toxic substances, the bassoon, and nature study. In addition to her teaching, Nancy will be acting Dean for Advising during the Fall term 1979 and on sabbatical leave during the Spring term 1980.

Ralph H. Lutta, visiting assistant professor of environmental studies and naturalist in the Outdoor Program, received his B.A. in biology from Trinity University and his Ed.D. from UMass, where he studied the theoretical foundations of environmental studies. Before coming to Hampshire, he was a curator at the Museum of Science, Boston. He is currently President of the Board of the Hitchcock Center for the Environment. His interests include natural history, environmental ethics, environmental education, and nature literature. He is particularly interested in exploring ways of joining the study of land and humankind in our attempt to understand our environment and our relationships with it.

Anthony Melchionda, adjunct associate professor of health sciences, holds a B.S. from King's College and an M.D. from The George Washington University. Tony has experience in family practice and orthopedic surgery and is very interested in bioethics and exercise medicine. He is on the Board of Directors of the Stawley Foundation (for the Handicapped) and is the Director of Health Services at Hampshire College.

Lynn Miller, professor of biology, has taught at the American University of Beirut and at Adelphi University. His Ph.D. is from Stanford. His principal interests are in applied microbiology (composting, sewage treatment, fermentation), social aspects of genetics (agriculture, genetic engineering, genetic counseling), and nutrition. He is especially interested in working with students on independent study, tutorials, and small group projects. Lynn will be teaching at Evergreen College as an exchange professor for the entire year.

Sandra H. Ovevole, associate professor of microbiology, received her Ph.D. from the University of Massachusetts. Her research interests include 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 C. Raymond, assistant professor of women's studies and medical ethics, received her Ph.D. from Boston College in religion and society. Before coming to Hampshire she taught at Boston College, the New School for Social Research, Andover Newton, and UMass Boston. She is interested in genetic technology, psychology, and issues connected with women's health care. Her recent book, *The Transsexual Empire*, was well reviewed.

John B. Reid, Jr., associate professor of geology, has pursued his research with lunar surface and earth's interior at the Smithsonian Astrophysical Observatory, the Geochronology Laboratory at M.I.T., Rensselaer Polytechnic Institute, and the Los Alamos National Laboratory. He received his Ph.D. from M.I.T. 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 "geoscanes" as a source of geothermal power. He is also interested in subterranean nuclear waste disposal, timber-frame house construction, cabinet-making, homesteading, and canoes.

Douglas S. Riggs, professor emeritus of pharmacology, received his M.D. from Yale University School of Medicine. He previously taught and did research at the School of Medicine of the State University of New York at Buffalo (where he was chairman of pharmacology from 1954-66), Harvard Medical School, Yale, and Fairfield State Hospital. His special interests involve bio-physics (applying mathematical methods to biological problems), natural history, and the outdoors, especially biking and hiking.

Ruth C. Rinear, associate professor of the history of science and master of Prescott House, received her B.A., summa cum laude, from Milwaukee-Dowder College, and her M.A. and Ph.D. from Cornell, where she concentrated in the history of science. She taught at Kirkland College, where she also held the position of assistant dean of academic affairs. Her researches include nineteenth century German biology, science and religion, and technology and society.

Paul Slater, visiting assistant professor of agriculture and manager of the Farm Center, received his B.S. and Master of 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, Urban Policy and Land Use Reform," and is an agricultural consultant to the Hampshire County Planner. Paul's interests cover the broad issues of land use and resources, particularly in New England.

Arthur H. Wastling, professor of ecology and Dean of the School of Natural Science, received his A.B. from Columbia and his M.F. and Ph.D. degrees from Yale. He has been a forester with the U.S. Forest Service, and has taught at Tufts, the University of Massachusetts, Middlebury, and Windham, where he was also chairman of the biology department and head of the science division. He has been a trustee of the Vermont Wild Land Foundation and the Vermont Academy of Arts and Sciences. In addition, he has held numerous other positions of academic and social responsibility. He was most recently a Senior Research Fellow at the Stockholm International Peace Research Institute, where his research was primarily in the area of forest ecology and the environmental effects of war.

Lloyd C. Williams, assistant professor of chemistry, received his A.B. from Colgate and his Ph.D. from the University of Wisconsin, where he has also taught. Lloyd's interest areas include elucidating chemical phenomena by developing lecture demonstrations, atomic and molecular spectroscopy, and environmentally related research (especially industrial air and water pollution chemistry).

Albert S. Woodhull, assistant professor of 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 also has a strong interest in electronics, and during his recent sabbatical combined these interests by designing a microcomputer interface system for the control of a psychophysical experiment.

Ann M. Woodhull, associate professor of biology, received her B.A. from Swarthmore and her Ph.D. from the University of Washington (physiology and biophysics). Her interests include human biology, physiology, neurobiology, and biological toxins. For the last few years, Ann has been increasingly preoccupied with the connections between science and human movement, and she has written two articles for *Contact Quarterly* about the biology and physics of movement.

5-College Astronomy Department Faculty:

Courtney and Kurtiss Gordon (see above).

Tom B. Dennis - associate professor of astronomy at Mt. Holyoke College.

William A. Dent - associate professor of astronomy at the University of Massachusetts.

George S. Greenstein - associate professor of astronomy at Amherst College.

Edward R. Harrison - professor of astronomy at the University of Massachusetts.

G. Richard Huguenin - professor of astronomy and physics at the University of Massachusetts.

William M. Irvine - chairman of 5-College Astronomy Department and professor of physics and astronomy at the University of Massachusetts.

Waltraut Selitzer - professor of astronomy at Smith College.

Richard White - assistant professor of astronomy at Smith College.

SCHOOL OF SOCIAL SCIENCE

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

Carollee Bengelsdorf, assistant professor of political science, holds an M.A. from Cornell University in Russian history at Harvard and is working on a doctorate in political science from M.I.T. 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.

Myrna Breitbard, assistant professor of geography, has an M.A. from Clark University, an M.A. from Rutgers, and a Ph.D. in geography from Clark University. Her teaching and research interests include the social geography of work; economic, social and political variables determinant of the built environment; social and spatial implications of alternative strategies for community development; and problems in providing urban housing, employment and social services.

Margaret Curullo, assistant professor of sociology, has a B.A. from the University of Pennsylvania, a B. Phil. from Oxford University, and is presently a Ph.D. candidate at Brandeis University. Her particular areas of interest are the sociology of women and the family in America; political sociology; stratification; sociology of work and leisure; and European social theory.

Douglas Davidson, visiting assistant professor of sociology, is presently completing his Ph.D. work at the University of California, Berkeley. He received his M.S. from the Illinois Institute of Technology and his B.A. from Tougaloo. He has taught at the University of Massachusetts, Boston and Amherst College in the areas of colonialism and the black experience; sociology of the black family; social class and in the black community; race and ethnic relations.

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. Professor Farnham will be on leave Fall Term 1979.

Nancy Fitch, assistant professor of history, has a B.A. and M.A. from San Diego State University. She is completing her Ph.D. dissertation at the University of California, Los Angeles. Her teaching interests include European Social and Political History, 1500-1900 with emphasis on Early Modern European History, The Old Regime and the French Revolution, and Europe in the 19th Century; Women's History in a Comparative Perspective; Agrarian and Demographic History; and Quantitative History.

Michael D. Ford, Dean of Student Affairs and assistant professor of political science, earned a B.A. from Knox College and a M.A. in political science from Northwestern University where he is completing his doctoral work. He has taught at the University of Massachusetts, Brown University, and Chicago City College in the areas of politics of East Africa, Sub-Saharan African governments, black politics, and neo-colonialism and underdevelopment.

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

Pamela M. Glaser, Dean of Faculty, and associate professor of history, has a B.A. from Douglass College and a Ph.D. from Rutgers University where she held the Louis Biever Fellowship. Her special interests include American intellectual history with emphasis on radical left wing movements in the United States during the 1960's. Professor Glaser will be on leave academic year 1979-80.

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

Lloyd Hogan, associate professor of economics, has an M.A. from the University of Chicago and has done graduate work in public affairs at the State University of New York, Albany. He is editor of the *Review of Black Economy* and Assistant Director for Research and Senior Economist at the Black Economic Research Center. He is author of numerous articles and has taught at Amherst College and Harvard University. Professor Hogan will be on leave Spring Term 1980.

Frank Holmgren, assistant professor of political science, received his B.A. from Lawrence University, and his M.A. and Ph.D. from Indiana University. His interests are in the area of comparative politics, political and administrative development, and American politics.

Kay Johnson, assistant professor of Asian Studies, has her B.A., M.A. and Ph.D. from the University of Wisconsin. Her teaching and research interests are Chinese politics; comparative politics of underdeveloped areas; women and development; international relations including American foreign policy, Chinese foreign policy and policy-making processes.

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

James Koplin, associate professor of psychology, received his B.A., M.A., and Ph.D. degrees from the University of Minnesota, and taught at Vanderbilt University. His special interests are psycholinguistics and cognitive psychology.

Joan B. Landes, associate professor of political science, holds a B.A. from Cornell University and an M.A. and Ph.D. in political science from New York University. She taught at Bucknell University before coming to Hampshire. Her research interests include the theoretical foundations of the women's liberation movement. Her teaching interests are in the areas of political and social theory, American politics and women's studies.

Barbara Harrison Linden, associate professor of sociology, has a B.A. from Syracuse University and a Ph.D. from Columbia, where she also taught and served as architectural consultant for problems in college housing at the University. Her academic interests include urban blight and the sociology of education. Professor Linden will be on leave academic year 1979-80.

Lester Mazor, professor of law, has a B.A. and LL.B. from Stanford, served as law clerk to the Honorable Warren F. Burger, and has taught at various law schools. His special concerns include the limits of the legal process and the role and status of women in society. Professor Mazor will be on leave Spring Term 1980.

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. Professor Mahoney will be on leave academic year 1979-80.

Alan Masser, visiting associate professor of philosophy and political economy, is at Hampshire for a year on a faculty exchange basis from The Evergreen State College. He has a B.A. from St. Peter's College and a Ph.D. in philosophy from Indiana University.

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

Donald Pae, assistant professor of psychology, is completing his doctoral requirements at Cornell University. His M.S. is from Virginia Polytechnic Institute and State University and his B.A. from Duke University. His major areas of interest are social psychology, environmental psychology, and statistics.

Robert Rahoof, assistant professor of political science, did his undergraduate work at Oberlin College. His M.A. and Ph.D. are from the University of Washington where he was a lecturer before joining the Political Science Department at the University of Illinois, Chicago. Mr. Rahoof's fields of interest include public policy analysis; evaluation and impact; political theory; American national politics; public administration and organization theory; and politics of housing and mortgage finance policy.

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. She is presently a doctoral candidate at the University of Massachusetts. She was a supervisor of practice teaching at San College Department of Education and Child Study and has worked with the Northampton public school system. Professor Rose will be on leave Fall Term 1979.

Christine Shea, visiting assistant professor of history of education, will be completing her Ph.D. at the University of Illinois, Urbana in history of education. She holds an M.A.T. from the University of Rochester, an M.S. in urban education from SUNY at Geneseo, and an M.A. in comparative education from the University of Illinois, Urbana. She's been an elementary school teacher and peace corp volunteer in Tunisia. Her teaching interests include the history of American education and American educational thought; historical study of mental health; American liberal social theory and social science; psychiatry, psychology, and therapeutic models of education.

Miriam Slater, associate professor of history and Master of Dikins House until 1979, received a Ph.D. from Princeton University where she held the first Woodrow Wilson Fellowship designed to allow a woman with children to attend graduate school half-time. Her undergraduate work was completed at Douglass College.

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

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

Stanley Warner, associate professor of economics and Master of Greenwich House, holds a B.A. from Albion College, an M.A. from Michigan State, and a Ph.D. from Harvard. His research and teaching interests include American economic history, economic development, and industrial organization. He has taught previously at Santa Cruz and Bucknell.

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

Barbara Yungverson, associate professor of anthropology, received her B.A. from Harvard 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 Yungverson will be on leave Fall Term 1979.

