

Hampshire College

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. One day, Monday, January 28, will be used for course interviews, where specified. Some faculty may be available prior to this; however, all faculty will have office hours posted for some time to be available for interviews (where enrollment is limited) prior to the beginning of classes.

2. After attending classes for a week, you should be ready to decide in which ones you wish to be enrolled. Class list forms, provided by Central Records, will be distributed the second week of classes. Sign the list for each course in which you wish to be enrolled. The lists will be forwarded to Central Records, and they will do the rest of the work. ****PLEASE--Clearly Print your full name--first/middle/last--no nicknames.****

3. Students taking ASTFC courses at the other schools, and Division III students taking no courses, should sign the appropriate lists at Central Records.

NOTES:

A. Five College Interchange Applications are available at Central Records. Be sure they are completely filled out and have all the necessary signatures (if they are incomplete they may have to be returned to you, causing delays which might affect your ability to get into a particular course). The deadline for filing Interchange Applications is Friday, February 8. **No Five College courses may be added after this date.** Familiarize yourself with all the rules, regulations and penalties associated with Five College Interchange. They are all listed in the Student Handbook and it is your responsibility to be aware of them.

B. Independent Study forms are available at Central Records and the Advising Centers. They should be completed during the first two weeks of Spring Term 1980.

C. Although Five College students should sign Hampshire class lists (clearly indicating their home institution), they are still responsible for filing Interchange Applications at their school.

If you have any questions, contact Central Records, ext. 420.

NOTE TO FIVE COLLEGE STUDENTS:

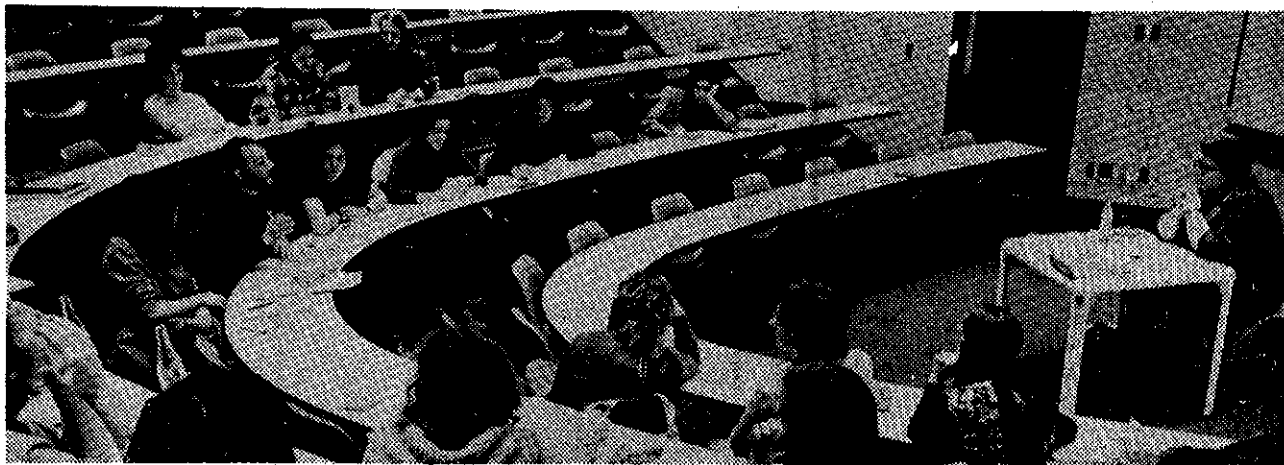
Hampshire College courses require different modes of enrollment depending on instructor and course. All students should refer to the schedule of class meeting times to find the method of enrollment for an individual course. Courses with open enrollment do not require permission of instructor.

Grades will be offered to interchange students unless otherwise noted in the course description. Interchange students should discuss this with the instructor during 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 institutions.

