

HAMPSHIRE COLLEGE

AMHERST, MASSACHUSETTS 01002

COURSE GUIDE—SPRING TERM 1979

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 lotteries the first day of classes, others will either have sign-up sheets or interviews. Thursday-Friday, September 7-8, 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 back to Central Records, and they will do the rest of the work. ***PLEASE - Clearly Print your full name, first/middle/last, no nicknames.***
3. Students taking ASTC courses at the other schools, and Division III students taking no courses, should sign the appropriate lists at Central Records.

NOTES:

- A. 5-College Interchange Applications are available at Central Records. Be sure they are completely filled out and have all the necessary signatures (if they are incomplete they may have to be returned to you, causing delays which might affect your ability to get into a particular course). The deadline for filing Interchange Applications is Friday, February 9. **No Five College courses may be added after this date.** Familiarize yourself with all the rules, regulations and penalties associated with 5-College Interchange. They are all listed in the Student Handbook, and it is your responsibility to be aware of them.
- B. Independent Study forms are available at Central Records and the Advising Centers. They should be completed during the first two weeks of Spring Term 1979.
- C. Although 5-College students should sign Hampshire class lists (clearly indicating their home institution), they are still responsible for filing Interchange Applications at their own school.

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

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

HAMPSHIRE COLLEGE ACADEMIC PROGRAM

DIVISIONS:

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

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

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

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

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

ADVISING:

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

The Optima 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 also sources of assistance for 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.

REGISTRATION DATES AND CALENDAR

1979:

January Term	Wednesday, January 3 - Tuesday, January 23
Recess between terms	Wednesday, January 24 - Sunday, January 28
New students arrive, matriculate	Saturday, January 27
New student program	Saturday, January 27 - Monday, January 29
Returning students arrive, matriculate	Monday, January 29
Course interview day	Monday, January 29
Classes begin	Tuesday, January 30
Course selection period	Tuesday, January 30 - Monday, February 12
Five College registration	Tuesday, January 30 - Friday, February 9
Examination days; no classes	Monday, February 26 - Tuesday, February 27
Spring recess; no classes	Saturday, March 17 - Sunday, March 25
Leave advising; no classes	Wednesday, April 4
Leave notification deadline	Friday, April 6
Advising, Five College pre-registration	Monday, April 23 - Friday, April 27
Examination days; no classes	Wednesday, April 25 Friday, April 27
Last day of classes	Wednesday, May 9
Evaluation period	Thursday, May 10 - Wednesday, May 16
Examination period	Thursday, May 17 - Wednesday, May 23
Commencement	Saturday, May 26

NOTE TO FIVE-COLLEGE STUDENTS:

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

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

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



SCHOOL OF HUMANITIES AND ARTS CURRICULUM STATEMENT

In these course listings you will find a quite astonishing range of offerings for the Spring Term. Remember this at the outset as you begin to plan your studies for Division I: the courses in Division I 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 understand 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 obviously different ways in which the artist and 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 humanist tradition, illustrates the general model of inquiry employed by humanists in a variety of circumstances. It might come down to "library methods," the mechanics of analysis, the selection and validation of documentary data or the techniques of argument, but the overriding concern will be to show you a working humanist in action up close. In the arts there is a much greater emphasis necessary on perception and expressive form, but the model should operate the same way.

You will find courses in Dance, Music, Theatre and Writing listed for Divisions I and II. Work in these courses is felt to be of a kind that deals with basic issues that stay alive at all levels of work, where problems are not "solved" but approached repeatedly at all levels of sophistication. Speak to the instructor at the first class if you find yourself uncertain about differing requirements for students in Division I or Division II.

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

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

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

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



HA 108 COLOR
Arthur Hoener

This course will be a study of the physical and psychological effects of color. It will develop and examine color theories and how these ideas relate to the practical use of color.

The course is designed to develop and refine visual perception as well as to develop a working knowledge of basic color principles. No prior studio experience is required or special talent expected.

The class will meet twice a week for 1½-hour sessions and will involve outside assignments. Each student will be responsible for his personal art supplies which are available through local dealers.

Enrollment is open.

SCHOOL OF HUMANITIES AND ARTS

DIVISION I

COLOR HA 108	Hoener	AMERICAN LANDSCAPES HA 201	D. Smith
GODS, BEASTS AND MORTALS: THE BEGINNINGS AND THE END OF POLITICAL THEORY HA 121	Heagher	MAGIC AND THE OCCULT IN THE RENAISSANCE HA 204	Allen
BLACK WOMEN/WHITE WOMEN HA 124 (SS 180)	Lewis, Joseph	FILM WORKSHOP II HA 210	TBA
COLLEGE WRITING HA 134	F. Smith	THE OPERATIONS OF CULTURE HA 216	Lewis
VISION AND REVISION: IMAGE AND IDEA HA 140	Hubbs, Hubbs, Joslin, McClellan	THE FICTION OF HISTORY: HISTORICAL TRUTH AND IMAGINATIVE INVENTION IN THE NOVEL HA 219	Narquez
MYSTER: TRAGICOMEDY HA 140a	C. Hubbs	FILM/PHOTOGRAPHY STUDIES: INDIVIDUAL PROBLEMS IN FILM MAKING, PHOTOGRAPHY, AND RELATED MEDIA HA 220	TBA
MYTH AND HISTORY HA 140b	J. Hubbs	PHOTOGRAPHY WORKSHOP II HA 225	TBA
MOVEMENT WORKSHOP HA 140c	F. McClellan	THE MUSE INTO HISTORY: CONTEMPORARY POETRY IN THE CARIBBEAN HA 227	Narquez
FILM WORKSHOP I HA 140d	Joslin	THEOLOGY II: DISCOURSE ON THE DIVINE WORD HA 228	Bradt
STILL PHOTOGRAPHY WORKSHOP HA 150	Arnold	SEMINAR IN MODERN LITERATURE HA 229	C. Hubbs
CULTURAL HISTORY: THE UNITED STATES IN THE 1920'S HA 155	Lyon	POETRY WRITING WORKSHOP HA 231	Goldensohn
SOULS AWARENESS AND THE CREATIVE PROCESS: PART II HA 158	R. McClellan	GROUP INDEPENDENT STUDY IN ELECTRONIC MUSIC COMPOSITION HA 232	R. McClellan
THE PSYCHOLOGY OF THE BLACK EXPERIENCE: A JUNGLES APPROACH HA 161	Frye	DESCARTES AND KIERKEGAARD HA 233	Heagher
PAINTING WITH UCCLE ROY HA 195	Superior	THE LITERATURE OF LIVES HA 234	Lewis
DIVISIONS I AND II		DESIGN TECHNIQUES FOR THEATRE HA 235	Kramer
SMALL GROUP PRACTICE AND THEORY HA 112/112	Gordon, Gordon	EFFORT/SHAPE II: SEMINAR IN MOVEMENT DYNAMICS AND ANALYSIS HA 238	F. McClellan
STUDIO EXPERIENCE IN DANCE HA 113/113	F. McClellan, Hutson	TWENTIETH-CENTURY FICTION: THE THEME OF IMPERIAL RESPONSIBILITY HA 255	Lanning
POETRY WRITING WORKSHOP HA 131/231	Selkey	METAPHYSICS II: THE MODERN PERIOD HA 259	Bradt
FICTION WRITING WORKSHOP HA 163/263	Selkey	FICTION WORKSHOP HA 263	Lanning
THE FAMILY ROMANCE HA 164/264	Boettiger, Payne	ORIGINS OF ROMANTICISM HA 269	J. Hubbs
CREATIVE MUSIC: ITS THEORY AND APPLICATION HA 183/283	Wiggins	SEMINAR IN ELECTRONIC MUSIC: PART II HA 270	R. McClellan
		LAW AND LITERATURE HA 279 (SS 235)	D. Smith, Masor
		STUDIO ART CRITIQUE HA 280	Superior, Cohen

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

Robert Heagher

In order to situate ourselves politically in a thoughtful manner it is well to realize that, as historical mappings go, both the emergence and the demise of Western political theory lie behind us. Western political philosophy begins with the city, the Greek polis, a place for neither gods nor beasts but for men. According to Plato and Aristotle, one who is little more than an animal is unsuited for life in the city; whereas one who is little less than a god has no need for the life of the city. It is those whose lives fall with modesty and moderation between the address of passion and the address of thought who require the city as a place of light and speech to illuminate and to articulate their lives and to bring them into being. From there our political path leads eventually to the denial of the primacy of the possibility of thought and it remains only to calculate power and one's own immediate benefit. We will follow the rough outline of that path from wisdom to power, the path from the fundamental incommensurability of the human to the radical privacy of the human.

Our principal readings will be: Plato, *The Republic*; Thomas More, *Utopia*; Machiavelli, *The Prince*; Thomas Hobbes, *Leviathan*; Karl Marx, *Economic and Philosophical Manuscripts*; and Tzvetan Todorov, *Behind the Political*, ed. Robert Heagher. Our final aim will be to question both in theory and in practice whether it is responsible to speak of the end of political theory, or to let others speak of it, or to live as if the only appropriate or possible objects of political thought and speech are privately calculated and fully practicable benefits. However, this aim, if reached, will be the fruit of an arduous route through roaring but wearying works.

This course will meet twice weekly for two-hour sessions. Enrollment is open.

HA 134 COLLEGE WRITING

Francis Smith

College writing will be taught in two sections in the Spring Term. In both sections there will be the same emphasis on 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.

Section I: Whitman

This section will be organized around a core of writings by and about Walt Whitman. We will read *Leaves of Grass*, and we will try to penetrate Whitman's imagination to reach his cultural assumptions. We will also try to identify his technical achievements and influence.

Section II: English Essays

This section will be organized around a core of prose writings by some Victorian and some later writers. Arnold, Ruskin, Newman, Pater, Chesterton and others are included. We will study their styles of argument and the historical substance of their essays. We will criticize and analyze each writer as a stylist and a thinker.

Each section is strictly limited to 25 Division I students.

Section I will meet on Mondays and Wednesdays, 8:30-9:30, with Friday tutorials. Section II will meet Tuesdays and Thursdays, 8:30-9:30, with arranged tutorials.

Division I students will have priority in registering for this course. Division II students will be admitted after the Division I restriction is complete.

In addition to the readings assigned in the individual seminars, students will be assigned readings from a resource booklet designed for the course. Enrollment in each seminar is limited to 16-20 division one students. The weekly lectures or presentations are open to the Hampshire community.

HA 140 VISION AND REVISION: IMAGE AND IDEA Clay Hubbs, Joanna Hubbs, Tom Joslin, Francis McClellan

This introduction to the various disciplines of the humanities and arts will consist of two parts: a series of weekly core lectures or presentations by members of the faculty of the School of Humanities and Arts and four branch seminars—from which students may choose one—in dance, filmmaking, literature, and history. (See course descriptions below.) Students registering for HA 140 must also register for one of the following: HA 140 a, b, c or d. The focus of the course, in the individual seminars as well as in the core presentations, will be the shared modes of inquiry in the arts and humanities which mediate between original experience or "inspiration" and the final statement or product. Vision/revision is an improvised term to describe the way in which artists and philosophers use their materials to transform an experience or image into an expressive statement and the way in which critics and historians examine that "transformation," both structurally and within a cultural and historical context.

During the core presentations we will use the image of lines and circles and ideas of linearity and circularity as a matrix for discussion and comparison. The following are the kinds of questions we will be addressing throughout the semester:

- How does the same image/idea, in this case, function for the creator and for the observer?
- Do images have their own significance or are significances culturally defined?
- Why are certain images, ideas, or experiences given more value in our culture than in others?
- Does the artist somehow have direct access to given images-experiences or are they passed on to him/her through his/her cultural and historical background?
- What is the significance (or some of the significances) of the image-idea of lines and circles/linearity and circularity in myth? In history? In philosophy? In literature and art?

Student participants whose principal area of interest is the arts should expect to acquire a greater sense of the humanist tradition and its relationship to the arts; students whose principal area of interest is in some area of the humanities should expect to gain a deeper insight into the artistic process and its relationship to history and criticism. All students should expect to be able to initiate and perhaps complete a division one exam in humanities and arts based on work done or begun in the course.

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HA 140a MODERN TRAGICOMEDY

Clay Hubbs

Both tragedy and comedy are supposed to have taken their forms from fertility rituals, comedy developing the full cycle of the god-hero (birth; struggle; death; resurrection) and tragedy revealing the hero's premature fall (birth; struggle; death). One of the most significant discoveries of modern writers and critics is the realization that comedy and tragedy remain closely related and that comedy can tell us things about ourselves and our situation that tragedy cannot. In some of the most important fictional and dramatic works of our time the two forms are combined. One thinks immediately of Beckett's tragicomedy, *Waiting for Godot*, and is tempted to add another form to the circular rituals of comedy and the linear ones of tragedy: the "static rituals" of infertility (birth; struggle) in which the principal characters attempt, in the absence of validating myths, to escape the consequences of change in history (historical) time. Before Beckett were writers such as Dostoevsky and Kafka and their comrades of desperation. ("There is nothing funnier than unhappiness.")

We will begin our study of comedy and tragedy, the comic and the tragic, with the Greeks. We will then move to the Elizabethans and Jacobians and finally to the moderns. As we go along we will try to see how the forms of comedy and tragedy change and why—that is, what are the major historical factors involved in the transformation of the forms.

There will be some reading in literary history and criticism and the theory of tragedy, comedy, and tragicomedy; but we will get most of our laughs from the reading of the works themselves. The reading list will include *Waiting for Godot*, *Endgame*, *Shakespeare*, Webster, Tournier, Chabon, Beckett, Camet, Finster, Handke; and perhaps some short fiction by modern and contemporary writers. Enrollment limit is twenty Division I students.

HA 140b MYTH AND HISTORY

Joanna Hubbs

The historian of religion, Mircea Eliade, focusing on the nature of the historicist impulse in our and in other cultures, concurs with Joyce that "history is a nightmare" from which we all wish to be wakened. In his *Comes and History*, Eliade writes of the freedom of "archaic" peoples who periodically abolished time in correspondence with the *eternity* of nature; and of the enserment of modern man to the implacable *linearity* of history and its insistent recording of human sin and folly. If archaic man measured time by the rhythm of nature, modern man ties it to the demands of civilization:

"For traditional man, modern man affords the type neither of a free being nor of a creator of history. On the contrary, the man of the archaic civilizations can be proud of his mode of existence, which allows him to be free and to create. He is free to be no longer what he was, free to annul his own history through periodic abolition of time and collective regeneration. This freedom in respect to his own history—his, the modern—is not only irrevocable but constitutes human existence—cannot be claimed by the man who wills to be historical."

In this course we will begin by asking whether Eliade is right—that is, we will analyze the relationship of "mythic time" to "historical time" through a reading of a number of myths and approaches to the study of mythology; we will then examine early historical writings. The question will certainly come up: Is myth to nature as history is to civilization? Our second concern, as historians, is to seek out the origins of the trade in the writings of the "archaic" and ask ourselves how the historicist impulse gained hegemony over mythic periodization in western civilization—and which groups did history most concern. (In light of the records, not women. Why? Is historical consciousness a male prerogative?) Finally, we will observe ourselves at our own activity—how do we use historical evidence? Is the historian an artist, a mythmaker, or a scientist whose duty it is to show his audience before the altar of the collected evidence? To what extent does our own "methodology" reflect mythological modes? We will read Eliade's "Man in History" to unfreeze, then what of the shackles of the historian who not only lives in time but makes a living from its passing?

Reading list: H. Eliade, *Comes and History*; S. Freud, *Civilization and Its Discontents*; E. Neumann, *Origins and History of Consciousness*; H. Frazer, *The Golden Bough*; J. G. Frazer, *The Golden Bough*; *The Epic of Gilgamesh*; Hesiod, *The Theogony*; R. N. Nash, *Ideas in History*, Vol. 1; Herodotus, *The Histories*; Thucydides, *The Peloponnesian Wars*.

HA 140c MOVEMENT WORKSHOP

Francis McCellan

Our work with movement will be based on personal and group explorations of the dynamic ways in which the body/mind moves in space and through time. Incorporated into this work will be the perspectives drawn from the core Vision and Revision lecture series. A question we will be constantly addressing will be: what is the vision and reality of the moment we are living?

We will work with elements of movement—space, time, flow, shape, etc.—to learn and see how expressive movement reveals itself through implicit action. We will also work with discovery and extending personal movement possibilities, extending physical range of movement, development of movement phrasing, working on elements of composition and "performance."

Rudolph Laban has said that "Performance in movement is a synthesis—a unifying process culminating in the understanding of personality caught up in the ever-changing flow of life." An honest confrontation with this idea can lead one through modes of inquiry relevant to understanding the creative process as reflected in dance work.

Participants in the class can work toward completion of a Division I exam in Humanities and Arts. The class will meet twice weekly for 14-hour sessions. Enrollment is limited to 20.

HA 140d FILM WORKSHOP I

Tom Joslin

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 oversteering documentation of the world, its people and events. It has given added scope and inclusiveness to every area of human activity. Our image and understanding of the world are shaped by the images we see through film and photographs than personal experience. The aesthetic and technical aspects of a medium so broad in implication should be understood by all.

Film I is an introductory Super 8mm production course. When taken in conjunction with HA-140, it will be possible for the diligent student to propose and complete a Division I exam in Humanities and Arts. The purpose of the course is to acquaint the student with the mode of inquiry used in filmmaking; that is, the student will be introduced to some of the elementary technical and aesthetic knowledge necessary to make films. Through numerous production assignments (vision) and continual critique and review of work (revision), the student will be forced to face problems ranging from camera operation, editing and lighting, to production, kinetic design and story telling. As it would be impossible to produce knowledgeable filmmakers in one semester, the thrust of the course will be to provide a deeper perspective from which the student pursues more sophisticated filmmaking activities and more general information about filmmaking which will allow the student to become a more perceptive film viewer.

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

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

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 techniques indispensable to the artist, teacher, and student. So varied is the use of photography in all areas of human endeavor that the need of a "visual literacy" becomes of basic importance.

The course is designed to develop a personal photographic perception in the student through workshop experiments, discussions of history and contemporary trends in photography, and field problems to encourage awareness of the visual environment.

A \$15.00 laboratory fee is charged for this course. The College will supply chemicals, laboratory supplies, and special materials and equipment. The student will provide his/her own film and paper.

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

HA 155 CULTURAL HISTORY: THE UNITED STATES IN THE 1920'S

Richard Lyon

After reading several summary accounts of the 1920's, the class will focus on a few particular events, issues, people, and books of the decade. Our aim will be to understand the period in all its diversity, and some of the interrelations between economic change, social manners, works of fiction and poetry, biographies and memoirs, the history of the press and entertainment industries, political beliefs and behavior. Although some attention will be given to theory, various organizing conceptions available for approaching and understanding the past—we will mainly be concerned to discover the values, assumptions, and organizing conceptions of those who lived in the 1920's.

In addition to the readings for the class as a whole, students will work in small groups and report to the class on particular topics. Enrollment is limited to 16; if more than 16 apply, a lottery will be held.

HA 158 SOUND AWARENESS AND THE CREATIVE PROCESS: PART II

Randall McCellan

An examination of the process of creating music, this course focuses on discovery of our own innate musical creativity by increasing our sensitivity to sound and its potential. Thus we will begin with the two basic components of music—sound and our ears—and by means of sound awareness exercises, we will learn to focus our attention upon each sound. Then by means of a progressive series of guided activities, we will create our own music in an effort to discover our natural creative potential.

Sound Awareness and the Creative Process is structured as a two-semester course. During the fall term emphasis will be on musical elements of texture, silence, and time; we will concentrate on creating music from found objects, our voices, and percussion. During the spring term we will add the elements of melody, form, and spatial considerations utilizing voice, percussion, and traditional musical instruments in both individual and ensemble compositions. All music created will be performed by members of the class.

Students who took this course during the fall term will be expected to continue during the spring.

The class will meet twice weekly for two-hour sessions. Enrollment is limited to 14.

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 similarly the point of departure and arrival for this course. We will explore epistemology, aesthetics, and therapy with "primitive" psychology as its focus. Readings will be drawn from the works of Jung, Eliade, Neumann, Campbell, Fanon, Castaneda, Tutuola, and Harding.

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

HA 195 PAINTING WITH UNCLE BOY

Roy Superior

A kindly but firm, gentle but very demanding teacher will be guiding the eager, hard working, and dedicated students through an introductory course in painting fundamentals in the medium of oil and water color.

This class will meet twice a week during which time the students will investigate problems in object painting. We will grapple with the issues of composition, form, space, color, etc., as well as a thorough study of technical concerns involving supports and grounds, properties of pigments and mediums, brushes, knives, and palettes and many other studio practices generally associated with the methods of the painter. Students will furnish their own supplies and should be prepared to spend about \$50 on supplies, unless they are already endowed with the necessary equipment.

Because the space is limited, it will be necessary to hold enrollment down to 20 on a first come basis. We will meet twice weekly for 14-hour sessions.

NOTE: See the School of Humanities and Arts curriculum statement in this course guide for a characterization of "Division I/II" courses.

HA 112/212 SMALL GROUP PRACTICE AND THEORY

Graham Gordon and Linda Gordon

This class will be an opportunity to increase one's awareness for greater self-actualization and to develop skills in early relationships. Participants will examine their behavior with one another, the feelings and attitudes which produce that behavior, what works in relationships as group interactions, and what makes their relationships more satisfying.

This experience will provide the material for a theoretical exploration of small group dynamics, and we will experiment with several different approaches to the work. The class will meet twice a week with one session devoted to theory. We will split into two groups for the other meeting to conduct the work described above.

Enrollment is limited to 24 persons, and entrance is by interview with one of the instructors.

HA 115/215 STUDIO EXPERIENCE IN DANCE

Francis McCellan and Eleanor Huston

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

There will be three sections: beginning, intermediate, and advanced modern technique.

The beginning and intermediate sections will meet twice weekly for 14-hour sessions, and the advanced section twice weekly for 1-3/4 hour sessions. Enrollment is limited to 20 in each section.



HA 131/231 POETRY WRITING WORKSHOP

Andrew Salkey (Section A)

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 foremost 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 outward as we grow and move along as poets.

The workshop will be a forum for the relaxed reading of poems produced by its members. We will pay the closest possible critical attention to the prosody and meaning of class manuscripts, and that ought to be done informally but without loss of critical 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 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 14-hour sessions. Enrollment is limited to 16, and permission of the instructor is required.

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 foremost 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 outward as we grow and move along as writers.

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

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

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

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

The class will meet once a week for 14 hours. Enrollment is limited to 16, and permission of the instructor is required.

HA 164/264 THE FAMILY ROMANCE

John Boettiger and Nina Payne

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 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.

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

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

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

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

NA 231 POETRY WRITING WORKSHOP

Barry Goldensohn (Section 8)

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 for 1 1/2 hours twice a week. 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.

NA 232 GROUP INDEPENDENT STUDY IN ELECTRONIC MUSIC COMPOSITION

Randall McCellan

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

All students working in the Electronic Music Studio who are not enrolled in the Seminar in Electronic Music (NA 270) should enroll in this Group Independent Study.

We will meet every second Friday afternoon in the electronic music studio for 2 1/2 hours. Enrollment by permission of the instructor.

NA 233 DESCARTES AND KIERKEGAARD

Robert E. Moagher

The path of this seminar will lead us through several works of each philosopher, works which are seminal not only for the development of their own thoughts but also for the development of Western thought. Our focus will be upon careful attention to central texts and central ideas, dwelling therein until their power and their truth appear.

This seminar is limited to 16 students, by lottery, and will meet twice each week for two-hour sessions.