FALL TERM 1979 CLASS SCHEDULE

CODES	LIB	Harold F. Johnson Library	PAC	Performing Arts Center
ARB	Art Building	DH	Dakin House	Greenwich House - Center Room
CSC	College Science Center	GH	Greenwich House	Book Seminar
EDH	Emily Dickinson Hall	MLH	Merrill House	Group Independent Study
FPH	Franklin Patterson Hall	ELH	Prescott House	ProSeminar - Division I Enrollment
FPB	File/Photo Building	MLH	Main Lecture Hall	TBA
MDH	Music and Dance Building	WLH	West Lecture Hall	To Be Announced or Arranged
RCC	Robert Crown Center			Course is not term-long, see description

SCHOOL OF HUMANITIES AND ARTS

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
HA 101 Drawing 101	R. Superior	Open	None	TBA	
HA 105 U.S. in 1920's	R. Lyon	ProSem	None	TBA	
HA 106/206 Intro-Theatre Directing	J. Abady	Instr Per	10	TBA	
HA 107 Contact Improvisation	D. Lepkoff	1st Come	20	Th 7-10pm	MDH Studio
HA 110 Film Workshop I	T. Joslin	Lottery	12	M 130-530, Th 1-3/T3-5	FPB/FPH MLH
HA 111 Design Response	W. Kramer	1st Come	15	WF 1030-12	EDH Div IV
HA 113 Plato	R.K. Bradt	Open	None	T 7pm (1st Class Mtg)	FPH 103
HA 114/214 Writing	N. Payne	Instr Per	15	T 9-12	Kiva
HA 115/215 Intermediate Ballet	R. DeMille	Open	None	MW 9-1030	MDH Studio
HA 118a Amer Families/Homes	D. Smith/J. Boettiger	ProSem	16	WF 830-10	Blair
HA 118b Amer Families/Homes	J. Boettiger	Instr Per	16	WF 1030-12	Blair
HA 119 Music-Social Activity	R. McClellan	1st Come	16	TTh 10-12	MDH Class
HA 123/223 Exploring Sexuality	L. Gordon/G. Gordon	Instr Int	16	TTh 1030-1230	DH Masters
HA 125 Women & Wilderness	J. Greenberg	1st Come	12	T 1-4	PH C-1
HA 127 Intro-Environment	J. Bernert, et al	1st Come	18	TBA	
HA 128 Designing/Building	R. Goodman	Instr Per	12	M 2-5	CSC 3rd Fl
HA 129 Tap Dancing	S. Neels	1st Come	20	MW 3-430	Lib Studio
HA 131/231a Poetry Writing Workshop	A. Salkey	Instr Per	16	T 130-3	EDH 15
HA 132 Improv for Theatre	CANCELLED				
HA 133 Latin Amer Ficton	R. Marquez	Open	None	TTh 130-3	CSC 126
HA 134a College Writing-Irish	F. Smith	1st Come	25	TTh 830-930	FPH 108
HA 134b College Writing-Fiction	F. Smith	ProSem	25	MWF 830-930	FPH 108
HA 144 Civil Disobedience	D. Meyer	Instr Per	18	TBA	
HA 147 Lyric & Society	M. Russo	Open	None	TBA	
HA 149/249 Chamber Ensemble	R. McClellan	Audition	None	MW 3-5	MDH Recital
HA 150 Still Photo Workshop	T. Joslin	Lottery	15	M 9-1230	FPB
HA 151 From Page to Stage	D. Cohen	1st Come	15	TBA	
HA 161 Black Exp-Jung	C. Frye	1st Come	18	W 5-730pm	EH Masters

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
HA 163/263 Fiction Writing Workshop	A. Salkey	Instr Per	16	Th 130-3	EDH 15
HA 168 Narrative/Survival	L. Goldensohn	Open	None	WF 1030-12	CSC 126
HA 199 U.S. History-A. Jackson	V. Halsey	ProSem	16	TTh 9-1030	EDH 15
HA 208 3 Russian Writers	J. Hubbs	Open	None	TTh 1-3	Blair
HA 210 Film Workshop II	T. Joslin	Lottery	12	T 9-1230/Th 1-3	FPB
HA 218 Ways of Seeing	J. Murray	1st Come	25	TTh 1030-12	ARB
HA 219 Fiction of History	R. Marquez	1st Come	20	TTh 1030-12	CSC 126
HA 225 Photo Workshop II	A. Ravette	Lottery	12	W 130-5	FPB
HA 231b Poetry Writing Workshop	B. Goldensohn	Instr Per	12	MW 3-430	CSC 126
HA 237 D.H. Lawrence-Novel	C. Hubbs	1st Come	20-DivI	TTh 1-3	FPH 107
HA 241 Myth	J. Hubbs/C. Hubbs	Open	None	TTh 1030-12	Blair
HA 242 Conceptual Architecture	R. Goodman	Instr Per	12	T 2-4	CSC 3rd Fl
HA 247 Acting & Directing	J. Abady	Instr Per	8	TBA	
HA 248 Int Scene Study	J. Abady	Instr Per	14	TBA	
HA 251 10 Amer Poets	L. Goldensohn	Open	None	MW 1-3	CSC 126
HA 253 AfroAm Chamber Ensemble	R. Copeland	Audition	See Course Description		
HA 262 American Studies	D. Smith	Instr Per	None	MW 130-330	Blair
HA 265 Dance-Mind/Body Sport	S. Neels	1st Come	20	MTWThF 1030-12	MDb Studio
HA 266 TV Practicum	T. Joslin	Instr Per	15	Friday-AM-PM	TV Studio
HA 268 Ancient Chinese Philo	R.K. Bradt	Open	None	W 7pm (1st Class Mtg)	FPH 103
HA 270 Electronic Music I	R. McClellan	Instr Per	8	TTh 1-3	FPH 101
HA 271 Dances-You/Us	S. Neels	Audition	20	TTh 1-3	MDb Studio
HA 276 Walt Whitman	F. Murphy	1st Come	12	W 1030-1	PH B-1
HA 278 Literary Progress	M. Russo	Instr Per	10	TBA	
HA 280 Studio Art Critique	J. Murray	Instr Sel	15	W 130-430	ARB
HA 283 Adv Photo Workshop	J. Liebling	Instr Per	15	T 1-5	FPB
HA 294 Composition Seminar	R. McClellan	Instr Per	8	W 1030-1230	MDb Class
HA 297 History-Film/Photo	J. Liebling	Open	None	W 930-12	FPB
HA 299 Playwrights' Workshop	D. Cohen	Instr Per	16	TBA	

SCHOOL OF LANGUAGE AND COMMUNICATION

LC 118 Seminar in Linguistics	CANCELLED				
LC 122 Egocentrism-Child Devel	J. Klayman	1st Come	20	TTh 130-3	FPH 108
LC 147 Conversation Analysis	J. Tallman	1st Come	20	TTh 1030-12	EDH 15
LC 152 Culture & Thought	M. Gearhart	1st Come	20	MW 3-430	FPH 106
LC 166 War Followers	D. Kerr	ProSem	16	TTh 1030-12	EDH 16
LC 177 Language & Literature	J.P. Gee	ProSem	15	TTh 1030-12	PH D-1
LC 182 Nonfiction TV	R. Muller	ProSem	12	TTh 1030-12/W 130-430	FPH 105/TV Studio
LC 183 Mass Media & State	J. Miller	Instr Per	15	TTh 1030-12	FPH 107
LC 190 Truth/Time/Necessity	J. Waldo	1st Come	15	TTh 130-3	EDH 17
LC 191 Perception & Knowledge	C. Witherspoon	Instr Per	16	TTh 1030-12	FPH 106
LC 193 Computer Programming	A. Hanson	1st Come	25	MW 1030-12	FPH ELH
LC 195 ASL-Structure	J. Keel	Instr Int	16	MW 1030-12	EDH 4
LC 197 Stereotypes - TV	M. Feinstein/J. Miller	ProSem	15	TTh 130-3	FPH 105
LC 201 History of Press-U.S.	CANCELLED				
LC 206 Strings/Trees/Langs	W. Marsh	Open	None	TWThF 12-1	FPH 106
LC 226 Theory of Language	M. Feinstein, et al	1st Come	20	MWTh 9-1030	FPH 106
LC 229 Cognitive Development	J. Klayman	Open	None	MW 1-3	FPH 105
LC 230 Philo of Religion	J. Waldo	Open	None	MW 1030-12	PH D-1
LC 256 Philo of Science	W. Marsh/C. Witherspoon	Open	None	TTh 1-3	FPH WLH
LC 257 Reporting the News	R. Lyon	Open	None	TTh 1030-12	FPH 104
LC 259 TV News	D. Kain	Instr Per	16	MW 1030-12	EDH 15
LC 264 Interact-Classroom	M. Gearhart	1st Come	20	TTh 1-3	PH B-1
LC 284 Artificial Intelligence	A. Hanson	1st Come	25	MW 1-3	FPH 108
LC 298 Speech-Social Interact	J. Tallman	Instr Per	16	M 2-5	PH C-1 (1st Mtg)

FOREIGN LANGUAGES

FL 101 Elementary French	Z. Leete	15	TBA
FL 102 Elementary Spanish	A. Nieto	15	TBA

SCHOOL OF NATURAL SCIENCE

NS 102 Ancient Astronomy	D. Van Blerkom	Open	None	MW 1030-12	CSC 114
NS 107 Evolution of the Earth	J. Reid	1st Come	20	TTh 1030-12	PH A-1
NS 109 Chem Analysis-Water	N. Lowry	1st Come	16	MF 1-3	CSC 2nd Fl
*NS 124 Ethics-Unnecess Surgery	J. Raymond	Instr Int	15	TTh 1030-12	PH B-1
NS 129 Bio-N.E. Agriculture	S. Goldhor, et al	Open	None	MWF 1030-12	FPH WLH
NS 132 Male/Female Brain	N. Goddard/M. Gross	ProSem	30	MF 9-1030	PH B-1
NS 139 Usable Math	K. Hoffman	Open	None	MWF 1030-1130	FPH 105
NS 157 Ecology-Land/Water Plant	D. Riggs/C. Van Raalte	1st Come	15/15	M 9-1030/MF 1-4	FPH ELH/Lab
NS 159 Probability	D. Kelly	ProSem	None	MWF 9-1030	FPH 103
NS 162 Exp Design/Quant Think	M. Sutherland	Open	None	TTh 130-3	FPH 103
NS 167 Energy Conserv-Home	M. Bruno/L. Williams	1st Come	30	MW 1-5	EDH 4
NS 171 Physics/Politics-Energy	A. Krass	ProSem	20	MWF 130-3	CSC 114
NS 175 Cancer Research	S. Oyewole	Open	None	TTh 1-230	CSC 3rd Fl
NS 190 Copernican Revolution	S. Goldberg	ProSem	None	MW 130-3	FPH WLH
NS 196 Fat/Diet/Weight Loss	M. Bruno	ProSem	15	MWF 930-1030	EDH 16
NS 197 Darwin/Evolution/Man	R. Rinar/M. Gross	Open	None	MF 1-3	PH B-1
NS 201 Basic Chemistry Lab	L. Williams	Instr Int	25	Th 1-5	Lab
NS 202 Basic Chemistry I	L. Williams	Instr Int	25	MWF 9-1030	CSC 114
NS 217 Animal/Plant Physiol	A. Woodhull, et al	1st Come	35	M/TTh 1030-12/M 130-5	CSC 2nd/114/Lab
NS 222 BKSM-Science Studies	S. Goldberg, et al	Open	None	Th 3-5	PH B-1
NS 230 Evol/Behav-Domestic Anmls	R. Coppinger	Open	None	MW 9-1030	FPH 107
NS 235 Inorg/Isotope Geochem	J. Reid	Prereq	None	MW 1030-12	PH A-1
NS 236 Environmental Ethics	R. Lutts	Open	None	MW 1030-12	FPH 106
NS 242 Health & Health Care	A. Melchionda	Instr Per	15	TBA	
NS 254 Quant Social Science	M. Sutherland	Open	None	TBA	
NS 260 Calculus	D. Kelly	Open	None	MWF 1030-1130	FPH 103