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HAMPSHIRE COLLEGE ACADEMIC PROGRAM

DIVISIONS:

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

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

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

A program of Division I Proseminars, designed especially for students new to Hampshire College, is offered in Spring Term 1980 by faculty in all four Schools. For further information, see the special section of the Course Guide on PROSEMINARS.

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

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

ADVISING:

New students at Hampshire are assigned to an Adviser from one of the Schools for advice on choice of courses and other academic matters. If this initial assignment is not satisfactory, students may choose a new adviser. Changing of advisers is a relatively simple process done in consultation with the Associate Dean for Advising, Courtney Gordon, 112 Cole Science Center. The Associate Dean for Advising also assists students who are having problems with progress through examinations, working with both students and their advisers.

The Options Office (112 Cole Science Center) offers advice and assistance in the areas of career counselling, graduate school applications, field study, and study abroad. The School Advising Centers, the Whole Woman Center, and the Third World Advising Center are sources of assistance for formulating Division I 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

SPRING SEMESTER

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

**Schedule of Classes
on Pull-out
Centerfold pages
13, 14, 15, 16.**

SCHOOL OF HUMANITIES AND ARTS CURRICULUM STATEMENT

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

The difference is so critical that you will underestimate it only at the peril of promoting your own confusion. Each of the great, traditional disciplines of study (English, History, Philosophy, Music...etc.), rather than being treated as a closed system of knowledge in itself, is treated as a perspective on the disciplines of inquiry, discovery, and creation.

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

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

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

SCHOOL OF 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 areas of study described here make significant contact with most of the major questions in intellectual life and with most students' interests.

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

Language, culture, and society. Symbolic forms are the medium of communication as well as of mind. The use of language, our richest instrument of communication, reflects, maintains, and creates social structures and cultural forms. The issues that are addressed in the School's courses range from the role of social relationships in two-person conversation, to the way in which literary artists exploit the structure of language to create 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.

Differences Between Division I and Division II Courses

Division I courses in the School are offered as introductions to L&C areas of study. They emphasize the process of inquiry as much as the presentation of facts. They are explicitly designed to provide opportunity to initiate Division I examinations, and we expect that most Division I examinations in L&C will originate in these 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. 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. However, no time in Division II courses is specifically devoted to the initiation of Division I examinations.

SCHOOL OF HUMANITIES AND ARTS LIST OF COURSES

DIVISION I

SILKSCREEN: AN INTRODUCTION TO GRAPHIC DESIGN HA 109	Salestrom
FILM WORKSHOP I HA 110	Joslin
EXPATRIATES AND ENGLISHMEN: READINGS IN EARLY MODERN FICTION HA 116	L. Goldensohn
INTERPRETING CULTURAL HISTORY: DILTHEY AND THE NINETEENTH CENTURY HA 120	Lennox
COLOR IN PAINTING HA 122	Barnes
CLASSES IN TAP DANCING: MASTERING THE TECHNIQUE, EXPANDING THE FORM HA 129	Neels
CONTEMPORARY LATIN AMERICAN FICTION HA 133 (PROSEMINAR)*	Marquez
COLLEGE WRITING: THE POETRY OF LOVE IN THREE CENTURIES HA 134a	P. Smith
COLLEGE WRITING: VICTORIAN CONTROVERSIES HA 134b (PROSEMINAR)*	F. Smith
THREE AMERICAN PHILOSOPHERS: EMERSON, JAMES, SANTAYANA HA 135 (LC 135)	Lyon
AMERICAN CLASSICS HA 137	Matlack
DREAMS HA 138 (PROSEMINAR)*	J.R.Boettiger
FUNCTIONAL FANTASY FACTORY HA 143	Superior
PLACES AND SPACES: THE PERCEPTION AND UNDERSTANDING OF HUMAN ENVIRONMENT HA 145	Juster, Pope
TWO-DIMENSIONAL DESIGN HA 146	Murray
STILL PHOTOGRAPHY WORKSHOP HA 150	Ravett
BEGINNING SCENE STUDY HA 178	Jenkins