NA 234 THE LITERATURE OF LIVES

Jill Lewis

This course will involve reading and discussion of the autobiographies of women, giving accounts from different historical moments, different societies, political realities, and racial perspectives of their struggles to survive and change their lives and the world around them. We will also read biographies by others of women who did not reconstruct their own lives in language form.

Language, with its imaginative structuring and creative fusions, always constructs or reconstructs a universe where histories, visions, dreams, and struggles are patterned into forms and images which our imaginations and thoughts connect with reality, daily and creatively. Autobiography or biography (re-imagining, re-inventing a subjective pattern around selected facts and events) which reveal contradictions, importance, and relevance by complex interaction of personal and political events made meaningful by the textual intertwining of language.

The course is reading about lives of women--French, Soviet, British, South American, Spanish, Italian--black women, white women. It should be emphasized that men too are welcome to participate in this exploration.

The course will meet once a week for a 2 1/2-hour session. Enrollment is open.

Lives to be considered are: Simone de Beauvoir (autobiography, four volumes); Alexandra Kollontai ("Memoirs of a sexually liberated communist woman"); Dolores Ibarruri (The Autobiography of La Pasionaria); Stella Brown (by Sheila Rowbotham); Dora Russell (The Tamarind Tree/autobiography); Eva Braun (the life of Hitler's companion); Billie Holiday (biography of the blues singer); Jessie Smith (biography); Charlotte L. Forten (The Journal of Charlotte L. Forten/autobiography); Sojourner Truth ("Narrative of Sojourner Truth"); Harriet Tubman (biography); Angela Davis (autobiography); Agnes Smalley (Daughter of Earth: fictionalized autobiography); Charlotte Perkins Gilman (autobiography); Emma Goldman ("Living by Life"/autobiography); Kate Millett (Flying and Siting).

NA 235 DESIGN TECHNIQUES FOR THEATRE

Wayne Kramer

A series of design projects established for specific plays. These plays will be used as departure points for production work in costume, lights, and scenery. Emphasis will be on externalizing a designer's internal response.

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

NA 238 EFFORT/SHAPE II: SEMINAR IN MOVEMENT DYNAMICS AND ANALYSIS

Francis McCellan

This course is a further exploration of theoretical and experimental work begun in Effort/Shape I. Again, the work will be in two parts: (1) theoretical work including observation of effort and shape phrasing, effort states and drives, space harmony and fundamentals; and (2) movement work related to theoretical concepts.

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

Participants will be expected to relate the class work to other areas of personal interest in the form of creative research project. Some of our learning together will include investigations into current applications of Effort/Shape by psychologists, dance therapists, dance ethnologists, and dance educators.

The class will meet twice weekly for 1 1/2 hours. Previous work in Effort/Shape is required for this class. Enrollment is limited to 15.

NA 255 TWENTIETH-CENTURY FICTION: THE THEME OF IMPERIAL RESPONSIBILITY

George Laming

A reading/study of selected texts from the works of Joseph Conrad, Jean Rhys, Ralph Ellison, Ngugi, Pauline Marshall. Each work provides a dramatic inquiry into the conflict of morality and expedience resulting from the experiment in empire or the assumption of imperial responsibility by a major power. Students are required to work toward an interpretation of this conflict as it affects the personal lives of those involved.

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



NA 259 METAPHYSICS II: THE MODERN PERIOD

Raymond Kenyon Bradt

This course is to constitute an examination of the development of metaphysics in the modern Western period. While the main figures to be considered in the course are Descartes, Spinoza, Leibniz, Hume, Kant, Hegel, Nietzsche, and Heidegger, the primary attention of the course will be given to Hegel's logical system in its development from the *Phenomenology of Spirit* through the *Science of Logic* and the *Encyclopedia of the Philosophical Sciences*. While we cannot hope to achieve either an embracing or an exhaustive study of the material, it will attempt to provide as decisive an entrance into that study as the time of the term will allow.

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

NA 263 FICTION JOURNALISM

George Laming (Section B)

Students are expected to submit written work for discussion. There will also be sessions for the analysis of different modes of fiction as these operate in certain established classics: Joyce, Gorki, Hemingway. But the main emphasis will be on the students' own creative work, and the immediate purpose will be to achieve a body of work worthy of publication.

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

NA 269 ORIGINS OF ROMANTICISM

Joanna Hubbs

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

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

Reading list: Montesquieu, *Persian Letters*; Voltaire, *Candide*; Rousseau, *Emile*; Goethe, *Sorrows of the Young Werther*; Faust; Chateaubriand, *Rene*; Gay, *The Enlightenment*; Becker, *The Heavenly City of the Eighteenth-Century Philosophers*; Hampson, *A Cultural History of the Enlightenment*; Cassirer, *Rousseau, Kant and Goethe*.

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

NA 270 SEMINAR IN ELECTRONIC MUSIC: PART II

Randall McCellan

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.

Although previous experience in more traditional forms of composition is helpful, it is by no means a prerequisite. Students in the course will, however, 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.

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 a central part of a liberal arts education. The School's curriculum is wide-ranging. The courses described here make significant contact with most of the major questions in intellectual life and with most students' interests.

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 (all 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 aesthetic effects, to the interplay between social structure and language use in societies that are bilingual or multilingual. In L&C such 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 often multidisciplinary in 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, the L&C School office, or the L&C Advising Center.

LC 164 LANGUAGE, CULTURE, AND PERSONALITY

Janet Tallen

Language is multi-faceted, part of many paradoxes, creatively and destructively used, full of beauty and power. Culture gives us the patterns by which we express ourselves and limits us to certain ways of being. Personality develops from both language and culture, but our uniqueness also transcends both. Our ideas of language, culture, and personality intertwine and become entangled. I would like us to try to tease out these ideas and study them through reading and discussion.

We will begin by looking at what some theorists have suggested about the way language shapes thought, especially in our processes of socialization and in social interaction. Language is central to our development socially; through learning a language we learn a way of looking at the world which we share with those around us. We also must learn, in speaking to one another, how to make ourselves understood. To do this, we must understand the other, and through that, understand ourselves. Thus we learn to express ourselves in social interaction, and through social interaction we acquire the values and beliefs of our culture. Some cultures develop certain aspects of the self; others stress other qualities. Language is crucial to this process of the inhibition or expression of the self. Who we are and who we might become are filtered through language and culture. We must understand all of this to understand our present condition. These are the central issues of the course. In exploring these issues and developing questions from them we will find few answers, but in the process of searching we will begin to understand how some theorists have approached them and what possible disciplines might be brought to bear on them.

Our readings will be drawn from social theory and literature, from anthropologists, social psychologists, and others interested in language and culture. We will read selections from Freud, G. H. Mead, Sapir, Whorf, Vygotsky, and Steiner, and we will read parts of George Orwell's 1984, focusing on Newspeak. We will examine the modes of inquiry as well as the content of these writings. You will be encouraged to develop themes from the course into serious research and writing. I will do most of the talking.

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

Enrollment limit: 20



LC 167 TOPICS IN MASS COMMUNICATIONS: WHATEVER HAPPENED TO MARSHALL MCLUHAN?

(Half-term mini-course)

James Miller

During the sixties a Canadian professor of English literature named Herbert Marshall McLuhan coined the expression, "the medium is the message," published several unusual books and numerous articles that developed this theme, and became a pop-cult celebrity in this country. Who was Marshall McLuhan? What is he writing today? How well are his theories, aphorisms, and poetic observations about the nature of mass communications on society standing the test of time?

Until the mid-term break we will intensively read McLuhan's major works and his critics' appraisals of them. Our investigation will focus on McLuhan's tendencies toward technological determinism; that the form of mass communication (print vs. electronic media especially) is more influential than the content in affecting society.

Students will be responsible for a few short papers that review individual works and an oral report that criticizes McLuhan's perspective on mass communication effects. Classes will follow a discussion format.

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

Enrollment limit: 15, by permission of the instructor at the first meeting.

LC 168 TOPICS IN MASS COMMUNICATIONS: ADVERTISING-THE MANIPULATION OF DESIRE

(Half-term mini-course)

James Miller

Paid advertising is the primary economic support of commercial mass media in America. It is an industry unto itself. Some have called it a major art form. Other critics see advertising as an identifiable villain in cultivating a social order dedicated to material consumption.

In this mini-course, which will begin meeting after mid-term break, we will focus our attention on how advertising creates and sustains consumer demand for manufactured commodities through mass communications. We will examine psychological theories of persuasion, the historical evolution of advertising, and sociological and anthropological analyses of the cultural implications of advertising. Our perspective on advertising will be critical.

Students will be required to write a paper with an historical or theoretical point of view on the significance of advertising in contemporary American or to develop and carry out an empirical study—perhaps a content analysis—of selected broadcast commercials, printed advertisements, or marketing campaigns. Class will follow a discussion format.

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

Enrollment limit: 15, by permission of the instructor at the first meeting.

LC 170/270 MEANING

James Paul Gee

This course will be concerned with the nature of human language, with special reference to meaning. First we will investigate how the structure of a sentence determines its (literal) meaning. We will introduce the theory of transformational-generative grammar and explicitly take up the question of the role of semantics (the theory of meaning) in the theory.

Next we will consider the role of the verb in a sentence and the various roles nouns play in the "drama" set up by the verb (e.g., "The man (Agent) sold a book (Theme) to the woman (Recipient)"/"The woman (Recipient) bought a book (Theme) from the man (Agent)"). We will go on to detail a theory of "thematic" or "case" relations (i.e., of the above sorts of "roles").

We will also take up the question of the role played by such notions as "subject," "object," "indirect object" (grammatical relations) in language.

Then we will consider the meanings of words and the way in which words pattern into semantic fields (rather like mosaics where the space may be filled up with pieces of different shapes and sizes and where certain pieces may be missing). We will sketch a theory of the "lexicon," taking up questions of lexical structure, lexical redundancies, and lexical generalizations.

From the level of the sentence we will turn to the level of discourse and investigate the communicative structure of languages in terms of such notions as "Topic" versus "Comment" and "Old Information" versus "New Information." Here we will investigate principles languages use to determine word order and to structure messages.

Then we will consider the nature of speech acts, presupposition, and conversational implicature—that is, how we do things not merely say them in language; how we can imply what we haven't literally said, and so forth. Here we will look into "pragmatics," the role of language in use and context.

Throughout the course we will draw data from English as well as other languages, and will be concerned with discovering universal factors underlying languages and cultures.

As we develop a view of meaning in language we will gradually also take up topics in the philosophical theory of meaning and the philosophy of language, e.g., such topics as the nature of truth conditions in relation to a theory of meaning, sense and reference, opaque contexts in language, the *de dicto/de re* distinction, the analytic-synthetic distinction, entailment, conceptual truths, and so forth.

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

Enrollment limit: 20

LC 173 AMERICAN PHILOSOPHY: CHARLES SANDERS PEIRCE AND WILLIAM JAMES

Richard Lyon and William Marsh

Pragmatism is a major distinctly American contribution to philosophy, and this seminar will concern itself with the ideas of its originators. We will examine closely several essays and books by the two men: a selection of Peirce's deeply original articles on logic, epistemology, and the philosophy of science on the nature of belief and the concept of truth. A theoretical and historical framework for our consideration of their ideas will be provided by a recent book, Bruce Aune's *Rationalism, Empiricism, and Pragmatism*. Near the end of the term we will read secondary and critical articles on aspects of Peirce's and James' thought.

Short papers will be assigned, responsive to particular ideas or essays, and students will be expected either to give a class presentation or to write a reasonably substantial paper by the end of the term.

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

Enrollment limit: 24, chosen, if necessary, by lottery during the first class.

LC 191 THE PHILOSOPHY OF PERCEPTION: AN INTRODUCTION

Christopher Witherspoon

In this seminar we will work on some philosophical problems about sense-experience, perception, and empirical knowledge. We will be centrally concerned with some classical issues involving competing accounts of how things look, sound, etc. to us and our knowledge of how they are and how they appear; of the nature of ordinary physical objects and of their observable or perceptible qualities; of the relations between our sense-experience, perceptions, perceptual judgments, and perceptual knowledge; of the objects of perception and of direct and immediate perception. We will also work on how to connect up philosophical and psychological theories and investigations of perception, and in doing this we will take up a few issues concerning aspects of our perception of distance, of innate factors in our perception of form, and of our perception of surface colors.

Most of our readings will be drawn from classical works of British empiricism, twentieth-century works in the same empiricist tradition, and very recent work in analytic philosophy and in psychology. The readings will include Bertrand Russell's *The Principles of Philosophy*, Berkeley's *Three Dialogues* and *An Essay Towards a New Theory of Vision*, excerpts from Locke's *Essay* and Reid's *Essays*, and several articles and excerpts. We will use Irvin Rock's *An Introduction to Perception* as our main source for our discussions concerning the psychology of perception, and Rosenberg's *The Practice of Philosophy: A Handbook for Beginners* in connection with our discussions of philosophical method. The heaviest reading for the seminar itself will be early in the term; readings in the latter part of the term should be in connection with examination work.

There will be short paper assignments and homework to help in the development of skills at working out philosophical positions and at writing philosophy. The seminar meetings will conclude early in the term so that more time can go into examination work. Students will be very strongly encouraged to work cooperatively on examination tasks, and possibilities for such joint examinations will be discussed throughout the term.

Meetings will typically begin with the instructor's informally presenting some material and proceed first to questions and answers about that material, then to open seminar discussion. Each student will be expected to take an active role in at least some of our discussions.

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

Enrollment limit: 16, by instructor selection after second meeting of the class; students interested should just come to the first or second meeting.



LC 192 CRITICAL PERIODS: THE IMPORTANCE OF EARLY EXPERIENCE IN CHILD DEVELOPMENT AND EDUCATION

Deborah Knapp

In this course we will examine and evaluate a controversial theory. Psychologists, educators, biologists, linguists, and others have all been known to endorse the concept of a critical period in development. They claim, in effect, that children can do things which adults can't. Certain experiences need to occur early, these theorists say, or it will be too late to learn from them. We will ask if this is true and, if so, why.

Preschool educators (including Montessori) say that learning before the age of five or so is more "natural" and easier. Linguists often claim that unless a language is learned before adolescence, it can never be learned as fluently. For instance, people who learn a second language after adolescence will have a foreign accent, it is claimed, while those who learn one earlier usually won't. Ethologists studying social attachment in animals have also pointed to the role of early experience. Newly hatched ducklings will follow (or "imprint on") the first moving object they see. In the natural world this means that they tag along behind their mother, but in the laboratory they may imprint on a red rubber ball. Baby monkeys raised without their mothers can become emotionally disturbed. If they are taken out of isolation early enough the effects can be reversed, but past a certain critical period it is too late. Early experience is also alleged to play a special role in perceptual development.

To evaluate these claims we will look at several sources of evidence, arguing both for and against them. We will become familiar with the cognitive development stage theory of Piaget, and see how it bears on the critical period claim. We will look at research on acquiring a first and a second language, and examine cases of "natural isolation" experiments such as children in institutions or "wild children" like Genie who was isolated in a Los Angeles room until the age of 13 and is now learning to speak. We will look at neuropsychological research on the development of the brain, especially the development of differences between the right and left hemispheres, which specialize for different kinds of cognitive tasks. Finally, we will examine some preschool programs and evaluate their effectiveness. The class will work on designing and carrying out some small experiments to answer questions which don't seem to be answered in the literature. In addition, there will be several short papers. Class meetings will consist of lectures and discussion.

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

Enrollment limit: 20, by lottery at first meeting.

LC 193 COMPUTER PROGRAMMING

Robert Moll

It is difficult to overestimate the growing influence of computers on modern society. But an understanding of this influence requires some appreciation for the joys and frustrations of computer programming. This course uses the language PASCAL to teach problem-solving by computer. Programming problems for consideration (there will be a great many to choose from) will include tic-tac-toe, elevators, magic squares, cryptanalysis, Morse code, 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

LC 202* PHILOSOPHY OF MATHEMATICS

David Israel

This course will introduce students to central issues in the philosophy of mathematics by way of an examination of the three major schools of thought in the area: Platonism, formalism, and intuitionism (and, if time permits, the strict finitism of Wittgenstein). Absolutely no mathematical expertise is assumed or required. Students interested in the philosophical implications of mathematics should take this course. One relatively painless way to do this is to have me devote the first few weeks of the course to a series of introductory lectures on logic.

Among the issues to be discussed are the following: What is mathematics about? Are there such things as numbers? If so, what kind of things are they? What, for example, is the number 3? How do we acquire mathematical knowledge? Why is such knowledge useful in science and in everyday life? How do answers to the question as to the nature of numbers constrain answers to the question as to the nature of mathematical knowledge? Can we explain how finite creatures (like you and me) know things about infinity, e.g., about each of the infinitely many numbers? We shall also, again, if time permits, look at the alleged philosophical implications of certain central results in mathematics, in particular of Gödel's result that there can be no consistent formal theory that captures all the truths about numbers.

Readings will include works by Russell, Frege, Carnap, Hilbert, and Gödel. Written work for the course will consist of two or three 5-10 page papers.

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

Enrollment limit: 20

LC 212 RESEARCH SEMINAR IN MATHEMATICAL LINGUISTICS

William Marsh

This seminar will meet with a class at the University of Massachusetts taught by James Bach to discuss and work on mathematical problems in the study of grammar. Students should have some background in either mathematics or linguistics.

The class will meet on Fridays from 11:15 AM to 2:15 PM.

Admission is by permission of the instructor.

LC 229 COGNITIVE DEVELOPMENT: THE EVOLUTION OF MIND

Deborah Knapp

This is a course about how children think. We will not only become familiar with the stage theory of Piaget, but will also read recent research articles and materials on educational programs. We will stress the implications of cognitive development for education, for understanding adult cognition, and for studying anthropology and social and personality development. Among the topics to be covered (this list is not exhaustive) are:

Infant perception. To what extent is the world of the infant a "boom, booming" and to what extent does it have structure? What abilities do newborns have to perceive shapes, patterns, and spatial arrangements? When do babies first recognize a human face? What does an infant's smile mean? How do babies learn to reach for and grasp objects? Do infants think the world goes away when they close their eyes?

Children's problem solving. How do children come to recognize contradictions in their own thinking? How does a child's memory differ from an adult's? How do children come to understand the concept of number? Why don't children appreciate some magic tricks? We will include special topics such as imagery and spatial representation, classification, conservation, and inferences and transitive reasoning.

Meta-awareness. When and how do children introspect about their own thinking? Do they monitor their understanding of an explanation to see whether they really understand or not? How much of their own memory limitations do they realize? How do they learn to plan out an activity strategically? How do they learn to plan out how they learn what it means to verify a conclusion?

Stage theories and critical periods. What have different theories said about the qualitative differences among children of different ages? How can stage theories account for learning and progress from one stage to another? How qualitative differences are reduced to quantitative ones? Critical periods: is it true that children can learn certain things only at certain ages? (For instance, is learning language after adolescence more difficult?) We'll examine some preschool teaching programs that rely on the supposed superiority of young children in learning some things.

Educational implications. What methods are currently used to teach reading? To teach arithmetic? What can theoretical research tell us about the effectiveness of these methods? We will attempt to build connections between psychological theory and educational practice.

Navigation, moral development, and the roots of social interaction in cognitive abilities. Why do children learn: is it because of reward and punishment or intrinsic curiosity? How do children's value systems and sense of right and wrong depend on their other capabilities? When are children first able to take account of another's point of view? When can they cooperate in group activities? Do children in other cultures pass through the same Piagetian stages?

Class meetings will be devoted to lecture and discussion. There will be several short papers, including one on an interview with a child. Some knowledge of Piaget and/or child development would be helpful. However, no previous knowledge of developmental or cognitive psychology is necessary. Division I students may take this course with the instructor's permission.

The class will meet twice a week for 1 1/2 hours each time. Enrollment limit: 20, by lottery at the first class meeting.

LC 231 SOCIOLINGUISTICS AND THE SOCIAL PSYCHOLOGY OF LANGUAGE

Mark Feinstein and William Wong-McCarthy

Two orientations to the intersection of language, psychology, and sociology will be apparent in this course. The first, a descriptive sociolinguistic orientation, will focus on the intricate and powerful relationship between linguistic variation and social differences. The second, reflecting a social psychological orientation, will concentrate on the connection between individuals' social identities and their styles of communication.

Sociolinguistics is the study of linguistic behavior as a function of sociocultural factors. Typical sociolinguistic research has been concerned with uncovering the linguistic correlates of such social stratifiers as socioeconomic status, sex, age, and ethnicity. The correspondence between linguistic differences and linguistic variation in the development of theories of social structure. From the linguistic perspective sociolinguistic research is important for providing us with insights into the nature of various theories of the mental representation of language and for clarifying some of the linguistic processes underlying the historical development of language.

The social psychology of language is the study of individual language behavior in small groups. Representative research in this area consists of studying the relationship between speech and such personality or social psychology variables as anxiety, shyness, dominance, honesty, and prejudice. Representative research in this area also includes studying changes in individuals' frequency and quality of participation in a group's social activities. Topics to be discussed will additionally include: the role of language in differentiating groups (i.e. stereotypes); the function of language in developing group consciousness; and theoretical models of speech choice as a function of social setting.

Lecture-discussion sections will supplement regular class meetings. Feinstein's section will serve to refresh or increase students' knowledge of general linguistics; Wong-McCarthy's section will be devoted to the subject of experimental social science methodology. Students taking this course will be encouraged to attend one or both of these sections regularly.

Readings will consist of articles on library reserve and of articles or chapters taken from the following texts: W. Labov's *Sociolinguistic Patterns*; W. Wolfram and R. Fasold's *Study of Social Dialects in American English*; and H. Giles and P. Powesland's *Speech Style and Social Evaluation*.

All students will be required to engage in one research project involving field work or an experiment for an evaluation (or grade).

The class will meet twice a week for 1 1/2 hours each session; section meetings will meet weekly, one hour each session, with further details to be discussed at the first meeting.

Enrollment limit: 25

LC 232 PHILOSOPHY AND REALITY

Allen Ambrose Lazerowitz and Morris Lazerowitz

See course description in the Emvritl Program section.

* Emvritl Professors of philosophy.

LC 243 COMPUTERS IN THE LAB: HARKINARE, SOFTWARE, INTERFACE

Albert Woodhull, Morris Gordon, and Robert Hall

See Natural Science course description.

LC 246 COGNITIVE PSYCHOLOGY: THE MIND AND ITS PHYSIOLOGICAL CORRELATES

Neil Stellings

This course treats four fundamental topics in cognitive psychology and their ties with physiology. Together, the topics constitute an integrated survey of current approaches to the basic capacities of the human mind, excluding language and child development. By concentrating on a few critical problems, and ignoring much else, considerable depth is achieved in each of the four topics. The actual and potential relationships between cognitive psychology and neuroscience are also discussed extensively.

Vision. The foundation of every theory of vision is a theory of how properties of light are related to properties of objects in space and their motion in time. The theory must go on to explain how organisms detect these relevant properties of light in order to perceive the visual world. We compare theories of vision from neurophysiology, psychology, and computer science by looking at the way they approach several crucial problems.

Consciousness and attention. In recent years it has become possible to account for some of the basic properties of our conscious awareness in terms of mental and physiological processes. We briefly review work on sleep, wakefulness, and arousal, and we study in detail the capacities and limitations of human attention and its role in learning complex physical and mental skills.

Memory. Psychological and physiological studies concerning the distinction between short-term and long-term memory are critically reviewed. We also study recent work in psychology on the organization of long-term memory and its role in the acquisition and recall of knowledge.

Modes of thought. Recently a number of psychologists and neurophysiologists have claimed that each cerebral hemisphere is specialized for a different mode of thought. Usually the left brain is characterized as verbal or analytic and the right brain as visuospatial or holistic. We assess the psychological and physiological evidence for this class of theories.