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
NS 261 Math-Scntsts/Scl Scntsts	K. Hoffman	Open	None	MWF 830-930	FPH 103
NS 271 Nat Hist-Gathering	K. Hoffman/D. Riggs	Instr Per	Div II	TBA	
NS 281 BKS-Physics	H. Bernstein	Open	None	M 3-5	CSC 3rd Fl
NS 283 Basic Physics II	H. Bernstein, et al	Prereq	None	MWF 830-10/MT 1...	EDH 4/Lab
ASTFC 021 Stars	G. Greenstein/T. Dennis	Prereq	None	TTh 230-345	UMass/MHC
ASTFC 031 Space Science	W. Irvine	Open	None	TBA	
ASTFC 037 Astronom Observ	T. Dennis	Prereq	None	MW 230-345	Mt. Holyoke
ASTFC 043 Astrophysics I	E.R. Harrison	Prereq	None	MF 125-320	UMass-GRC 534

SCHOOL OF SOCIAL SCIENCE

SS 105 Humanity-Anthro Pers	L. Glick	ProSem	20	M 1-3/W3-4 or F11-12	FPH 107/Kiva
SS 109 Perspectives-Lawyer	O. Fowlkes	1st Come	25	MW 1030-12	FPH 108
SS 110 Soc of Black Family	D. Davidson	1st Come	20	TTh 9-1030	EDH 16
SS 113 Urban Political Economy	L. Hogan	1st Come	20	TTh 1-3	PH D-1
SS 115 Political Justice	L. Mazor	ProSem	20	MWF 1030-12	FPH 104
SS 116 Modern China	K. Johnson	1st Come	20	TTh 11-1230	EDH 17
SS 120 Child Centered-Amer	C. Shea	1st Come	16	TTh 9-1030	FPH 107
SS 128 Women in Society	M. Cerullo	ProSem	15	TBA	
SS 145 Civil Disobedience	D. Meyer, et al	Instr Per	18	TTh 9-1030	FPH 105
SS 148 Families/Farms/Industry	N. Fitch/L. Nisonoff	1st Come	20	T 1-3, Th 1-2	FPH 107
SS 149 Understand-Everyday Life	R. Rakoff	1st Come	16	TTh 1030-12	PH C-1
SS 162 Exp Design/Quant Think	M. Sutherland	Open	None	TTh 130-3	FPH 103
SS 165 History of Family	M. Slater	ProSem	15	TTh 130-3	PH A-1
SS 170 Beyond the Cold War	C. Bengelsdorf/A. Krass	1st Come	25	TTh 1030-12	FPH MLH
SS 175 Monasteries-Med Schools	O. Fowlkes	ProSem	16	TTh 1030-12	FPH 103
SS 184 American Capitalism	S. Warner	ProSem	16	TTh 1030-12	GH Masters
SS 187 Social Influence	D. Poe	1st Come	16	TTh 9-1030	PH B-1
SS 205 Amer Nat'l Govt.	R. Rakoff	Open	None	MW 1030-12	EDH 17
SS 210 Intro Economics	F. Weaver	Open	None	MW 9-1030	PH A-1
SS 211 Black Women-Women's Stds	G. Joseph	Instr Per	20	TTh 1030-12	FPH 108
SS 214 Capitalism & Empire	N. Fitch, et al	Open	None	TTh 1030-12	FPH ELH
SS 223 Black Amers-Cap Society	L. Hogan	Open	None	TTh 9-1030	FPH 104
SS 230 Anthropological Thought	L. Glick	Open	None	MF 9-1030	FPH WLH
SS 235 Stagnation/Stagflation	A. Nasser	Open	None	MW 1030-12	FPH 107
SS 239 Marx's Theory-History	A. Nasser	Open	None	W 1-4	PH A-1
SS 242 Health & Health Care	A. Melchionda	Instr Per	15	TBA	
SS 254 Quant Social Science	M. Sutherland	Open	None	TBA	
SS 257 Colonialism/Black Exp	D. Davidson	Open	None	TTh 130-3	EDH 16
SS 259 PolitEcon-Afrn Devel	M. Ford/F. Holmquist	Open	None	TTh 9-1030	FPH ELH
SS 261 Psychoanalytic	M. Cerullo/H. Gadlin	Open	None	TBA	
SS 262 Child Devel-Amer	C. Shea	Open	None	TTh 130-3	EDH 4
SS 265 Math-Scntsts/Scl Scntsts	K. Hoffman	Open	None	MWF 830-930	FPH 103
SS 267 Worker Self-Management	M. Breitbart/G. Benello	1st Come	20	TTh 1030-12	EDH 4
SS 274 Socialist Development	C. Bengelsdorf, et al	Open	None	TTh 130-3	FPH ELH
SS 276 Women/Children - Law	L. Mazor	Open	None	TTh 1030-12	FPH WLH
SS 291 Environment-Behavior	D. Poe	1st Come	25	MW 130-3	FPH 104

INTEGRATIVE SEMINARS

IN 301 Japan	W. Marsh	Instr Per	12	W 3-7pm	PH B-1
IN 302 Isolation	CANCELLED				
IN 303 Anarchism/Environment	M. Breitbart/G. Benello	1st Come	15	M 11-1	Kiva
IN 345 Genetic Engineering	S. Oyewole	Open	None	W 1-330	CSC 3rd Fl
IN 346 Racism/Sexism-Capitalism	G. Joseph	1st Come	20	TTh 1-3	FPH 104
IN 347 New China	J. Koplin	Instr Per	10	W 730-10pm	FPH 108
IN 348 New England Studies	N. Fitch, et al	Open	None	W 130-4	FPH 107
IN 349 Lively Arts	R. McClellan	1st Come	20	W 730pm	MDB Class
IN 350 Our Work/Our Selves	L. Gordon, et al	Instr Per	12	M 830-1030pm	DH Masters

OUTDOORS PROGRAM

OP 106 Top Rope Climbing	Staff	Instr Per	None	F 1-6	RCC
OP 108 Top Rope Climb-Women	Staff	1st Come	10	T 1-6	RCC
OP 127 Women & Wilderness	J. Greenberg	1st Come	12	T 1-4	PH C-1
OP 130 Cont Top Rope Climbing	Staff	Prereq/Per	None	Th 1-6	RCC
OP 215 Practicum-Environ Ed I	R. Lutts, et al	See Course Description			
OP 216 Practicum-Environ Ed II	R. Lutts, et al	See Course Description			
OP 218 Outdoor Ed/Leadership	J. Greenberg, et al	See Course Description		Th 10-12+	TBA
OP 235 All the Things	TBA	1st Come	15	W 1-6	

RECREATIONAL ATHLETICS

RA 101 Beg Shotokan Karate	M. Taylor	Open	None	TTh 230-430	So Lounge
RA 102 Int Shotokan Karate I	M. Taylor	Prereq	None	TThSun 630-8pm	So Lounge
RA 103 Int Shotokan Karate II	M. Taylor	Prereq	None	TThSun 8-930pm	So Lounge
RA 104 Adv Shotokan Karate	M. Taylor	Prereq	None	Sun 3-5	So Lounge
RA 105 Aikido	M. Taylor	Open	None	MW 11-1	So Lounge
RA 106 Beg Hatha Yoga	G. Noble	Open	None	M 2-315	Donut 4
RA 107 Con Hatha Yoga	G. Noble	Instr Per	None	M 330-445	Donut 4
RA 108 Beg Tai Chi Chuan	P. Gallagher	Instr Per	None	M 630-745pm	So Lounge
RA 109 Con Tai Chi Chuan	P. Gallagher	Instr Per	None	M 8-915pm	So Lounge
RA 111 Physical Fitness Class	R. Rikkers	Open	None	TF 1215-115	RCC
RA 112 Fencing	W. Weber	Open	None	TBA	
RA 113 Badminton	J. Evans	Instr Appt	10	By Appointment	
RA 114 Women's Field Hockey	K. Stanne	Open	None	MTh 4-6pm	RCC
RA 115 New Games	K. Stanne	Open	None	F 1-4	RCC
RA 116 Kayak Rolling	B. Judd	Open	None	W 3-4	RCC
RA 117 Beg Whitewater Kayak	B. Judd	1st Come	9	T 1-6/Th 1030-12	Field/RCC
RA 118 Adv Whitewater Kayak	B. Judd	Instr Per	None	Th 1-3	RCC
RA 119 Basic Scuba Certif	S. Kuhr	Open	None	TBA	

1980 SPRING TERM COURSES — PRELIMINARY

SCHOOL OF HUMANITIES AND ARTS

DIVISION I

FILM WORKSHOP I HA 110	Joslin
LATE NINETEENTH-CENTURY INTELLECTUAL HISTORY: HERMENEUTICS AND WILHELM DILTHEY HA 120	Lemox
CONTEMPORARY LATIN AMERICAN FICTION HA 133	Marquez
THREE AMERICAN PHILOSOPHERS: EMERSON, JAMES, SANITANA HA 135	Lyon
STILL PHOTOGRAPHY WORKSHOP HA 150	TBA
REHEARSAL AND PERFORMANCE HA 162	Kramer
BEGINNING SCENE STUDY HA 178	Abady
INTERMEDIATE DIRECTING HA 188	Abady

DIVISIONS I AND II

POETRY WRITING WORKSHOP HA 131/231a	Salkey
CHAMBER ENSEMBLE HA 149/249	R. McCellan
FICTION WRITING WORKSHOP HA 163/263	Salkey
THE FAMILY ROMANCE HA 164/264	Payne, Boettiger
SPECIAL PROJECTS SEMINAR HA 173/273	Theatre Faculty
HERE AND NOW: AND EXPERIMENTAL AND THEORETICAL INTRODUCTION TO GESTALT THERAPY HA 181/281	L. Gordon, G. Gordon

DIVISION II

AMERICAN LANDSCAPES HA 201	D. Smith
MEN'S LIVES HA 205	Boettiger
FILM WORKSHOP II HA 210	Joslin
THE INTELLECTUAL AND SOCIAL HISTORY OF SPANISH AMERICA HA 221	Marquez
PHOTOGRAPHY WORKSHOP II HA 225	TBA
POETRY WRITING WORKSHOP HA 231b	Goldensohn
ARISTOTLE HA 255	Bradt
ADVANCED APPROACHES FOR ACTORS, DIRECTORS, AND DESIGNERS HA 261	Theatre Faculty
ADVANCED PHOTOGRAPHY WORKSHOP HA 283	Liebling

HA 110 FILM WORKSHOP I
Tom Joslin

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

The workshop will be concerned with production and seminar discussion, field problems, and research. Topics will include history and development, theories of film construction, camera, directing, editing, sound, narrative, documentary, experimental films, use and preparation, and Super-8 and 16mm 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 closeness 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 \$20.00 laboratory fee is charged for this course. The College supplies equipment, special materials, and general laboratory supplies. The student provides his/her own film.

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

HA 120 LATE NINETEENTH-CENTURY INTELLECTUAL HISTORY: HERMENEUTICS AND WILHELM DILTHEY

Frank Lemox

By the late nineteenth century in continental Europe, intellectuals were confronted with the contrary traditions of the rationalism of the enlightenment and technological development versus the spiritual influences of romanticism and German idealism. Is the world an ordered place which we can know about according to the rules of a rational method or can truth only grow out of an individual mind? Is art the creation of beautiful forms or the expression of individual feeling? This course will investigate the way some German intellectuals approached these problems.

Wilhelm Dilthey believed that art, history, and individual lives could be understood by means of a creative re-experiencing of the act of the creation, the historical age, and the personal experience. It was both necessary and possible to understand the totality of a whole age while at the same time re-experiencing individual acts of creation. Because Dilthey offered a way of closing the gap which has grown wider in the intervening century between how we understand individuals and how we understand culture and society, today scholars are returning to his ideas and to his method called hermeneutics. We will investigate the method he developed, the origins of his ideas, and the influences these ideas exert today. The student will gain an introductory view of the influences of Hegel, Kant, Marx and Weber. We will try to recreate Dilthey's own methods of interpretation, as well as define its limitations and ambiguities. The course will serve as a background for further study in the fields Dilthey influences: existentialism, sociology, aesthetics, and twentieth-century Marxism.

Enrollment is limited to 15 students.

HA 133 CONTEMPORARY LATIN AMERICAN FICTION

Robert Marquez

Latin American fiction is, beyond any doubt, one of the richest and most exciting currently being written anywhere. The Latin American novel, in particular, has had—and continues to have—an important impact on and influence on contemporary writing in general. The originality, daring, and sheer literary stature of writers like Gabriel Garcia Marquez and Jorge Luis Borges, to name only the two best known, has almost literally taken the world by storm. Their skill as imaginative craftsmen, the inventive ways in which, as writers of fiction, they and their colleagues throughout the area have come to terms with "literature" and the particularity of their concerns as Colombians, Argentines, Peruvians, Cubans, Puerto Ricans, Brazilians, etc., has stirred them a worldwide public of admirers, adherents, and imitators.

