HAMPSHIRE COLLEGE
AMHERST, MASSACHUSETTS 01002

COURSE GUIDE—SPRING TERM 1979

REGISTRATION AND COURSE SELECTION

1. Check the Course Registration Guide thoroughly for your desired courses. Your college will hold lectures on topics of general interest where you will either be assigned seats or be seated in alternate rooms. There will be only one date on which all courses will be available for registration. Course selection is limited, prior to the beginning of classes.

2. After assigning classes for a week, you should be ready to decide whether you wish to change any of your assignments. Change should be made in cooperation with your advisor. The list of possible changes will be distributed at the beginning of classes. Sign the list and mail it to the Registrar for possible changes to be made.

3. Although only one week is available, the college will be open to visitors as they should be completed during the first two weeks of Spring Term.

If you have any questions regarding this procedure, please contact the Registrar, Hampshire College.

HAMPSTEAD COLLEGE ACADEMIC PROGRAM

1. Hampshire College is committed to providing an educational experience that is both challenging and supportive. The college offers a wide range of courses in the arts, humanities, sciences, and social sciences. It is dedicated to fostering critical thinking, creativity, and interdisciplinary study.

2. The college provides opportunities for students to engage in research, internships, and study abroad programs. Hampshire College is a member of the Five College Consortium, which includes Amherst College, the Franklin D. Roosevelt National Library, the University of Massachusetts, and Smith College. This collaboration allows Hampshire College students to take courses and participate in programs at any of the five institutions.

3. Hampshire College offers a variety of degrees and majors, including liberal arts, education, and business. Students are encouraged to explore different fields and to develop their own unique career paths.

4. The college has a strong commitment to social justice and environmental issues. Hampshire College students are involved in a wide range of community service programs and environmental projects.

5. Hampshire College is committed to providing an inclusive and diverse academic community. The college has a strong emphasis on diversity and inclusion, and is dedicated to creating an environment that is welcoming and supportive for all students.

6. Hampshire College is accredited by the New England Commission of Higher Education. The college is also a member of the American Association of University Professors and the American Council on Education.

REGISTRATION DATES AND CALENDAR

- January Term: Monday, January 22 - Friday, January 26
- New Student Authorizations: Monday, January 15
- Residential: Monday, January 22 - Friday, January 26
- First College Class Registration: Monday, January 22 - Friday, January 26
- Orientation: Monday, January 22 - Friday, January 26
- Commencement: Saturday, May 19

Hampshire College is committed to providing a challenging and supportive educational experience for all students. The college offers a wide range of courses and opportunities for students to engage in research, internships, and study abroad programs. Hampshire College is a member of the Five College Consortium, which provides students with opportunities to take courses and participate in programs at any of the five institutions. Students are encouraged to explore different fields and to develop their own unique career paths. Hampshire College is committed to providing an inclusive and diverse academic community and is dedicated to creating an environment that is welcoming and supportive for all students.
SCHOOL OF HUMANITIES AND ARTS CURRICULUM STATEMENT

In these courses you will find a new mode of interpreting certain aspects of life that is not available in the usual course of instruction. You can give your interest in Division I because Division II is not intended to serve as an introduction to this or that subject matter, but as a meaningful and vital part of the greater whole. For instance, you will find courses in Drama, Music, Theatre and Writing (see Division I). You should be aware that Division I is not intended to serve as an introduction to this or that subject matter, but as a meaningful and vital part of the greater whole.

The arts of music and literature are the means by which man expresses his thoughts, feelings, and ideas. Through them, he can express his love for beauty, his appreciation of nature, and his understanding of the human condition. Music and literature are universal languages, and their study can help you to better understand the world around you.

The courses in Drama, Music, Theatre and Writing will help you to develop your creative abilities. You will learn how to express yourself through these arts, and you will develop an appreciation for the arts of others.

Division II

A. American Literature
B. Smith
C. Music and the Society in the Renaissance
D. Smith
E. The Fiction of Politics: Historical Tapes and Modern Narratives
F. Smith
G. Photography Unit II
H. Photography Unit II
I. The Art of Writing: Composition and Style
J. Photography Unit II
K. Digital Photography
L. Photography Unit II
M. Photography Unit II
N. Photography Unit II
O. Photography Unit II
P. Photography Unit II
Q. Photography Unit II
R. Photography Unit II
S. Photography Unit II
T. Photography Unit II
U. Photography Unit II
V. Photography Unit II
W. Photography Unit II
X. Photography Unit II
Y. Photography Unit II
Z. Photography Unit II

The courses in Division II are designed to help you develop your creative abilities. You will learn how to express yourself through these arts, and you will develop an appreciation for the arts of others.

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HAMPSTEAD SCHOOL COURSE GUIDE SPRING 1979

SA 154a CLAY PROJECTS

Both tragedy and comedy are supposed to have taken their forms from clay, but rarely have they been so clearly manifest in the hands of a sculptor. Each course provides the opportunity of exploring the medium in terms of material, form, and content. The class will meet once a week for four hours. Development is limited to 12.

SA 155 STILL PHOTOGRAPHY WORKSHOP

The photograph as art and communication—its production and implications. Photography has become one of the primary ways of visual communication today. This course will demonstrate the power of the photograph by examining its underlying techniques and implications in the art of photography to all forms of home electronic that the use of a "visual literacy" becomes an almost inevitable fact of life. The course is designed to develop a personal photographic perception of the world around us, an understanding of work, small or large, and an awareness of the equipment. The class will meet once a week for four hours plus time to be arranged. Development is limited to 10 students.

SA 156 CULTURAL HISTORY: THE UNITED STATES IN THE 1960s

Students will study the impact of the Vietnam War and the social movement on the United States. The class will meet once a week for four hours, plus time to be arranged. Development is limited to 10.