The course cuts across the subject matters of traditional courses in perception, learning and memory, human information processing, and physiological psychology in a way that makes it useful as an introduction to these areas, as a synthesis and extension for students who have had one or more such courses, or as a single course in the areas for students who are primarily interested in linguistics, computer/science, or philosophy. Students with no relevant background usually have to scramble to keep up early in the course. There will be a steady diet of rather technical reading from textbooks and journals, several short written assignments early in the term, and a long critical review paper at the end of the term.

The class will meet twice a week for 1 1/2 hours each session. Enrollment limit: 20, on a first come basis.

LC 247 THE SEARCH FOR INTERACTIVE CONSCIOUSNESS

Janet Tallman

In the last few years with students here I have been studying our speech in conversations. This work has given rise to a number of questions about the nature of interactive consciousness. What I mean by interactive consciousness is that state of mind we experience when we are in face-to-face encounters talking with one another.

What do we "really" feel when we talk? How do "true" feelings slip through? What can we tell from our hesitations, our errors and slips of the tongue? What do we mean when we feel we have had a "good" talk? Why is it sometimes so hard to express our inner thoughts? How does the size of the group change which parts of ourselves we express? What does silence do to our thoughts?

I approach these questions from the point of view of a conversational analyst and from my background in anthropology and symbolic interaction theory. Many of those we will read come from social branches of social science: sociology, psychoanalysis, social psychology, symbolic anthropology. We will read selections from George Herbert Mead, Georg Simmel, and Erving Goffman. We will also examine some psychoanalysts on language, including Freud and Henry Stack Sullivan. Then we will move to those who have directly studied conversations: Sacks, Jefferson, Schegloff, and my students and me. And Labov on therapeutic discourse. Last we will examine very briefly some recent writing on the place of language in shaping our political awareness, using one essay by Habermas.

I intend this as a reading course, and the readings will be extensive and difficult. I will strongly encourage at least one paper as well, drawn from and shaped to your individual concentrations.

The course will meet once a week for three hours.

Enrollment limit: 16, by instructor permission.



LC 249 AESTHETICS

Christopher Witherspoon

This is a first course in aesthetics. We will study and critically discuss several very important modern writings in aesthetics and art theory. Most of our readings will date from the period between the thirties and the fifties, and most will deal primarily with matters concerning painting and sculpture. The authors will include philosophers, artists, art historians, and art critics. The course will be structured by the order of the readings; that is given below.

We will begin with a brief historical survey and a discussion of the main problems of aesthetics. In the first part of the course we will study the philosophical accounts of Collingwood and Dewey. Next we will take up some questions of the use of aesthetic principles and positions in art history and criticism. We will focus mainly on the writings of Fry, Gombrich, Read, and Stokes. Selections from the writings of twentieth-century artists and works by theorists influenced by these writings, e.g. Merleau-Ponty, will be the central concern of the third part. In the fourth we will consider some important recent developments in aesthetics, with particular attention being given to some of Goodman's work. We will conclude with a discussion of the scope and limits of the theories we have examined and some consideration of what we want from an aesthetic theory.

This course is intended to provide a good foundation for more advanced studies in the philosophy of art, art criticism, and related areas. I hope that it will give students who don't go on to more advanced work a self-contained survey of some important ideas and theories of modern art. It will suffice for evaluation if students write a couple of papers sophisticated enough to be entered in their Division II portfolio, in addition to keeping up with the very extensive readings.

Texts

Osborne, *Aesthetics and Art Theory: An Historical Introduction*
Collingwood, *The Principles of Art*
Dewey, *Art as Experience*
Fry, *Last Lectures and Vision and Design*
Gombrich, *Art and Illusion*
Read, *A Concise History of Modern Painting*
Chipp, ed., *Theories of Modern Art: A Source Book by Artists and Critics*
Hart, ed., *Modern Artists on Art*
Goodman, *Languages of Art*
Articles by Valery, Merleau-Ponty, Benjamin, Stokes, Ingarden, and others

Recommended

Read, *A Concise History of Modern Sculpture*
Hoffman, *Search for the Real*
Osborne, ed., *Aesthetics* (Oxford Readings in Philosophy)

This class will meet once a week for three hours with a two-minute break in the middle.

Enrollment limit: none.

LC 252 ADOLESCENCE AND THE SEARCH FOR IDENTITY

Ellen Cooney

Adolescence is widely recognized as a period of turmoil and development resulting both from significant physical and psychological change as well as from changing social roles and expectations. This course will consider both the psychological and the social influences on adolescent development. It is designed to be of interest and value both to those planning on working with adolescents in educational and other settings and to those hoping more generally to gain an understanding of the various empirical and psychological perspectives that can be brought to bear on one period of development.

The course will first view adolescence from a variety of psychological perspectives, and we will examine relevant aspects of psychosexual, psychosocial, psychological, ego, and intellectual development. We will then study this period in terms of the changing demands of society, and from an historical and a cross-cultural perspective. Throughout, central issues such as separation from the family, search for a stable personal identity and sense of meaning, and the establishment of adult social roles will be emphasized.

Course meetings will consist mainly of lectures and discussions. Readings will include selections from Freud, Erikson, Sullivan, Piaget, Kohlberg, and others. In addition to examining these theories and related research, we will also apply these various perspectives to descriptions of adolescence in literature as well as to aspects of class members' own development. Students will be expected to complete readings prior to class meetings and to contribute actively to class discussion as well as to prepare two papers.

The class will meet twice a week for 1 1/2 hours each session. Enrollment limit: 20, first come, first served.

LC 253 TELEVISION WORKSHOP

Richard Miller

This is a project-centered workshop for students with previous training in television or film. We will produce a number of short television pieces for use by the Admissions and Development Offices. Our relationship to those offices will approximate that of a client; we will develop proposals to meet their needs, including budgets, and will submit our work for approval at several stages in the production process. We will use editing and post-production facilities at the Hampshire College television center camera equipment as necessary to assure high technical quality in the finished products.

Students should expect uneven but demanding time requirements. Admission to the course will be based on interviews conducted during the November 13 pre-registration week; interested students should submit samples of their previous work. Students should be fully qualified to use College television facilities, and should have completed Division I work or have an approved examination proposal prior to the beginning of the course.

This course is recommended as a part of a concentration in media or visual arts, and preference will be given to students whose Division II work is in those areas and whose contracts are filed before the beginning of the course.

Course times are to be arranged.

Enrollment limit: 12, by permission of the instructor.

LC 254 THE EDITING PROCESS IN VISUAL MEDIA

Darryl Baskind and Roger Mellen

This course will use both classroom sessions and production experiences to explore the role of the editor. Readings and classroom time will focus on the development of editing techniques and the thought processes of the various people who are involved in the editing of different productions (TV news, feature films, documentaries, video and film art, etc.). Does a feature film editor function and think differently than a documentary editor? How about a TV news editor? What people, as each of these editors communicate with in their productions? Do their responsibilities differ? What about their sense of creative freedom?

The production experience will be centered around small format video and one-half-inch and three-fourths-inch editing. Related media such as film and still photography may also be used. The production activities will allow students to develop basic production skills with an emphasis on a variety of editing problems.

Although Division I students are welcome to enroll, Division I examinations are not an anticipated direct result of the course. No previous video or production experience is required.

The class will meet twice a week for two hours each time plus a four-hour laboratory session. Additional time will be needed to complete the reading and production (shooting and editing) assignments. Field trips to television post-production facilities are a possibility.

Enrollment limit: 15, by interview with the instructors.

LC 255 WORKING IN PRINT JOURNALISM

Donald Houghton

This course is designed to be an intensive journalism workshop covering researching and writing news stories, interviewing, copy editing, editorial decision making, and other aspects of a daily newspaper work. To the extent that it is possible in a classroom setting, deadline conditions and professional standards will be invoked. Students should plan on extensive writing and rewriting and an exacting professional-level criticism.

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

Enrollment limit: 15, by interview with the instructor.

LC 277 SOUND AND MEANING IN POETRY

(HA 271)

James Paul Gue

This course will take up the nature of the sound (and form) of poetry. Its meaning (how and what it communicates to us), and the structure of language that mediate between the two (the role of syntax in poetry).

The course will start with an introduction to meter, both in its historical dimensions and in terms of techniques and theories of scansion. Students will learn to scan and to discuss scansion of English poetry. In discussing the sound and form of poetry we will also take up such matters as alliteration, rhyme, line and stanza form, and the role of syntax in contributing to the rhythm or prosody (in a general sense) of a poem. We will be concerned with both traditional metered poetry and so-called free verse, as well as variations in between.

Then we will discuss how poetry communicates both cognitively and emotively with us, i.e. with the "meaning" of poetry. We will consider the nature of the interaction of sound, form, structure, and meaning, as well as various views of the nature of meaning in poetry, including the view that poetry is "hyper-semantic," i.e. the view that not only the verbal meanings of the words of a poem count but its meaning, but all aspects of its structure and form (not least ideally).

Throughout we will be concerned with the ways in which contemporary linguistics and grammatical analysis can help us to understand, appreciate, and criticize poetry. We will for the most part be concerned with the language of poetry and its relationship with the standard grammar (e.g. what is the role of the standard grammar in poetry? what is the role of deviance? what is the role of norms?). We will also be concerned, at a more general level, with how one would go about developing a general theory of the aesthetics of poetry. However, the emphasis throughout the course will be on actually analyzing poetry and helping students to develop competence in reading and appreciating poetry.

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

Enrollment limit: 15, by discussion at first class meeting.

LC 280 BOOK SEMINAR: THE JOURNALISM OF SOCIAL CONSCIOUSNESS

(HA 285)

David Kerr

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

The reading rate will be roughly equivalent to a book a week, and there will be two papers of modest length required, one of which will be the basis for a student-led discussion.

The seminar will meet once a week for two hours.

Enrollment limit: 12, by lottery if necessary.

LC 285 LISP

Robert Hott

This is a second course in computer science. It deals with the theory, application, and implementation of the computer language LISP. LISP is the principal language for artificial intelligence research, and it has application to problems in other areas as well.

LISP programming competence is a first goal of the course, but a number of broader issues in computer science will also be considered, including language implementation, data structures, and the relationship between LISP and mathematical logic.

While LISP programming experience is not necessary for the course such experience will certainly be helpful. (Note: a LISP mini-course has been proposed for January Term.) At least one term of college level programming in some language—APL or PASCAL, for example—is essential.

There is an excellent text for the course: *Anatomy of LISP* by John Allen. Most of the material in the book will be covered during the term.

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

Enrollment limit: 15

LC 295 CONTROVERSIAL ISSUES IN AMERICAN SIGN LANGUAGE LINGUISTICS

Judy Anne Hegl

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 mime? Is ASL a natural language or can 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 do signers figure this out from the context? 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 Systems* 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 instructor is required prior to the beginning of classes.



FOREIGN LANGUAGES

FL 103 INTERMEDIATE FRENCH

Raymond Pelletier

This course is designed for students who have completed an elementary French course or its equivalent. Class time will focus on conversation, using cultural differences, current events, magazine and newspaper articles, films and literary works as points of departure. Language structure will be highlighted in class and in the grammar text adopted for the course. Active class participation is required, and students can expect to direct at least one activity during the term. In addition, students are strongly encouraged to undertake independent projects in one or more of the following areas: translation, intermediate or advanced readings, composition. The independent project is meant to give the students the opportunity to focus on one aspect of language that they would like to develop more fully. The results of the independent work should be presented to the class as a whole (when applicable).

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

Enrollment limit: 20, by interview with the instructor.

FL 104 INTERMEDIATE SPANISH

Angel Nieto

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

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

Enrollment limit: 20

LANGUAGE STUDIES LECTURE SERIES

Students who have learned or are learning a foreign language are often interested in putting their knowledge to work in satisfying Division I examination requirements. While knowledge of a foreign language is by itself not sufficient to pass a Division I examination at Hampshire (in any School), there are many ways in which this skill can be relevant to the examination setting. This lecture series is designed to place the study of foreign languages in a broader intellectual framework; to show how scholars and researchers in many diverse fields study and use language in their work. Faculty members and advanced students in various Schools will present a series of one-hour talks on such topics as:

- The structure of language
- International mass media
- Language and literature
- Social class and language
- Bilingualism
- Acquisition of language
- Language and cognition
- Translation and interpreting
- Logic and language
- Language and the brain
- Human language and other communication systems

This is not a Division I course; it will not examine any particular mode of inquiry in depth. But it will give language students (and others) some clear ideas about the kinds of examination areas involving languages which are appropriate to the various Schools.

The lecture series is required for students in FL 105 Advanced French and FL 106 Advanced Spanish and recommended for other language students. The lectures will be given in general in English and are a course open to the community at large.

The lectures will be given on Mondays at 4:00 PM.



FL 105 ADVANCED FRENCH

Raymond Pelletier

The aim of this course is to develop reading and writing skills in French. At the same time we will explore the importance of language in its relation to culture and society, especially emphasizing the phenomenon of bilingualism and the study of non-standard varieties of languages. These questions will not be the focus of the course, but rather a theme around which reading materials and writing assignments will be organized. The primary work of the class will be a systematic, advanced review of French grammar. Reading materials will consist of works of fiction, scholarly and journalistic articles, and historical documents relating to language-society interaction (with special emphasis on the role of French in Quebec).

Students wishing to participate should be competent in French beyond the intermediate level; i.e. understanding spoken French should not pose a problem to the student, and s/he should be able to express thoughts and opinions in speech and writing in relatively clear terms. Students will be expected to participate in class discussions and to write one short paper per week.

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

Enrollment limit: 15, by permission of the instructor.

FL 106 ADVANCED SPANISH

Paloma Garcia-Bellido

The aim of this course is to develop reading and writing skills in Spanish. At the same time we will explore the importance of language in its relation to culture and society, especially emphasizing the phenomenon of bilingualism and the study of non-standard varieties of languages. These questions will not be the focus of the course, but rather a theme around which reading materials and writing assignments will be organized. The primary work of the class will be systematic, advanced review of Spanish grammar; reading materials will consist of works of fiction, scholarly and journalistic articles, and historical documents relating to language-society interaction (with special emphasis on Spanish in Puerto Rico, the American Southwest, and in local bilingual communities).

Students wishing to participate should be competent in Spanish beyond the intermediate level; i.e. understanding spoken Spanish should not pose a problem to the student, and s/he should be able to express thoughts and opinions in speech and writing in relatively clear terms. Students will be expected to participate in class discussions and to write one short paper per week.

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

Enrollment limit: 15, by permission of the instructor.



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 lead to Division I ideas, projects, and--in time--to Division I examinations. 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 the questions and testing of current scientific thought and will thus entail considerable written work; and, in most cases as well, laboratory work, field projects and/or reading of the 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 tend to be more traditional in nature. They are designed for concentrators or, in the old sense, majors. Since Division II concentrators do not necessarily fall into traditional disciplines neither do the courses. 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 prerequisites 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 (Raymond Coppinger, 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 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 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 be generally by 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 efficient 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 and may even refuse to undertake a Division I examination with a student who has done no Natural Science course work or otherwise demonstrated the necessary kind of scientific maturity.

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 four institutions adapt our system to their individual institutions.

ASTFC 34 HISTORY OF ASTRONOMY

Walter Setzler, Richard White (et Smith)

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

Class will meet Mondays and Wednesdays from 2:30 to 3:45 at Smith College. This is a Division I course.

NS 104 THE SCIENCE AND ART OF HOLOGRAPHY

Janet Van Blerkom

The ability of holograms to create an extremely realistic three dimensional illusion has prompted both artists and scientists to learn more about their production and use. We will study the physics involved in holography including topics such as light waves, lenses, wave diffraction, some plates and geometrical optics. The course will also include sessions in the lab where the class will learn how to set up the necessary optical equipment for the production of holograms.

Enrollment limited to 10 by permission of instructor. Class will meet twice a week for 1 1/2 hours.

NS 114 FREUD, LORENZ AND VIENNA

Ruth Rinard

Vienna, city of paradoxes--city of valtzers and sechertortes--of Zionism and of right-wing extremism, also gave birth to the fields of psychoanalysis and animal behavior. Sigmund Freud and Konrad Lorenz both lived and worked in Vienna. Their lives and work are separated by World War I. This course will explore the historical factors which shaped their work. It will try to answer questions such as how do new fields emerge and what makes a study scientific in a particular time and place.

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

NS 134 PIGMENTS, DYES, AND THE ARTIST'S PALETTE: THEORY AND PRACTICE

Stanley Goldberg

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

Limit: 10 students/lottery. This minicourse will meet the first six weeks of the semester.

NS 137 THE EYE

Merie Bruno

The part of our eye that we can't see is in the part of the eye that sees. The delicate pink retina is made up of several layers of cells that absorb light from the environment, control the sensitivity of the eye, sort out colors in the spectrum, and make it possible to read fine print. A great deal is known about how the retina accomplishes this and about the nature of the information it "chooses" to send to the brain. Students in this class will learn a lot about what is known, will find out even more about what is not known and will try to formulate questions and directions for further research.

Classes will meet twice a week. This minicourse will meet the second six weeks of the semester (starting the week of March 26).



NS 181 LIGHT AND COLOR IN THE OPEN AIR

Mini

Kurtiss Gordon

The world around us presents some spectacular light shows: the rainbow, the green flash, and halos about the moon, to name just a few. Have you ever wondered how to explain a mirage? Why the sun appears red and squashed near the horizon? Why the sun's reflection in a wind-ruffled lake is drawn out into a line?

We will use these and other observations to illustrate some of the basic laws of optics and to learn about the properties of the atmosphere.

Text: M. C. J. Minnaert, *Light and Color in the Open Air*. Expected student input: Class presentation or write-up of an experiment or observation.

Class meetings: One 1-hr. lecture/demonstration and one 2-hr. discussion/lab per week. This seminar will meet the first six weeks of the semester.

NS 187 ATOMS, MOLECULES AND THE STRUCTURE OF MATTER

Stanley Goldberg

This is a set of modules designed for the student not in science but interested in pursuing from an historical point of view questions in science. The number of students in any module is strictly limited to ten. There are no prerequisites from module to module.

A. The Modern Concept of Elements and the Development of a Theory of Combustion (4 sessions). In this module we will explore the creation of Lavoisier's theory of combustion and illustrate the extent to which it depended on technological developments in the ability of eighteenth century natural philosophers to isolate gaseous products and in the development of chemical balances.

B. The Atomic Molecular Theory (8 sessions). In this module we explore the creation of the atomic-molecular theory. Our basic question will be "If we do believe in atoms, what is the evidence on which such a belief is based, and how has that evidence changed over time?" Do you believe in the atomic theory? Why? We will try to find out.

C. The Structural Theory of Chemistry (8 sessions). In this module we take the atomic theory for granted and show that even so, it cannot deliver its promise of explaining differences in the stuff of the world in terms of unique associations of atoms for each different substance. A further assumption is needed and the one that is found to be extremely useful is to assume that we must also take into account the arrangement of the atoms in space--that is, we must begin to ask questions about molecular structure. It turns out to be fairly easy, having asked the question, to begin to gather information on what the likely structure of various classes of compounds are. The approach will be quasi-historical although we will concentrate on the logic of the argument.

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

NS 191 EARTH AND MOON

Kurtiss Gordon and John Reid

The Earth-Moon "double planet" is unique in the solar system, and has long excited scientists' attempt to explain when and how it formed. In the 19th century, the physicist Lord Kelvin almost wrecked the budding science of geology over the controversy of the age of the earth: should it be reckoned as millions or billions of years? At present, both astronomers and geologists are trying to solve the riddle of where the moon formed--was it part of the earth which broke off, did it form alongside the earth, or was it captured from afar?

Expected student input--2 papers or class talks; occasional problems.

Meetings--two 90-minute lecture/discussion sessions per week.

NS 194 WARFARE IN A FRAGILE WORLD

Arthur Westing 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 oceanic, including temperate, tropical, desert, arctic, and insular.

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

NS 117 GARDENING, ORGANIC AND OTHERWISE

Mary Beth Averill

We'll cover the basics of growing plants for food and satisfaction. Topics will include major plant groups; plant structure; nutrients; when, how, what, where to plant; plant breeding; composting and mulching; etc. Format will be readings, lectures and discussions, lab and greenhouse work. Students may decide to organize a Hampshire garden, although it is not an integral part of the course.

Class will meet twice a week for one hour and once for two hours. Enrollment limit: 15, first come basis.

SCHOOL OF NATURAL SCIENCE

DIVISION I:

HISTORY OF ASTRONOMY ASTFC 34	W. Setzler*, R. White*
THE SCIENCE AND ART OF HOLOGRAPHY NS 104	J. Van Blerkom
FREUD, LORENZ, AND VIENNA NS 114	R. Rinard
PIGMENTS, DYES AND THE ARTIST'S PALETTE NS 134 (Mini)	S. Goldberg
THE EYE NS 137 (Mini)	M. Bruno
LIGHT AND COLOR IN THE OPEN AIR NS 181 (Mini)	K. Gordon
ATOMS, MOLECULES AND THE STRUCTURE OF MATTER NS 187	S. Goldberg
EARTH AND MOON NS 191	K. Gordon, J. Reid
WARFARE IN A FRAGILE WORLD NS 194	A. Westing, A. Krass
GARDENING, ORGANIC AND OTHERWISE NS 117	M. B. Averill
FOOD CRISIS: NEW ENGLAND AND THE WORLD NS 151 (SS 127)	R. Coppinger, F. Holquist, L. Miller, P. Slater
BOOLOGY OF A NEW ENGLAND HILLSIDE NS 193	J. Reid, R. Coppinger
NEW ENGLAND WOODLOTS: A NEGLECTED RECREABLE RESOURCE NS 195	D. Riggs, A. Westing
TOPICS IN WOMEN'S HEALTH NS 123	J. Raymond
HUMAN MODERN PHYSIOLOGY NS 130	Ann Woodhull
MALE AND FEMALE REPRODUCTIVE FUNCTION NS 189	N. Goddard
DARWIN, COMPETITION AND NATURE NS 197 (Mini)	M. Gross
POPULATION MODELS NS 198 (Mini)	M. Gross

DIVISION II:

COSMOLOGY ASTFC 20	T. Dennis*
GALAXIES AND EXTRAGALACTIC ASTRONOMY ASTFC 22	W. Dent*
OBSERVATIONAL RADIO ASTRONOMY ASTFC 38	C. Huguenin*
ASTROPHYSICS II: RELATIVISTIC ASTROPHYSICS ASTFC 44	E. R. Harrison*
THE COLOR AND LIGHT CIRCUIS NS 210	M. Bruno, S. Goldbers, Al Woodhull, A. Hoener, C. Witherspoon
GENERAL CHEMISTRY NS 204	L. Williams
ORGANIC CHEMISTRY NS 234	N. Lowry
ALCHEMY NS 232	M. Gross, N. Lowry, N.B. Averill
BASIC PHYSICS NS 282	H. Bernstein, J. Van Blerkom, A. Krass, J. Reid, S. Goldberg, K. Gordon
TOPICS IN MODERN CELL BIOLOGY NS 247	M. Bruno, J. Foster, L. Miller, S. Oynaele, C. Van Raalte
READINGS IN ECOLOGY NS 251 (Mini)	C. Van Raalte J. Foster
THE NATURE WRITERS (See OP 234) NS 214	R. Lutz
TECHNOLOGY ASSESSMENT NS 279	A. Krass
COMPUTERS IN THE LAB NS 243 (LC 243)	Al Woodhull, K. Gordon, R. Noll
STATISTICAL METHODS IN THE BIOLOGICAL AND SOCIAL SCIENCES NS 253	D. Wiggs
MATH FOR SCIENTISTS AND SOCIAL SCIENTISTS NS 261 (SS 261)	D. Kelly
LINEAR ANALYSIS AND DIFFERENTIAL EQUATIONS NS 267	D. Kelly

*S-College Astronomy Department Faculty

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

Coppinger, Holmquist, Miller, and Slater

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

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

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

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

Class will meet three times a week for 1 1/2 hours.