Focusing on the specific characteristics—technical, thematic, regional, ideological—of their work, on the literary and extra-literary context of its prominence, this course will consist of selected readings from the extraordinarily varied canon of contemporary Latin American fiction.

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

HA 135 THREE AMERICAN PHILOSOPHERS: EMERSON, JAMES, SANITANA

Richard C. Lyon

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

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

HA 150 STILL PHOTOGRAPHY WORKSHOP

TBA

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 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 \$20.00 laboratory fee is charged for this course. The College will supply chemicals, laboratory supplies, and special materials and equipment. The student will provide his/her own film and paper.

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

HA 162 REHEARSAL AND PERFORMANCE

Wayne Kramer

An in-depth exploration of the production process with an emphasis on management concepts, production organization, and analysis of the job of each member of a production staff. The course will be conducted as a practicum. Participants will be expected to experience various aspects of production. Specific times will be established to discuss press, establish perspective on the work, and share the emerging creative responsibilities.

This course is strongly recommended for those interested in doing Division I work in Theatre and those Division II and III students who still need to fulfill their technical obligation to the Hampshire theatre.

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

HA 178 BEGINNING SCENE STUDY

Josephine Abady

This course is an introduction to the art and craft of acting through the study of scripted material. Through scene work, emphasis will be placed on learning how to internalize the creative concepts and characters set up by playwrights. Students will learn how to personalize and own the texts they work on.

The class will meet twice weekly for two-hour sessions. Enrollment is limited to 14, and permission of the instructor is required.

HA 188 INTERMEDIATE DIRECTING

Josephine Abady

In this course we will continue to examine the directorial process. Emphasis will be on exploring methods and vocabularies used for working with the actor. We will also examine how to capture the pacing and rhythms of a script. We will explore the methods directors use to articulate ideas. During the semester we will attend as a group several productions and examine and isolate the hand of the director.

Students who have taken directing before or have had extensive acting experience will be given preference. The class will meet twice weekly for two-hour sessions. Enrollment is limited to 10, and permission of the instructor is necessary.

HA 131/231a 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 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 effect. We will emphasize the evidence of latent strengths in the work of the poets and attempt sensitively to analyze their more obvious weaknesses, more often privately than in group sessions.

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

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

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

HA 149/249 CHAMBER ENSEMBLE

Randall McCellan

This is a continuation of the Chamber Ensemble begun in the Fall Term as an ongoing performance group of woodwinds, strings, brass and percussion instruments. Members of the faculty and staff as well as qualified student instrumentalists are invited to participate. Instruction will be provided in chamber and ensemble playing leading to performance. Although the selection of music will depend on the size of the ensemble, it is anticipated that works of the Baroque, Classical, Romantic, and contemporary eras will be represented.

In addition to rehearsal and performance of standard works, members of the ensemble will be asked to demonstrate their instruments for members of the composition seminar and to read some of the music written by the student composers.

Should enrollment in the Chamber Ensemble be inadequate for one large group, we will divide into smaller chamber music groups and an improvisation ensemble. We will meet twice weekly for two-hour rehearsals. Enrollment is by audition.

HA 163/263 FICTION WRITING WORKSHOP

Andrew Salkey

This workshop will emphasize as its guiding principle that all our workshop fiction writing should be done primarily for the reception and delight of our 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 work of other writers in the group is essential practice; and of course, our readership and audience will grow and move onwards 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 creative description of human relationships in society, in spite of our inspired creativity, in spite of our quicksilver flights of imagination.

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

The class will meet once a week for 1½ hours. Enrollment is limited to 16, and permission of the instructor is required.

HA 164/264 THE FAMILY ROMANCE

Nina Payne and John Boettiger

This is a writing and reading workshop, intended for those who enjoy doing both. Its purpose is to explore the formative and enduring relationships between parents and their children, not only early in the family they share but throughout the life cycles of both generations. We shall read selected works of literature and pay concentrated attention to the writing of participants. Our intention is not to read widely but to read carefully a few works—fiction, drama, poetry—and to give our principal time and energy to students' own writing, as their experiences within their families are evoked, clarified, and placed in a new perspective.

The workshop will meet twice weekly for two-hour sessions. Admission with instructors' permission. Enrollment is limited to 16 students.

HA 173/273 SPECIAL PROJECTS SEMINAR

Theatre Faculty

This course is designed for actors, directors, and designers to explore in depth an area of dramatic literature and then make the leap to stage translation. For instance, we might study the Moscow art theatre and the birth of realism and then, taking what we've learned, produce a Chekhov play. The period or genre to be examined would be determined by the group. The rehearsal period and design period for the place would be extended beyond that which students normally have.

Auditions will be required.

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

Linda and Graham Gordon

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

We will meet twice a week for two-hour sessions, and the group will be limited to 14 members. Entrance to the class will be by interview with one of the instructors.

HA 201 AMERICAN LANDSCAPES

David Smith

"The land was ours before we were the land," wrote Robert Frost, who also spoke of our history as "vaguely realizing wonderment." This course examines the function of the specifically American setting in the work of a broad variety of American writers and artists from Puritans through Faulkner, Frost, Eudora Welty, Heller and John McPhee.

Whether a "survey" or a "genre" course, we will instead concentrate on four related themes for which examples are plentiful: wilderness, virgin land, the frontier, property. Around each of these ideas cluster a number of assumptions, attitudes, myths, and a lot of good writing. A sample syllabus would include: Wilderness and the American Mind; Puritans and the New England Wilderness; William Byrd surveys America; the New American Farmer; Gardens and garden-literature of the eighteenth century; the Transcendental Landscape; Cole, Cooper and the Romantic Landscape; the Poetic Landscape of mid-century; Mark Twain and the "moving panoramas" of the Mississippi; the Country of the Pointed Firs; "Nature Writing"; "Frost Country"; the Contemporary Southern Landscape; Miller, McPhee and the new image of Alaska.

Format of the course will be weekly lectures, some discussion. The class will meet twice weekly for two-hour sessions. Some writing will be expected and encouraged. Enrollment is limited to 25. Method of enrollment will be instructor selection plus lottery. This is not a Division I course.

HA 209 MEN'S LIVES

John Boettiger

The past decade has seen a remarkable growth in careful attention to the developmental experience of women. Such growth has significantly compensated earlier gaps and imbalances in our understanding. But it also contrasts remarkably with the little work on comparable seriousness, sensitivity, and variety that has yet been devoted to reassessing and extending our understanding of the life histories of men: their patterns of growth; their conceptions of themselves and the personal issues that most concern them; the character and constraints upon their relationships with one another, with women, and with their children. With an eye to such issues, we expect to assess material from such sources as life cycle research projects, studies of sex role development, the literature of family history and family dynamics, biographical and autobiographical studies, and portraits of men in American fiction, film, and television. With such work in process and as informing context, students will have an opportunity to undertake their own field investigations, largely through participant observation and life historical interviews.

Enrollment is limited to 15 students. Admission by permission of the instructor. Priority will be given to students with serious research and writing interests.

HA 210 FILM WORKSHOP II

Tom Joslin

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

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

There will be a lab fee of \$20.00. The class will meet once a week for four hours. Enrollment is limited to 12.

HA 221 THE INTELLECTUAL AND SOCIAL HISTORY OF SPANISH AMERICA

Robert Marquez

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

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

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

HA 225 PHOTOGRAPHY WORKSHOP II

TBA

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

Through lectures, field work, and seminars, students will attempt to integrate their own humanistic concerns with a heightened aesthetic sensitivity. Through the study of a wide variety of photographic experiences and the creation of personal images, the students can share a concern for the possibility of expression and the positive influence photography can have upon the aesthetic and social environment.

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

There will be a lab fee of \$20.00. The class will meet once a week for four hours. Enrollment is limited to 12 students.

HA 231b POETRY WRITING WORKSHOP

Barry Goldensohn

This course will be a group independent study with a double commitment—to both writing and criticism. In practice this means that workshop members have as profound a commitment to reading one another's work as to their own. The goal of this is to develop a self-critical attitude toward one's own writing since we are notorious for seeing faults and occasionally strengths in others before we see them in ourselves. We learn indirectly, but we do learn.

Poems will appear on worksheets that will be available a few days before each class. Work is due each week. Readings will be assigned. A critical essay on a subject of the student's choice is required.

The class will meet twice a week for 1½ hours. Enrollment is limited to 12 and instructor approval is required. Students wishing to enroll should submit a manuscript to the instructor during the course interview period. Division I students may be admitted with the instructor's permission.

HA 235 ARISTOTLE

R. Kenyon Bradt

Through an examination of a selection of passages from the *Physics*, the *De Anima*, the *Metaphysics*, the *Nicomachean Ethics*, and the *Politics* of Aristotle, this course is to provide a basic introduction into both the foundational elements and the general scheme of Aristotelian thought. In addition to an intensive reading of the course material, students will be required to write one major paper during the term.

Enrollment is open.

HA 261 ADVANCED APPROACHES FOR ACTORS, DIRECTORS, AND DESIGNERS

Theatre Faculty

An integrative approach to the collaborative process. Actors and directors will explore the problems of language style and period through scene work. Designers will parallel this study in visual terms. Emphasis will be placed on forming stylistic approaches through group interaction in a workshop setting.

The class will meet twice weekly for two-hour sessions. Permission of the instructor is required.

HA 283 ADVANCED PHOTOGRAPHY WORKSHOP

Jerry Lieblich

This workshop is for students who have had Photo I and II or equivalent background. We will deal with problems in contemporary photography and will include extensive field work, individual and group projects, discussion and critiques.

The class will meet once a week for three and a half hours. A \$20.00 laboratory fee is charged for this course. The College supplies equipment, special materials, and general laboratory supplies. The student provides his/her own film.

SCHOOL OF LANGUAGE AND COMMUNICATION

DIVISION I

ANIMAL COMMUNICATION

LC 109

M. Feinstein

WORKING IN THE CONSCIOUSNESS INDUSTRY

LC 110

J. Miller

SEMINAR IN PHILOSOPHY*

LC 141

J. Waldo

SEMINAR IN COGNITIVE PSYCHOLOGY*

LC 143

J. Klayman

SEMINAR IN TELEVISION*

LC 157

TBA

AESTHETICS BOOK SEMINAR

LC 158

C. Witherspoon

SEMINAR IN COMPUTER SCIENCE*

LC 169

A. Hanson

RESEARCH METHODS FOR REPORTERS

LC 174

D. Kerr

COMPUTER PROGRAMMING

LC 193

TBA

NONVERBAL COMMUNICATION*

LC 196

L. Wyllie**

DIVISION II

LANGUAGE AND SOCIETY

LC 231

M. Feinstein

TELEVISION WORKSHOP

LC 253

R. Muller

BOOK SEMINAR: POLITICAL COMMUNICATIONS

LC 261

J. Miller

SEMINAR ON COMPUTER GRAPHICS

LC 262

A. Hanson

INTRODUCTION TO ETHICS

LC 267

J. Waldo

COURSE IN COGNITIVE PSYCHOLOGY*

LC 268

J. Klayman

COURSE IN PSYCHOLOGY AND EDUCATION*

LC 273

M. Georhart

ANALYTIC PHILOSOPHY: AN INTRODUCTION TO ITS PROBLEMS AND METHODS

LC 279

J. Gee

C. Witherspoon

CONTROVERSIAL ISSUES IN AMERICAN SIGN LANGUAGE LINGUISTICS

LC 295

J. Kagi

FOREIGN LANGUAGES

INTERMEDIATE FRENCH*

FL 103

E. Leete

INTERMEDIATE SPANISH*

FL 104

A. Nieto

ADVANCED FRENCH*

FL 105

E. Leete

ADVANCED SPANISH*

FL 106

TBA

*Course description will be published in the Spring Term Course Guide.
** Emeritus appointment pending.