SA 157 WRITING WORKSHOP

Moore Academy (2nd year)

Our work will be based on personal and group projetion of the school work on to the individual's experiences. The workshop is an opportunity to visualize the perspective drawn from the core vision and behavior analysis and later the broader context of the evolving world. We will continue to express what is the vision and reality of the students we are living.

Professor: Professor Smith

The class will meet once a week for four hours in two, 2-hour periods. The class will meet once a week for four hours in two, 2-hour periods. The class will meet once a week for four hours in two, 2-hour periods. The class will meet once a week for four hours in two, 2-hour periods. The class will meet once a week for four hours in two, 2-hour periods.

SA 158 FILM WORKSHOP I

Professor: Professor Johnson

This course is an introduction to film production. Over 2 hours, the students will learn the basic elements of film production, including composition, editing, and narrative techniques. The class will meet once a week for four hours.

SA 159 SCULPTURE I

Professor: Professor Williams

This course is designed to develop the basic skills necessary for creating雕塑作品. The class will meet once a week for four hours.

SA 160 FUTURISM WORKSHOP

Professor: Professor Brown

This course is designed to develop the basic skills necessary for creating sculpture. The class will meet once a week for four hours.

SA 161 JAPANESE DRAMATIC PRACTICE

Professor: Professor Yamada

The course will focus on the study of Japanese theatrical forms, including Noh, Kabuki, and modern theatre. The class will meet once a week for four hours.

SA 162 MUSIC WORKSHOP

Professor: Professor Smith

This course is designed to develop the basic skills necessary for creating music. The class will meet once a week for four hours.

SA 163 FRENCH DRAMATIC PRACTICE

Professor: Professor Dupont

This course is designed to develop the basic skills necessary for creating French dramatics. The class will meet once a week for four hours.

SA 164 WRITING WORKSHOP

Professor: Professor Johnson

This course is designed to develop the basic skills necessary for creating writing. The class will meet once a week for four hours.

SA 165 CRITICAL THEORY WORKSHOP

Professor: Professor Smith

This course is designed to develop the basic skills necessary for creating critical theory. The class will meet once a week for four hours.

SA 166 FRENCH DRAMATIC PRACTICE

Professor: Professor Dupont

This course is designed to develop the basic skills necessary for creating French dramatics. The class will meet once a week for four hours.

SA 167 MUSIC WORKSHOP

Professor: Professor Smith

This course is designed to develop the basic skills necessary for creating music. The class will meet once a week for four hours.

SA 168 SCULPTURE I

Professor: Professor Williams

This course is designed to develop the basic skills necessary for creating sculpture. The class will meet once a week for four hours.

SA 169 FILM WORKSHOP II

Professor: Professor Johnson

This course is an introduction to film production. Over 2 hours, the students will learn the basic elements of film production, including composition, editing, and narrative techniques. The class will meet once a week for four hours.

SA 170 SCULPTURE II

Professor: Professor Williams

This course is designed to develop the basic skills necessary for creating sculpture. The class will meet once a week for four hours.

SA 171 GREEK DRAMATIC PRACTICE

Professor: Professor Dupont

This course is designed to develop the basic skills necessary for creating Greek dramatics. The class will meet once a week for four hours.

SA 172 MUSIC WORKSHOP

Professor: Professor Smith

This course is designed to develop the basic skills necessary for creating music. The class will meet once a week for four hours.

SA 173 SCULPTURE III

Professor: Professor Williams

This course is designed to develop the basic skills necessary for creating sculpture. The class will meet once a week for four hours.
II 225 THE FACTION OF ART HISTORY: HISTORICAL TERMS AND THEOMORPHIC EQUATIONS OF THE NOVEL

Oscar Negresco

In the last ten years, writes Raymond Williams in Keywords, "the novel is not a narrative sequence of events...the novel began to reflect the pace and style of the present. It evolved as a feature of mass culture... It was not a series of discrete events but a continuous experience..."

II 226 FILM SCREENING I

The

II 228 THE OPERATIONS OF CULTURE

This Division II course aims to explore recent ideas which analyze the functioning of cultural and social values that constitute the modern sense of innovation and change. The question is not whether the modern is or isn't innovation, but rather the question of self-renewal, criticism, and counter-cultural movements. What is the relationship of self to ideology? What is criticism? What is the political nature of the modern? We shall consider these and other questions through the writings of cultural historians, and the implications of the modern for our own society and thought.

We shall explore these themes through the writing of critical theorists, whose work has been influential in the development of cultural studies. This course will consider the implications of these perspectives for understanding cultural phenomena, and for designing strategies for change.
HAMPSHIRE COLLEGE COURSE GUIDE SPRING TERM 1979

PL 230 POETRY VOLUME THREE

This course will be a group independent study with a double commit-
ment—to both writing and criticism. In practice this means that your
weekly writing has been posted on the bulletin board, and the
criticism is to be discussed in writing form. The assignment of read-
ing will be announced as the course proceeds, and you will plan the
self-scheduled study outline around this. The basis of the criticism
will be a critical essay as a subject of the student's choice to be
prepared, and a term paper on the topic of the student's choice.

The class will meet for 1 1/2 hours twice a week. Participation
will be limited to 12 and enrollment in the course is limited to 15.
The instructor reserves the right to determine admission of a student
should a slot open up due to withdrawals. Permission of the instruc-
tor is required. Enrollment is limited to 15.

PL 232 GROUP EXPERIENCE STUDY IN ELECTRONIC MUSIC

Kenneth McCallum

This course is intended as a seminar time for those students who
are already involved in some aspect of the electronic music stu-
dies, and who are actively involved in studio composition. It is to date
the course we will take on some other as well as in our studio work-
ning, experimenting, and performing with the electronic music
medium.

Students are expected to work in the electronic music studio for 2-
hours each week, subject to permission of the instructor.