NS 193 ECOLOGY OF A NEW ENGLAND HILLSIDE

John Reid and Ray 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 studying the ecology of the hill. The front has all these 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 student will be expected to design and carry out a project to answer a question of this sort.

Class will meet twice a week for one 1 1/2 hr. lecture/discussion and one afternoon field trip.

NS 195 NEW ENGLAND WOODLOTS: A NEGLECTED RENEWABLE RESOURCE

Douglas Riggs and Arthur Westing

Throughout the Northeast, millions of acres of what was formerly farmland and pasture have now been reoccupied by forest, much of it in small privately-owned woodlots. In this course we shall examine some of the complex ecological, technological and economic problems which must be solved if we are to make the best use of this vast renewable resource: What proportion of New England is forested, and of this, what proportion is in small woodlots? What are the advantages and disadvantages of clear-cutting vs. selective cutting? Is it practical to mill woodlot wood into boards? What are the major species of woodlot trees in this region, and what is the life history of each? For maximum yield, at what point in its life history should a tree be harvested? How are the small branches and twigs best utilized? With continued harvesting, will the soil be seriously depleted of nutrients so that fertilizers must be used? What is the caloric value of hardwood, and how is it influenced by species, water content, and decay? What is the sustainable annual yield in calories per square meter of ground? How can the heat from burning wood be used most efficiently? How can the by-products of combustion be safely gotten rid of or utilized? Can methods developed for the commercial management of large forests be applied to small woodlots, or will their use remain a labor-intensive owner-managed "cottage industry"?

Two 1 1/2-hour classroom sessions per week, devoted to the analysis of published data, student reports, and discussions. One afternoon per week devoted to field studies of woodlots, and to interviews with local suppliers of cordwood, and owners of woodlots, sawmills, and lumberyards.

NS 125 TOPICS IN WOMEN'S HEALTH

Janice Raymond

This is a course designed for students who want to do specialized projects within the course of the semester on women's health issues. Five-College students are also encouraged to develop specialized projects which will be graded for credit. The instructor will give several lectures in the beginning weeks of the semester, after which small study groups will be organized around the interests of students. Any topic may be proposed, but the following are some suggestions:

- 1) The story of DES;
- 2) Menstruation and menopause;
- 3) Childbirth practices: hospital and home deliveries;
- 4) Lesbian health issues;
- 5) The history of midwifery;
- 6) Sterilization techniques and policy;
- 7) Treatment of ordinary female health problems;
- 8) The women's health movement.

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

NS 130 HUMAN MOVEMENT PHYSIOLOGY

Ann Woodhull

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

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

No science background needed. Class meets twice a week 1 1/2 hours.

NS 194 MALE AND FEMALE REPRODUCTIVE FUNCTION

Janice Goddard

What are the biological bases of sexual activity? What factors influence male and female reproductive behavior, ability, and success? How do these factors change with age? Are there biological bases for sexual orientation? What happens to a person when they become infertile? What are the effects of reproductive hormones on the body? What are the effects of reproductive hormones on the brain? Are there effective means of correcting hormonal imbalances? What is the role of the hypothalamus in the control of reproductive function? These are some of the questions that will be addressed in this course. We will read scientific papers and discuss them. We will also do some laboratory work. This is a course for students who are interested in the biology of reproduction and who want to learn more about the physiological and psychological aspects of sexual activity. It is not a course for students who are interested in the social aspects of sexual activity.

Classes will meet twice weekly to discuss selected literature, view films and meet with appropriate outside persons when available in relevant fields. Opportunities for laboratory research will be provided.

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

NS 197 DARWIN, COMPETITION, AND NATURE

Michael Gross

One of the key concepts in Darwin's theory of evolution by means of natural selection is competition—the "struggle for existence" which occurs within members of a species and among different species. This minicourse will contrast Darwin's view of nature with the more balanced and harmonious image held among his eighteenth-century contemporaries. We will read original scientific sources and analyze the relationship between observation and hypothesis, while also keeping in mind the broader issue of how extra-scientific ideas might influence changes in scientific theory. Students will be encouraged to pursue either a deeper investigation of the scientific ideas of Darwin or his predecessors, or to examine more recent scientific research on competition in nature. For the latter subject, sections of "Population Models" (NS 198) will be relevant and students should consider continuing with that minicourse.

Class will meet twice a week for 7 hours. This minicourse will meet for the first 4 weeks of the semester.

NS 198 POPULATION MODELS

Michael Gross

In 1798 an English parson named Thomas Malthus was worrying over what, in 1975, was being called "the population bomb." He thought the rumblings of the explosion had already begun. Malthus was concerned with, among other things, categorizing the factors which regulate population size in man and in animals (food, particularly), and with the medical-behavioral consequences of overcrowding. Scientists continue to study these questions—for instance with laboratory and field studies of various animal species, and, for humans, the data of social psychology, demography, and epidemiology (to name only a few sources). We will sample the literature in some of these areas, for several weeks, while formulating and starting group and individual projects which will probe more deeply particular questions. We will then meet as a research-in-progress seminar to discuss approaches, results, problems.

Class will meet twice a week for two hours. This 5 week minicourse will start the week of February 26 (after exams).

DIVISION II:

ASTFC 20 COSMOLOGY

Tom Dennis (at Mt. Holyoke)

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

Class will meet Mondays and Wednesdays from 1:25 to 2:20. This is a Division II course.



ASTFC 22 GALAXIES AND EXTRAGALACTICAL ASTRONOMY

William Dent (at U Mass)

For students interested in a quantitative introductory course. Atomic and molecular spectra, emission and absorption nebulae, the interstellar medium, the formation of stars and planetary systems, the structure and rotation of galaxies and star clusters, exploding galaxies, quasars, the cosmic background radiation, and current theories of the origin and expansion of the universe. Prerequisite: one semester of calculus and one semester of some physical science.

Class will meet Mondays and Wednesdays from 1:25 to 3:20 plus evening labs (at U Mass). This is a Division II course.

ASTFC 38 OBSERVATIONAL RADIO ASTRONOMY

George Huguinin (at U Mass)

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

Class will meet Tuesday and Thursday from 2:30 to 3:45. This is a Division II course. Instructor permission required.

ASTFC 44 ASTROPHYSICS I: RELATIVISTIC ASTROPHYSICS

John Harrison (at U Mass)

Continuation of ASTFC 33. Stellar interiors and supernovae. Neutron stars, black holes, and pulsars. Gravitational waves. Cosmology and the Big Bang. The universe as a whole. The future of the universe. Prerequisite: ASTFC 33 or equivalent.

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

NS 210 THE COLOR AND LIGHT SENSE

Helen Bruno, Stanley Winkler, and John Miller

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

he lectures will be given once a week for 1 1/2 hours.

NS 204 GENERAL CHEMISTRY (SPRING TERM)

Lloyd Williams

During the spring term, principles and ideas from fall term general chemistry 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. In the laboratory we will learn the principles of qualitative analysis and students will be expected to synthesize and characterize a coordination compound of their own choosing. Students should expect to spend eight or more hours each week outside of class in readings, problems, and laboratory work. Summary problem sets and written laboratory reports will be required for evaluation.

Classes will meet three mornings a week. Two two-hour laboratories are scheduled each week. Enrollment is limited to students who have completed full term general chemistry unless permission is obtained from the instructor.

NS 234 ORGANIC CHEMISTRY (SPRING)

Nancy Lowry

This course is a continuation of the first semester; emphasis is on the functional groups and spectroscopic identification of organic compounds.

Class will meet three times a week for 1 1/2 hours, plus two 2-hour labs per week.

NS 252 ALGEBRA

N. Gross, N. Lowry, N. B. Averill

There are many algebras
--geographically/historically: Indian, Chinese, European...
--interpretively: religion, cult, science, business...
The metaphor of algebra is equally multifaceted as a model or symbol or metaphor in mythology, literature, poetry, theology, history, philosophy, metaphysics, maybe ethics, and psychology, of course.

We want to chart some order through this complexity--that is, we want first to survey these facets of algebra, in order to fully appreciate the breadth of questions it raises, the multiplicity of its guises. Then we want to delve more deeply, particularly, into a narrower question: what can the concrete manipulations of matter or substance have to do with a religious or spiritual pursuit, and why did that connection arise, then become severed? Around this theme are such related objectives as defining more clearly what makes algebra like a religious activity and examining the reception and treatment of algebra by such fathers of modern science as Francis Bacon and Isaac Newton.

Class meetings will be twice a week, 2 1/2 hours each.

NS 282 BASIC PHYSICS

Bernard, Van Alstern, Krass, Reid, Goldberg, and E. Gordon

This course is designed to provide a rigorous introduction to the fundamental concepts of physics for students who are concentrating in natural science. The full course consists of two semesters starting in the spring, and it is anticipated that most students will want to take both semesters. Calculus will be used extensively in the course, so students desiring to begin basic physics in the spring should take calculus in the preceding fall semester.

The course is divided into several modules taught by different instructors some of whom are not primarily physicists but are interested in the philosophical and historical aspects of physics. These different perspectives are intended to make the course more relevant and meaningful to students who are not physics concentrators.

During the fall semester of 1978 students and faculty discussed the content and approach, in order to meet the needs for Basic Physics. Tentatively, the topics covered in the spring semester will be concepts of measurement, classical mechanics, thermodynamics, and wave phenomena. While the second semester of the course (next fall) will deal with electricity and magnetism, optics, spectroscopy and the quantum theory.

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

NS 247 TOPICS IN MODERN CELL BIOLOGY

Bruno, Foster, Miller, Nywolve, Van Rantle

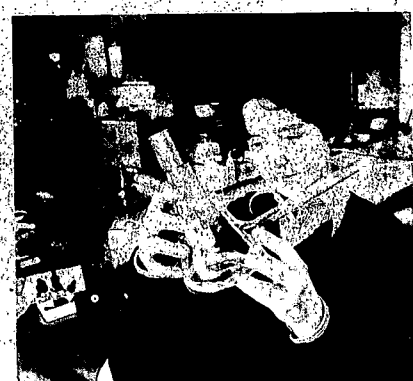
The lecture portion of this course will provide an intensive introduction to some areas of modern biology including control of macromolecular synthesis, energy metabolism, nitrogen metabolism, neurophysiology, and virology. The readings will be taken from the original literature.

Students will be asked to join one of the laboratory and study sections at the beginning of the course. Some of these sections will be repeated the second half of the term so students may switch into another section. The sections are:

- | | |
|------------------------|-----------------|
| Virology | - S. Nywolve |
| Nitrogen Metabolism | - C. Van Rantle |
| Neurophysiology | - M. Bruno |
| Mitochondrial Genetics | - L. Miller |
| Cell Metabolism | - J. Foster |

Every student will be expected to produce substantial written or experimental work by the end of the term.

Class will meet three times a week for 1 1/2 hours and there will be two afternoon labs per week.



NS 251 READINGS IN ECOLOGY
Mini

Charlene Van Raalte and John Foster

This seminar is designed for Division II and III students interested in ecology. We will read and discuss some of the "key papers" in ecology. The focus of the course will be on some areas of ecology which are of great interest to practicing ecologists and to us. After the first few sessions, students will direct the class. A project or paper plus presentation of a seminar will be required for evaluation.

Limit: 15, first come, first served. Prerequisite: Ecology. Class will meet twice a week for 1 1/2 hrs. This six week minicourse will begin the week of March 26th.

NS 279 TECHNOLOGY ASSESSMENT (Environmental Studies and Public Policy Program)

Allen Krass

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

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

This course will be restricted to people who have passed their Social Science and Natural Science Division I exams. There will be two 1 1/2 hour sessions per week.

NS 243 COMPUTERS IN THE LAB: HARDWARE, SOFTWARE, INTERFACE (LC 243)

Albert Woodhull, Kurtiss Gordon, and Robert Noll

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

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

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

We will structure the course around one or more experiments we are interested in, and our goal will be to produce a working system. There will be two class meetings each week, as well as laboratory sessions using both structured and self-forming where you can hook them up yourself. We have them now at Hampshire College, and this course will be about getting them to work for you in the lab.

Limit 20 students, selection by interview if necessary.

NS 253 STATISTICAL METHODS IN THE BIOLOGICAL AND SOCIAL SCIENCES

Douglas Riggs

In the "inexact" sciences, observed data are usually subject to so much random variation ("noise") that we need statistical methods to help us answer such questions as, "Does the observed difference between my treated group and my control group really indicate that the treatment was effective, or might the observed difference have been due just to chance variations?" or "The trend of my observed points clearly shows that my dependent variable, y , really does tend to change as my independent variable, x , changes, but what kind of line or curve should I fit to the points?" To answer these and similar questions, we shall learn how to apply some common statistical methods to the analysis of observed data, with strong emphasis upon the basic reasoning involved and the rational (i.e., common-sense) interpretation of results. Topics to be considered will include: t -tests, F -tests, simple analyses of variance, fitting straight lines and curves, the proper weighting of observations, and a brief introduction to the analysis of "enumeration data", i.e. counts rather than measurements.

There are no prerequisites, although some familiarity with computers would be helpful. This is a Division II level course in statistical analysis, not open to Division I students except with the written consent of the instructor.

Class will meet three times a week for one hour.

NS 261 MATH FOR SCIENTISTS AND SOCIAL SCIENTISTS (SS 261)

David Kelly

Traditionally, the mathematical preparation for scientists and quantitatively-minded social scientists begins with a year or more of the calculus. Easy access to high speed computers has increased the usefulness of other tools. For almost all scientists (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 267 LINEAR ANALYSIS AND DIFFERENTIAL EQUATIONS

D. Kelly

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

Freshman calculus and the willingness to do lots of problems are prerequisites. Mathematical maturity is a byproduct. The text will be *An Introduction to Linear Analysis* by Kreider, Ruller, Oetberg and Perkins.

Class will meet three times a week for one hour.

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 focused 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

POVERTY AND WEALTH
SS 102INHERITANCE AND THEIR DESCENDANTS: ETHNICITY AND CLASS IN AMERICA
SS 108THE HOLOCAUST
SS 118INTRODUCTION TO THE CLASSICS OF POLITICAL ECONOMY
SS 126RINO CRISIS: NEW ENGLAND AND THE WORLD
SS 127 (SS 151)NEW CHINA: POLITICS IN COMAND
SS 129ANTHROPOLOGICAL PERSPECTIVES ON THE MIDDLE EAST
SS 135NINE COURSES IN EDUCATION
SS 140 SS 141BUREAUCRACY AND OTHER COMPLEX ORGANIZATIONS
SS 154PROFESSIONALISM AND SOCIAL CHANGE: AN HISTORICAL VIEW
SS 155WHITE WOMEN/BLACK WOMEN
SS 180 (HA 124)DECENTRALISM: THE EXPLORATION OF COMMUNITY AND WORK ENVIRONMENTS
SS 184INTRODUCTORY ECONOMICS
SS 210SENSELESS IN THE POLITICAL ECONOMY OF RACISM
SS 212CULTURE, IDENTITY AND BEHAVIOR
SS 225SOCIOLOGICALS AND THE SOCIAL PSYCHOLOGY OF LANGUAGE
SS 231 (LC 231)LABOR AND COMMUNITY: THE DYNAMICS OF STRUGGLE UNDER CAPITALISM (AND THE ALTERNATIVES)
SS 239THE SOCIOLOGY OF MEDICINE
SS 249SOCIAL PROBLEMS AND SOCIAL POLICY
SS 250PERSONALITY, MORAL DEVELOPMENT AND SOCIAL LIFE
SS 253LAW AND LITERATURE
SS 255 (HA 279)MATH FOR SCIENTISTS AND SOCIAL SCIENTISTS
SS 261 (SS 261)THE STRUCTURE OF ECONOMIC THEORIES
SS 268STATE AND SOCIETY
SS 275AMERICAN INTELLECTUAL HISTORY, 1630-1850
SS 285THE THERAPEUTIC RELATIONSHIP
SS 295ALTERNATIVE LIFE STYLES - PART II: SEXUAL PREDICAMENTS OF BLACK WOMEN
SS 296

NOTE: Not included in the above listing are two courses that will be taught in the area of Asian studies.

SS 102 POVERTY AND WEALTH

Laurie Kisonoff

"God and Nature have ordained the chances and conditions of life on earth once and for all. The case cannot be reopened. We cannot get a revision of the laws of human life."

W. Graham Sumner

"Contrary to what many believe, poor people are not poor because they are naturally lazy and stupid or because they have too many children. Nor is it because there aren't enough jobs to go around or because poverty is a 'natural' condition of society."

(There is in America) a business elite that has historically kept certain elements of society poor for the benefit of the rich and powerful."

P. Roby

Who gets the money in America and who doesn't? Why is there poverty in the richest country in history? Although often sanctified by economic theorists in oblique formulas, the state of poverty and the character of wealth go to the heart of what it is to live in America. In this spirit then, what are the human terms of the economic activity known coolly as "income distribution"?

This course is designed to encourage inquiry into a hard accounting of this contemporary social and economic reality. That a problem exists is often masked by the dominant myth of American industrialism's childhood, that (as expressed by W. G. Sumner) "it is not wicked to be rich; any even... it is not wicked to be richer than one's neighbor. There will be thematic units such as: federal income measurement -- its facts and its fictions, the business elite, taxation, family and sexual inequality and race, health care and generic endowment, aging, education, and the history of social welfare programs and charity. With the goal of fostering an understanding of the way income inequality is perceived and measured we will also examine three paradigms in economic inquiry, the radical, the liberal, and the conservative."

Readings will include: David Gordon (ed.), *Problems in Political Economy*; Herman P. Miller, *Rich Man Poor Man*; Paul N. Roby (ed.), *The Poverty Establishment*; James G. Scoville (ed.), *Perspectives on Poverty and Income Distribution*; Helen Ginsburg (ed.), *Poverty, Economics and Society*.

The course will meet for 1 1/2 hours twice a week and is limited to 18 students on a first come first served basis. Research papers on themes treated throughout the semester will be required of each student within an evaluation.

SS 108 INHERITANCE AND THEIR DESCENDANTS: ETHNICITY AND CLASS IN AMERICA

Aron Berman

One little girl, fair as a pearl,
Worked every day in a laundry;
All that she made for food she paid,
So she slept on a park bench so soundly:
-- Joe Hill, Swedish Immigrant
Organizer for the Industrial Workers of the World
Executed in Utah, Nov. 19, 1915

We will be concerned with the immigrant experience in America, particularly the role immigrants played in the formation of the American working class. Topics to be discussed will include: adjustment and resistance to the factory system; unionization; strike activity; and immigrant interaction with white and black American workers. We will also examine how family and kinship ties affected the Americanization of immigrants, as well as the role immigrants and ethnicities have played in American politics. Statism and the repression of radical politics in the green will also be studied. Finally, we will examine how American conservatives and radicals have used ethnicity as a means to achieve larger political and social goals.

Readings will include both works of history and fiction that illustrate the immigrant and ethnic experience. Instruction will be given in the use of oral history.

The course will meet twice a week for 1 1/2 hours each session. Enrollment is limited to 20 students on a first come, first served basis. Students wishing to receive an evaluation will be expected to do either a research paper or an oral history project. The work will be presented to the class for group discussions.

SS 118 THE HOLOCAUST

Leonard Glick

The destruction of the Jewish population of Europe took place during the Second World War (1939-45) but a study of the origins of that destruction carries one far back into European history. During the first few weeks we'll study the development of the role of Jews in European society and thought, with particular attention to how that role evolved during the crucial nineteenth century. Then we'll focus on Germany for a more detailed look at how and why Jews came to occupy a peculiar and ominous position in German nationalist ideology. From there we proceed to the emergence of fascism, Nazi theory on Jews, and the transformation of that theory into practice.

The Holocaust was a bureaucratic achievement. We'll read memoirs and personal accounts of some of the leading technocrats -- for example, Rudolf Hoess, commandant of Auschwitz, who declared (in a sense correctly), "I am completely normal." We'll also read the work of survivors, and after reflecting on the mental and behavioral worlds of these two groups of actors, we may know something about "human nature" that must have been lost clear prior to 1939. Another group of actors in this story -- the nations that watched and did essentially nothing -- will also come in for attention, as will their efforts to punish the unrepentant in the Nuremberg trials. The course closes with a discussion of the Eichmann trial and an attempt at "conclusions" about matters for which perhaps there can be no conclusion.

Students will be expected to maintain journals recording your responses to readings and class discussions, and to submit these for review at least twice each month. Alternative plans for regular writing will be discussed in class. Evaluations will be based on your written work and class participation.

Two short meetings each week: about an hour for lecture, then a short break and a discussion period. Enrollment is limited to 25 on a first come basis.

SS 126 INTRODUCTION TO THE CLASSICS OF POLITICAL ECONOMY

Lloyd Hogan

The course is designed to familiarize the student with some of the great contributions to the science of political economy. The choice of material will be restricted to those authors whose works are considered by their peers to be "significant dynamics" or "enlightened vision" of the origin, functions, and final outcome of the general economic system under investigation.

An intensive study will be done of the works of at most two authors. Special emphasis will be placed on (a) the nature of the intellectual crisis confronting scholars in the understanding of contemporary economic processes, (b) the special way in which the author formulated the problem to be studied, (c) his peculiar or unique mode of inquiry, (d) his fundamental conclusions, (e) the impact of his works on contemporary understanding and future development of the science of political economy.

Some of the candidates for study are Adam Smith, David Ricardo, Karl Marx, Alfred Marshall, John Maynard Keynes, Joseph Schumpeter, etc.

The course will meet twice a week for 1½ hours each session. The basis for evaluation will be a series of short papers which demonstrate an understanding of the main ideas and analytic methods as well as the interrelationship between the authors. Enrollment is limited to 15.


SS 127 FOOD CRISIS: NEW ENGLAND AND THE WORLD

(RS 131)

Raymond Coppinger, Frank Holmquist, Lynn Miller, and Peter Slator

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

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

The course will consist of three principal parts each week:

- (1) lectures, panel discussions, and readings (2 hours)
- (2) discussion sections (1 hour)
- (3) project development sessions, to create and criticize examinations, led and organized by students.

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

The class will meet three times a week for 1½ hours each meeting. Enrollment is unlimited.

SS 129 NEW CHINA: POLITICS IN COMPARISON

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
 Fanhsen, William Hinton
 Red Day After, William Hinton
 Four Essays on Philosophy, 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. But, in doing this planning, we will keep in mind the following remark:

"We shouldn't read too many books. We should read Marxist books, but not too many of them either. It will be enough to read a few dozen. If we read too many we can become bookworms, dogmatists, revisionists."

Mao Tse-tung
 The Spring Festival on Education
 18 February 1964

The class will meet for two 1½ 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 135 ANTHROPOLOGICAL PERSPECTIVES ON THE MIDDLE EAST

Tony Granata* and Barbara Yngvesson
(faculty supervisor)

This course has two general aims. The first is to give the student an idea of what anthropology is and what the kinds of things anthropologists do are. The second will be to give the student some exposure to a few important theoretical perspectives in anthropology and some of the ways in which they can be applied.

Our vehicle for realizing these aims will be the study of anthropological literature that concerns the peoples and cultures of the Middle East. Aside from learning about what an anthropologist does in the field, we will focus our attention on an attempt to understand intergroup dynamics in Middle Eastern societies. An attempt will be made to show that in many situations the application of an anthropological perspective can make sense out of a seemingly haphazard surface pattern of likes and dislikes, alliances and rivalries, and the like.