LC 109 ANIMAL COMMUNICATION

Mark Feinstein

The claim that language is the exclusive property of the human species has lately come under fire. Researchers have analyzed the dances of bees, calls and songs of birds, chimpanzee vocalizations, wolf postures, and dolphin clicks. They have discovered that such phenomena do seem to function as means of communication. Whether they are anything like "languages" in the human sense remains an open and exciting question. In an attempt to answer that question—more precisely, the question of whether other animals have the capacity to learn and use a system like human language—researchers have tried to teach chimpanzees, for example, to use human speech sounds, to use manual gesture systems, and to communicate through computers. We will scrutinize the claims of these researchers carefully.

In this course we will consider the following main areas: the nature of naturally occurring animal communication systems, including human language, the potential of other animals for learning and using imposed language-like systems, and the general question of the interrelation between innately determined knowledge and learned knowledge. A sizable part of the course will be devoted to learning methods for the analysis of human language, which is the most complex and best understood of naturally occurring communication systems. In addition, we will read general works on ethology (animal behavior), and selected articles on the communication patterns of various species.

Members of the class will break into groups, each choosing a different species, and analyzing its communication system. Each group will be responsible for a written report on its research.

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

Enrollment limit: 25

LC 110 WORKING IN THE CONSCIOUSNESS INDUSTRY

James Miller

Mass communications are a product of what the German critic Hans Magnus Enzensberger calls "the consciousness industry." This industry is composed in large part of the media of mass communications, which mass produce and distribute radio and television programming, newspapers, motion pictures, and the like.

In this course we will investigate the organizational and professional forces that influence a news reporter's work and assess how a reporter's work affects newspaper and television news. "News" will be treated not as a representation of reality, but as a somewhat arbitrary product of human labor.

Students will observe a working reporter on the job and write two or three analytical essays.

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

Enrollment limit: 15, by instructor interview.

LC 158 AESTHETICS BOOK SEMINAR

Christopher Witherspoon

This seminar is in two parts which may be taken separately; each part will consist of two meetings per week for five or six weeks.

In the first part we will read E. H. Gombrich's recently published *The Sense of Order: A Study in the Psychology of Decorative Art* and in the second, Guy Sircello's *Art and Mind: a study in the varieties of expression*.

Prerequisite: Students must have read E. H. Gombrich's *Art and Illusion*. Each half of the course will be limited to fourteen students chosen by instructor interview.

LC 174 RESEARCH METHODS FOR REPORTERS

David Kerr

This course will introduce students to the comparatively recent emphasis in the journalism profession on the application of social science research methods to reporting. We will explore some of the criticism of the press which led to this development, study a variety of research methods and discuss their application, and apply these methods in the field.

The primary text for this course will be Philip Meyers' *Precision Journalism*. That and other readings will introduce the student to survey research, economic analysis, unobtrusive measures, and other research methods which can add to the journalist's competence.

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LC 193 COMPUTER PROGRAMMING

TBA

It is difficult to overestimate the growing influence of computers on modern society. Understanding this influence requires some appreciation for the joys and frustrations of computer programming, since any use of a computer requires at least a simple program. Writing just a few programs gives a student a powerful intellectual tool.

This course introduces the language PASCAL and teaches problem-solving by having students write programs for problems relating to tic-tac-toe, elevators, magic squares, cryptanalysis, Morse code, statistics, payroll, calculator simulation, space war, and many, many more. No previous programming experience is required.

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

Enrollment limit: 25, chosen by lottery if necessary.

LC 231 LANGUAGE AND SOCIETY

Mark Feinstein

Two fundamental facts about human beings are that we live and work in groups, and that we talk. This relationship between human society and human language is the subject of sociolinguistics, a relatively new discipline to which this course is an introduction. By studying social organization, sociolinguists have begun to understand how language is actually used and why it changes. Language not only reflects social processes in many interesting ways, it also determines our social behavior in part. Thus the study of language gives us new tools and perspectives with which to understand society at large. Different social groups, including ethnic groups and socioeconomic classes, preserve their identities in part through the quite subtle and (for the most part) unconscious manipulation of language variation. At the same time, very disparate groups can still be said to make up a single speech community. It would appear, for example, that the linguistic behavior of a low-income, working-class, black factory worker in New York City is drastically different from that of a well-to-do white female corporate lawyer. The study of linguistic variation shows that such differences in overt behavior are quite real and striking; but at a deeper level of analysis, the black factory worker and the white lawyer participate in a systematic pattern of variation which also unifies them, giving a speech community like New York City a distinct identity as a whole.

We will examine several varieties ("dialects") of English, some ethnically based (so-called Black English, for example), some class based. We will examine their relationship to Standard English, a question with some important implications for education and political analysis. We will also look into the intriguing connections between the phenomena we find in nonstandard language varieties, what children tend to do in learning their first language, and what happens when speakers of different languages come into contact and create pidgin and creole languages. In each of these areas we keep finding strikingly similar phenomena. Current linguistic theory suggests that these similarities may result from shared aspects of human language which are universal and innate, part of the biological makeup of human beings. Thus, the subtle interplay in behavior between social structure, culture, and biology (the heart of the current debate over "sociobiology") will also be a major theme of the course.

Readings will include *The Study of Social Dialects in American English* by W. U. H. W. Labov, *Language in the Inner City* by W. Labov. Students will be expected to engage in a research project involving field work.

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

Enrollment limit: 25

LC 253 TELEVISION WORKSHOP

Richard Muller

This course will center on a major video production project, whose nature and subject are not yet determined. It will give students the chance to work on a project of larger scope than would be possible on their own, preferably for broadcast or other means of distribution beyond the campus.

Although the nature of this project will not be determined until late in the Fall Term, it might include a major documentary piece, a television play, a series of music programs, or instructional videotapes.

Admission will be by instructor permission and will be limited to people with completed Division I examinations in LSC who are concentrating in some aspect of visual media studies.

LC 261 BOOK SEMINAR: POLITICAL COMMUNICATIONS

James Miller

Some of the earliest empirical research into the effects of mass communication were motivated by a concern for political consequences. Studies tended to focus on such matters as the impact of broadcast propaganda (as in the case of Hitler's Germany) and changes in voting behavior (among members of the American electorate). There was a fear, especially in countries with democratic traditions, that the essential spontaneity and authenticity of public opinion on political issues would somehow be undermined by the emergence of potent mass media. Research findings, however, seemed to indicate otherwise.

It was concluded that political mass communication had the fairly predictable effect of merely reinforcing previously held opinions and voting patterns, except in extraordinary situations. Politically, mass communication was thought to be relatively harmless. Certain critics were disinterested with this conclusion. They asked: what social forces were responsible for these previously existing conditions that the media helped to perpetuate? Could it be that longer-term ideological functions of mass communication were being overlooked? Could these effects of mass communication be at once more significant than any changes induced by a single election campaign, and more difficult to discern?

In this book seminar we will survey research on the political consequences of mass communication. We will read summaries of conventional studies and become familiar with more critical, ideologically oriented research. Students will be responsible for an analytical, reflective exercise (essay, class presentation) for each reading, and for a final project.

We will meet twice a week, first for about three hours to examine intensively the selected reading (we will be no more than two weeks on a single work), then later in the week for one hour to discuss informally key issues raised in the earlier session.

In addition to writings by Habermas, Miliband, Dallas Smythe, Alvin Gouldner, and others, the likely books include: *Edelman, The Symbolic Uses of Politics*; *Politics as Symbolic Action*; and *Political Language*; Kraus and Davis, *The Effects of Mass Communication on Political Behavior*; and Shaw and McCombs, *The Emergence of American Political Issues*.

Enrollment limit: 20, by interview with the instructor prior to the first meeting.

LC 262 SEMINAR ON COMPUTER GRAPHICS

Allen Hanson

This seminar will focus on techniques for the computer generation of graphical displays. The text will be *Principles of Computer Graphics*, 2nd edition by Newman and Sproull.

The seminar will be project oriented and participants will be expected to have programming experience. Projects will make use of both vector and color raster graphics, using Hampshire's microprocessor system and displays, and oriented toward the development of usable software for the graphics system.

The class will meet twice a week for 1 1/2 hours each session. One of the weekly sessions will meet in the computer laboratory.

Enrollment limit: 10, selected by interview with the instructor.

LC 267 INTRODUCTION TO ETHICS

James Waldo

This course will be a critical examination of the major ethical theories espoused by Western philosophers. Using Fred Feldman's *Introduction to Ethics* as a base, we will discuss such theories as Mill's utilitarianism, Kant's theory of the categorical imperative, Hume's emotivist theory of ethics, and recent developments in ethical theory found in the works of Ross, Rawls, and Rawls. Toward the end of the course we will spend some time in applying the results of our theoretical discussions to particular problems such as the controversy surrounding environmental changes or abortion (which problems are actually studied will be decided on by members of the class).

Students will be expected to keep up with a fairly heavy reading load. Some combination of papers, group projects, and/or class presentations, determined in consultation with the instructor, will also be expected.

LC 279 ANALYTIC PHILOSOPHY: AN INTRODUCTION TO ITS PROBLEMS AND METHODS

James Paul Gee and Christopher Witherspoon

This is an intensive introduction to philosophy in the analytic tradition and will provide a solid foundation for more advanced work in philosophy and in other areas involving skills in logic and conceptual analysis.

The class will meet three times a week for one and a half hours. Enrollment is by instructor permission.

LC 295 CONTROVERSIAL ISSUES IN AMERICAN SIGN LANGUAGE LINGUISTICS

Judy Anne Kegl

Every discipline has within it certain points of controversy--situations where researchers looking at the same set of data from different points of view arrive at opposite conclusions. American Sign Language (ASL) is no exception.

Some controversies can be found when one considers the following questions: Is ASL iconic (based on pictures)? Does ASL have a real grammar or is it just conventionalized noise? Is ASL a natural language or only spoken languages be considered natural languages? Can data from ASL be used as support for or a counterexample to a theory of language? Does ASL mark grammatical relations like subject and object or does sign figure without form or content? What if any word order does ASL have? Can signs be segmented linearly or are the parts of a sign realized simultaneously?

The course will consist of an in-depth review of the literature on ASL linguistics--phonology, syntax, semantics, psycholinguistics, and sociolinguistics. The major text for the course will be *American Sign Language and Sign Studies* by Ronnie Wilbur (1979). It will be supplemented by various articles on linguistics.

Participants in the course will be expected to develop a command of the literature on ASL linguistics and to write a paper. The paper should consist of finding a point of controversy in the field of ASL linguistics, clearly identifying the opposing points of view, and systematically examining how the researchers got from a set of basic assumptions about ASL, and about linguistics, to their final conclusions.

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

Enrollment limit: 25, interview with the instructor is required prior to the beginning of classes.

FOREIGN LANGUAGES

FL 103 INTERMEDIATE FRENCH

Elisabeth Leete

FL 104 INTERMEDIATE SPANISH

Angel Nieto

FL 105 ADVANCED FRENCH

Elisabeth Leete

FL 106 ADVANCED SPANISH

TBA

NOTE: Course descriptions for the above Foreign Language courses will be published in the Spring Term Course Guide.