DIVISIONS I AND II

POETRY WRITING WORKSHOP HA 131/231a	Salkey
CHAMBER ENSEMBLE HA 149/249	R. McClellan
FICTION WRITING WORKSHOP I HA 163/263	Salkey
FICTION WRITING WORKSHOP II HA 175/275	Hall
HERE AND NOW: AN EXPERIENTIAL AND THEO- RETICAL INTRODUCTION TO GESTALT THERAPY HA 181/281	L. Gordon, G. Gordon
CREATIVE MUSIC: ITS THEORY AND APPLICATION HA 184/284	Wiggins
CREATIVE MUSIC: ADVANCED SECTION HA 186/286	Wiggins
DIVISION II	
AMERICAN LANDSCAPES HA 201	D. Smith
STUDY GROUP: BLACK WOMEN'S PERSPECTIVES HA 202	Lewis
THE SIXTIES THROUGH FILM HA 204	Joslin
SEMINAR ON MILTON HA 205	Kennedy
ADVANCED STUDIO FORUM HA 207	Murray
FILM WORKSHOP II HA 210	Ravett
ADVANCED STUDIES IN ACTING HA 211	Jenkins
FILM/PHOTOGRAPHY STUDIES: INDIVIDUAL PROBLEMS IN FILMMAKING, PHOTOGRAPHY, AND RELATED MEDIA HA 220	Liebling
THE INTELLECTUAL AND SOCIAL HISTORY OF SPANISH AMERICA HA 221	Marquez
LOVE, FAMILY, STRUGGLES, AND SURVIVAL: WOMEN WRITERS IN TWENTIETH-CENTURY BRITAIN HA 222	Lewis
ADVANCED TUTORIAL ON SHAKESPEARE HA 224	Kennedy
PHOTOGRAPHY WORKSHOP II HA 225	Liebling
POETRY WORKSHOP HA 231b	L. Goldensohn

DIRECTED STUDIES IN THEATRICAL LITERATURE HA 240	Cohen
INTERMEDIATE DIRECTING HA 243	Jenkins
THE HEALING FORCE OF MUSIC HA 245	R. McClellan
AFRO-AMERICAN CHAMBER ENSEMBLE HA 253	Copeland
IDEOLOGY AND CONSCIOUSNESS: PROBLEMS IN CULTURAL CRITICISM HA 261 (SS 264)	Russo, Cerullo
DANCE AS A MIND/BODY SPORT: A TECHNIQUE IMMERSION COURSE HA 265	Neels
INDEPENDENT PROJECTS IN THEATRE DESIGN HA 267	Kramer
CHINESE PHILOSOPHY SINCE THE ANCIENT PERIOD HA 268	Bradt
EMILY DICKINSON STUDY GROUP HA 269	L. Goldensohn
SEMINAR IN ELECTRONIC MUSIC, PART II HA 270	Swafford
DANCES FOR YOU/US: A PUBLIC/PRIVATE COLLECTION HA 271	Neels
PROBLEMS IN ENVIRONMENTAL DESIGN HA 273	Juster, Pope
CONTEMPORARY ORCHESTRATION/COMPOSITION FOR THE INTERMEDIATE ARRANGING STUDENT HA 274	Copeland
STUDIO ART CRITIQUE HA 280	Barnes
SATIRE AND IRONY: THE WORKS OF JONATHAN SWIFT HA 282	B. Goldensohn
SOURCES OF MOVEMENT THERAPY HA 285	J. A. Boettiger
LOVE AND FRIENDSHIP HA 288	Payne J. R. Boettiger
FEMINIST(S) WRITING HA 292	Russo
HEGEL'S PHENOMENOLOGY OF SPIRIT HA 293	Bradt
COMPOSITION SEMINAR HA 294	Swafford
PLAYWRIGHTS' WORKSHOP HA 299	Cohen