The following is a sample of the kinds of situations we will examine: The relations between:

- nomads and villagers in Saudi Arabia
- Men and women in a village in Iraq
- Different clans in an Iranian nomad tribe
- Different sects of Islam all over the Middle East

Perspectives will be employed that stress environment, culture, and personality, among others. Although we do deal directly with current Middle Eastern problems, issues discussed in the course should contribute to a deeper understanding of some of the root causes of these problems.

The course will meet twice a week for 1½ hours each meeting. Students will be evaluated on the basis of class participation in discussions and on written work. The student will have the option of writing a few short papers throughout the course of the semester or writing a single, longer paper towards the end of the semester. Enrollment is limited to 16, on a first come basis.

* Tony Granata is a Hampshire College Division III student.

SS 140 MINI COURSES IN EDUCATION

SS 141

William Groheann

SS 140 ON DESCHOOLING SOCIETY

Ivan Illich's radical critique of educational systems prompts a long view of what we're doing to kids and why and whether there is any alternative -- can this society really be deschooled? We'll read *Deschooling Society* by Illich and a good many reviews, reactions and comparable analyses. This module will meet for four weeks, beginning January 20. The course will meet twice a week for 1½ hours each time. Evaluation will be based on active participation in class discussions as well as a paper and/or an oral presentation. Enrollment is limited to 20 on a first come basis.

SS 141 EXPERIMENTAL COLLEGES

A brief review of some institutions past and present which people consider non-traditional. Why they were created, changed, survived and sometimes died. Issues of philosophy, leadership, finance, curriculum and community. This module will meet for four weeks, beginning March 6. The course will meet twice a week for 1½ hours each time. Evaluation will be based on active participation in class discussions as well as a paper and/or an oral presentation. Enrollment is limited to 20 on a first come basis.

SS 154 BUREAUCRACY AND OTHER COMPLEX ORGANIZATIONS

Stewart Shapiro and Richard M. Alpert

This course is an introduction to the nature of bureaucratic and other complex organizations and their role and impact in modern society. Large organizations, such as business corporations, schools, hospitals, police, and government, are all major forces in our daily lives. Most Americans work for a large organization or at least have their careers shaped significantly by them. The major forces and policies that determine the quality of life are all significantly shaped by complex organizations. The goal of this course is to understand the place of large organizations in modern society, how they work, their relationship to our lives and to the possibilities of social reform.

The course will involve reading literature in political science, sociology, and organization theory and developing models for explaining and understanding the behavior of complex organizations, the consequences of that behavior for important social and political issues, and the possibilities of social reform.

The course will meet twice a week for an hour and a half. Two papers will be required. Students will enroll on a first come - first served basis. The enrollment is limited to 20.

SS 155 PROFESSIONALISM AND SOCIAL CHANGE: AN HISTORICAL VIEW

Patricia Glazer and Maureen Mahoney

This course focuses on social change and the emergence of the professions in the late 19th and early 20th centuries. We are interested in the defining characteristics of professional culture and specifically how and why those which were predominant in the late 19th century have changed. We will also attempt to assess the impact of careers in the professions not only on these groups who were seen as the beneficiaries of their services, but also on the lives of the professionals themselves.

The course will examine the following topics: changes in attitudes toward education and the narrowing of access to specialized training; professionalization, the increase of specialization, quantification, and exclusivity and the development of a culture of professionalism; the change in personal lives and the professions (the differences between men and women). We will end with case studies of several professions (e.g., medicine, nursing, social work).

The course will meet twice a week for 1½ hours each session. Enrollment is limited to 20 on a first come, first served basis. There will be two required papers.

SS 180 WHITE WOMEN/BLACK WOMEN

(MA 124)

Jill Lewis and Gloria I. Joseph

The attitudes and life styles with regard to monogamy, family life, self-concepts and bonding relationships of black women and white women will be the focus of this course. Life style options will be examined with class membership as the key variable. The course will have an interdisciplinary flavor as literature, history, sociology and psychology secrete their apices -- adding a tangy zest to the necessary investigations, analysis and discussions. More specific information regarding the course can be obtained from the instructors. Jill Lewis will return to campus for January Term.

The course will meet twice a week for 1½ hours each meeting. Enrollment is limited to 15 on a first come, first served basis.

SS 184 DECENTRALISM: THE EXPLORATION OF COMMUNITY AND WORK ENVIRONMENTS

Myrna Breitbart

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 decentralization 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 revolution, will be discussed in the context of contemporary movements for decentralization, alternative technology, community and workers' control, social ecology, and women'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 organization.

In addition to considering alternative modes of social, economic, and political 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, Proudhon, Bookchin, Eben, Priere, Sennett and Cobb, Morris, Hess, Aronowitz, Horkeimer, Gers, etc. The course will meet twice a week for 1½ hours each session. Students will be evaluated on the basis of class discussion, one or two short position papers and a self-designed project dealing with one of the above-mentioned topics. Enrollment is limited to 20 students on a first come, first served basis.

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 prerequisites to virtually all advanced economics courses and itself contributes to a wide variety of concentrations.

We will meet for two 2 hour classes per week. The text is M. 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 212 SENIAR IN THE POLITICAL ECONOMY OF RACISM

Lloyd Hogan

The course is designed to develop a critical understanding of the role of racism as a crucial economic agent. To achieve this goal the class concentrates on three or four sets of problems for intensive analysis in order to determine the necessary or sufficient conditions under which racism generates an optimal solution to the problem. Alternative non-racist solutions are compared to the racist solution for a proper assessment of the economic impact of the latter solution.

Some of the problems which are candidates for study are (a) the process by which wages are distributed in the labor market, (b) the mechanism for distribution of jobs in the work place, (c) the process of formation of specific job skills among members of the population, (d) the dynamics of wealth distribution, (e) the formation of economic class divisions, (f) black American slavery as a mode of capitalist primitive accumulation, (g) the process of transformation of slaves into sharecroppers following the American Civil War; (h) the great migration from the land as a transformation of sharecroppers into free wage laborers, (i) the persistence of black economic underdevelopment.

Each student will choose one of the problems for concentrated study and rigorous class presentation either singly or as a member of a study team.

Great stress will be given to conceptual formulation of the problems and much effort will be given to the organization of existing empirical knowledge.

The course will meet twice a week for two hours each session. The seminar will be taught on the Mt. Holyoke campus. Enrollment is limited to 20.



SS 225 CULTURE, IDENTITY AND BEHAVIOR

Leonard Glick and Barbara Yngvesson

Recent advances in knowledge about human evolution and fundamental behavioral characteristics of the human species have contributed substantially to possibilities for understanding encounters involving people whose actions are rooted in different cultural and ideological foundations. It is now evident that while we share certain important characteristics with other primates and non-human animals, we also possess specifically human features which have been critical in the evolution of human societies throughout the world. The most significant of these features is the human capacity for symbolic transformation and representation of experience. We are only able to grasp the world as it is symbolically mediated (i.e., through the lens of a particular, culturally defined, system of meanings). This enables us to share with others a commonly defined and meaningful existence, but also means that we are quite dependent on such cultural sharing for our most fundamental sense of self, society, and outer reality. Another feature apparently unique to humans is the psychological capacity for perceiving oneself as being bound to others through diverse kinds of connection (kinship, political alliance, ethnic identity, etc.) and for directing one's own behavior accordingly. Finally, and related to both of the above, is the importance to humans of culturally mediated ideologies as means for legitimizing values and "life style", protecting these from threats (actual or perceived), and organizing campaigns against people perceived as the opposition.

In this course we will explore these and related subjects with reference to particular people and situations. We will discuss fundamental issues in the evolution of mind and behavior, with a view to applying this material to our understanding of societies ranging in complexity from that of small hunting and gathering bands to highly stratified industrial nations, focusing on points of intersection between cultural legacy and behavioral strategies. Our goal will be to convey the importance of taking culture into consideration as a variable that not only reflects but also molds political and economic relationships.

Students will be expected to write several short essays on one longer paper on a topic to be selected in consultation with us. Course evaluations will be based on your contributions to class discussions and on written work.

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

SS 231 SOCIOLINGUISTICS AND THE SOCIAL PSYCHOLOGY OF LANGUAGE (LC 231)

Mark Feinert and William Wong-McCarthy

Two orientations to the intersection of language, psychology and sociology will be apparent in this course. The first, reflecting a sociolinguistic orientation, will focus on the intricate and powerful relationship between linguistic variation and social differences. The second, reflecting a social psychological orientation, will concentrate on the connection between individuals' social identities and in individuals' styles of communication.

Sociolinguistics is the study of linguistic behavior as a function of sociocultural context. Typical sociolinguistic research has been concerned with uncovering the linguistic correlates of such social stratifiers as: socioeconomic status, sex, age and ethnicity. The correspondence between language differences and social differences is so strong as to argue for using evidence of linguistic variation in the development of theories of social structure. From the linguistic perspective sociolinguistic research is important for providing us with insights into the nature of language (theories of the mental representation of language) and for clarifying some of the linguistic processes underlying the historical development of language.

The social psychology of language is the study of individual linguistic behavior in social groups. Representative research in this area consists of studying the relationship between speech and such personality or social psychology variables as: anxiety, shyness, dominance, honesty, and prejudice. Representative research in this area also includes studying changes in individuals' speech behaviors as a reflection of the individuals' frequency and quality of participation in a group's social activities. Topics to be discussed will additionally include: The role of language in differentiating groups (i.e., stereotypes); the function of language in developing group cohesiveness; and theoretical models of speech choice as a function of social setting.

Weekly lecture-discussion sections will supplement regular class meetings. Feinert's section will serve to refresh or increase students' knowledge of general linguistics; Wong-McCarthy's section will be devoted to the subject of experimental social science methodology. Students taking this course will be encouraged to attend one or both of these sections regularly.

Readings will consist of articles on library reserve and of article taken from the following texts: W. Labov's *Social Linguistic Patterns*, W. Winitz and M. Fox's *Study of Social Interaction in American English* and M. Glick and P. Winitz's *Speech Style and Social Evolution*.

Five-College students are welcome; all students will be required to engage in the research project involving field work or an experiment for an evaluation (or grade).

The class will meet twice a week for 1 1/2 hours each session; section meetings will meet weekly, 1 hour each session, with further details to be discussed at the first class.

Enrollment is limited to 25.



SS 237 LABOR AND COMMUNITY: THE DYNAMICS OF STRUGGLE UNDER CAPITALISM (AND THE ALTERNATIVES)

Myra M. Breitbart, Nancy Pritch, and Laurie Rismoff

This course will explore the relationship between historical changes in the labor process under capitalism and the experience of workers in the workplace and larger community. We will also discuss contemporary alternatives, paying particular attention to movements for workers' control and decentralized socialism. Using an interdisciplinary approach, we will consider a number of themes and questions which focus on the changing nature of conflict between capital and labor:

Theme #1: The relationship between the organization of the labor process and work environment in different stages of capitalism.

Theme #2: The relationship between the capitalist mode of production and spatial organization (what roles does the patterning of built environment play in sustaining a particular mode of production? How are divisions between and within classes reinforced and reinforced by spatial segregation?).

Theme #3: The historical responses of workers to changes in the labor process and the effects of work, alienation, and struggle upon community.

Theme #4: The major mechanisms (economic, political, legal, social, etc.) which capitalists have employed to defuse working class organization, both in the workplace and larger community.

Theme #5: The contemporary responses of labor to changes in the work process (what demands for workers' control mean within the capitalist system? How does this differ from the concept of workers' control as a major component of decentralized socialism? Can work and community environments become the loci for class struggle? Can movements for workers' and community control become a means to socialism, a part of the revolutionary process?).

Tentative texts for this course will include: *Braverman, Labor and Monopoly Capital*; *Gutman, Work Culture and Society*; *Harvey, Social Justice and the City*; *Case and Hummel, eds. Workers' Control*; *A Reader on Labor and Social Change*; *Gordon, Theories of Poverty and Underemployment*; *Sennett & Cobb, The Hidden Injuries of Class*; *Dien, The Captains of Consciousness*.

The course will meet twice a week for 1 1/2 hours per session. Evaluation will be based on class discussion and papers. Enrollment is open and Five College students are welcome.

SS 249 THE SOCIOLOGY OF MEDICINE

Robert von der Lippe

The aim of this course is to view health, illness, and the healing professions and institutions from a sociological perspective. The course will begin with a broad historical view, first of sociology's concern with health and illness and then with the development of medicine and its related institutions. Following this, selected aspects of sociological concern with health, illness, healing professions, organizations and institutions will be discussed. The course will conclude with a brief look at certain future trends in medicine and with sociology's interests in these trends.

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

SS 250 SOCIAL PROBLEMS AND SOCIAL POLICY

Michael Ford, Barbara Linden and Stewart Shapiro

How are social science perspectives and empirical research studies related to the formation of public opinion and current proposals for changes in social policies? The processes involved in defining social issues as social problems, and in addressing them through policy formation and change, are of major concern to social scientists. This course will address the central themes involved in these questions by focusing on several problem-policy areas (for example, desegregation and housing, occupational health and safety, welfare reform, abortion legislation, and consumer protection). We will look at the theoretical and empirical approaches to the formation of public attitudes and how these are used by politicians and others in changing legislation and funding. The political values of social scientists, and the impact these have on both research design and interpretation of results, will be studied along with the problems of policy evaluation. We will begin each area of study with readings emphasizing historical and cross-cultural perspectives.

Students will be required to lead specific class meetings, and to prepare one major research paper for presentation. The course will meet once a week for two hours. Enrollment is limited to 30.

SS 253 PERSONALITY, MORAL DEVELOPMENT AND SOCIAL LIFE

Margaret Cerullo and Maurice Mahoney

Personality development and socialization can be seen as two ways of conceptualizing the same process. Theories of personality development, however, have traditionally been the domain of psychology, whereas socialization has been the concern of sociologists. These two perspectives have led psychologists and sociologists to formulate different kinds of questions, but there are several points of intersection. These points emerge in theories that examine the nature of the social situation in relation to developing social behavior. Such theories raise the questions of moral and cognitive development on the one hand; and the importance of social and cognitive development on the other. The process of socialization is seen as a process of internalization of norms, and learning, in turn, is seen as participation in social interaction. The sociological view of the individual's attitude toward personality development is based on the theories of socialization, that also analyze socialization processes. We shall examine the intersection of psychological and sociological theories as they address these issues, through the work of: Erik Erikson, G. H. Mead, David Garfinkel, Sigmund Freud, and Margaret Mahoney. The following are examples of questions that will be considered:

1. How does the theorist define the relationship between innate motivation and developing social behavior? What is the significant element in socialization, that role does personality play?
2. How do social cohesion and social order come into being? Is social order the result of individuals necessarily and naturally brought into opposition with social order? What is self-interest?
3. Why do certain theories give such importance to communication and meaning in the creation of social order, while other theories attribute more importance to self-preservation?

The interdisciplinary focus will be represented by the instructors as well as by the subject matter. Margaret Cerullo is a sociologist and Maurice Mahoney is a developmental psychologist.

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

SS 255 LAW AND LITERATURE

Lester Kozar and David Smith

This course will bring students of literature and law together twice weekly for lectures and discussion of works selected not only for their excellence as pieces of writing but also for the insight they offer in the study of three major themes: (1) the trial as metaphor, (2) the idea of property, and (3) the nature of justice.

Our aim is to examine critically and discuss in depth three or four works on each of these themes and to draw on secondary sources for a deepening of perspective. Throughout the course the interdisciplinary emphasis, reflected in the backgrounds of the two teachers -- humanities, literary criticism, law, cultural studies, history -- will be used to illuminate the study of individual works. We will expect that students enrolling in the course will bring to bear the viewpoints they are developing in their own work.

Active student participation will be cultivated through discussion, paper writing, acting, etc.

Works to be examined may include *Allegory in Wonderland*, Gilbert and Sullivan's *Trial by Jury*, Arthur Miller's *The Crucible*, Shirley Jackson's *The Lottery*, Kafka's *The Trial*, the *Magna Carta*, John Locke and other eighteenth-century philosophers on the subject of property, DeLoe's *Robinson Crusoe*, Melville's *Billy Budd*, Solzhenitsyn's *Brother by George Jackson*, the *Oresteia* of Aeschylus, Margot's *Jerry's Home on the Edge of Time*, as well as other plays, poetry, and legal documents when appropriate. Booklists, syllabus, study questions, will be furnished. You should expect to participate fully, including the leading of some discussions and considerable writing, if you join us.

The course will meet twice a week for two hours each meeting on a first come basis. Enrollment is limited to 30 students.

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 some basic questions about how economic theories are constructed;

--Classical and Marxian theories of rent, surplus, and income shares;

--Two sector vs. multi-sector models within 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 "forecast" 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 use 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 are expected.

The course will meet twice weekly in 1 1/2 hour sessions. Enrollment is unlimited.

SS 275 STATE AND SOCIETY

Carol Kozlowski, Margaret Cerullo, Frank Houghland, Joan Linder, and Lester Kozar

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 Huxley, Marx, Lenin, Weber, as well as writers emerging 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 modern capitalist welfare state, American ideology and consequences 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 hour each session.

SS 285 AMERICAN INTELLECTUAL HISTORY, 1630-1850

Stephen Nissenbaum

This course tries to bring to intellectual history some of the fruits of the "new social history" and some of the techniques of literary analysis and cultural anthropology. The first half of the course examines colonial America as a pre-capitalist culture, characterized by a "virtuous-protection" and dominated by household, kinship, and community. Our emphasis in the first half is on the psychological mechanisms by which this order was sustained, especially in seventeenth-century New England: mechanisms that included the deliberate suppression of individual autonomy (self-interest) and limited individualism. We will be reading "The Day of Wrath" (a popular British ballad) John Winthrop's "Model of Christian Charity," the lengthy will of Robert Keymer (a rich Boston merchant accused of usury) and some records of the Salem witch trials. The second half of the course examines the American intellectual history as a "fundamental source" of power, and something that is a "descriptive" of social reality, with a focus on the writings of Benjamin Franklin, John Jay, and others. The course will also examine the "new social history" and its impact on intellectual history.

The second half of the course will focus on the American intellectual history as a "fundamental source" of power, and something that is a "descriptive" of social reality, with a focus on the writings of Benjamin Franklin, John Jay, and others. The course will also examine the "new social history" and its impact on intellectual history. The course will focus on the American intellectual history as a "fundamental source" of power, and something that is a "descriptive" of social reality, with a focus on the writings of Benjamin Franklin, John Jay, and others. The course will also examine the "new social history" and its impact on intellectual history.

The course will meet twice a week for 1 1/2 hours each session. Enrollment is limited to 30 students. A first come basis will be used with instructor if more than 15 students enroll.

Stephen Nissenbaum is Associate Professor of History at the University of Massachusetts.

SS 295 THE THERAPEUTIC RELATIONSHIP

Eva N. Brown

We will review the nature of the therapeutic relationship from an intrapsychic and interpersonal perspective. There will be a focus on the beginning of a relationship, where attachments form, the middle of the relationship, where patterns of interaction emerge, and the termination of a relationship, where persons separate from one another and move on.

Readings will cover theoretical and clinical material from interpersonal (Sullivan) and psychodynamic object-relations (Fairbairn, Winnicott, Guntrip) perspectives.

Class meetings will take the form of discussions, with presentations of case material from the readings and one's present field experience. Class presentations will form the basis for written work. Students will be encouraged to relate theory to practice.

The seminar is open to students involved in a field work experience now or in the recent past. The former will receive preference. A pre-class interview is requested. Sign-ups: Franklin Patterson Hall G6.

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

SS 296 ALTERNATIVE LIFE STYLES - PART II: SEXUAL PREROGATIVES OF BLACK WOMEN

Gloria I. Joseph

This is a research seminar and will involve data collection, analysis and interpretation. The topic, alternative life styles, refers to alternatives to traditional marriages; the forms these alternatives have taken in the past and alternative structures that Black women are experiencing today will be the focus of the course. Historical conditions, economic situations and radical conflicts today as in the past have a unique influence on today's Black woman. Her changing life style in marriage, her role in the family and new forms of intimacy will be explored.

The course will meet twice a week for two hours each meeting. Additional time will be spent outside of class hours conducting interviews, administering questionnaires, etc. Enrollment is unlimited; permission of instructor required.

DIVISION III
INTEGRATIVE SEMINARS

THE ECONOMICS, ECOLOGY AND COMPUTERIZATION OF SHEEP FARMING IN NEW ENGLAND

IN 326

Coppinger
Goldhor
Van Raalte
Alexandrides
Halsey

MUSEUM STUDIES

IN 327

FEMINIST MOVEMENTS IN EUROPE AND AMERICA

IN 328

Bengelendorf
Fitch
Landes

LOGIC OF SOCIAL SCIENCE ANALYSIS

IN 330

Linden
von der Lippe

CASE STUDIES IN EDUCATION: LINKING THEORY AND PRACTICE

IN 331

Cooney
Rose

DIMENSIONS OF FREEDOM

IN 332

Cerullo
Mazor

* Students who are interested in this seminar are encouraged to speak with either instructor during the pre-registration period.

IN 326 THE ECONOMICS, ECOLOGY AND COMPUTERIZATION OF SHEEP FARMING IN NEW ENGLAND

Instructors: Ray Coppinger, Susan Goldhor, and Charlene Van Raalte.

This seminar will focus on all aspects of the practical implementation of agriculture in New England. We will discuss a variety of topics in agriculture as well as attempt to deal realistically with the issues and problems concerning subsistence farming. One goal of this seminar will be the creation of a plan for subsistence farming in this region.

IN 327 MUSEUM STUDIES

Rita Alexandrides* and Van 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 hours.

*Rita Alexandrides is a Division III student.

IN 328 ALTERNATIVE LIFE STYLES - PART II: SEXUAL PREROGATIVES OF BLACK WOMEN

Gloria I. Joseph

This is a research seminar and will involve data collection, analysis and interpretation. The topic, alternative life styles, refers to alternatives to traditional marriages; the forms these alternatives have taken in the past and alternative structures that Black women are experiencing today will be the focus of the course. Historical conditions, economic situations and radical conflicts today as in the past have a unique influence on today's Black woman. Her changing life style in marriage, her role in the family and new forms of intimacy will be explored.

The course will meet twice a week for two hours each meeting. Additional time will be spent outside of class hours conducting interviews, administering questionnaires, etc. Enrollment is unlimited; permission of instructor required.

IN 329 FEMINIST MOVEMENTS IN EUROPE AND AMERICA

Carol Bengelendorf, Nancy Fitch, and Joan Landes

This course will compare the women's movement and its relationship to socialist politics in developed capitalist societies. In particular, we will consider the United States, Germany, and Britain, and treat more briefly Italy and France. We intend to trace women's movements historically and then turn to examine their place in contemporary Europe and the United States. The purpose of this course is to address three themes: the place of women's movements in the socialist revolution; the relationship between socialist women and non-socialist women; and the impact of class and racial divisions between women on the politics of the respective movements. The following issues will be considered: women's suffrage and equal rights; the rights of women workers; personal relationships and sexual reform; and class struggle. We will conclude our course with a view of the relationship between left parties and the women's liberation movement in the present period. We will use original documents, historical materials, and autobiographical accounts. This course will be organized as a seminar and is open to Division III students and advanced Division II students. We are interested in providing students whose work touches upon these issues with a forum for discussing their own studies. The class will meet once a week for three hours.

IN 330 LOGIC OF SOCIAL SCIENCE ANALYSIS

Barbara Linden 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.

The course will meet once a week for three hours. Enrollment is limited to 16. Instructors' permission.