SCHOOL OF NATURAL SCIENCE

DIVISION I:

HISTORY OF ASTRONOMY

ASTFC 34

A SECOND SEMESTER SEMINAR

NS 136

THROUGH AN ANIMAL'S EYES

NS 145

MIND AND MATTER: VITALISTIC AND MECHANISTIC EXPLANATION IN BIOLOGY

NS 146 (PROSEMINAR)

PRINCIPLES AND PRACTICES OF FRUIT PRODUCTION

NS 152

MICROBIOLOGY

NS 154

COMPLEX NUMBERS

NS 158

MATHEMATICS AND THE OTHER ARTS

NS 169

UNDERSTANDING RELATIVITY

NS 173

NATURAL HISTORY

NS 177 (PROSEMINAR)

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R. Lutz

Al Woodhull

R. Rinzard

P. Slater

S. Oyewole

D. Kelly

K. Hoffman

S. Goldberg

K. Gordon

K. Hoffman

ANIMAL BEHAVIOR

NS 186

MALE & FEMALE REPRODUCTIVE FUNCTION

NS 189

ELEMENTARY SCHOOL SCIENCE WORKSHOP

NS 192

ECOLOGICAL OF A NEW ENGLAND HILLSIDE

NS 193

WARFARE IN A FRAGILE WORLD

NS 194

DIVISION II:

COSMOLOGY

ASTFC 20

INTRODUCTION TO ASTRONOMY AND ASTROPHYSICS II

ASTFC 22

OBSERVATIONAL RADIO ASTRONOMY

ASTFC 38

ASTROPHYSICS II--RELATIVISTIC ASTROPHYSICS

ASTFC 44

AQUATIC AND TERRESTRIAL ECOLOGY

NS 200

BASIC CHEMISTRY LABORATORY

NS 201

BASIC CHEMISTRY II

NS 203

BIO-MEDICAL ISSUES AND FEMINISM

NS 205

TOPICS IN PHOTOSYNTHESIS

NS 225

ACIDS, BASES, AND BUFFERS

NS 238 (mini)

MATH FOR SCIENTISTS AND SOCIAL SCIENTISTS

NS 263 (SS 265)

LINEAR ANALYSIS AND DIFFERENTIAL EQUATIONS

NS 267

THE NATURAL HISTORY GATHERING

NS 274 (TN 344)

BOOK SEMINAR IN PHYSICS

NS 281

BASIC PHYSICS I

NS 282

ELEMENTARY SCHOOL SCIENCE WORKSHOP

NS 292

**Five College Astronomy Department Faculty

I'LL MEET YOU IN THE LAB

John Foster

One of the nicest ways to get into science, whether you have a Division I exam in mind or not, is through some project in the laboratory. The biggest problem in getting started on something that looks like it might have a chance of working. I plan to spend a couple of afternoons a week in the lab dreaming up interesting things for beginning science students to do. I will be interruptible for questions, for suggestions, to show students how to use equipment, help with experimental design, help with calculations. Drop by if you're thinking you'd like to get into some lab work, and I'll help you get started. I'll even come to the rescue if you get into a jam. This is not a course, so there's nothing to sign up for. But if you want me to help you, it will have to be during those two afternoons.

DIVISION I:

ASTFC 34 HISTORY OF ASTRONOMY

Five College Astronomy Department Faculty

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.

NS 136 A SECOND SEMESTER SEMINAR

Ralph H. Lutz

Now that you have been at Hampshire for a semester, it is time for the big question. "What's a mode of inquiry?" Don't know? You are in good company. This course is designed to explore modes of inquiry and the Division I process, and to provide a workshop for students who are trying to put together a Division I exam.

The course will have several aspects. In one we will attempt to understand what is a mode of inquiry by contrasting the approaches taken in the different Schools in the College. Throughout the semester we will examine the environmental impact of the Hampshire Mall in Hadley. Guest speakers will help us to explore the ways in which people in different disciplines might ask questions about the Mall and go about answering them. Guest faculty from the four Schools will, also, share their views about the Division I process. In addition, the meetings will be used to explore Division I questions and problems shared by the participants. They can also be used as workshops in which we troubleshoot Division I project ideas.

This course is designed for students who have already gone through at least one semester of Division I courses, want to gain a perspective on what happened during that semester, and want to improve their Division I progress. Although projects begun as a part of this course may lead to exams, they may not be sufficient to constitute an exam in themselves. This is not intended to be a substitute for regular Division I courses.

The requirements for evaluation in this course will be individually negotiated between the instructor and student. In general, students are expected to prepare for the classes and participate in the discussions on a regular basis, and to do a class project of some sort. The nature of the project and any other requirements will be tailored to meet the student's needs.

Enrollment limited to 16, by interview.

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

NS 155 THROUGH AN ANIMAL'S EYES

Albert S. Woodhull

This course is about what an animal can see, and what that tells about its brain. Biological knowledge of how small parts of the nervous system work comes mostly from experiments with animals, but knowledge of how whole systems work is more properly the realm of psychology. We know more about the biology and psychology of sensory systems than we do about other aspects of behavior. There is always a gap, however, and one way to bridge that gap is to ask animals about their perceptions. In this course we will read about and carry out experiments that measure the sensitivity of animals to visual stimuli. The experiments will use computerized apparatus developed for research on fish vision.

Students will be required to write several short summaries of material read and will have the opportunity to work on a longer project.

The course will meet twice a week for 1-1/2 hours. Additional time will be needed for lab work.

Enrollment limit: 12. Selection by interview. Full term.

Grades available for Five College students who undertake a substantial project with a written report.

NS 146 MIND AND MATTER: VITALISTIC AND MECHANISTIC EXPLANATION IN BIOLOGY

Ruth G. Rinear

-Is matter a product of the mind or is the mind just one of the many products of matter?
-Is the whole just the sum of its parts or something different or greater?
-Are living things completely describable in physicochemical terms or not?

Differing answers to these questions give rise to vitalistic and mechanistic explanations. By reading original works of Plato, Aristotle, Descartes, Pasteur, Driesch, Loh, Crick, and Monod, we will try to see what observations, experiments, and arguments were used to support vitalistic and mechanistic explanations in physiology, embryology, biochemistry, and genetics. Students should be asked to write papers evaluating alternate explanations.

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

NS 152 PRINCIPLES AND PRACTICES OF FRUIT PRODUCTION

Paul Slater

Principles and Practices of Fruit Production will concentrate on apples and pears. We will look (perhaps literally) at some older varieties which are no longer produced commercially as well as more popular varieties. Methods of propagating apple varieties: grafting; growing from seed; dwarfing; etc., will be studied. We may actually do some of this work if materials are available. We will also learn how to prune apple trees and how to train them on trellises and fences. If possible, we will visit a local orchard to see how apples are grown commercially and to hear how a commercial producer manages his/her orchard. Students will be required to write a paper on an appropriate topic of their choice.

Class will meet three times a week for 1-1/2 hours, plus field trips.

NS 154 MICROBIOLOGY

Saundra R. Oyevole

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 initial sessions will later be applied to independent projects. Students should 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.

For evaluation, in addition to reading the text and participating in class discussions, students will be required to submit a written report of their independent laboratory work and written critiques of scientific articles.

Class will meet twice a week for a 1-1/2 hour lecture-discussion plus a 2-1/2 hour lab.

NS 158 COMPLEX NUMBERS

David Kelly

"Imaginary numbers are a fine and wonderful inspiration of the spirit, almost an amphibian between existence and nonexistence."
-Leibniz, 1702.

This course, requiring no more than a solid background in high school algebra, will explore the arithmetic, geometry, and algebra of complex numbers. We'll consider their history, a few of their many applications, and even do a little meta-physics. Among the specific topics open for investigation are the quadratic and cubic formulas, the fundamental theorem of algebra, geometric series, the construction of regular pentagons and 17-gons, Riemann surfaces, and the meaning of $e^{i\pi} + 1 = 0$. Lots of exercises and projects will be assigned and used as the basis for evaluations.

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

NS 159 MATHEMATICS AND THE OTHER ARTS

Kenneth Hoffman

This course will explore two aspects of math: 1) the way mathematics is used to describe and explore some of the structures of the other arts, such as music (the different kinds of scales and temperaments, some of the contemporary work of Xenakis), art (perspectivity, golden sections), architecture (tensegrities, geodesic structures); and 2) the aesthetic side of math itself, using topics growing out of the previous ideas as a foundation to develop new structures which are beautiful in their own right. This course is designed for students who want to see some new aspects of the arts and/or who want to develop their mathematical sophistication by working on some different problems. This course does not presuppose a strong mathematical background, and there will be ample resources for working with students who have difficulties with any of the mathematical material. Weekly problem sets will be assigned.

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

NS 173 UNDERSTANDING RELATIVITY

Stanley Goldberg and Kurtis Gordon

In this course we will examine the sources of the basic elements of the special theory of relativity first from an historical point of view and then in a more abstract and analytical context. We will assess the role that experiment played in suggesting and verifying the theory, and, in doing so, to attempt to assess the extent to which experimental, philosophical, and social factors play a role in the changing patterns of our explanations of the physical world.

There are no prerequisites for the course. It will be useful to have a working knowledge of very basic algebra and trigonometry. We are committed, however, to helping those who feel deficient in these skills to use the course to gain greater proficiency.

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

NS 177 NATURAL HISTORY

Kenneth Hoffman

This course is designed to develop the student's abilities to see the subtle interrelationships and processes in the natural world through the study of the regional biology, geology, and ecology. Strong emphasis will be placed on field work—we will go out on field trips once a week during the first half of the course, twice a week during the second half, exploring a variety of ecosystems and exposures of the diverse geological forces that have shaped this area. Regular short projects and papers will be assigned. In addition, there will be a variety of readings, films, and class discussions. By the end of the semester, students can expect to have a good grasp of plant identification and elementary plant physiology, an ability to see areas as complex ecosystems in a continuous state of change, a foundation in basic geological principles, and an overall view of some of the ways human activities interact with the surrounding world.

Students should leave all Monday and Wednesday afternoons open, though class will be shorter on days without field trips.

Enrollment limit: 12. Instructor's permission is required.

NS 186 ANIMAL BEHAVIOR

Raymond Coppinger

Animal Behavior is usually taught as a graduate or upper level course in most universities. This is because in order to understand the concepts, one is expected to integrate one's knowledge of genetics, anatomy and physiology, as well as one's knowledge of behavior. The trouble is that Animal Behavior is too good of a subject to limit it just to biologists and behavioral psychologists.

This course will involve a lot of reading, and students will be expected to debate the issues in class. We will view and criticize movies and original research papers and dabble with some elementary statistics and experimental design.

Books for this course will cost about thirty dollars.

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

NS 189 MALE AND FEMALE REPRODUCTIVE FUNCTION

Nancy Goddard

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

Classes will meet twice weekly to discuss selected literature, view films and meet with appropriate outside persons engaged in relevant fields. Opportunities for laboratory research will be provided.

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

NS 192 ELEMENTARY SCHOOL SCIENCE WORKSHOP

Herle Bruno and Courtney Gordon

Despite rumors to the contrary, most elementary schools in the United States don't teach science in any form. Of the few that do, most use textbooks that take the readers' digest approach to explaining what the well-rounded 11 year old ought to know. As a result, a modern science program often means that students are expected to memorize the current "facts" about DNA, ecology, and energy instead of learning the old "facts" about iron smelting, tree identification, and frog innards. Have we really progressed?

In this workshop you will use materials that have been chosen to stimulate children to ask questions about the natural world and to find ways of resolving some of those questions. For the first few weeks, you will be the students and will work with these materials, ask your own questions and design and test solutions to your own and to one another's questions. For the last part of the semester, you will be teachers and will introduce these same materials to children in elementary school classrooms to observe their questions and responses and to guide and be guided by their solutions and their problems.

The class will meet twice a week for two hours each. Halfway through the semester, two additional periods a week will be scheduled for work in schools.

NS 193 ECOLOGY OF A NEW ENGLAND HILLSIDE

John Reid and Raymond Coppinger

John Reid, a geologist, and Raymond Coppinger, a biologist, both live in the woods on the side of a hill. For years they have been feuding over questions like: has the forest heaved all those rocks up or has a foot or so of soil disappeared through bad agricultural practices? We will lead the students through readings, lectures, and field trips to an understanding of the ecology and geology of the Valley and surrounding hills. We will also introduce them to some of the unanswered questions we have been arguing about, and the students will be expected to design and carry out a project to answer a question of this sort. A paper summarizing the project will be required.

Enrollment is limited to 16 students.

Class will meet twice a week for one 1-1/2 hour lecture/discussion and one afternoon field trip.

NS 194 WARFARE IN A FRAGILE WORLD

Arthur Wasting and Allan Krass

This course will examine the effects of warfare and other military activities on the human environment. The environmental impact of specific forms of feasible modern warfare will be studied, including conventional, nuclear, chemical, biological, and geophysical.

Special attention will be paid to the ecological vulnerability of the several major global habitats, both terrestrial and aquatic, including temperate, tropical, desert, arctic, and insular.

Readings will include United Nations documents, research monographs, and articles from the technical literature. The instructors will provide an overview of the subject in a brief series of lectures, and there will be occasional outside speakers and some films. However, most of the course work will be devoted to student research projects, to be presented in written and oral form. These will culminate in a major student-run all-campus conference at the end of the semester.

Enrollment limit: 40 - Lottery at second class meeting.

Grades available for Five College students.

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

DIVISION II:

ASTFC 20 COSMOLOGY

Five College Astronomy Department Faculty

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.

ASTFC 22 INTRODUCTION TO ASTRONOMY AND ASTROPHYSICS II

Five College Astronomy Department Faculty

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 ASTFC 21, 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.