PL 235 DESCRIPTIVE ANTHROPOLOGY

Robert E. Neuchtel

The course will use as a course text several periods with all
philosophers, works which are required only for the de-
duction of a text which will cite the development of
various thought. These works will be taken through a
series of course meetings with the emphasis on the
philosophical thought of: Plato and Aristotle, Descartes
empiricism, 18th century enlightenment, 19th century
idealism, and 20th century existentialism and structural
philosophy. Permission of instructor is required

The seminar is limited to 10 students, by invitation, and will meet
twice each week for two-hour sessions.

PL 236 THE LITERATURE OF LITERARY CRITICISM

The course will include reading and discussion of the auto-
biographies of such writers, whose works are central to the de-
velopment of various thought. These works will be taken through a
series of course meetings with the emphasis on the
philosophical thought of: Plato and Aristotle, Descartes
empiricism, 18th century enlightenment, 19th century
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The seminar is limited to 10 students, by invitation, and will meet
twice each week for two-hour sessions.

PL 237 PRINCIPLES OF THEATRE

George Lamming (E)

The course will use a week for a two-week seminar.

Lening is a considered theme. It is known from its many variations
in Europe, many of which have been subject to a similar em-
phasis in the course, and it is also a part of the theme of drama.

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

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

PL 239 MEDITATIONS II: THE MISER PARDON

Raymond Barney Smith

This course is designed to explore the concept of the develop-
ment of reevaluations in the modern western period. While the
basic approach will be an anthropological one, the emphasis will
be on the process of reevaluation in the work of various writers,
and the social and historical context of their ideas in the light of
the development of reevaluations in the modern western period.

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

PL 240 ETHICS AND CONDUCT

George Lamming (E)

Students are expected to submit written work for discussion.

The seminar is limited to 15.

Pls 246 ORIGINS OF ROMANTICISM

Joseph G. Smith

The course will use a week for a two-week seminar.

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

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

SCHOOL OF LANGUAGE AND COMMUNICATION

CURRICULUM STATEMENT

The concept of a School of Language and Communication is unique
to Hampshire College. The School is for those students who wish
to pursue a career in the field of language and communication,
considering the potential of language as a means of expressing
emotions, ideas, and concepts. The School is designed to provide
students with an opportunity to pursue their interests in the field,
and to develop their skills in the areas of language and communication.
HC 184 LANGUAGE, CULTURE, AND PERSONALITY

J. Paul Round

Language is a multi-faceted, part of many paradigms, and is characterized by the way in which we perceive and interpret the world around us. We are all language users, and our understanding of the world is shaped by our language. Communication is the process by which we share information and ideas with others. It involves the use of language, symbols, and other forms of communication. Communication can be verbal or nonverbal, and it can be facilitated by technology or other tools. Communication is essential in our daily lives, and it is necessary for us to be able to effectively communicate with others.

Course objectives: To understand the nature of language, and to develop skills in critical thinking and analytical reasoning. To study the structure of language, and to develop skills in writing and speaking. To explore the relationship between language and culture, and to develop skills in intercultural communication.

Evaluation: Participation in class discussions and small group work (20%) and a final exam (80%).

HC 187 CRITICAL THINKING: THE IMPACT OF GIFTED EXPERTISE ON SOCIAL DEVELOPMENT AND INNOVATION

David Z. Landes

This course will examine the impact of gifted expertise on social development and innovation. We will explore the role of the gifted in history and society, and how their expertise has shaped the course of human history. We will also examine the ethical and moral implications of gifted expertise, and the role of society in preparing and supporting the gifted.

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Evaluation: Participation in class discussions and small group work (20%) and a final exam (80%).
FOREIGN LANGUAGES

PL. 103 \INTERMEDIATE FRENCH

Raymond Rollins
This course is designed for students who have completed an elementary French course or its equivalent. Class topics will focus on important aspects of the spoken and written language, such as pronunciation, grammar, vocabulary, and cultural content. The course will also include practice in reading, writing, and listening comprehension. Class meetings will be held twice a week for one hour each.

Enrollment limit: 20, by interview with the instructor.

PL. 104 \INTERMEDIATE SPANISH

Angel Velez
The second year of Spanish will continue to stress literacy and oral communication skills. Students will be exposed to a variety of texts and materials, including the written and spoken language. In the second half of the term, students will begin reading from primary sources, with discussions and exercises in Spanish. Students who are not at least at the upper level are strong candidates to take the course.

The class will meet twice a week for one hour each session.

Enrollment limit: 20, by interview with the instructor.

PL. 105 \INTERMEDIATE CHINESE

Sara Wei
This course is designed for students who have completed an elementary Chinese course or its equivalent. Class topics will focus on the spoken and written language, such as pronunciation, grammar, vocabulary, and cultural content. The course will also include practice in reading, writing, and listening comprehension. Class meetings will be held twice a week for one hour each.

Enrollment limit: 15, by interview with the instructor.

PL. 106 \INTERMEDIATE GERMAN

Johann Richter
This course is designed for students who have completed an elementary German course or its equivalent. Class topics will focus on the spoken and written language, such as pronunciation, grammar, vocabulary, and cultural content. The course will also include practice in reading, writing, and listening comprehension. Class meetings will be held twice a week for one hour each.

Enrollment limit: 20, by interview with the instructor.

PL. 107 \APPLIED SPANISH

Raymond Rollins
The site of this course is to develop reading and writing skills in Spanish. At the same time, we will explore the importance of cultural content in the course, focusing on the history, literature, and social and political issues of Latin America. The course will also include practice in speaking and listening comprehension. Class meetings will be held twice a week for one hour each.

Enrollment limit: 15, by permission of the instructor.

PL. 108 \ADVANCED SPANISH

Paloma Cervantes-Valle
The site of this course is to develop reading and writing skills in Spanish. At the same time, we will explore the importance of cultural content in the course, focusing on the history, literature, and social and political issues of Latin America. The course will also include practice in speaking and listening comprehension. Class meetings will be held twice a week for one hour each.