IN 331 CASE STUDIES IN EDUCATION: LINKING THEORY AND PRACTICE

Ellen Cooney and Hedy Rose

The purpose of this seminar is to highlight the philosophical and psychological issues and assumptions underlying various educational structures and strategies. It is designed primarily for those who are or have been involved in field work in various educational settings (e.g. schools, camps, agencies) or in developing materials to be used in educational settings (e.g. curriculum designs, bilingual program).

Review of some relevant theoretical writings augmented by students' presentations will serve to provide a common framework for discussions. The group will consider several case-studies such as a youth program or a nearby school system. During the second part of the term discussion will focus on participants' own field work and/or materials. The purpose of this integrative work is to help members make the link between theory and practice and critically to examine the often implicit assumptions underlying policy and practice.

The seminar will meet once a week for two hours.

Enrollment limit: 12, with permission of the instructors.

IN 332 DIMENSIONS OF FREEDOM

Margaret Cerullo and Lester Mazor

Freedom has many names. Liberty is the one which has been dominant at least since the 17th Century ("Life, liberty and the pursuit of happiness", the American Civil Liberties Union); liberation, a more recent term, we know primarily from contemporary movements (women, Third World, gay). This seminar will be an exploration of freedom through a comparison of these two concepts, one established, another emergent.

We will meet one evening each week for pot luck dinner and discussion around readings which may include Mill, *On Liberty*; Marcuse, *On Liberation*; Wollstonecraft, *A Vindication of the Rights of Women*; de Beauvoir, *The Second Sex*; Brown, *Long's Lady*; Paine, *The Rights of Man*; Paine, *The Wretched of the Earth*; Bellamy, *Looking Backward*; and Pierce, *Women on the Edge of Time* among others.

Enrollment is limited to 12 persons, by lottery if necessary.



EMERITI PROGRAM

MA 280

STUDIO ART CRITIQUE

Roy Superior and George Cohen

This course will be divided into two components. One 2 1/2 hour meeting per week will be devoted to critique of student work. A second weekly meeting, 1 1/2 hours in length, will involve a rotation of presentations by the students and the instructor, as well as active participation in group projects.

Enrollment is limited to 15 students.

LC 232 PHILOSOPHY AND REALITY

Alice Ambrose Lazerovitz and Morris Lazerovitz

The primary object of this course is to determine what kind of information academic philosophy is capable of yielding. A number of theories about the nature of philosophy will be investigated: the notion that philosophy is a *a priori* science of reality; the claim that it is partly empirical and partly nonsense; the view that it describes or misdescribes actual verbal usage; and the connected idea that facts about things can be inferred from facts about words. A neglected view in Ludwig Wittgenstein's later work, according to which a philosophical statement presents a concealed place of revised terminology, will be explicated and applied to a number of outstanding theories. The course will combine lecturing with free discussion.

Some of the books to be consulted are: *Tractatus Logico-Philosophicus* (Wittgenstein), *Language, Truth and Logic* (A. J. Ayer), *Philosophical Theories* (Lazerovitz and Ambrose), *Philosophical Papers* (G. E. Moore), *The Blue Book* (Wittgenstein), *Philosophical Investigations* (Wittgenstein), *The Language of Philosophy* (M. Lazerovitz), *Wittgenstein's Lectures, Cambridge 1932-35* (A. Ambrose), unpublished typescript.

The seminar will meet Tuesdays from 1:00 to 3:00 P.M.

Enrollment limit: 15. Some background in philosophy required.

EMERITI FACULTY BIOGRAPHIES

George Cohen, emeritus professor of art, is a graduate of the Institute of Design (Chicago). He taught at Smith College from 1941 until his retirement last year. Professor Cohen has had many exhibitions and one-man shows at museums and galleries in Chicago, Boston, San Francisco, New York City, to name a few. A number of his paintings are in permanent collections at the Loeb Art Center (New York University), Smith College Museum of Art, and McGraw-Hill Museum (Lincoln) among other places.

Alice Lazerovitz, emerita professor of philosophy, joined the Smith College faculty in 1937. She held the Sophia and Austin Smith chair in Philosophy from 1964 until her retirement in 1972. Dr. Lazerovitz received a Ph.D. from the University of Wisconsin. She is the author of *Essays in Analytical Philosophy*, with her husband, wrote several books on logic and philosophical theories.

Morris Lazerovitz, emeritus professor of philosophy, was a faculty member at Smith College from 1938 until his retirement in 1973 as Sophia and Austin Smith Professor of Philosophy. Dr. Lazerovitz received his doctorate from the University of Michigan. In addition to writing several books with his wife, he is the author of *The Structure of Metaphysics*, *The Language of Philosophy*, *Studies in Metaphysics*, and *Philosophy and Illusion*.

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 divisions, and other boundaries within the College. The activity of the Program includes courses, independent studies, contracts for, divisions, 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 counselling is done by Lester J. Mazor.)

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 Spring we will be offering SS235, *Law and Literature* taught by Lester J. Mazor. (E. Oliver Fowles will be on leave this Spring, 1979.)

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.

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 Fowles 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. They 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 Law 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 Francis Duda, Patterson Hall, Room 218. There is a Law Program Center, where students working in the Program may organize and conduct their activities.

Francis Duda
Eric Johnson
Michael Jones
Jill Lorenz
Barbara Linden
Lester J. Mazor
Paul Model
Diane St. Clair
Stewart Shapiro
Barbara Yngvesson



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 function 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, students are urged to select from among the following listing as well as from other related offerings in order to develop a better grounding for more specific topics of their own choice. Those students desiring to become classroom teachers should consult with David Rose, Coordinator of Education and Child Studies, regarding additional requirements and to plan their programs.

Among the Spring semester's offerings on this campus are the following:

- LC 192, Critical Periods: The Importance of Early Experience in Child Development and Education
 LC 229, Cognitive Development: The Evolution of Mind
 LC 232, Adolescence and the Search for Identity
 SS 140/141, Mini Courses in Education
 SS 253, Personality, Moral Development and Social Life
 IN 331, Case Studies in Education: Linking Theory and Practice*

* Students who are interested in this seminar are encouraged to speak with one of the instructors (Ellen Cooney or Mady Rose) during the pre-registration period.

FOREIGN LANGUAGES/ LANGUAGE STUDIES

Faculty: Mark Feinstein, Nancy Fritzsche, Paloma Garcia-Bellido, James Gee, Leonard Glick, Frank Holmquist, Robert Marquez, Raymond Pelletier, Roddy Rose, and Janet Tallman

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 can enhance their work in many areas of language research: linguistic theory, sociolinguistics, and bilingual/bicultural studies, in particular. In addition to the regular foreign language instruction, the School of Language and Communication plans, in the future, to offer courses in the above disciplines in a foreign language: for example, a course in Spanish on the special case of Puerto Rican 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 language study at Hampshire, however, is on the linguistic and social phenomenon of bilingualism and biculturalism, and on the interactions of different language speaking groups, in an attempt to put phenomena like Spanish-English bilingualism among Puerto Ricans and Chicanos, for example, into a broader intellectual context. The goal is to integrate current thinking and research in linguistic theory (on the nature of language universals, language learning, semantics, etc.) with anthropological, educational, political, psychological and sociological research about situations where two or more linguistically and culturally distinct peoples must coexist, assimilate or separate.

In this country, the experience of Hispanic bilinguals is most directly relevant; hence, Spanish language and culture are often focal points of courses in the program. But courses also deal with the complex linguistic experiences of other multicultural societies — such as Canada, India, Belgium, China, Malaysia, the Soviet Union, South Africa, New Guinea, Norway — as well as the role of Black and Native American bilingualism and biculturalism in the United States. Although competence in a particular language is not a requirement of the program, ample opportunities are available for students to develop their foreign language skills, particularly in French and Spanish. In addition, the 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.

Recent courses which pertain to this area have included: "Bilingualism," "Sociolinguistics," "Black English," "Literature and the Black Aesthetic," "Humor: An Anthropological Perspective," "Interpreting Other Cultures," "Ethnography," "The Spanish Language," "American Sign Language" and "Human Language."

Students can design concentrations on the social implications of bilingualism among Portuguese-American children; anthropological and linguistic problems of translation; sociolinguistic aspects of educating bilingual Puerto Rican children; and the relationship between language, psychology and culture, 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 information about the program should see Mark Feinstein, Assistant Professor of Language Studies.

Courses and faculty relevant to the program are:

- LC 109 Animal Communication Kegl
 LC 133 The Spanish Language Feinstein
 LC 164 Language, Culture, and Personality Tallman
 LC 170 Meaning Gee
 LC 231/ Sociolinguistics and the Social Psychology of Language Feinstein and McGee
 SS 231 Controversial Issues in American Sign Language Linguistics Kegl
 SS 225 Culture, Identity and Behavior Clickson
 FL 103 Intermediate French Yvesson
 FL 104 Intermediate Spanish Pelletier
 FL 105 Advanced French Nieto
 FL 106 Advanced Spanish Pelletier
 Garcia-Bellido

RECREATIONAL ATHLETICS

SHOTOKAN KARATE (BEGINNING)

RA 101

M. Taylor

INTERMEDIATE SHOTOKAN KARATE II

RA 102

M. Taylor

ADVANCED SHOTOKAN KARATE

RA 104

M. Taylor

AIKIDO

RA 105

M. Taylor

HATHA YOGA (BEGINNING)

RA 106

G. Noble

HATHA YOGA (CONTINUING)

RA 107

G. Noble

TAI CHI CHUAN (BEGINNING)

RA 108

P. Gallagher

TAI CHI CHUAN (CONTINUING)

RA 109

P. Gallagher

PHYSICAL FITNESS CLASS (THE EXERCISITS)

RA 111

R. Rikkers
A. Wright

FENCING

RA 112

W. Weber

NEW GAMES AND GAMES INVENTING

RA 115

K. Stanne

SPRING BREAK WHITEWATER KAYAK TRIP

RA 116

C. Fisher

KAYAK ROLLING AND POOL KAYAKING

RA 117

C. Fisher

BEGINNING WHITEWATER KAYAKING

RA 118

C. Fisher

INTERMEDIATE/ADVANCED KAYAKING

RA 119

C. Fisher

SHOTOKAN KARATE (BEGINNING)

RA 101

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 combination 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 to 4:30 P.M. in the South Lounge of the Robert Crown Center.

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

INTERMEDIATE SHOTOKAN KARATE II

RA 102

Marion Taylor

This course is for students who have completed RA 101. The class will meet Tuesday and Thursday and Sundays 7 to 9 P.M. in the South Lounge, RCC.

ADVANCED SHOTOKAN KARATE

RA 104

Marion Taylor

This course is for students who have attained the rank of brown belt or black belt. Class will meet Sunday and Monday from 3 to 5 P.M. in the South Lounge, RCC.

AIKIDO

RA 105

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 Monday and Wednesday, 11 A.M. to 1 P.M. in the South Lounge, RCC.

Five College students will be graded pass/fail.

HATHA YOGA (BEGINNING)

RA 106

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 to 3:15 P.M., Center Room, Donut IV.

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

HATHA YOGA (CONTINUING)

RA 107

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 to 4:45 P.M. in the Center Room of Donut IV.

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

TAI CHI CHUAN (BEGINNING)

RA 108

Paul Gallagher

This is a form of moving meditation devised by ancient Chinese Taoist monks to promote perfect health, harmony of nature, energies, and awareness of the human powers of vitality. An advanced stage of practice, the form can be used to neutralize opposing energies. Emphasis will be on precise understanding of movement and balance stressing the health, philosophic and athletic benefits of practice. The class will meet on Mondays from 4:30 to 7:15 P.M. in the South Lounge, RCC.

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

TAI CHI CHUAN (CONTINUING)

RA 109

Paul Gallagher

The continuing class will meet on Mondays from 8 to 9:15 P.M. in the South Lounge, RCC.

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

PHYSICAL FITNESS CLASS (THE EXERCISITS)

RA 111

Renate Rikkers and Andrea Wright

This course is designed to promote good health, flexibility, cardio-vascular efficiency, and a sense of well-being. Individual exercise programs and appropriate diet are considered on an individual basis. Class meets in the Robert Crown Center from 12:15 to 1:15 Tuesdays and Fridays. A non-credit course. Free to Hampshire students; \$35 per semester fee for faculty, staff, and Five College students.

FENCING

RA 112

W. Weber

Classes for both beginners and experienced fencers. No experience necessary, however, and beginners are especially welcome. Basic equipment is provided. A non-credit course that meets two evenings per week in the Robert Crown Center.

NEW GAMES AND GAMES INVENTING

RA 115

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 sports. By redirecting the attention of the contestants away from winning and from team-identification, New Games hope to uncover the off-regulated 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 combatants, 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 to 4 P.M. for as long as people are interested. There is no limit to the enrollment.

SPRING BREAK WHITEWATER KAYAK TRIP

RA 116

Carol Fisher

Friday, March 17 to Sunday, March 25 -- a trip to the whitewater rivers of North Carolina and Georgia -- the Nantahala, Little Tennessee, Chattooga, and perhaps Raven's Fork and Ocoee. Eskimo roll, whitewater experience and permission of instructor required. Run a river a day for thrills, chills, spills, and skills. Limited to 9 students.

KAYAK ROLLING AND POOL KAYAKING

RA 117

Carol Fisher

No experience required except swimming ability. Learn how to eskimo roll (tip a kayak right side up after capsizing), strokes, maneuvering using slalom gates, watch yourself paddle on the paddleboard, and play kayak polo. Learn the basic skills necessary for paddling kayak on lakes and rivers in the warm and friendly Robert Crown Center pool.

Three classes are open, with a limit of 10 students per class. Sign up at the Robert Crown Center. Classes will meet Tuesdays from 1 to 2:30 P.M., Wednesdays from 6 to 7:30 P.M., and Thursdays from 10:30 A.M. to 12 noon. The Tuesday class is recommended for those who wish to take BEGINNING WHITEWATER. The Tuesday class ends at Spring Break. After Spring Break there will be occasional Friday afternoon river trips.

Five College students will be graded pass/fail and must have instructor's permission.

BEGINNING WHITEWATER KAYAKING

RA 118

Carol Fisher

Class meets Tuesday afternoon from 1 to 6:30. Prerequisite: POOL KAYAKING. This class starts March 27, right after Spring Break. Learn the fundamentals of whitewater kayaking, rescue, eddy turns, ferrying, bracing, river reading, trip planning and safety. We will paddle on the numerous whitewater rivers in the area -- the Fort, Farmington, Westfield, Millers and Quabog.

Five College students will be graded pass/fail and must have instructor's permission.

INTERMEDIATE/ADVANCED WHITEWATER KAYAKING

RA 119

Carol Fisher

This class is for people with whitewater and eskimo roll experience. You will learn and perfect advanced whitewater techniques on class III water. Class meets Thursdays in the pool from 1 to 3 P.M. before Spring Break and from 1 to 6:30 P.M. for a river trip after Spring Break. Permission required from the instructor. Meet at the Robert Crown Center.

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

OUTDOORS PROGRAM

The Outdoors Program is a voluntary, co-ed 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 kayaking skills, with an orientation toward student and staff-initiated expeditions and trips. Equipment and arrangements for cross-country skiing, snowshoeing, backpacking, biking, caving, canoeing, winter camping and orienteering have been made continuously available.

The Outdoors Program for 1978-1979 will try 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 canoe trip down the Connecticut River as a part of "The American Literary Landscape") and expanding Outdoors Program courses to include interdisciplinary offerings (like Dave Roberts' "Literature of Great Expeditions" course).

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

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

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

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

Carol Fisher, kayak instructor. Has been the National Champion in Whitewater Kayaking for five years. Her other interests lie in the areas of nutrition, physical fitness, environmental awareness, running and ecology.

Judy Greenberg, joins the OP staff after completing her graduate work in counselling 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.

Ralph Lutta, naturalist in the OP and Visiting Ass't Prof of Environmental Studies in the School of NS, received his B.A. in biology from Trinity University and his Ed.D. from U.Mass. where he studied the theoretical foundations of environmental education. Before coming to Hampshire he was 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 sciences and humanism in our attempt to understand our environment and our relationships with it.

Greg Newth, climbing instructor, has had extensive experience climbing throughout the United States and has worked in a number of outdoor adventure programs including "The Wilderness School" and "Infinite Odyssey".

TOP ROPE CLIMBING FOR WOMEN Lydia Rackenberg

OP 109

TOP ROPE CLIMBING Greg Newth

OP 124

CROSS COUNTRY SKIING ON TRACKS AND CITIZEN'S RACING Carol Fisher

OP 132 Cindy Morgan

ADVANCED FIRST AID AND EMERGENCY CARE Derrick Elmes

OP 140

LEAD ROCK CLIMBING Greg Newth

OP 204

PRACTICUM IN ENVIRONMENTAL EDUCATION #1 Ralph Lutta

OP 215 Candace Julian

PRACTICUM IN ENVIRONMENTAL EDUCATION #2 Steven Stanne

OP 216 Ralph Lutta

OP 216 Candace Julian

OP 216 Steven Stanne

CONTINUING TOP ROPE CLIMBING Greg Newth

OP 230

EVERYTHING YOU ALWAYS WANTED TO DO ONCE (BUT ONLY WITH OTHER WOMEN) Judy Greenberg

OP 236

THE NATURE WRITERS Ralph Lutta

OP 234 (NS 214)

THE SOUTHWEST: A PERSPECTIVE Judy Greenberg

OP 283

OP 109 TOP ROPE CLIMBING FOR WOMEN Lydia Rackenberg

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 OP office.

Time: TBA **Class limit:** 12

OP 124 TOP ROPE CLIMBING Greg Newth

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 instructor is required. Five-College students must negotiate credits with the instructor before finalizing them with their registrars. Sign up at the OP office.

Time: Tuesdays 1:00 - 6:00

OP 132 CROSS COUNTRY SKIING ON TRACKS AND CITIZEN'S RACING

Carol Fisher and Cindy Morgan

This course starts early for those who are interested, sign-up now or watch for signs. It ends at spring break or whenever there is no more snow, whichever comes first. If you can walk you can ski the spring gear, but the truth is if you can walk you can walk on skis. Learn how to kick and glide smoothly and efficiently, double-pole, and techniques for downhill and turning. We will drive to Cunningham Farms or Northfield Touring Centers where there are well-set cross-country ski trails in loops and each skier can practice at their own pace. Skiing on good tracks is fast and smooth; it is much easier to learn good techniques. We will also attend some citizen's races on the weekends: Cunningham Farms 15 km bread race, Washington's Birthday 15 km in Brattleboro and the 60 km Vermont ski marathon for those who are ready. Citizen's races are low-key, mass start events with categories for all ages and the emphasis on fun, finishing and participation.

Time: Mondays and Wednesdays 1:00 - 5:00

OP 140 ADVANCED FIRST AID AND EMERGENCY CARE

Derrick Elmes

The Advanced First Aid and Emergency Care Course is the most advanced first aid course offered by the American Red Cross. The course deals extensively with the proper management of sudden illness and injuries. Persons taking the course should develop a good functional understanding of first aid. The course will meet twice weekly with other times scheduled as needed. Red Cross certification will be issued to those persons that satisfactorily complete the course.

Time: TBA

OP 204 LEAD ROCK CLIMBING

Greg Newth

For people who have some climbing experience but do not yet lead, this class will teach the basics of lead climbing. Permission of Greg Newth is necessary. Five-College students must negotiate credits with the instructor before finalizing them with their registrars. Sign up at the OP office.

Time: Fridays 1:00 - 6:00

PRACTICUM 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 (256-6006) 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 must be interviewed before they register for the course also, and will be graded on a pass/fail basis.

R. 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 such as the Adirondack Park, the Adirondack Park State Park, and the Adirondack Park State Park. The program will give you an opportunity to work with children. Become familiar with environmental education resources and methods, 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 Weds. or Thurs., 9:00am-1:00pm. 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 Project (read into paragraph in OP 215) The Hitchcock Center can provide a variety of learning opportunities on the Div. II & 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 Adirondack 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 also provides 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.

OP 230 CONTINUING TOP ROPE CLIMBING

Greg Newth

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. Permission of Greg Newth is needed. Five-College students must negotiate credits with the instructor before finalizing them with their registrars. Sign up at the OP office.

Time: Wednesdays 1:00 - 6:00

OP 236 (EVERYTHING YOU ALWAYS WANTED TO DO ONCE (BUT ONLY WITH OTHER WOMEN))

Judy Greenberg

This course is designed for women with little or no previous outdoor experience. Each week we will try out a new skill/activity such as hiking, caving, cross-country skiing, snowshoeing, kayaking, orienteering, etc. A winter camping trip will be included as well. Throughout the course we'll examine our reactions towards the activities, focusing on individual (and common) issues surrounding self-image, competence, strength, femininity, limits of ability and body awareness.

Time: Wednesdays 1:00 - 6:00 until April 25 **Limit:** 15

OP 234 THE NATURE WRITERS

(NS 214)

Ralph Lutta

"The design of a book is the pattern of a reality controlled and shaped by the mind of the writer. This is completely understood about poetry or fiction, but it is too seldom realized about books of fact. And yet the impulse which drives a man to poetry will send another man into the tide pools and force him to try to report what he finds there." - John Steinbeck

The literary naturalist attempts to report a personal experience of his or her natural environment. However, while the work is often very subjective, it must also reflect a careful observation of nature. The author, then, tends to have a foot in both the arts and the sciences.

This course will involve a general historical overview of the development of this approach to literature, with an emphasis upon authors of the turn-of-the-century and those of the past twenty years. Authors will include Gilbert White, Henry Thoreau, John Burroughs, John Muir, J. Henri Fabre, Aldo Leopold, Gary Snyder, Edward Houghland, Annie Dillard, and Loren Eiseley. We will explore some of the recurring themes, the authors' differing views of nature, the development of the genre, and our own personal experiences of nature. Students should expect to do a great deal of reading, write a couple of short papers, a major paper, and a couple of nature essays of their own.

OP 283 THE SOUTHWEST: A PERSPECTIVE

Judy Greenberg

This course is designed for students with a specific interest in the Southwest. Each week a guest lecturer will give a presentation in her/his area of expertise: such as geology of the canyons, desert ecology, pre-history, Native American cultures and so on. Students will be expected to define and research an area of particular interest during February - April. Several classes will be devoted to the sharing and discussion of students' work. Our study of the Southwest will culminate with a month long trip (approximately April 30 - May 30). This will include some backpacking in Utah and/or Arizona, and a 5 - 8 day period for students to do fieldwork and primary research towards completion of their project.

Time: 1:00 - 3:00 **Trip cost approx:** \$140-\$175 **Limit:** 12

FEMINIST STUDIES

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

Humanities and Arts

Sally Allen
L. Brown Kennedy
Jill Lewis

Language and Communication

Nancy Priesberg (AY78-79 LV)
Janet Tallman

Social Science

Carol Bengeladorf
Penina Glazer

Natural Science

Nancy Goddard
Sandra Oyewole
Janice Raymond

Carol Bengeladorf
Penina Glazer

Glenn Joseph
John Landes

Leonor Mazor
Laurie Mazonoff

Miriam Slater (AY78-79 LV)

Related courses for Spring Term 1979 are:

HA 124/SS 180, Black Women/White Women
NS 125, Topics in Women's Health
SS 189, Male and Female Reproductive Function
SS 296, Alternative Life Styles--Part II: Sexual Procreations of Black Women
IN 229, Feminist Movements in Europe and America

ENVIRONMENTAL STUDIES AND PUBLIC POLICY

Allan Krass, Faculty Coordinator

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

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

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

ESAPP 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, 7:30 P.M., in the KIVA. People interested in presenting work should contact ESAPP.