SCHOOL OF LANGUAGE AND COMMUNICATION LIST OF COURSES

DIVISION I

ANIMAL COMMUNICATION LC 109	M. Feinstein
WORKING IN THE CONSCIOUSNESS INDUSTRY (PROSEM.)* LC 110	J. Miller
THREE AMERICAN PHILOSOPHERS: EMERSON, JAMES, SANTAYANA LC 135 (HA 135)	R. Lyon
NONEXISTENT OBJECTS LC 141	J. Waldo
DECISION MAKING LC 143	J. Klayman
AESTHETICS BOOK SEMINAR LC 158	C. Witherspoon
RESEARCH METHODS FOR REPORTERS LC 174	D. Kerr
COMPUTER PROGRAMMING LC 193	A. Hanson
NONVERBAL COMMUNICATION LC 196	L. Wylie
DIVISION I AND II	
NONFICTION TELEVISION: THE PRODUCTION EXPERIENCE LC 157/280	D. Kain R. Muller
DIVISION II	
LANGUAGE AND SOCIETY LC 231	M. Feinstein
TELEVISION WORKSHOP: THE STUDIO PROCESS LC 253	TBA
BOOK SEMINAR: POLITICAL COMMUNICATIONS LC 261	J. Miller
SEMINAR ON COMPUTER GRAPHICS LC 262	A. Hanson
INTRODUCTION TO ETHICS LC 267	J. Waldo
KNOWLEDGE AND REASONING IN SOCIAL INTERACTION LC 268	M. Gearhart J. Klayman

COGNITIVE PSYCHOLOGY: THE NATURE OF THE READING PROCESS LC 273	M. Gearhart
TUTORIALS IN LINGUISTICS LC 274	J. Gee
TUTORIALS IN ANALYTIC PHILOSOPHY LC 279	C. Witherspoon
CONTROVERSIAL ISSUES IN AMERICAN SIGN LANGUAGE LINGUISTICS LC 295	J. Shepard-Kegl
CRITICAL ISSUES IN MASS COMMUNICATION: A TUTORIAL LC 296	Staff
FOREIGN LANGUAGES	
INTERMEDIATE FRENCH FL 103	E. Leete
INTERMEDIATE SPANISH FL 104	A. Nieto
ADVANCED FRENCH FL 105	TBA
ADVANCED SPANISH FL 106	TBA

SCHOOL OF NATURAL SCIENCE
LIST OF COURSES

DIVISION I:	
HISTORY OF ASTRONOMY ASTFC 34	W. Seitter+
THE SCIENCE AND ART OF HOLOGRAPHY NS 104	J. Van Blerkom
FIELD PHOTOGRAPHY NS 115 (mini)	S. Goldberg
A SECOND SEMESTER SEMINAR NS 136	R. Lutts
THROUGH AN ANIMAL'S EYES NS 145 (PROSEMINAR)*	Al Woodhull
MIND AND MATTER: VITALISTIC AND MECHANISTIC EXPLANATION IN BIOLOGY NS 146	R. Rinard
MICROBIOLOGY NS 154	S. Oyewola
COMPLEX NUMBERS NS 158	D. Kelly
MATHEMATICS AND THE OTHER ARTS NS 169	K. Hoffman
UNDERSTANDING RELATIVITY NS 173	S. Goldberg, K. Gordon
NATURAL HISTORY NS 177 (PROSEMINAR)*	K. Hoffman, K. Tooker
ANIMAL BEHAVIOR NS 186	R. Coppinger
MALE & FEMALE REPRODUCTIVE FUNCTION NS 189	N. Goddard
ELEMENTARY SCHOOL SCIENCE WORKSHOP NS 192	M. Bruno, C. Gordon
ECOGEOLOGY OF CENTRAL NEW ENGLAND NS 193	J. Reid, R. Coppinger
WARFARE IN A FRAGILE WORLD NS 194	A. Westing
DIVISION II:	
COSMOLOGY ASTFC 20	T. Dennis+
INTRODUCTION TO ASTRONOMY AND ASTROPHYSICS II ASTFC 22	T. Arny+
OBSERVATIONAL RADIO ASTRONOMY ASTFC 38	R. Huguenin+
ASTROPHYSICS II--RELATIVISTIC ASTROPHYSICS ASTFC 44	D. Van Blerkom+
BASIC CHEMISTRY LABORATORY NS 201	L. Williams
BASIC CHEMISTRY II NS 203	L. Williams
AQUATIC AND TERRESTRIAL ECOLOGY NS 204	C. Van Raalte A. Westing, J. Foster
TOPICS IN PHOTOSYNTHESIS NS 225	J. Foster
METEOROLOGY NS 231	J. Reid
TECHNOLOGY & POLITICS OF THE ARMS RACE NS 233	A. Krass, Dan Smith
PHYSIOLOGY IN STRENUOUS EXERCISE NS 248	A. Melchionda
MATH FOR SCIENTISTS AND SOCIAL SCIENTISTS NS 261 (SS 265)	M. Sutherland