Enrollment limit: 15, by permission of the instructor.
SCHOOL OF NATURAL SCIENCE CURRICULUM STATEMENT

Below is a collection of various lecture notes, field and laboratory projects, and essays, all related to natural science courses. These courses cover a wide variety of subjects, from basic biology to advanced physics. The notes are written by students and teachers from Harpshire College, providing insights into the curriculum and teaching styles. Each section is followed by a brief description of the course content and learning objectives. The notes are valuable resources for students looking to deepen their understanding of natural science topics. They cover a range of disciplines, from botany to chemistry, offering a comprehensive overview of the field. Whether you are a seasoned scientist or a beginner, these resources can help you explore the world of natural science.
HAMPSTEAD COLLEGE COWDRIDGE COWDRIDGE SPRING TERM 1972

FIN 107: FOOD CHOICE: NEW YORK AND THE WORLD

Caygler, Holstby, Miller, and Llwan

The course will include nervous system and brain function, altered states of consciousness, and the effects of drugs. The focus will be on the role of political and social structures in the development and use of drugs, as well as on the medical and legal implications of drug use and abuse. The course will also cover the history and philosophy of addiction treatment, with a focus on the role of neuroscience in understanding addiction and developing effective treatments.

Class will meet twice a week for 1 hour.

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FIN 115: POPULATION GROWTH

Michael Crone

In 1973 an English sociologist named Thomas Stapleton was studying the causes of population growth in India. He found that the population growth rate was significantly higher in rural areas than in urban areas. This result was consistent with the predictions of Malthusian theory, which suggests that population growth will be limited by the availability of resources. The study also found that the growth rate was higher in areas with higher levels of education and economic development. These findings support the idea that population growth is influenced by social and economic factors.

FIN 120: PSYCHOLOGY

Michael Crone

The course will focus on the psychological aspects of addiction and recovery, including the role of social and environmental factors in addiction, coping mechanisms, and relapse prevention. The course will also cover the latest research on the neurobiology of addiction, with a focus on the role of neurotransmitters and brain structures. Piont will be an appendix to a larger project on the intersection of neuroscience and addiction treatment.

Class will meet twice a week for 1 hour.

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FIN 130: PSYCHOLOGY

Michael Crone

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SCHOOL OF SOCIAL SCIENCE CURRICULAR STATEMENT

The faculty of the School of Social Science has worked to construct a curriculum which provides methods of approaching the study of social change. The goal of such inquiry is to identify the factors that influence the behavior of individuals and groups. This inquiry involves an understanding of the historical, institutional, and political forces that shape society. The curriculum is designed to provide students with a broad and flexible range of courses in social science, including anthropology, economics, history, political science, psychology, and sociology.

The School of Social Science offers a variety of courses in different disciplines, including anthropology, economics, history, political science, psychology, and sociology. Students are encouraged to take courses in these disciplines to develop a broad understanding of the social sciences. The School of Social Science also offers interdisciplinary courses that integrate knowledge from different fields, providing students with a comprehensive understanding of the social world.

In addition to the courses offered by the School of Social Science, students are encouraged to take courses in other disciplines, such as psychology, sociology, and political science. These courses provide students with a deeper understanding of the social world and help them develop critical thinking skills.

The School of Social Science is committed to providing a curriculum that is responsive to the needs of students and to the changing demands of society. The School regularly reviews and updates its curriculum to ensure that it remains relevant and engaging.

SCHOOL OF SOCIAL SCIENCE

Class Size: 15-30
Number of Credits Required: 120
Admission Requirements: Applicants must have a minimum GPA of 3.0 and a strong interest in the social sciences.

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HAMPDEN COLLEGE COUNTRY GUIDE TERM 1972/13

SS 145 INTRODUCTION TO THE CLASSICS OF MEDICAL SCIENCE

Lloyd R. Roeger

The course is designed to familiarize the student with some of the great developments in the sciences of medical science. The study is not merely for the classics but for the general reader interested in the sciences of medical science. The materials have been selected and organized by Dr. Lloyd Roeger, and will be used by all students in the course.

An intensive study of the materials will be placed on the list of books that the student will be expected to understand. The understanding of the material will be tested by the instructor, and students will be required to discuss the problems in the class. The students will be required to present their findings in the form of a written report.

Some of the students in the class are: Allen Smith, David Storrs, Ken. Dyer, Alfred Marshall, John Raymond, Joseph Benham, and others.

The course will meet twice a week for 15 hours each month.

The basic for evaluation will be a term paper which the student will present at the end of the course and analyze what it is about the development of medical science and medical science in the history of Western civilization.

The following is a sample of the kinds of situations you will analyze:

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1. People can live in a village in Egypt different from those in Egypt in 2000 B.C.
2. Disease still exists in the world.
3. The course may contain information on the history of medical science.
4. The course may contain information on the history of medical science.
5. The course may contain information on the history of medical science.

The course will consist of two parts: the first part will be an introduction to the history of medical science, and the second part will be a more detailed study of the history of medical science.

The course will be limited to 10 students.

SS 146 INTRODUCTION TO THE HISTORY OF MEDICINE

Henry Budin

The course is designed to familiarize the student with some of the great developments in the sciences of medical science. The study is not merely for the classics but for the general reader interested in the sciences of medical science. The materials have been selected and organized by Dr. Henry Budin, and will be used by all students in the course.

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SS 147 INTRODUCTION TO THE CLASSICS OF MEDICAL SCIENCE

Lloyd R. Roeger

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SS 148 INTRODUCTION TO THE HISTORY OF MEDICINE

Henry Budin

The course is designed to familiarize the student with some of the great developments in the sciences of medical science. The study is not merely for the classics but for the general reader interested in the sciences of medical science. The materials have been selected and organized by Dr. Henry Budin, and will be used by all students in the course.

An intensive study of the materials will be placed on the list of books that the student will be expected to understand. The understanding of the material will be tested by the instructor, and students will be required to discuss the problems in the class. The students will be required to present their findings in the form of a written report.