ASTFC 38 OBSERVATIONAL RADIO ASTRONOMY

Five College Astronomy Department Faculty

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.

ASTFC 44 ASTROPHYSICS II--RELATIVISTIC ASTROPHYSICS

Five College Astronomy Department Faculty

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

NS 201 BASIC CHEMISTRY LABORATORY

Lloyd Williams

This course will consist of a series of laboratory exercises designed around a single, semester-long project. These exercises will draw heavily on material presented in Basic Chemistry I and concurrent registration in Basic Chemistry II is required for those taking this course. Students may choose a laboratory project from among suggestions provided by the instructor or may propose an investigation of their own. A written report summarizing the project is required for evaluation. Five College students will be graded on a pass-fail basis.

Class will meet for one afternoon each week.

NS 203 BASIC CHEMISTRY II

Lloyd Williams

During the spring term, principles and ideas from Basic Chemistry I will be expanded and applied to more sophisticated systems. Topics will include: solubility and complex ion equilibria; coordination compounds; chemical kinetics; nuclear chemistry; and electrochemistry. Summary problem sets will be required for evaluation.

Prerequisite: Successful completion of Basic Chemistry I or permission of the instructor.

Classes will meet three times a week for 1-1/2 hours. Five College students will be graded on a pass-fail basis.

NS 205 BIO-MEDICAL ISSUES AND FEMINISM

Janice Raymond

Two major areas will be explored: 1) Questions of death and dying—special attention will be devoted to: the meaning and context of death in western, patriarchal society and how this same society has viewed mortality and immortality; new definitions of death; the euthanasia debate; the rituals of death (religious and secular) and their comparison to the "rituals" of socialism/feminism. 2) Theories of sex differences with special consideration of the issue of transsexualism. We will focus on the recent "organic" theories of Meyer. We will study transsexualism as an example of testing these theories, doing an analysis of its various causation theories and some autobiographical accounts.

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

SS 129 NEW CHINA: POLITICS IN COMMAID

James Koplin

In recent years the official U.S. view (and the associated media presentation) of the People's Republic of China has moved from "bad" to "good." Behind these images the struggle by the people of the PRC to develop socialism in their nation continues. This effort should be of some interest to everyone since one-quarter of the world's population is involved.

Most of the term will be spent examining the period from the establishment of the present government (October, 1949) through the Cultural Revolution and its immediate aftermath (about 1970). We will spend a brief period looking at the historical roots of the revolutionary movement -- and a similar brief period setting out some of the possible interpretations of the current scene. Some time will also be allotted for an 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 Smedley
Fennell, William Hinton
100-Day War, William Hinton
Four Seasons on Peking, Mao Tse-Tung
The Wind Will Not Subside, David Milton and Nancy Milton

There will be other items worked out according to the interests of the students who enroll. 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. 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. Student papers 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 133 CURRENT CRISIS IN AMERICAN POLITICS

Michael Ford and Frank Holmquist

There is a general feeling across a broad range of the political spectrum that American politics has become "unhinged," that there is no cohesion to normal local and national political coalitions, that there appears to be no perceptible movement toward the solution of old and new problems, that there is a growing feeling of popular apathy, cynicism, and distance from the political process.

The course will examine whether or not these and other seeming crises are real ones, whether we are entering a new political era and, if so, what the character of that era might be. This contemporary analysis will be built on a solid historical foundation particularly in 20th Century trends in the development of the American class structure, the relationship between state and society, and changing political consciousness. Particular topics/crises, among others, will be examined in depth including the legitimacy of the state and political institutions (the presidency, parties, etc.); the urban fiscal crisis; the inflation versus employment trade-off; poverty and inequality; gender politics; race and ethnicity; and the changing role of the United States in international affairs.

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

SS 140 PEASANTS AND POLITICS

Nancy Fitch and Frank Holmquist

Peasants have been the vital social base of most 20th century revolutions (China, Mexico, Vietnam, Mozambique, Guinea Bissau, etc.) despite the predictions of most Marxist and non-Marxist theory which has presumed that only the working class could play that role. The nature of peasant social structure and economic values were supposed to militate against peasant resistance, yet some contemporary writing argues that these very factors may encourage, rather than stifle, broad-based and militant political activity. This re-thinking of the role of peasants in revolution has multiple implications for our understanding of peasant politics in general.

This course will critically engage in the debate by looking at historical European, U.S.A., as well as more contemporary Third World cases. In order to set the analytical stage for peasant politics particular attention will be paid to issues of peasant security on the land, the relationship between peasants and other elements of the broader class structure, the relations between peasants and the state, and historical peasant political consciousness. We will study several varieties of peasant politics ranging from everyday struggles for personal advantage, sporadic local protest, banditry, millenarian movements, to nation-wide revolutionary conflict. In each case special attention will be paid to the changing nature of peasant production including the development of capitalism in pre-industrial societies and past and present technological breakthroughs in agriculture, otherwise known as "Green Revolutions."

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

SS 155 LITERACY CAMPAIGN SEMINAR

Gloria Joseph

opened to students interested in becoming involved in waging "war on illiteracy." Borrowing on Jonathan Kozel's plan to "organize a massive army of volunteers to wage an all-out war on illiteracy," this course is designed to prepare students for participation in a reading program. Topics covered in the course will include: mini-course in techniques in teaching reading; reasons for class fixation of illiteracy; the psychology of teacher-student relationships; and the relationship of non-reader to American society. Plans for field work and community service will be discussed and hopefully successful arrangements can be made.

The course is limited to 10 students. Permission of instructor required.

SS 164 DECENTRALISM: THE EXPLORATION OF COMMUNITY AND WORK ENVIRONMENTS

Myrna M. Breitbart and Fran Nelson

Concentrations of power reflected in political and economic centralization contribute to high levels of alienation, inefficiency, and exploitation. In this course we will consider how centralization evolved under capitalism, affecting people directly in their personal and working lives. We will also explore alternative modes of decentralist organization based largely on the ideas of social anarchism. Anarchism, as a broad philosophy of human development and radical social change, will be discussed in the context of contemporary movements for decentralization, alternative technology, community and workers' control, social ecology, and woman's liberation. An important aim will be to examine how theoretical notions of anarchist-decentralism can be applied to promote a radical reshaping of the basic socio-economic relations and underlying values of this society. These topics will be examined through written materials, personal experience, and observation of current neighborhood and workplace struggles.

In addition to considering alternative modes of social, economic, and spatial organization, this course will explore the process of decentralism -- that is, the means by which individuals (and communities) begin to explore, comprehend, and gain control over the crucial social and economic forces affecting their lives. Key readings will include works by Kropotkin, Piercy, Bookchin, Duen, Friere, Sennett and Cobb, Morris and Hess, Braverman and Schechter, etc. The course will meet twice a week for 1 1/2 hours each session. Students will be evaluated on the basis of their contributions to class discussion and a number of papers to be assigned and discussed during the first week. Enrollment is limited to 20 students on a first come, first served basis.

*Fran Nelson is Assistant Master of Merrill House.

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 a right 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, Schatz, Mechanic and Roush. 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 "directed projects" leading to Division I Social Science exams, I will hold a workshop as 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 207 WOMEN, WORK AND SOCIAL CHANGE: CROSS-CULTURAL COMPARISONS OF THE HISTORY OF THE FAMILY -- CHINA, FRANCE, ENGLAND, AND THE UNITED STATES

Margaret Cerullo, Nancy Fitch, Kay Johnson, and Miriam Slater

This course will focus on the important theoretical issues in the history of the family through the use of cross-cultural comparisons. Among the themes that might be considered will be:

- (1) Patriarchy as a form of authority and how it has persisted and/or changed over time in several different societies
- (2) The role of women as workers in a family economy in the pre-industrial and industrial societies of China, France, England, and the United States
- (3) Modernization and its impact on the family, especially as related to the development of industrialization, higher education, and professionalization
- (4) The internal dynamics of the family, emphasizing child rearing and the historical dimension in personal relationships, changing ideas of sexuality, intimacy, and the growth of friendships, and the emergence of adolescence and old age as distinct periods in the life cycle.

SS 210 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.

We will meet for two 2 hour classes per week. The text is R. Lipsey and P. Steiner, *Economics*, and the accompanying workbook. There will be an extensive take-home examination at the end of the course.

SS 211 THE SIGNIFICANT ROLE OF BLACK WOMEN IN WOMEN'S STUDIES

Gloria Joseph

A serious shortcoming in women's studies programs nationally has been the lack of formal scholarly attention to Black and Third World women issues. This course is designed to help remedy that situation. It is for students.

There will be a series of guest lecturers (Black women scholars) who will discuss ways and means of integrating the Black perspective in the various disciplines. Specific methodologies and procedures for including the roles of Black women and their culture in women studies courses in history, literature, psychology, sociology, anthropology, health care, feminist movements, and sexual politics will be covered. This course is also open to faculty members from all five colleges.

SS 235 THE JEWS IN EUROPEAN HISTORY

Leonard Glick

A comparative study of the role of Jews in European society, culture, and thought from the fourth to twentieth centuries. Among themes that will receive particular attention: origins and development of anti-Jewish ideologies; connections between images of Jews and their economic roles; internal developments in Jewish communities as responses to isolation and hostility; tensions between traditional culture and modernity in the nineteenth century; and the appeal of radical politics and Zionism as alternative attempts to resolve historically rooted dilemmas.

SS 246 RACE TO POWER: THE STRUGGLE FOR SOUTHERN AFRICA

Carol Bengelsdorf

This course will deal with the power relationships within South Africa and their international dimensions. It 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 a 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 labor and of 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 Kinsinger 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 now 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 20.

SS 260 "THE CHILD IN THE CITY": A COURSE IN URBAN ENVIRONMENTAL EDUCATION

Myrna M. Breitbart, Felicia Miller*, et. al.

"Help us turn a bunch of city kids back into children"

So read a recent full-page ad in the *New York Times* for the Saturday Evening Post's Fresh Air Fund -- an account set up over one hundred years ago to fight youth crime by sending the children of the urban poor for two weeks a summer to the "reforming" countryside!

The assumptions behind this program -- that cities are somehow non-environments and that city kids are non-children -- are political in nature and have their counterparts in urban planning which often attempts to devalue the environmental knowledge to be found outside oppressed communities, and negate an understanding of the profound linkages between the current mode of production and the degrading social and physical form of urban life.

The principle aims of this course are to begin to develop imaginative methods for using the urban environment to promote in adults and children alike a critical social and political consciousness, to foster non-hierarchical, self-initiated modes of learning, to combat forces which continue to alienate and constrict the urban environment, and to establish a context within which people can explore and reappropriate their communities. Based on Colin Ward's premise that "The city is itself an environmental education" and that its dwellers possess a unique knowledge of its problems, participants in this course should make an effort to acquaint themselves with readings in several related areas including the relationship between urban form, the quality of urban life and a changing mode of production; factors influencing urban accessibility for dwellers of different ages, race, sex and class, etc.

Having established this general background we will then choose a local city, one or two target populations (language girls, primary school age children, etc.), a particular aspect of urban space (housing, transport, etc.), and issues of political/social concern (poor housing, unemployment, etc.) in order to develop interesting ways of employing the urban environment as a new mode of critical learning. If at all possible, we will solicit the active involvement of the local community and school system.

Prerequisites include some background in economic and political theory, an interest in environmental issues, a commitment to uncovering new modes of learning, an imagination and a patience to founder in new unexplored territory. Tentative readings include Colin Ward's *The Child in the City*; Raymond Williams' *Country and the City*; and works by David Harvey, Jane Jacobs, and the *Bulletin of Environmental Education* in London. Class will meet twice a week for 1 1/2 hours per session. This course is designed to tie in to existing ESAPP and New England Studies programs.

Felicia Miller is a Division II Hampshire College student.

SS 268 THE STRUCTURE OF ECONOMIC THEORIES

Stanley Warner

The intent of this course is, in the first instance, to develop a firm grounding in a number of economic theories -- theories which address a broad spectrum of economic issues. In the process we will work toward a comparative critique of alternative forms of economic reasoning, addressing both the formal structure of these theories and the question of what constitutes confirming evidence. Among the theories we will cover are:

- Theories of inflation as a way of introducing more basic questions about how economic theories are constructed;
- Classical and Marxian theories of rent, surplus, and income shares;
- Two sector vs. multi-sector models with an emphasis on both input-output and the spatial location of economic activity;
- Economic models of the U.S. economy with particular focus on the Wharton long-term annual model and the issue of how structural changes are "foreseen" by historically derived relationships;
- Cost/benefit analysis, system-of-accounts analysis, and their application to environmental issues.