LINEAR ANALYSIS AND DIFFERENTIAL EQUATIONS NS 267	D. Kelly
THE NATURAL HISTORY GATHERING NS 271 (IN 325)	K. Hoffman, R. Lutts
BOOK SEMINAR IN PHYSICS NS 281	A. Krass
BASIC PHYSICS I NS 282	J. Van Blerkom, H. Bernstein, A. Krass L. Williams
ELEMENTARY SCHOOL SCIENCE WORKSHOP OBSERVING NS 292	M. Bruno
+ Five College Astronomy Department Faculty	

SCHOOL OF SOCIAL SCIENCE
LIST OF COURSES

DIVISION I	
POVERTY AND WEALTH SS 102 (PROSEMINAR)*	L. Nisonoff
INTERPRETING OTHER CULTURES SS 117 (PROSEMINAR)*	B. Yngvesson
MANIC DEPRESSIVE ILLNESS SS 121	L. Farnham
NEW CHINA SS 129	J. Koplin
CURRENT CRISES IN AMERICAN POLITICS SS 133	M. Ford F. Holmquist
PEASANT AND POLITICS SS 140	N. Fitch F. Holmquist
EDUCATION OF THE AMERICAN CITIZEN: CONCEPTS OF PERSONAL AND SOCIAL GROWTH SS 146	C. Shea
THE DRAFT, OBLIGATION AND THE PUBLIC INTEREST SS 147	R. Rakoff
3rd WORLD WOMEN FILM SERIES SEMINAR SS 155	G. Joseph
HUMAN AGGRESSION SS 157	D. Poe
INFLATION AND THE CRISIS OF LIBERAL ECONOMIC THEORY SS 160	S. Warner
RACE TO POWER: THE STRUGGLE FOR SOUTHERN AFRICA SS 164 (PROSEMINAR)*	C. Bengelsdorf
THE BLACK URBAN COMMUNITY SS 167	D. Davidson
DECENTRALISM: THE EXPLORATION OF COMMUNITY AND WORK ENVIRONMENTS SS 184	M. Breitbart F. Walson
THE FORGOTTEN PEOPLE: LAW AND THE STATE MENTAL INSTITUTION SS 198	O. Fowlkes
DIVISION II	
COMPARATIVE HISTORY OF THE FAMILY: EUROPE, CHINA, AND THE UNITED STATES SS 207	M. Cerullo N. Fitch K. Johnson M. Slater
INTRODUCTORY ECONOMICS SS 210	L. Nisonoff
THE SIGNIFICANT ROLE OF BLACK WOMEN IN WOMEN'S STUDIES SS 211	G. Joseph
THE JEWS IN EUROPEAN HISTORY SS 235	L. Glick
"THE CHILD IN THE CITY": A COURSE IN URBAN ENVIRONMENTAL EDUCATION SS 260	M. Breitbart F. Miller
MATH FOR SCIENTISTS AND SOCIAL SCIENTISTS SS 265 (NS 261)	M. Sutherland
IDEOLOGY AND CONSCIOUSNESS: PROBLEMS IN CULTURAL CRITICISM SS 264 (HA 261)	M. Cerullo M. Russo
SOCIAL CLASSES IN THE BLACK COMMUNITY SS 268	D. Davidson
"FROM HARD TIMES TO SCOUNDREL TIMES: AMERICAN SOCIETY AND POLITICS FROM THE GREAT DEPRESSION TO THE COLD WAR" SS 270	A. Berman
THE CHANGING ROLES OF WOMEN AND MEN IN THE RENAISSANCE AND REFORMATION 1300-1700 SS 275	M. Slater H. Garrett-Goodyear
COGNITIVE SOCIAL PSYCHOLOGY, OR THE WORLD THROUGH GLASSES OF VARIOUS COLORS SS 277	D. Poe
LEARNING TO LABOR: HOW WORKINGCLASS KIDS GET WORKINGCLASS JOBS SS 280	C. Shea