Some of the students in the class are: Allen Smith, David Storrs, Ken. Dyer, Alfred Marshall, John Raymond, Joseph Benham, and others.

The course will meet twice a week for 15 hours each month.

The basic for evaluation will be a term paper which the student will present at the end of the course and analyze what it is about the development of medical science and medical science in the history of Western civilization.

The following is a sample of the kinds of situations you will analyze:

1. People can live in a village in Egypt different from those in Egypt in 2000 B.C.
2. Disease still exists in the world.
3. The course may contain information on the history of medical science.
4. The course may contain information on the history of medical science.
5. The course may contain information on the history of medical science.

The course will consist of two parts: the first part will be an introduction to the history of medical science, and the second part will be a more detailed study of the history of medical science.

The course will be limited to 10 students.
New research advances in knowledge about brain function and fundamental behavioral mechanisms of the human brain have contributed substantially to our understanding of human nature. This new knowledge has led to the development of new techniques and methodologies for studying human behavior, which have opened up new avenues for research and applications.

The human brain is a complex system of interconnected regions that work together to process information and control behavior. Recent advances in neuroscience have shed light on the neural basis of cognitive processes such as attention, memory, and decision-making. These advances have led to the development of new diagnostic tools and treatment strategies for neurological disorders.

Moreover, the study of human behavior has been enriched by the integration of insights from psychology, sociology, and anthropology. This multidisciplinary approach has helped to bridge the gap between the natural and social sciences, allowing for a more holistic understanding of human behavior.

In this course, we will explore the interplay between biological and social factors that shape human behavior. We will examine the neural mechanisms underlying social behaviors, such as cooperation and conflict resolution, and how these behaviors are influenced by cultural and environmental factors.

The course will cover a range of topics, including:

- The neural basis of social cognition: The role of the amygdala, prefrontal cortex, and other brain regions in processing social information.
- The impact of culture on neural processing: How cultural beliefs and values influence brain function and behavior.
- The evolutionary origins of cooperation: The role of altruism and reciprocal altruism in shaping human social organization.

By the end of the course, students will be able to:

- Understand the neural mechanisms underlying social behaviors.
- Appreciate the role of culture and evolution in shaping human behavior.
- Apply knowledge of social neuroscience to real-world problems, such as conflict resolution and cooperation.

The course will be assessed through a combination of exams, assignments, and a final project. Students will have the opportunity to present their findings in a research conference setting, where they can share their discoveries with a wider audience.

Overall, this course offers a unique opportunity to explore the fascinating intersection between neuroscience and human behavior, and to contribute to our understanding of the complex and dynamic processes that underlie our social world.
EDUCATION AND CHILD STUDIES
The Education and Child Studies Program at Hampshire College serves as the home for the diverse community of students interested in this area. Central to the core of educational learning is the understanding of children, both within and outside the school setting. This program is designed to provide students with opportunities to gain experience in the education of children at all levels, from the elementary to the preschool level. The program focuses on the development of critical thinking and problem-solving skills, as well as on the ability to apply these skills in real-world situations. The Education and Child Studies Program is designed to prepare students for careers in education, social work, and related fields.

FOREIGN LANGUAGES/ LANGUAGE STUDIES
Hampshire College has a vibrant community of students interested in foreign languages and cultures. The college offers a wide range of courses in various languages, including Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Russian, Spanish, and Urdu. Hampshirites have the opportunity to study abroad in a variety of locations, from Peru to Paris. The college also offers a variety of language courses for students who want to improve their skills in a particular language. The college offers a range of courses in Spanish, French, German, Arabic, and Chinese. The college also offers a variety of language courses for students who want to improve their skills in a particular language. The college offers a range of courses in Spanish, French, German, Arabic, and Chinese.

RECREATIONALATHLETICS
Hampshire College provides a wide range of recreational athletic opportunities for students. The college has a variety of teams and clubs, including basketball, soccer, tennis, and volleyball. The college also offers a range of intramural and club sports, including Ultimate Frisbee, flag football, and dodgeball. The college also offers a range of fitness classes, including yoga, Pilates, and Zumba.

FINANCIAL AID
Hampshire College offers a range of financial aid opportunities to help students pay for their education. The college offers a range of scholarships, grants, and loans to help students pay for tuition, fees, and other expenses. The college also offers a range of work-study opportunities to help students pay for their education. The college also offers a range of loan programs, including Perkins Loans and Federal Direct Loans.

STUDENT LIFE
Hampshire College has a vibrant and diverse student body. The college offers a range of organizations and events to help students get involved and connect with others. The college offers a range of clubs and organizations, including the Hampshire College Student Union, the Hampshire College Film Society, and the Hampshire College Music Society. The college also offers a range of events and activities, including concerts, performances, and lectures. The college also offers a range of on-campus dining options, including a variety of restaurants and cafes. The college also offers a range of on-campus housing options, including a variety of dormitories and apartments.
OUTDOORS PROGRAM

The Outdoors Program is a voluntary, year-round alternative to classroom instruction emphasizing outdoor adventures and sports. The Program offers a wide variety of exciting experiences to people of all ages, whether they are interested in nature or just want to get outside.

The Outdoors Program for 1979-1980 will try to give special emphasis to physical development and physical fitness. There will be a greater emphasis on staff-initiated expeditions and trips. Equipment and arrangements for customary activities, swimming, snowshoeing, hiking, tennis, camping, canoeing, cross-country skiing, and mountain climbing will be carried out.

During January Term and vacations, the D.P. Major trips and expeditions will continue to include separate activities for the B各有 Goal range to Alaska, and bike tours in the Backcountry. Wagon-trip trips have included biking on the D.P. trail and a trip to the Great Smoky Mountains National Park via the Natchez Trace.

Other trips include women's winter camping and canoe and backpacking trips.