The course assumes a curiosity about the conceptual processes which lead to very different economic theories and a willingness to sue library reserve articles as the primary reading. Prior work in economics would be helpful but is not required. A series of problem sets and a major research paper will be expected.

The course will meet twice weekly in 1 1/2 hour sessions. Enrollment is unlimited.

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SS 275* WOMEN AND MEN IN EARLY MODERN EUROPE Miriam Slater and H. Garrett-Goodyear

This is an historical inquiry into the late medieval and early modern period, 1500-1700. The latter is a period with its own historiographic traditions, definitions, and periodization. This course attempts to examine the institutions, practices, and ideas of this time and place while critically evaluating traditional categories, such as "the Renaissance," "Reformation," and "Expansion." We have chosen to do this by utilizing gender as a category of analysis. We are particularly interested in examining the relationships between women and men and the ways in which this angle of vision will substantiate, change, or enlarge our understanding of the historical evolution of Western European experience.

Enrollment is open.

* This course is being offered at Mount Holyoke College as History 275.

SS 283 THE FAMILY REVOLUTION IN CHINA: SOCIAL AND POLITICAL DYNAMICS OF CHANGE Kay Johnson

The themes of "family crisis" and "family reform" have been central to the broader political, economic and social revolutionary processes of 20th century China. This course will investigate the impact of these processes on the Chinese family and, in turn, the role which the "family crisis" played in shaping revolutionary change, both before and after the establishment of the People's Republic in 1949. The course will particularly focus on the status of women within the Chinese family and will evaluate reform efforts to raise women's position both inside and outside of the family. Various theoretical approaches which seek to relate change and continuity in family structure and women's position to "modernization" and/or the development of socialism will be considered and evaluated in light of the Chinese case.

Course reading materials will draw on a number of village studies, sociological and political analyses, as well as Chinese novels and fiction.

SS 291 LAW, JUSTICE AND EDUCATION: CONVERGENCE AND CONFLICT Oliver Fowlkes and Hedwig Rose

By a Massachusetts Superior Court Decree in Fall, 1978 Mr. and Mrs. Perchenides won the right to educate their two children at home instead of in the Amherst School system as previously required by state law, thereby establishing a private alternative to public education. The fact that school attendance is compulsory confronts each of us with an early example of the intimate intertwining of law and education. But just how pervasive is this relationship? And what are some of the direct effects of it? Is not educational policy based on educational theory? Or at least on philosophy? What role does the law play in enabling the school to become the institution responsible for such a major portion of the socialization process? Does the law express our values; the ethos of the nation? Are practices in school consistent with these values?

There are clearly many issues which could serve as the focus for a course such as this. We will examine some of the current topics confronting American education with any eye toward understanding the historical context in which the role of law emerged to adjudicate controversies in school. As a class, we will consider the civil rights of teachers and students; compulsory schooling; the separation of Church and State; equal educational opportunity as concept and law; and finally we will analyze the function of the law and the school in a democratic society, the function of the law in educational policy, and perhaps examine these in a cross-cultural perspective.

Students are expected to attend classes and prepare readings, short and long papers/projects, and participate fully in the inquiry. Where possible students are encouraged to do field work and we will help to accommodate such requests. Format will insure seminar-style participation, but this will be alternated with lectures by faculty as well as invited guests. Students with interests in law, education or public policy will be given preference. Enrollment is unlimited.

SS 294 STATE AND SOCIETY Carol Bengelsdorf and Margaret Cerullo

The course will examine past and present theories of the capitalist and socialist state (emphasis on the former) and their relation to society. Theories of Hegel, Marx, Lenin, Weber, as well as writers engaged in the current debate will be studied. Specific empirical topics will include a look at one or more socialist states, the cause and nature of the consciousness regarding the state, the nature of contemporary American class structure, the role and function of American political parties and elections, the current fiscal crisis of the state, and scenarios for the future.

Enrollment is unlimited. The course will meet 1 1/2 hours each session.

DIVISION III INTEGRATIVE SEMINARS

IN 314 THE OBSERVERS

David Smith and Barbara Yngvesson

This seminar, co-taught by an anthropologist and a professor of American studies, will consider the relation of observer to observed in community studies. In addition we will explore the ways in which insights normally associated with the practice of literary criticism might be helpful in understanding the experience of anthropologists in small communities, and conversely we hope to discover new questions regarding a fictive community, through the application of methods normally associated with anthropology. This seminar should be of particular value to Division II and III students who have undertaken or plan to undertake field study projects.

IN 315 LOGIC OF SOCIAL SCIENCE ANALYSIS

Louise Farnham and Robert von der Lippe

Participants in this seminar will be responsible for presenting an extensive and detailed summary of their Division III work in progress. We will be focusing specifically on questions relating to the logic of analysis, use of empirical data, and the organization of evidence. Background readings (such as Nagel's *The Structure of Scientific Inquiry*) will emphasize the use of evidence and interpretation in the social science disciplines. All participants will be expected to familiarize themselves with the other students' work and with the necessary theoretical and empirical background for critical commentary following the presentations. The course will be limited to students in the advanced stages of their Division III projects.

IN 316 REALISM: A SEMINAR ON NARRATIVE STYLE

James Gee and Leonard Glick

This seminar will center around the topic of realism in literature and the tandem concepts of "objectivity" in history, ethnography, and other social sciences. Our approach to realism and objectivity will be through a discussion of narrative and narrative style, as well as such ideas as narrative perspective, types of narrators, and point-of-view in narrative.

We will be concerned with the methods of portraying people and events as actual or seemingly actual, and the assumptions behind such literary or non-literary representations of "fact". Participants will read and analyze works of literature, history (or writings on history), ethnography, and possibly biography, with the emphasis on coming to understand a few books well.

IN 310 ENVIRONMENTAL ISSUES

Merle Bruno

I would like to organize an integrative seminar for people interested in sharing ideas and exploring ways to communicate information about environmental issues to politicians and other lay people-through media, schools, adult education, etc.

IN 311 THE WORKING PROCESS AND THE CREATIVE PROCESS

Ann Woodhull

We all have different ways of working, and often we are only dimly aware of what these patterns are. Some people seem to form a whole structure in their minds before it comes spilling out of the typewriter or the paintbrush, or into choreography or equations. Others grasp a piece at a time and rework it and add pieces until they form a whole. In each sort of process, what is the place of frustration and despair? It seems to me that using various sorts of work in science, writing, and dance that the processes in diverse fields can be similar, and that knowing one's own pattern makes work less frustrating.

We will use famous people and ourselves as resources. Numerous creative individuals (Virginia Woolf, Henri Poincare, for example) have written about their processes. Each week we will read such an essay and each week someone in the seminar will present her/his own working process. In this way, we can learn both how and what each person is doing.

Enrollment limit: 12. Instructor selection, with the purpose of finding a diverse and congenial group. Evaluation will depend on consistent participation as well as on the presentation.

Class will meet for three hours, once a week.

IN 312 WHAT MAKES A GOOD THEORY?

Stanley Goldberg

We will examine various attempts to understand the construction of theories by reading T. Kuhn, Paul Feyerabend, Jean Piaget, I. Lakatos and others. But we will concentrate on examining the structure of theories directly related to the Division III work of participants.

IN 313 NEW WAYS OF KNOWLEDGE

Herbert Bernstein

Beyond the groves of academe, many people face the personal and political problem of putting disciplinary excellence to use for the greater good. To address this question requires us to examine the notion of value-free, objectified knowledge. The model provided by modern science as a source of truth often leads to brutal consequences when applied to real and crucial social issues. Even within science, the morality of such major applications as recombinant DNA and nuclear technology needs close scrutiny.

The second is not good: whether in Washington, Moscow, or Peking, in our own age or in the past, the brightest attempts (based on magnificent analysis) at well-intentioned programs have all too often ended in human suffering. The overriding question becomes how can we use that we know to further the common good? What new ways of knowing are needed to implement, rather than ignore, our highest human values?

This course is a place to start searching for an answer. Together, we will study works by Foucault, Feyerabend, Lakatos, and Raskin in order to gain a shared vocabulary and direction. Participants will bring to our group discussions examples of work (whether their own or others') whose consequences and moral implications they wish to discuss. These examples will include investigations by the instructor on the roots of modern "Big-Science" physics and recombinant DNA technology. Other topics might include lessons of the Milgram experiments, of educational trial programs, and of the supposed heritability of I.Q. The precise content will include the interests of every participant.

This course will serve interested Hampshire Division III students as an integrative seminar but is open to all, with instructor's permission.

Class will meet twice a week for 1-1/2 hours, plus another session of two hours or more.

IN 317 MUSEUM STUDIES

Van R. Halsey

Museums today have become an integral part of our society. They have new responsibilities, goals, and a new audience with very different needs to satisfy. The concept of "museum" is far more complex today than ever before.

This seminar will explore the development and changing function of museums. Topics for discussion will include preservation, conservation, administration, education, and methods of interpretation. It is hoped that by not limiting the scope of the seminar to a particular type of museum, students will find it easier to relate their interests with the museum experience. Guest speakers and visits to museums will serve to give some focus to our investigation. The objective of the seminar is to provide an understanding and appreciation of the complexity of museums and their vital role in our society.

Bibliographies concerning a variety of topics and other reading material will be distributed. Students will be expected to write a paper or give a presentation to the class. The seminar will meet twice a week for 1 1/2-hour sessions.

IN 318 FILM/PHOTOGRAPHY STUDIES: INDIVIDUAL PROBLEMS IN FILM MAKING, PHOTOGRAPHY, AND RELATED MEDIA

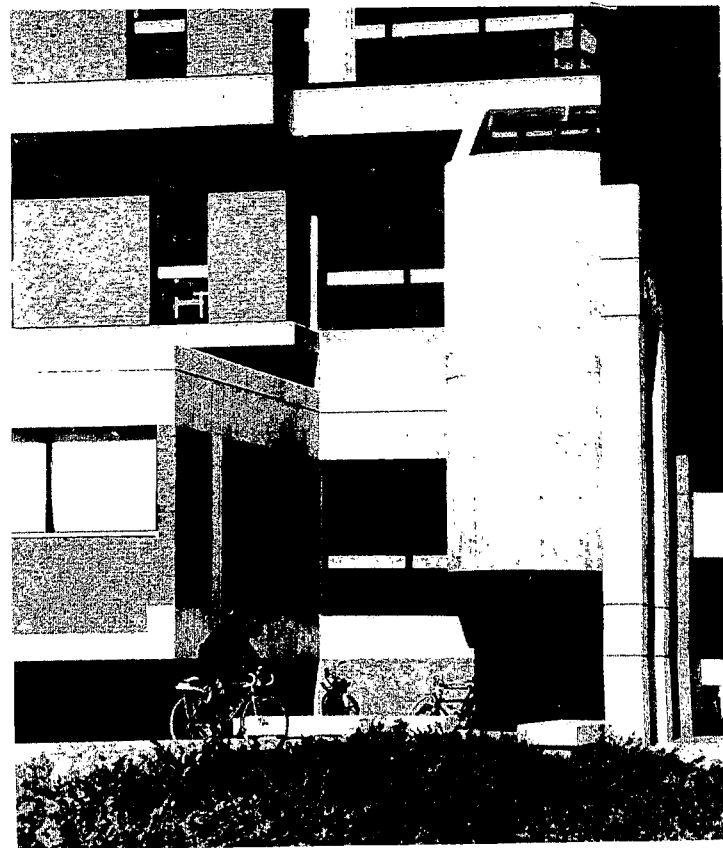
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This course is open to film and photography concentrators in Division III only.

The class will attempt to integrate the procedural and formal concentration requirements of the College with the creative work produced by each student. It will offer forum for meaningful criticism, exchange, and exposure to each other. In addition, various specific kinds of group experience 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 contract must be written prior to enrollment. Enrollment is unlimited to Division III concentrators whose contracts have been filed. All others must have permission of the instructor.

There will be a lab fee of \$20.00. The class will meet once a week for five hours.



Hampshire College

AMHERST, MASSACHUSETTS 01002