Related courses are:

HA 201, American Landscapes
NS 191, Earth and Moon
NS 193, Ecology of a New England Hillside
NS 194, Warfare in a Fragile World
NS 195, New England Woodlots
NS 197, (Mini) Darwin, Competition and Nature
NS 198, (Mini) Population Models
NS 251, Readings in Ecology
NS 214, The Nature Writers
NS 279, Technology Assessment
SS 127/NS 151, Food Crises
SS 128, New China: Politics in Command
SS 170, Beyond the Cold War
SS 1, Decentralism
SS 239, Labor and Community

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 only 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, retention, speed) and study skills may be short- or long-term, and a program is constructed according to the needs of the individual student.

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, 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.

Contact Deborah Bacal, Director of the Program, for appointments and additional information. Her office is located in Dakin House (D104) and her extension is 531.

In addition, this year the following course will be offered by Georgin Sassen:

Supportive Editing

Students who are having trouble with writing can often improve their skills by getting something—anything—down on paper and working on it. The process of making what comes out the first time into readable, logical prose is really an editing process applied to one's own work. This course will bring together students who want to improve their writing, as well as those who are good writers and editors but want to learn to edit in a new way which includes teaching and supporting. For those with some editing experience, this will be a chance to sharpen and broaden those skills. The editors will look into what went wrong in a sentence, a paragraph, or an argument and learn/teach to correct and improve. The process of "fixing" will be left to the writer him/herself as much as possible.

Evaluation of our progress as a group will include the progress made by the editors as well as the improvement in the skills of the writers. Writing assignments will include both that students are preparing for other courses or examinations and special exercises.

If you would like further information on the above course, contact Georgin Sassen in the Options Office.

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 notetaking. Contact Susan Dayell.

BUSINESS STUDIES

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



FIVE COLLEGE APPOINTMENTS

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

1. University, History 291, 20TH C. CANADA. Canada's emergence from colonial status in 1900 to dominion status in 1926 to independence within the British Commonwealth of Nations in 1931. Examination of Canada's participation in the two world wars and the effects of that participation on the country. Particular concern for the inherent conflict between the province of Quebec and much of the rest of the country, the rise of the separatist movement in Quebec, the victory of that province of the Parti Quebecois and the possible disintegration of the country with the effects such disintegration might have on the political geography of North America.

INDIRA SHETTERLY, Assistant Professor of South Asian Studies (at Amherst College, under the Five College Program).

1. University, Asian Studies 197b, ELEMENTARY SANSKRIT II. Continuation of Sanskrit I.

FACULTY SCHOOL OF HUMANITIES AND ARTS

Joséphine 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.

Sally Allen, assistant professor of cultural history, received her B.A. and M.A. at the University of Toronto and did her Ph.D. work in renaissance history at the University of Toronto. Her teaching interests include the areas of art history, feminist literature, psychohistory, and the renaissance occult tradition. She is currently at work on a study of renaissance alchemical iconography and is a frequent reviewer of books in numerous scholarly journals. She is also director of cultural programming at Hampshire.

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

John Bonicelli, 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-reflexive disciplines of personal growth. He has taught at Amherst College from which he has a B.A. His clinical training and Ph.D. are in psychology and psychoanalysis, and he maintains a small private therapy practice in Northampton.

Raymond Kenyon Brade, 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.

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

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

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

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

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

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

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

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

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

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

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

W. Wayne Kramo, assistant professor of theatre arts, comes to Hampshire with fifteen years experience in theatre arts training, including eleven years in the production of black drama and original scripts. He has also served as a design consultant in the 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.

Sara Lennox, visiting assistant professor of humanities, received her Ph.D. in comparative literature from the University of Wisconsin. She presently holds a position as assistant professor of German at the University of Massachusetts. She is a member of the editorial boards of *New German Critique* and *Massachusetts Review*. Her areas of interest include Marxism, feminism, and literary theory.

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

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

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

Robert Marouze, 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, Massachusetts, and published translations of Latin American poetry. He holds a B.A. from Brandeis and a Ph.D. from Harvard.

Elaine Hayes, 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 Hayes will be on leave during the Fall Term.

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

Randall McMillan, 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, Pa., 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. His music is published by World with Secaucus Music Press, and his electronic music is available on Opus One Records. Professor McMillan is founder and director of the New Arts Foundation.

Robert Meagher, associate professor of philosophy of religion, has a B.A. from the University of Notre Dame and an M.A. from Chicago. His publications include *Personalities and Powers*, *Reckonings*, *Toothing Stones*, *Rethinking the Political*, and *Cave Notes*. He has taught at the University of Notre Dame and at Indiana University.

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.

William O'Brien, assistant professor of theatre arts, has had considerable experience in acting and directing. He received his A.B. from Fairfield University, his M.A. from the University of Rhode Island, and his M.F.A. from the Goodman Theatre and School of Drama.

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 a M.A. in design and construction from the Pratt Institute in New York City. He has been engaged in private practice since 1962.

David Roberts, associate professor of literature and director of the Outdoors Program, holds a B.A. from Harvard University and a Ph.D. from the University of Denver. He is the author of *The Mountain of No Fear*, a book about mountain climbing, and *Deborah: A Wilderness Narrative*.

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

David F. 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. Professor Smith will be on leave during the Fall Term.

Francis D. Smith, professor of humanities and arts; a Harvard graduate, he has taught in high schools and colleges, directed federal community relations programs for Massachusetts, and has published as a sociologist, playwright, and novelist.

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 Institut 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.

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

William (Vishnu) Wood, 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. He has gained a wide reputation for his work in Afro-American music and ethnomusicology. At Hampshire he is directly involved in the Residential Learning Center for the Arts.

SCHOOL OF LANGUAGE AND COMMUNICATION

Harry Hopkins, faculty associate in television, holds a B.A. in mass communications from Hampshire College. In addition to producing and directing various live and taped programs for local cable television, he has been a consultant to WGBY-TV in Springfield and worked on the production crews of Connecticut Public Television and WFSB-TV in Hartford. He has a special interest in documentary history and form and recently co-produced a documentary on the politics of recombinant DNA technology. He is currently working as a free-lance producer in association with Telsa Moving Images, Inc. in Springfield.

Elton Ward Gonyea, assistant professor of psychology, holds a B.A. from Redcliffe College and an Ed.D. in developmental psychology from the Harvard Graduate School of Education. He has worked as a pre-doctoral intern in child psychology at the Judge Baker Guidance Center in Boston. Her interests are in cognitive-developmental theory, social and age development, and applications of social-cognitive-developmental theory to clinical and educational practice.

Mark Teinstein, 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 (epistemology).

Henry Frishberg, assistant professor of linguistics, holds an A.B. from the University of California, San Diego. He is currently an expressive interpreter of American Sign Language and has served as an interpreter at the National Theatre of the Deaf Summer School in Waterford, Connecticut. Ms. Frishberg is on leave for the academic year 1978-79.

Palomo Garcia-Bellido, faculty associate in Spanish, holds an M.A. in linguistics from the University of Texas. She is currently a Ph.D. candidate in linguistics at the University of Massachusetts where she has been a teaching assistant in the department of linguistics and the department of Spanish and Portuguese.

James Paul Gee, assistant professor of linguistics, holds a B.A. (philosophy) from the University of California, Santa Barbara, 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 literary studies, 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 Hanson, associate professor of computer science, has a B.S. from Clarkson College of Technology and an M.S. and Ph.D. in electrical engineering from Cornell University. His main research interests are in non-numeric programming, artificial intelligence, and pattern recognition. At the University of Minnesota he developed courses in computing fundamentals, artificial intelligence, and higher level languages. Mr. Hanson is on leave for the academic year 1978-79.

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

Donald Houghton, faculty associate in journalism, is the city editor of the *Daily Hampshire Gazette* in Northampton. He has a B.A. from Clark University and has had over 12 years experience with the newspaper. He has written for the *New York Sunday Courier-Journal* and *Times* in Louisville, Kentucky, and with the *Providence Journal-Bulletin* in Rhode Island.

David Isacoff, visiting assistant professor of philosophy, earned a B.A. from Harvard, was a special student in philosophy at Christ Church College, Oxford, and has a Ph.D. in philosophy from the University of California, Berkeley. He has taught at Tufts University, the University of California, Berkeley, and the University of Connecticut. He is interested in the philosophy of language, epistemology, the philosophy of science, the philosophy of mathematics, and twentieth century Marxism.

Judy Anne Kagi, 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 (Gibber, Plains Indian, sign languages in India), and anthropological linguistics.

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

Deborah Knapp, assistant professor of psychology, earned her B.A. in philosophy and psychology at Barnard College and her Ph.D. in psychology from 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, theory of education, and philosophical psychology.

Alice Ambrose Lazarowitz, emeritus professor of philosophy, was Sophia and Austin Smith professor of philosophy at Smith College until her retirement in 1972. She holds Ph.D. degrees from the University of Wisconsin in philosophy and from Cambridge University in the foundations of mathematics. At Cambridge she was a student of Ludwig Wittgenstein, and she was among those to whom he distributed *The Blue and Brown Books*. In 1975 she was president of the Eastern Division of the American Philosophical Association. Her many publications include *Essays in Analysis* (with her spouse, Morris Lazarowitz), *Ludwig Wittgenstein: Philosophy and Language*, *Fundamentals of Symbolic Logic*, and *Logic: The Theory of Formal Inference*.

Morris Lazarowitz, emeritus professor of philosophy, was Sophia and Austin Smith professor of philosophy at Smith College until his retirement in 1973. He holds a Ph.D. from the University of Michigan and has been a post-doctoral fellow at Harvard and at Cambridge University where he worked with C. E. Moore. His many publications include *The Structure of Metaphysics*, *Philosophy and Illusion*, *The Language of Philosophy*, *Studies in Freud and Wittgenstein*, and with his spouse, Alice Lazarowitz, *Philosophical Theories* and *C. E. Moore: Essays in Retrospect*.

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

William Narah, associate professor of mathematics, holds his B.A., M.A., and Ph.D. from Dartmouth, and his special interests include the foundations of mathematics and linguistics.

Roger Nelson, faculty associate in television, is a graduate of Hampshire College. His Division III project was the weekly production of a television news program for the Town of Amherst cable system. After a production internship at WGBH-TV in Springfield, he worked for two years on a news program at WSKG public television, station in Hingham, New York. He was Director/Editor, and Assistant Producer for Public Affairs there.

James Noller, assistant professor of communications, holds a B.A. from Western Illinois University, an M.A. from the University of Denver, and is completing his Ph.D. in communication research at the Annenberg School of Communications of the University of Pennsylvania. He has taught courses in communication at Great Valley and has special interests in communication theory and government-media relations.

Norma Holt, visiting assistant professor of computer science, holds a B.S. and a Ph.D. in mathematics from Carnegie-Mellon University and a Ph.D. in mathematics from MIT. He is on leave from the Computer and Information Science Department of the University of Massachusetts. His research interests include automatic programming, the analysis of algorithms, and formal models of natural language learning.

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

Angel Nieto, faculty associate in Spanish, was educated in Spain and in the United States, holding a B.A. in anthropology from Brooklyn College. He has been the director of the Spanish department of the Berlitz School of Languages and coordinator of admissions at the University Without Walls at the University of Massachusetts.

Raymond Pelletier, visiting assistant professor of French, has a B.A. from Providence College, an M.A. from Michigan State University, and a Ph.D. from the University of Massachusetts.

Michael Radetsky, assistant professor of philosophy, received a B.A. from Cornell University and an M.A. from the University of California, Berkeley, where he was a Woodrow Wilson Fellow. He is working on his doctorate at Berkeley. His special interests are philosophy of action and philosophy of psychology. Mr. Radetsky is on leave for the academic year 1978-79.

Stanley Stanislak, 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. He holds a joint appointment with the Library where he serves as television producer. Mr. Stanislak is on leave for the academic year 1978-1979.



Hell Steilings, 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 philosophy of language. He also has a substantial interest in other areas of cognition, such as memory, attention, visual and auditory perception, intelligence, and mental representation. Mr. Steilings is Dean of the School of Language and Communication.

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

Christopher Witherspoon, assistant professor of philosophy, is completing his Ph.D. at the University of California, Berkeley, where he was a Junior Graduate Fellow and a teaching associate. Both his thesis and a book in progress are in the philosophy of perception. His other research areas include philosophical psychology, the philosophy of language, and the philosophy of art. He has a B.A. from Arkansas Tech where most of his work was in music and literature. He taught at Knoxville College as a Woodrow Wilson Teaching Intern. Most of his current interdisciplinary work is in cognitive psychology and artificial intelligence.

SCHOOL OF NATURAL SCIENCE

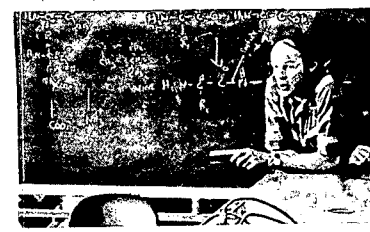
Harry Beth Averill, assistant professor of botany, received her Ph.D. from the University of Oregon, with a study of the microorganisms that inhabit the insides of Douglas Fir needles. She has taught at the University of Oregon, the University of Hawaii, and California Polytechnic State University, and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

Herbert Bernstein, associate professor of physics, received his B.A. from Columbia, 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 Technion, in Haifa, Israel, and the Institut voor Theoretische Fysica 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.

Hertie 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 school science 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 Grass Foundation, and she is the author of several teacher's guides for elementary science studies.

Raymond P. Coppinger, associate professor of biology, has worked at the Woods Hole Oceanographic Institute, the Smithsonian Astrophysical Observatory in Cambridge, the U.S. Fish and Wildlife Service, and the Beebe Tropical Research Station in the West Indies. He holds a B.A. from Harvard, a Ph.D. from the University of Michigan, and a post-doctoral fellowship at the Smithsonian Institution. His research interests include philosophy, forest management, animal behavior, New England birds, monkeys in the Caribbean, African ecology, bioacoustic human adaptation (anthropology/ecology) and ecology theory (book in progress). Ray has been a past New England sled dog racing champion and has originated his own breed of sled dog.

John Foster, professor of biology, previously taught biochemistry at the Boston University School of Medicine and was a director of the Science Curriculum Improvement Program for the NSF. He holds a Ph.D. in biochemistry from Harvard. In addition to his involvement in biochemistry and human biology, he is interested in ecology and field biology, amateur electronics, baroque music, and white water canoeing.



Henny Goldard, associate professor of biology, was previously chairperson of the department of natural science and mathematics at West Virginia State College. She obtained her Ph.D. from the State University of New York at Stony Brook. Her research interests include 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 Goldberg, associate professor of history of science, taught at Antioch College, was a senior lecturer at the University of Zambia, and a post-doctoral fellow at the Smithsonian Institution. 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.

Courtney Gordon, associate professor of astronomy, holds a Ph.D. from the University of Michigan. Her work includes studies at the Royal Greenwich Observatory in England, the Harvard College Observatory, the Arecibo Observatory, the Kitt Peak National Observatory, and the National Radio Astronomy Observatory. In addition to astronomy, Courtney is interested in relativity, cosmology, extraterrestrial communication, codes and ciphers and animal communication (dolphins and chimps). She is a member of the Five College Astronomy Department, and this year is Associate Dean for Academic Advising at Hampshire.

Kurtis Gordon, associate professor of astronomy, received his B.S. in physics at Antioch College, and his M.A. and Ph.D. from the University of Michigan. His interests include time (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.

Michael Gross, assistant professor of 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 physiology and medical theory, evolution, embryology and molecular biology. 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.

Kenneth Hoffman, associate professor of mathematics, has an M.A. from Harvard, where he also served as a teaching fellow. He taught mathematics at Talladega College during 1967-70. In addition to algebraic number theory and combinatorics, Ken's interests include education, American Indians, natural history and farming. Ken will be on sabbatical during Spring term 1979.

David C. Kelly, associate professor of mathematics, has taught at New College, Oberlin, Talladega College, and Boston University. He holds a S.M. from M.I.T. and an A.M. from Dartmouth. He has, since 1971, directed the NSF-supported Hampshire College Summer Studies in Mathematics, a highly selective high school program. His interests are analysis, the history of mathematics, recreational mathematics, and seventeen.

Alan S. Krasny, associate professor of physics, holds a B.S. in physics from the University of Minnesota, a M.S. in physics from the University of California, Berkeley, and a Ph.D. in physics from the University of California, Berkeley. He has worked at Princeton University, the University of California at Santa Barbara, and the University of Colorado, as well as the Open University in England. His interests include physics, science and public policy (particularly arms control) and the environment, where he has worked on flood control and nuclear energy. He coordinates the Environmental Studies and Public Policy program at Hampshire.

Henry Lowry, associate professor of chemistry, holds a Ph.D. from M.I.T. He has worked as a research associate at M.I.T. and Amherst College and has taught at Smith College and the College-Dickinson School of Nursing. He has also coordinated a chemical analysis lab as part of the Mill River project in Northampton. Her interests include stereochemistry and organic molecules, environmental chemistry, science for non-scientists, toxic substances, the bassoon, and nature study.

Ralph Lutz, visiting assistant professor in environmental studies, and naturalist in the Outdoors Program, received his B.A. in biology from Trinity University and his Ed.D. from U.Mass. where he studied the theoretical foundations of environmental studies. Before coming to Hampshire, he was a curator of 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 sciences and humanities in our attempt to understand our environment and our relationships with it.



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 applied microbiology (composting, sewage treatment, fermentation), social aspects of genetics (agriculture, genetic engineering, genetic counseling) and nutrition. He is especially interested in providing students on independent study, tutorials, and small group projects. His research concerns eukaryotic metabolism in yeasts and odor perception in humans.

Sandra Oynwale, assistant professor of microbiology, does research in biochemistry at the University of Massachusetts. She received her Ph.D. from the University of Massachusetts. Her research involves membrane development, structure and function. In addition she is interested in microbiology from a public health standpoint in developing countries, research on the microbial contribution to energy production, the microbes that inhabit us, and cancer.

Janice Raymond, assistant professor of women's studies and medical ethics, 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, Amherst, Boston, and U.Mass. Boston. She is interested in genetic technology, psychosurgery, and issues connected with women's health care.

John B. Reid Jr., assistant professor of geology, has pursued his lunar surface and earth's interior research at the Smithsonian Astrophysical Observatory, the Geochronology Laboratory at M.I.T., and Rensselaer Polytechnic Institute, and Los Alamos National Labs. He received his Ph.D. from the University of Michigan. He is currently teaching high school physics programs. His professional interests center around volcanology as a means of understanding the chemical evolution of the earth and the use of volcanoes as a source of geothermal power.

Douglas S. Riggs, emeritus professor of pharmacology, received his B.S. from Yale University School of Medicine. He previously taught at the School of Medicine of the State University of New York at Buffalo (where he was Chairman from 1954-66), Harvard Medical School, Yale, and was a biochemist at Fairfield State Hospital. His special interests involve biochemistry (applying mathematical methods to biological problems), natural history and the outdoors, especially biking and hiking.

Ruth Rindard, associate professor of the history of science, and master of Prescott House, received her B.A., summa cum laude, from Milwaukee-Duane 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 interests include nineteenth century German biology, science and religion, and technology and society.

Paul Slater, visiting assistant professor in agriculture, received his B.S. and Masters in Resource Planning from the University of Massachusetts. He is currently a member of a subcommittee of the Governor's Commission on the Status of Women entitled "Women in Agriculture, Food Policy and Land Use Reform," and is an agricultural consultant to the Hampshire County Planning. Paul's interests cover the broad issues of land use and resources, particularly in New England.

Michael Sutherland, associate professor of statistics, holds an interschool appointment in Natural Science and Social Science. He has been a consultant with the Systems Management Corporation in Boston and has worked on problems involving applications of statistics to the social sciences. His Ph.D. is from Harvard. His interests include mathematics, statistics, philosophy, carpentry, machinery, automobiles, and people. Michael will be on sabbatical during the spring semester 1979.

Janet Van Blorkom, assistant professor of physics, received her B.S. from M.I.T. (winning the Arthur Compton Prize 1966), and her Ph.D. from the University of Colorado. She has taught at the University of Massachusetts, Smith College, and most recently at the Joint Institute for Laboratory Astrophysics, Atomic Collision Data Center at the University of Colorado, Boulder. Janet's interests include theoretical low energy particle physics with a strong interest in astrophysics, as well as waves, optics, mechanics and holography.

Charlotte Van Rensselaer, assistant professor of ecology, received her B.A. from Skidmore and her Ph.D. from Boston University Marine Program, Marine Biology Lab, Woods Hole. She most recently taught at Dalhousie University in Nova Scotia. Her research has been in the area of salt marsh and estuarine ecology, sediment-water interactions, nitrogen fixation and denitrification.



Arthur H. Vesting, professor of ecology and Dean of the School of Natural Science, received his A.B. from Columbia and his M.P. and Ph.D. degrees from Yale. He has been a forester with the U.S. Forest Service, and has taught at Purdue, the University of Massachusetts, Middlebury, and Windham, where he was also chairman of the biology department. 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. He does research primarily in the areas of forest ecology and the environmental effects of war.

Lloyd 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 Woodhull, assistant professor in biology, received his Ph.D. from the University of Washington. He has taught in the Peace Corps in Nigeria and has lectured at the University of Washington. His research interests are centered on the physiological bases of behavior and on the visual system in humans and animals. He also has a strong interest in electronics, and during his recent sabbatical combined these interests by designing a microcomputer interface system for control of a psychophysical experiment.

Ann R. 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 fascinated by the connections between actions and human movement, and she has written two articles for the Contact Quarterly (dance) magazine about the biology and physics of movement.

5-College Astronomy Department Faculty:

Courtney and Kurtis Gordon (see above).

Tom R. 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 B. Harrison - professor of astronomy at the University of Massachusetts.

E. 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.

Walter Seltzer - professor of astronomy at Smith College.

Richard White - assistant professor of astronomy at Smith College.

SCHOOL OF SOCIAL SCIENCE

Richard M. Albert, associate dean of the college and assistant professor of political science, has served on the research staff of the Urban Institute in Washington, D.C. His B.A. is from Hobart College and his Ph.D. from Harvard.

Carollee Bregelsdorf, assistant professor of political science, holds an A.B. from Cornell, studied Russian history at Harvard, and is working on a doctorate in political science from 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.

Aaron Berman, visiting assistant professor of history, received his B.A. from Hampshire College and an M.A. in American history from Columbia University where he is currently a doctoral candidate.

Myrna Breitbart, visiting assistant professor of geography, has an A.B. 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 values as determinants of the built environment; and social and spatial implications of alternative strategies for community development; and problems in providing urban housing, employment and social services.

Ena Brown, visiting associate professor of psychology, has a B.A. from Cornell University and an M.A. and Ph.D. in clinical psychology from Columbia University. She is chief psychologist and director of training and research at the Holyoke-Chillico Mental Health Center where she is involved in administrative, clinical, teaching, consulting and research functions.

Margaret Cerullo, assistant professor of sociology, has a B.A. from the University of Pennsylvania, a S. Phil. from Yeshiva 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.



Louise Farnham, Dean of the School of Social Science and 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.

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, 1500-1940 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.

E. Oliver Foulkes, assistant professor of law, received a B.A. from Southwestern College, Memphis, and a J.D. from Memphis State University School of Law. He has been engaged in a variety of legal projects involving civil liberties, welfare recipients, housing legislation, and mental hospitals. Professor Foulkes will be on leave Spring Term 1979.

Felina M. Glazer, 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 Sevier Fellowship. Her special interests include American intellectual history with emphasis on radical left wing movements in the United States during the 1940's.

Leonard B. Glick, professor of anthropology, holds an M.D. from the University of Maryland School of Medicine and a Ph.D. from the University of Pennsylvania. Formerly an associate professor at the University of Wisconsin, he has done anthropological studies in St. Lucia, West Indies, for a public health program and a study of ethno-medicine and social organization in the New Guinea Highlands.