The Outdoors Program emerges as an exciting new addition to the Physical Education department, not as part of the conventional sports program, but as an independent program designed to meet the needs of those people who want to get outside and do something different. It is an attempt to open up possibilities for integrated learning of body-mind relationships. Each group, in terms of its own desires and interests, will be able to experience healthy physical activity in an environment that fosters creativity in the planning and execution of its own activities.

Owen Fisher, Head Coordinator, has been the National Champion of Blackpowder shooting for the past three years. He was elected to the National Blackpowder Shooting Association Hall of Fame in 1977. Mr. Fisher is also a member of the National Rifle Association and the Illinois Trap Shooting Association. He is a member of the Illinois Trap Shooting Association Hall of Fame and is a member of the National Rifle Association Hall of Fame. He is also a member of the Illinois Trap Shooting Association Hall of Fame.

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FACILITIES OF OUTDOORS PROGRAM

The Outdoors Program is located in the Physical Education building, with classrooms, restrooms, and showers available. There are separate facilities for men and women.

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HAMPSTEAD COLLEGE COURSE GUIDE SPRING TERM 1979

Fieldwork: assistant professor of philosophy.

Richard King, visiting assistant professor of linguistics.

Domenico, visiting assistant professor of philosophy.

Robert Archibald, assistant professor of philosophy.

UNIVERSITY OF YALE

David Carney, assistant professor of mathematics.

Hilary Putnam, associate professor of linguistics.

William D. H. and Joan D. Miller, assistant professors of mathematics.

Andrew C. F. Smith, associate professor of philosophy.

Morton Schapiro, associate professor of philosophy.

SCHOOL OF NATURAL SCIENCE

Garth S. Bates, associate professor of biology, received his Ph.D. in zoology from the University of Wisconsin-Madison. He has taught at the University of Wisconsin-Madison and the University of Wisconsin-Milwaukee. His research interests include the behavioral ecology of birds and the effects of environmental factors on their populations.

Peter B. C. H. and Mary C. G. White, graduate students in the Department of Biology.

Richard King, a student of linguistics, has been working on a new project in linguistics. He has written a paper on the history of linguistics, which has been published in the American Journal of Linguistics.

James Miller, assistant professor of philosophy, has published several articles on the philosophy of language, including one on the topic of natural language semantics.

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SCHOOL OF SOCIAL SCIENCE

Richard M. Alpert, associate dean of the college and assistant professor of political science, has served as an English teacher at the University of Chicago, B.A. M.A., and Ph.D., and in clinical psychology. He is a member of the American Psychological Association and the American Psychological Association. He has done research in the areas of political science and international relations and is currently working on a book on the political and economic implications of the cold war.

Geoffrey C. Parker, associate professor of political science, is a graduate of the University of California, Berkeley, and a Ph.D. from Stanford University. He has taught at several universities in the United States and Europe and is currently teaching at the University of California, Berkeley. His research interests include political philosophy, political theory, and political economy.

Susan L. Brown, associate professor of political science, is a graduate of the University of California, Berkeley, and a Ph.D. from the University of Michigan. She has taught at several universities in the United States and Europe and is currently teaching at the University of California, Berkeley. Her research interests include political philosophy, political theory, and political economy.

Leila Fisher, professor of psychology, is a graduate of the University of California, Berkeley, and a Ph.D. from the University of California, Berkeley. She has taught at several universities in the United States and Europe and is currently teaching at the University of California, Berkeley. Her research interests include political philosophy, political theory, and political economy.

Martha N. Cook, associate professor of psychology, is a graduate of the University of California, Berkeley, and a Ph.D. from the University of California, Berkeley. She has taught at several universities in the United States and Europe and is currently teaching at the University of California, Berkeley. Her research interests include political philosophy, political theory, and political economy.

Ralph B. Green, associate professor of psychology, is a graduate of the University of California, Berkeley, and a Ph.D. from the University of California, Berkeley. He has taught at several universities in the United States and Europe and is currently teaching at the University of California, Berkeley. His research interests include political philosophy, political theory, and political economy.