SCHOOL OF NATURAL SCIENCE
CURRICULUM STATEMENT

Natural Science courses come in a variety of forms: lecture series; field and laboratory projects; and seminars. There are courses for students who are excited by science and ready to plunge into their subject and for students who are skeptical about the value of science. It is especially important for students to be clear about the distinction between Division I and Division II courses.

Division I courses are intended to help students to develop the skills necessary to pursue Division I projects. Instructors will introduce you to the problems and excitement in their fields and will help you acquire the methodology of exploration in science. Since these courses are geared to developing the critical skills necessary to test scientific thought, they usually involve a significant amount of written work. Division I courses also involve laboratory work, field projects, and/or reading of the primary literature with the close supervision and support of the instructors.

Division II courses may be divided into two categories. The first includes broad survey courses designed to introduce students to the traditional scientific disciplines. The second includes more advanced topical courses designed to allow students the flexibility to pursue their particular concentrations. Division II courses are a response to student needs, and many of the courses are student initiated.

It should be noted that many courses--physics, biology, calculus, chemistry, etc.--which are standard introductory courses at other colleges, are Division II courses. These courses are intended to give Division II students the skills they need to pursue their work. These courses are usually not well suited to introducing students to the strategy and tactics of science, and thus do not readily lead to Division I exams. Division I students with strong backgrounds may, with the instructors permission, enroll in a Division II course. However, this should generally be with the understanding that s/he is already prepared to do a Division I Natural Science exam and will complete it during the semester.

Students are strongly urged to take one or more Natural Science courses to develop an examination. This is usually the most effective way for students to acquire the skills necessary to successfully pursue a Division I project. Students who arrive at Hampshire with a strong interest and background in science are especially encouraged to begin Division I projects as soon as possible.

Students from the other four colleges are welcome in our courses. We would like to encourage those students who have difficulty with science to try a Division I course.

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.

THE FAMILY REVOLUTION IN CHINA: SOCIAL AND POLITICAL DYNAMICS OF CHANGE SS 283	K. Johnson
THE PHILOSOPHY OF ECONOMICS SS 285	A. Nasser
NASTY, BRUTISH, AND SHORT: THE ORIGINS OF LIBERAL THEORY SS 287	A. Nasser R. Rakoff
LAW, JUSTICE AND EDUCATION: CONVERGENCE AND CONFLICT SS 291	O. Fowlkes H. Rose
DECADE OF DISRUPTION SS 294	C. Bengelsdorf M. Cerullo
U.S. LABOR LEGISLATION AND ADMINISTRATION: PAST, PRESENT, AND FUTURE SS 297	M. Brooke

*Division I Proseminars are primarily intended for students new to Hampshire College. However, additional enrollment spaces are likely to be available for more experienced students. For course descriptions see special PROSEMINAR section in this Course Guide.