William Grehmann, assistant professor of education and Master of Greenwich House, has a B.A. from Cornell, an M.A. from Columbia, and a Ph.D. from Union Graduate School. He has been a Peace Corps teacher in Micronesia and an assistant dean of students at Columbia. His area of special interest is non-traditional alternatives in higher education.

Lloyd 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.



Frank Holmquist, assistant professor of political science received his B.A. from Lawrence University, and his M.A. and Ph.D. from Indiana University. His interests are in the area of comparative politics, political and administrative development, and American politics.

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 L. Joseph, professor of education, has a B.S. from New York University and a Ph.D. from Cornell University. At the University of Massachusetts where she was associate professor of education, she served as co-chairperson of the School's Committee to Combat Racism, and at Cornell she was assistant dean of students, director of the Committee on Special Educational Projects' counseling service, and associate professor in the African Studies and Research Center.

Janna Koplin, associate professor of psychology, received her B.A., M.A., and Ph.D. degrees from the University of Minnesota, and taught at Vanderbilt University. Her special interests are psycholinguistics and cognitive psychology.

Joan B. Landau, assistant professor of political science, holds a B.A. from Cornell University and an M.A. and a Ph.D. from NYU, where she completed her doctorate in 1975. She was formerly an assistant professor of political science at Bucknell University. She is primarily engaged in teaching and research in the areas of political and social theory and women's studies, with additional interests in American politics.

Barbara Harrison Linden, 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. The University's academic interests include urban blight and the sociology of education.

Lester Mezer, professor of law, has a B.A. and LL.B. from Stanford, served as law clerk to the Honorable Warren F. Burger, and has taught at various law schools. His special concerns include the limits of the legal process and the role and status of women in society.

Maureen Mahoney, assistant professor of psychology, received her B.A. from the University of California, Santa Cruz and her Ph.D. from Cornell University. Her special interests include social and personality development, sociology of the family and history of childhood and the family.

Laurie Nisimoff, assistant professor of economics, holds an S.B. from M.I.T. and an M. Phil. from Yale, where she is a doctoral candidate. She was a Woodrow Wilson Fellow at Yale and is finishing her dissertation with the aid of a Ford Foundation Fellowship in Women's studies. Her interests include American economic history, women's studies, labor and public policy issues.

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 cooperative education. She is presently a doctoral candidate at the University of Massachusetts. She was a supervisor of practice teaching at Smith College's Department of Education and Child Study and has worked with the Northampton public school system.

Stewart Shapiro, visiting assistant professor of political science, holds an A.B. and M.A. from NYU at Manhattan and a Ph.D. from the University of Massachusetts. His fields of specialization are American government and public policy with particular interest in the areas of environmental policy, theories of stratification and educational policy; political theory; and international relations.

Hiriam Slater, associate professor of history and Master of Dukes House until 1976, 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. Professor Slater will be on leave academic year 1978-79.

Michael Sutherland holds a joint appointment with the School of Natural Science. Professor Sutherland will be on leave academic year 1978-79.



Robert von der Lippe, associate professor of sociology, was Director of The National Institute of Mental Health graduate training program in the sociology of medicine and mental health at Brown University. He has also taught at Columbia University and at Amherst College. His B.A., M.A., and Ph.D. degrees are from Stanford University.

Stanley Warner, associate professor of economics and Master of Merrill House, holds a B.A. from Albion College, an M.A. from Michigan State, and a Ph.D. from Harvard. His research and teaching interests include American economic history, economic development, and industrial organization. He has taught previously at Santa Cruz and Bucknell.

Fredrick S. Wavner, 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.

William Wong-McCarthy, visiting assistant professor of psychology, has a B.A. from Columbia University, an M.A. in psychology from the University of Illinois, and is currently a doctoral candidate in the Psychology Department at Yale University. He has conducted research on the psychological effects of crowding, on the social psychology of decision-making and problem-solving and is currently involved in research on the relationship between sex roles and speech. His teaching interests include the social psychology of communication, decision-making, social science methodology, environmental psychology and interpersonal relations.



Barbara Yngvesson, associate professor of anthropology, received her B.A. from Barnard College and her Ph.D. at the University of California at Berkeley. She specializes in the anthropology of law and social organization, and has done field work in Peru and Sweden. She has also worked for the Department of Native Affairs in Papua, New Guinea.



CLASS SCHEDULE SPRING TERM 1979

ARB Arts Building
CSC Cole Science Center
EDH Emily Dickinson Hall
FPH Franklin Patterson Hall
RCC Robert Crown Center
MDB Music and Dance Building

LJB Harold F. Johnson Library
DH Dakin House
GH Greenwich House
MH Merrill House
PH Prescott House
ELH East Lecture Hall

NLH Main Lecture Hall
VLH West Lecture Hall
PLC Performing Arts Center
DONUT Greenwich House Center Room
TBA To Be Announced or Arranged
Course is not term-long.
See description for details.

SCHOOL OF HUMANITIES AND ARTS

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
HA 108 Color	A. Hoener	Open	None	TBA	
HA 112/212 Small Group Practice	G. Gordon/L. Gordon	Instr Int	24	TTh 1030-1230	DH Masters
HA 115/215 Studio Exp-Dance	F. McClellan/E. Huston	Beg Int Adv	20 20 20	TBA TBA TBA	
HA 121 Gods/Beasts/Mortals	R. Meagher	Open	None	TTh 9-1030	EDH 16
HA 124 White/Black Women	J. Lewis/G. Joseph	1st Come	15	TBA	
HA 131/231a Poetry Writing Workshop	A. Salkey	Instr Per	16	T 130-3	EDH 15
HA 134 College Writing	F. Smith	1st Come	25/25-Div I	MWF 830-930 TTh 830-930	FPH 108 FPH 108 FPH MLH Kiva
HA 140 Vision & Revision	C. Hubbs, et al	Open	20-Div I	T 3-5	
HA 140a Modern Tragicomedy	C. Hubbs	1st Come	20-Div I	MW 130-3	
HA 140b Myth & History	J. Hubbs	1st Come	20-Div I	TBA	
HA 140c Movement Workshop	F. McClellan	1st Come	20-Div I	TBA	
HA 140d Film Workshop I	T. Joslin	Lottery	12	M 130-430	FPH ELH
HA 150 Still Photo Workshop	TBA	1st Come	15	TBA	
HA 155 Cultural History	R. Lyon	Lottery	16	MWF 1030-12	FPH 107
HA 158 Sound Awareness II	R. McClellan	1st Come	14	TBA	
HA 161 Psych of Black Exper	C. Frye	1st Come	18	MW 6-8pm	EH Masters
HA 162 Rehearsal & Performance	W. Kramer	Open	None	W 2-4	EDH Div IV
HA 163/263a Fiction Writing Workshop	A. Salkey	Instr Per	16	Th 130-3	EDH 15
HA 164/264 Family Romance	J. Boettiger/N. Payne	Instr Per	16	T 9-12	Kiva
HA 168 Mask Making	R. Lee	1st Come	12	T 1-4	EDH Div IV
HA 178/278 Beg Scene Study	J. Abady	Instr Per	15	WF 10-12	PAC
HA 183/283 Creative Music	R. Wiggins	Instr Per	15	TTh 7-9pm	MDB Class
HA 188 Intermed Directing	J. Abady	Instr Per	10	TTh 10-12	PAC
HA 193 Acting With Masks	R. Lee	Instr Per	12	MW 1-3	PAC
HA 195 Painting With Uncle Roy	R. Superior	1st Come	20	TBA	
HA 201 American Landscapes	D. Smith	Instr Per	25	MW 830-1030	Blair
HA 204 Magic & the Occult	S. Allen	1st Come	25-Div II	TTh 1030-12	FPH 106
HA 206 Playwriting	M. Krawitz	Instr Per	12	MTh 3-4	EDH 16
HA 210 Film Workshop II	TBA	1st Come	12	TBA	
HA 216 Operations of Culture	J. Lewis	Open	None	T 1-330	PH C-1
HA 219 Fiction of History	R. Marquez	Open	None	TTh 1030-12	PH A-1
HA 220 Film/Photo Studies	TBA	Open-Concentrators Only	TBA		
HA 225 Photo Workshop II	T. Joslin	Lottery	14	T 130-530	FPH ELH
HA 227 Muse into History	R. Marquez	Open	None	TTh 130-3	PH A-1
HA 228 Theology II	R.K. Bradt	Open	None	TBA	
HA 229 Seminar-Modern Lit	C. Hubbs	Instr Int	None	M 7-9pm	CSC 126
HA 231b Poetry Writing Workshop	B. Goldensohn	Instr Per	12	TBA	
HA 232 GIS-Elec Music Comp	R. McClellan	Instr Per	None	TBA	
HA 233 Descartes/Kierkegaard	R. Meagher	Open	None	TTh 1030-12	EDH 16
HA 234 Literature of Lives	J. Lewis	Open	None	Th 1-3	PH C-1
HA 235 Design Tech-Theatre	W. Kramer	Instr Per	10	MW 10-12	EDH Div IV
HA 238 Effort/Shape II	F. McClellan	Prereq	15	TBA	
HA 255 20th Cent Fiction	G. Lamming	1st Come	20	TBA	
HA 259 Metaphysics II	R.K. Bradt	Open	None	TBA	
HA 263b Fiction Workshop	G. Lamming	1st Come	15	TBA	
HA 265 BKS-M-Jrnlsm/Scl Consc	D. Kerr	1st Come	15	Th 1-3	FPH 107
HA 269 Origins of Romanticism	J. Hubbs	1st Come	20	TBA	
HA 270 Seminar-Elec Music II	R. McClellan		8	TBA	
HA 271 Sound/Meaning-Poetry	J. Gee	Instr Int	15	TTh 9-1030	FPH 106
HA 279 Law & Literature	L. Mazor/D. Smith	1st Come	50	TTh 9-1030	FPH WLH
HA 280 Studio Art Critique	G. Cohen/R. Superior	1st Come	15	TBA	

SCHOOL OF LANGUAGE AND COMMUNICATION

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
LC 108 Truth	D. Israel	1st Come	20	MW 9-1030	FPH 106
LC 109 Animal Communication	J. Kegl	Instr Int	25	TTh 1-3	FPH 105
LC 110 Mass Media Structure	J. Miller	Instr Per	15	MW 1030-12	FPH 104
LC 129 Newspapers	D. Kerr	1st Come	20	MW 1-230	FPH 108
LC 133 Spanish Language	M. Feinstein	1st Come	16	TTh 9-1030	FPH 107
LC 159 Geometry & Perception	W. Marsh	Lottery	16	MTWTh 12-1	FPH 106
LC 162 Spatial Relationships	J. Hornik	1st Come	25	MW 1-3	EDH 4
LC 164 Language/Culture/Person	J. Tallman	1st Come	20	MW 9-1030	EDH 17
*LC 167 Mass Communications	J. Miller	Instr Per	15	TTh 1030-12	FPH 103
*LC 168 Advertising	J. Miller	Instr Per	15	TTh 1030-12	FPH 103
LC 170/270 Meaning	J. Gee	1st Come	20	TTh 1-3	FPH MLH
LC 173 American Philosophy	R. Lyon/W. Marsh	Lottery	24	TTh 130-3	FPH 106
LC 191 Philosophy of Perception	C. Witherspoon	Instr Per	16	MW 1030-12	EDH 17
LC 192 Early Ex-Child Devel/Ed	D. Knapp	Lottery	20	MW 3-430	FPH 106
LC 193 Computer Programming	R. Moll	1st Come	25	TTh 3-430	FPH 108
LC 202 Philosophy of Math	D. Israel	1st Come	20	MW 1030-12	FPH 106
LC 212 Math Linguistics	W. Marsh	Instr Per	None	F 115-215	TBA
LC 229 Cognitive Development	D. Knapp	Lottery	20	TTh 1-230	Blair
LC 231 Sociolinguistics	M. Feinstein/W. Wong-McCarthy	1st Come	25	TTh 1030-12	FPH 107
LC 232 Philosophy/Reality	A. Lazerowitz/M. Lazerowitz	Instr Int	15	T 1-3	PH D-1
LC 243 Computers in the Lab	Al Woodhull, et al	Instr Int	15	MWF 1030-12	CSC 3rd Fl
LC 246 Cognitive Psychology	N. Stillings	1st Come	20	MW 3-5	FPH 107
LC 247 Interactive Consciousness	J. Tallman	Instr Per	16	M 7-10pm	EDH 17
LC 249 Aesthetics	C. Witherspoon	Open	None	W 3-530	FPH WLE
LC 252 Adolescence	E. Cooney	1st Come	20	TTh 9-1030	FPH 104
LC 253 TV Workshop	R. Muller	Instr Per	12	TTh 830-1030	FPH 105
LC 254 Editing Process	B. Baskind/R. Mellen	Instr Int	15	MW 7-9pm	FPH 108
LC 255 Print Journalism	D. Houghton	Instr Int	15	MW 4-530	FPH 108
LC 277 Sound/Meaning-Poetry	J. Gee	Instr Int	15	TTh 9-1030	FPH 106
LC 280 BKSM-Jrnism/Scl Consc	D. Kerr	1st Come	15	Th 1-3	FPH 107
LC 285 LISP	R. Moll	1st Come	15	TTh 1030-12	FPH 103
LC 295 ASL Linguistics	J. Kegl	Instr Int	25	MW 1030-12	FPH 105

FOREIGN LANGUAGES

FL 103 Intermediate French	R. Pelletier	Instr Int	20	TTh 1-230	EDH 17
FL 104 Intermediate Spanish	A. Nieto	1st Come	20	TTh 9-1030	PH D-1
FL 105 Advanced French	R. Pelletier	Instr Per	15	TTh 9-1030	EDH 15
FL 106 Advanced Spanish	P. Garcia-Bellido	Instr Per	15	MW 11-1230	Ph A-1

SCHOOL OF NATURAL SCIENCE

NS 104 Holography	J. Van Blerkom	Instr Per	10	MF 1-230	CSC 3rd Fl
NS 114 Freud/Lorenz/Vienna	R. Rinard	Open	None	MWF 1-2	PH C-1
NS 117 Gardening-Organic	M.B. Averill	1st Come	15	MW 10-11, F 9-11	CSC 3rd Fl
NS 125 Women's Health	J. Raymond	Open	None	TTh 1030-12	PH B-1
NS 130 Human Movement Phys	Ann Woodhull	Open	None	TTh 1-3	CSC 114
*NS 134 Pigments/Dyes/Palette	S. Goldberg	Lottery	10	MW 1030-12	PH B-1
*NS 137 The Eye	M. Bruno	Open	None	MW 1030-12	PH B-1
NS 151 Food Crisis	R. Coppinger, et al	Open	None	MWF 1030-12	FPH ELH
*NS 181 Light/Color-Open Air	K. Gordon	Open	None	MW 130-3	FPH 104
NS 187 Atoms/Molecules/Matter	S. Goldberg	Open	None	TTh 1030-12	FPH 108
NS 189 Male/Female-Reproductive	N. Goddard	Open	None	TTh 130-3	CSC 2nd Fl
NS 191 Earth & Moon	K. Gordon/J. Reid	Open	None	TTh 1030-12	CSC 114
NS 193 Ecogeology-NE Hillside	J. Reid/R. Coppinger	Open	None	M 130-5, W 130-3	FPH 105
NS 194 Warfare	A. Westing/A. Krass	Open	None	TTh 2-330	EDH 4
NS 195 New England Woodlots	D. Riggs/A. Westing	Open	None	MF 3-430/W 1...	CSC 114/Field
*NS 197 Darwin/Competition/Nature	M. Gross	Open	None	MF 1-3	PH B-1
*NS 198 Population Models	M. Gross	Open	None	MF 1-3	PH B-1
NS 204 General Chemistry	L. Williams	1st Come	25	MWF 1030-12/W 1-3	CSC 114/Lab
NS 210 Color & Light Circus	M. Bruno, et al	Open	Div II	W 9-1030	FPH MLH
NS 214 Nature Writers	R. Lutts	Open	None	TBA	EDH 15/Lab
NS 234 Organic Chemistry	N. Lowry	Open	None	MWF 1030-12/MorFl-3	CSC 114/Lab
NS 243 Computers in the Lab	Al Woodhull, et al	Instr Int	15	MWF 1030-12	PH D-1
NS 247 Modern Cell Biology	M. Bruno, et al	Open	None	MWF 9-1030/TTh 1-330	CSC 114/Lab
*NS 251 Readings in Ecology	C. Van Raalte/J. Foster	1st Come	15	TTh 1030-12	PH C-1
NS 252 Alchemy	M. Gross, et al	Open	None	TTh 1-230	EDH 16
NS 253 Statistical Methods	D. Riggs	Open	Div II	MWF 930-1030	FPH MLH
NS 261 Math-Scntsts/Scl Scntsts	D. Kelly	Open	None	MW 3-430	FPH 103
NS 267 Linear Analysis	D. Kelly	Open	None	MW 130-3	CSC 126
NS 279 Technology Assessment	A. Krass	Instr Int	15	MWF 830-10	EDH 4
NS 282 Basic Physics	H. Bernstein, et al	Open	None	MW 125-220	Mt. Holyoke
ASTFC 020 Cosmology	T. Dennis	Open	Prereq	MW 125-320+	U. Mass.
ASTFC 022 Galaxies/Extragalactic	W. Dent	Open	Prereq	MW 230-345	Smith
ASTFC 034 History of Astronomy	W. Seitter/R. White	Open	None	TTh 230-345	U. Mass.
ASTFC 038 Obs Radio Astronomy	G. Huguenin	Instr Per	None	MF 125-320	U. Mass.
ASTFC 044 Astrophysics II	E.R. Harrison	Open	Prereq		

SCHOOL OF SOCIAL SCIENCE

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
S 102 Poverty & Wealth	L. Nisonoff	1st Come	18	TTh 1030-12	FPH 105
S 108 Immigrants/Descendants	A. Berman	1st Come	20	MW 1-230	PH A-1
S 118 The Holocaust	L. Glick	1st Come	25	MF 10-12	FPH 108
S 126 Intro-Political Economy	L. Hogan	1st Come	16	TTh 1-230	CSC 126
S 127 Food Crisis	R. Coppinger, et al	Open	None	MWF 1030-12	FPH ELH
S 129 New China	J. Koplin	Lottery	20	TTh 9-1030	EDH 17
S 135 Anth Persp-Mid East	T. Granata/B. Yngvesson	1st Come	16	MW 130-3	FPH 107
S 140 Deschooling Society	W. Grohmann	1st Come	20	TTh 9-1030	GH Masters
S 141 Experimental Colleges	W. Grohmann	1st Come	20	TTh 9-1030	GH Masters
S 154 Bureaucracy	S. Shapiro/R. Alpert	1st Come	20	MWF 1-2	PH D-1
S 155 Professionalism/Scl Chng	P. Glazer/M. Mahoney	1st Come	20	MW 130-3	CSC 114
S 180 White/Black Women	J. Lewis/G. Joseph	1st Come	15	TBA	
S 184 Decentralism	M. Breitbart	1st Come	20	TTh 1030-12	FPH 104
S 210 Intro Economics	F. Weaver	Open	None	MW 2-4	PH D-1
S 212 Polit Econ-Racism	L. Hogan	1st Come	16	M 1-4	Mt. Holyoke
S 225 Culture/Ident/Behav	L. Glick/B. Yngvesson	Open	None	TTh 1-3	FPH WLH
S 231 Sociolinguistics	M. Feinstein/W. Wong-McCarthy	1st Come	25	TTh 1030-12	FPH 107
S 239 Labor & Community	M. Breitbart, et al	Open	None	TTh 1-230	FPH 108
S 249 Sociology of Medicine	R. von der Lippe	Open	None	TTh 1-3	PH B-1
S 250 Social Problems/Policy	M. Ford, et al	1st Come	30	W 1030-1230	PH D-1
S 253 Persnlt/Moral Devel	M. Cerullo/M. Mahoney	Open	None	TTh 1-3	FPH 104
S 255 Law & Literature	L. Mazor/D. Smith	1st Come	50	TTh 9-1030	FPH WLH
S 268 Economic Theories	S. Warner	Open	None	MW 1030-12	MH Masters
S 275 State & Society	C. Bengelsdorf, et al	Open	None	TTh 1030-12	FPH ELH
S 285 Amer Intell History	S. Nissenbaum	1st Come	15	TTh 9-1030	CSC 125
S 295 Therapeutic Relation	E. Brown	Instr Int	8/8	TTh 1030-1230	EDH 17
S 296 Alt Life Styles II	G. Joseph	Instr Per	None	TBA	

INTEGRATIVE SEMINARS

IN 326 Sheep Farming	S. Goldhor, et al			Th 8-1030pm	Kiva
IN 327 Museum Studies	R. Alexandrides/V. Halsey			TBA	
IN 329 Feminist Movements	C. Bengelsdorf, et al			W 4-6pm	Kiva
IN 330 Social Science Analysis	B. Linden/R. von der Lippe	Instr Per	16	W 1-4	PH B-1
IN 331 Case Studies-Education	E. Cooney/H. Rose	Instr Per	12	M 3-5	FPH 104
IN 332 Dimensions of Freedom	M. Cerullo/L. Mazor	1st Come	12	W 6-10pm	TBA

OUTDOORS PROGRAM

OP 109 Top Rope Climb-Women	L. Rackenberg	1st Come	12	TBA	
OP 124 Top Rope Climbing	G. Newth	Instr Per		T 1-6	RCC
OP 132 X-Country Skiing	C. Fisher/C. Morgan	Open	None	MW 1-5	
OP 140 Adv First Aid	D. Elmes	Open	None	TBA	
OP 204 Lead Rock Climbing	G. Newth	Open	None	F 1-6	RCC
OP 215 Practicum-Env Ed I	R. Lutts, et al	Instr Int	See Course	Description	
OP 216 Practicum-Env Ed II	R. Lutts, et al	Instr Int	See Course	Description	
OP 230 Cont Top Rope Climb	G. Newth	Instr Per		W 1-6	RCC
OP 236 Everything...To Do	J. Greenberg	Open	15	W 1-6	
OP 254 Nature Writers	R. Lutts	Open	None	TBA	
OP 283 Southwest-Perspective	J. Greenberg	Open	12	TBA	

RECREATIONAL ATHLETICS

RA 101 Beg Shotokan Karate	M. Taylor	Open	None	TTh 230-440	So Lounge
RA 102 Int Shotokan Karate	M. Taylor	Prereq	None	SunTTh 7-9pm	So Lounge
RA 104 Adv Shotokan Karate	M. Taylor	Prereq	None	SunM 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 IV
RA 107 Cont Hatha Yoga	G. Noble	Open	None	M 330-445	Donut IV
RA 108 Beg Tai Chi Chuan	P. Gallagher	Open	None	M 630-745pm	So Lounge
RA 109 Cont Tai Chi Chuan	P. Gallagher	Open	None	M 8-915	So Lounge
RA 111 Physical Fitness Class	R. Rikkers/A. Wright	Open	None	TF 1215-115	RCC
RA 112 Fencing	W. Weber	Open	None	TBA	
RA 115 New Games	K. Stanne	Open	None	F 1-4	RCC
*RA 116 Whitewater Kayak Trip	C. Fisher	See Course	Description	for Details	
RA 117 Kayak Rolling	C. Fisher	1st Come	10/10/10	W6-730/Th 1-230/Th 1030-12	RCC
*RA 118 Beg Whitewater Kayak	C. Fisher	Prereq	None	T 1-630	RCC
RA 119 Int/Adv Whitewater Kayak	C. Fisher	Instr Per	None	Th 1-3*Th 1-630pm	RCC