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SCHOOL OF ARTS AND SCIENCES

SCHOOL OF MUSIC

SCHOOL OF THEOLOGY

SCHOOL OF LAW

SCHOOL OF NURSING

SCHOOL OF EDUCATION
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Instructor</th>
<th>Enrollment Method</th>
<th>Limit</th>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 108</td>
<td>Color</td>
<td>A. Hoerner</td>
<td>Open</td>
<td>None</td>
<td>TBA</td>
<td>DH Masters</td>
</tr>
<tr>
<td>HA 112/212</td>
<td>Small Group Practice</td>
<td>G. Gordon/L. Gordon</td>
<td>Instr Int</td>
<td>24</td>
<td>TTH 1030-1230</td>
<td></td>
</tr>
<tr>
<td>HA 115/215</td>
<td>Studio Exp-Dance</td>
<td>F. McClellan/E. H. Houston</td>
<td>Beg</td>
<td>20</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 121</td>
<td>Gods/Beasts/Hortals</td>
<td>R. Meagher</td>
<td>Int</td>
<td>20</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 124</td>
<td>White/Black Women</td>
<td>J. Lewis/G. Joseph</td>
<td>Adv</td>
<td>20</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 131/233a</td>
<td>Poetry Writing Workshop</td>
<td>A. Salkey</td>
<td>Open</td>
<td>None</td>
<td>TTH 9-1030</td>
<td>EDM 16</td>
</tr>
<tr>
<td>HA 134</td>
<td>College Writing</td>
<td>F. Smith</td>
<td>Instr Per</td>
<td>16</td>
<td>T 130-3</td>
<td></td>
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<tr>
<td>HA 140b</td>
<td>Myth &amp; History</td>
<td>G. Hobbs</td>
<td>2nd Div</td>
<td></td>
<td>TTH 830-930</td>
<td>FPH 108</td>
</tr>
<tr>
<td>HA 140c</td>
<td>Movement Workshop</td>
<td>J. Hobbs</td>
<td>1st Come</td>
<td>20</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 140d</td>
<td>Film Workshop I</td>
<td>F. McClellan</td>
<td>2nd Div</td>
<td></td>
<td>TPH MLH</td>
<td></td>
</tr>
<tr>
<td>HA 150</td>
<td>Still Photo Workshop</td>
<td>T. Joslin</td>
<td>1st Come</td>
<td>20</td>
<td>TBA</td>
<td></td>
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<tr>
<td>HA 155</td>
<td>Cultural History</td>
<td>R. Lyon</td>
<td>1st Lottery</td>
<td>15</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 158</td>
<td>Sound Awareness II</td>
<td>R. McClellan</td>
<td>1st Lottery</td>
<td>16</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 160</td>
<td>Psych of Black Exper</td>
<td>C. Fry</td>
<td>1st Come</td>
<td>15</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 161</td>
<td>Rehearsal &amp; Performance</td>
<td>W. Kramer</td>
<td>1st Come</td>
<td>15</td>
<td>TBA</td>
<td></td>
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<tr>
<td>HA 162/263a</td>
<td>Fiction Writing Workshop</td>
<td>A. Salkey</td>
<td>Open</td>
<td>None</td>
<td>T 9-12</td>
<td>EDM 15</td>
</tr>
<tr>
<td>HA 164/264</td>
<td>Family Romance</td>
<td>J. Boettiger/N. Payne</td>
<td>Instr Per</td>
<td>16</td>
<td>T 1-14</td>
<td>EDM 15</td>
</tr>
<tr>
<td>HA 168</td>
<td>Mask Making</td>
<td>R. Lee</td>
<td>1st Come</td>
<td>12</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 178/278</td>
<td>Beg Scene Study</td>
<td>J. Abady</td>
<td>Instr Per</td>
<td>15</td>
<td>WF 10-12</td>
<td></td>
</tr>
<tr>
<td>HA 183/283</td>
<td>Creative Music</td>
<td>R. Wiggins</td>
<td>Instr Per</td>
<td>15</td>
<td>TTH 7-9pm</td>
<td>FPH ELH</td>
</tr>
<tr>
<td>HA 188</td>
<td>Interned Directing</td>
<td>J. Abady</td>
<td>Instr Per</td>
<td>10</td>
<td>TTH 10-12</td>
<td></td>
</tr>
<tr>
<td>HA 193/293</td>
<td>Acting ULH Masks</td>
<td>R. Lee</td>
<td>Instr Per</td>
<td>12</td>
<td>WF 1-3</td>
<td></td>
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<tr>
<td>HA 195/295</td>
<td>Painting With Uncle Roy</td>
<td>R. Superior</td>
<td>1st Come</td>
<td>20</td>
<td>TBA</td>
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<tr>
<td>HA 201</td>
<td>American Landscapes</td>
<td>D. Smith</td>
<td>Instr Per</td>
<td>25</td>
<td>TBA</td>
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</tr>
<tr>
<td>HA 204/294</td>
<td>Magic &amp; the Occult</td>
<td>S. Allin</td>
<td>1st Come</td>
<td>25</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 206/296</td>
<td>Playwriting</td>
<td>M. Krawitz</td>
<td>1st Div</td>
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<td>TBA</td>
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</tr>
<tr>
<td>HA 210</td>
<td>Film Workshop II</td>
<td>T. Joslin</td>
<td>Instr Per</td>
<td>12</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 216</td>
<td>Operations of Culture</td>
<td>J. Lewis</td>
<td>1st Come</td>
<td>12</td>
<td>TBA</td>
<td></td>
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<tr>
<td>HA 219</td>
<td>Fiction of History</td>
<td>R. Marquez</td>
<td>Open</td>
<td>None</td>
<td>TBA</td>
<td>EDM 16</td>
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<tr>
<td>HA 220</td>
<td>Film/Photo Studies</td>
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<td>FPH 107</td>
</tr>
<tr>
<td>140 Deschooling Society</td>
<td>W. Grohmann</td>
<td>1st Come</td>
<td>20</td>
<td>TTh 9-1030</td>
<td>GM Masters</td>
</tr>
<tr>
<td>141 Experimental Colleges</td>
<td>W. Grohmann</td>
<td>1st Come</td>
<td>20</td>
<td>TTh 9-1030</td>
<td>GM Masters</td>
</tr>
<tr>
<td>154 Bureaucracy</td>
<td>S. Shaprio/ B. Alpert</td>
<td>1st Come</td>
<td>20</td>
<td>TH 1-12</td>
<td>PH D-1</td>
</tr>
<tr>
<td>155 Professionalism/Sci Chg</td>
<td>P. Glaser/ H. Mahoney</td>
<td>1stCome</td>
<td>15</td>
<td>TTh 1030-12</td>
<td>FPH 104</td>
</tr>
<tr>
<td>180 White/Black Women</td>
<td>J. Lewis/ C. Joseph</td>
<td>1st Come</td>
<td>20</td>
<td>M 2-4</td>
<td>Mt. Holyoke</td>
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<tr>
<td>184 Decentralization</td>
<td>M. Breibart</td>
<td>Open State</td>
<td>None</td>
<td>TH 1-4</td>
<td>FPH XIR</td>
</tr>
<tr>
<td>210 Intro Economics</td>
<td>F. Weaver</td>
<td>1st Come</td>
<td>16</td>
<td>Th 1-3</td>
<td>FPH 107</td>
</tr>
<tr>
<td>212 Polit Econ-Reciation</td>
<td>L. Glick/ B. Yvagossen</td>
<td>Open State</td>
<td>None</td>
<td>Th 1030-12</td>
<td>FPH 108</td>
</tr>
<tr>
<td>225 Culture/Ident/Behav</td>
<td>M. Feinstein/ W. W. Mccarthy</td>
<td>Open State</td>
<td>None</td>
<td>Th 1-230</td>
<td>PH B-1</td>
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<tr>
<td>231 Sociolinguistics</td>
<td>H. Breibart/ et al</td>
<td>Open State</td>
<td>None</td>
<td>TTh 1-3</td>
<td>PI D-1</td>
</tr>
<tr>
<td>239 Labor &amp; Community</td>
<td>R. von der Lippe</td>
<td>1st Come</td>
<td>30</td>
<td>Th 1030-12</td>
<td>FPH 104</td>
</tr>
<tr>
<td>249 Sociology of Medicine</td>
<td>M. Ford, et al</td>
<td>1st Come</td>
<td>None</td>
<td>Th 1-3</td>
<td>FPH XIR</td>
</tr>
<tr>
<td>250 Social Problems/Policy</td>
<td>M. Gerolli/ H. Mahoney</td>
<td>1st Come</td>
<td>50</td>
<td>Th 9-1030</td>
<td>HM Masters</td>
</tr>
<tr>
<td>253 Paralysis/Normal Bevel</td>
<td>L. Mason/ B. Smith</td>
<td>1st Come</td>
<td>None</td>
<td>Th 1030-12</td>
<td>FPH ELR</td>
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<tr>
<td>255 Law &amp; Literature</td>
<td>C. Bengelisregd, et al</td>
<td>1st Come</td>
<td>15</td>
<td>Th 9-1030</td>
<td>CSC 125</td>
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<tr>
<td>268 Economic Theories</td>
<td>E. Brown</td>
<td>Instr Int</td>
<td>8/8</td>
<td>TBA</td>
<td>EDM 17</td>
</tr>
<tr>
<td>275 State &amp; Society</td>
<td>G. Joseph</td>
<td>Instr Per</td>
<td>None</td>
<td>TBA</td>
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</tr>
</tbody>
</table>

**INTEGRATIVE SEMINARS**

| IN 336 Sheep Farming                                                  | S. Goldberg, et al          | Instr Per         | 16    | W 4-6pm    | Kiva   |
| IN 337 Museum Studies                                                | R. Alexandrides/ V. Halsey  | Instr Per         | 12    | M 3-5      | TBA    |
| IN 339 Feminist Movements                                             | C. Bengelisregd, et al      | Instr Per         | 12    | W 6-10pm   | FPH 104|
| IN 330 Social Science Analysis                                       | R. Linden/ R. von der Lippe| Instr Per         | 12    | TBA        |        |
| IN 331 Case Studies-Education                                         | E. Cooney/ H. Rose          | Instr Per         | 12    | TBA        |        |
| IN 332 Dimensions of Freedom                                         | M. Gerolli/ L. Mazor        | Instr Per         | 12    | TBA        |        |

**OUTDOORS PROGRAM**

| OP 109 Top Rope Climb-Women                                           | L. Rackenberg               | 1st Come         | 12    | TH 8-1030pm| Kiwa |
| OP 124 Top Rope Climbing                                             | G. Newth                    | Instr Per         | None  | TBA        |        |
| OP 132 X-Country Skiing                                              | C. Fisher/ C. Morgan        | Open State       | None  | M 1-6      | TBA    |
| OP 140 Adv First Aid                                                 | D. Elles                    | Open State       | None  | M 1-5      | TBA    |
| OP 204 Lead Rock Climbing                                            | R. Lutts, et al            | Open State       | None  | F 1-6      | TBA    |
| OP 212 Practico-Env Ed I                                             | R. Lutts, et al            | Instr Int         | None  | TBA        |        |
| OP 216 Practico-Env Ed II                                            | R. Lutts, et al            | Instr Int         | None  | TBA        |        |
| OP 230 Cont Top Rope Climb                                           | G. Newth                    | Instr Per         | None  | W 1-6      | TBA    |
| OP 236 Everything...To Do                                            | J. Greenberg                | Open State       | None  | TBA        |        |
| OP 254 Natural Writers                                               | R. Lutts                    | Open State       | 12    | TBA        |        |
| OP 283 Southwest-Perspective                                         | J. Greenberg                | Open State       | 12    | TBA        |        |

**RECREATIONAL ATHLETICS**

| RA 101 Beg Shotokan Karate                                          | M. Taylor                   | Open State       | None  | Th 230-460 | So Lounge|
| RA 102 Int Shotokan Karate                                          | M. Taylor                   | Open State       | None  | SunTh 7-9pm| So Lounge|
| RA 104 Adv Shotokan Karate                                          | M. Taylor                   | Open State       | None  | Sun 3-5    | So Lounge|
| RA 105 Aikido                                                       | M. Taylor                   | Open State       | None  | M 11-1     | Donut IV|
| RA 106 Beg Hatha Yoga                                               | G. Noble                    | Open State       | None  | M 2-315    | Donut IV|
| RA 107 Cont Hatha Yoga                                              | G. Noble                    | Open State       | None  | M 330-445  | So Lounge|
| RA 108 Beg Tai Chi Chuan                                           | P. Gallagher                | Open State       | None  | M 630-745  | So Lounge|
| RA 109 Cont Tai Chi Chuan                                          | R. Riisikers/A. Wright      | Open State       | None  | M 6-915    | ROC    |
| RA 111 Physical Fitness Class                                       | W. Weber                    | Open State       | None  | T 1-4      | ROC    |
| RA 112 Fencing                                                      | K. Stanne                   | See Course       | None  | TBA        |        |
| RA 115 New Games                                                    | S. Shaprio/ B. Alpert       | See Course       | None  | TBA        |        |
| RA 116 Whitewater Kayak Trip                                        | C. Fisher                   | 1st Come         | 10/10 | TBA        |        |
| RA 117 Kayak Rolling                                                | C. Fisher                   | Prereg            | None  | Th 1-3rd   | ROC    |
| RA 118 Beg Whitewater Kayak                                         | C. Fisher                   | Instr Per         | None  | Th 1-3rd   | ROC    |
| RA 119 Int/Adv Whitewater Kayak                                     | C. Fisher                   | Open State       | None  | Th 1-3rd   | ROC    |