SCHOOL OF HUMANITIES AND ARTS COURSE DESCRIPTIONS

HA 109 SILKSCREEN: AN INTRODUCTION TO GRAPHIC DESIGN

Julia Salestrom*

Basic silkscreen techniques will be introduced early in the term so that participants will develop a working understanding of this printing method. Silkscreen printing, rather than serving as the focus of this course, will simply be the common medium through which we will consider various design questions. Elements common to all graphic design problems--chiefly typography, color, composition, and communication--will be focal points for assignments and discussion.

We will meet twice weekly, once for lectures, demonstrations, or critique, and again for a studio workshop. Considerable outside studio time will be expected in addition to the scheduled meetings. Students will be expected to purchase their own supplies. Ordering as a group is encouraged.

The class will meet twice weekly for 1½-hour sessions. Enrollment is limited to 12.

*Julia Salestrom is a Division III student. Joan Murray will act as faculty supervisor.

HA 110 FILM WORKSHOP I

Tom Joslin

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

The workshop will be concerned with production and seminar discussions, field problems, and research. Topics will include history and development, theories of film construction, camera, directing, editing, sound, narrative, documentary, experimental films, use and preparation, and Super-8 and 16mm production.

The past seventy-five years have seen the motion picture rise to the position of an International Language. It has transcended the bounds of entertainment to provide everlasting documentation of the world, its people and events. It has given added scope and incisiveness to every area of human activity. Our image and understanding of the world more often are gained through film and photographs than personal experience. The aesthetics and techniques of a medium so broad in implication should be understood by all.

A \$20.00 laboratory fee is charged for this course. The College supplies equipment, special materials, and general laboratory supplies. The student provides his/her own film.

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

HA 116 EXPATRIATES AND ENGLISHMEN: READINGS IN EARLY MODERN FICTION

Lorrie Goldensohn

Largely based on turn-of-the-century novels and short stories by Stephen Crane, Henry James, Joseph Conrad and Thomas Hardy--with a sidelong look at the competition from across the English Channel offered by Emile Zola--this course will attempt to gain an understanding of some of the crucial differences between English and American preoccupations in fiction. While some of our questions will be concerned with the development of naturalism, as well as the resistance to that development, other questions will stress the role of terrain and nationhood, of politics and society as these enter into the novels and stories that we read. In Joseph Conrad's work, in particular, we will also be made aware of those changes in twentieth-century critical thinking that have radically revised the ways in which we evaluate classics in prose. The course is intended for students who are greatly curious about studying fiction, but are yet comparative novices when it comes to framing criticism.

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

HA 120 INTERPRETING CULTURAL HISTORY: DILTHEY AND THE NINETEENTH CENTURY

Frank Lennox

Twentieth-century Marxists, phenomenologists, cultural critics, and social theorists have turned to nineteenth-century hermeneutics as a guide to their thinking. By the late nineteenth century in continental Europe intellectuals were confronted with the contrary traditions of the rationalism of the Enlightenment and technological development versus the spiritual influences of romanticism and German idealism. Is the human world an ordered place which we can know about by the rules of scientific method, or can it be apprehended only by the specifically human processes of intuition and imagination? Wilhelm Dilthey, German philosopher and historian, answered this question by proposing a way to use intuition systematically to see society through its individual acts of creation. His ideas on art, individual creative acts, history, and social interaction are still controversial.

The course will have two objectives: (1) We will learn and evaluate Dilthey's ideas and method by reading his works in English translation. By discussion and writing, we will become familiar with the key terms of Dilthey's method: "*Verstehen*" (understanding of meaning), "*hermeneutics*" (interpretation of cultural patterns), "human studies," "lived experience," and "reliving."

(continued)

(2) We will use Dilthey's method of interpreting biography and cultural life to interpret late nineteenth-century central European society and culture. Depending mostly on biography and autobiography, we will investigate the appeal of the irrational to artists, intellectuals, and popular movements.

Several short papers will be required. The preliminary reading list includes *Wilhelm Dilthey: Pattern and Meaning in History, Thoughts on History and Society*, edited by H. P. Rickman.

The class will meet twice weekly for 1½-hour sessions. Enrollment is limited to 12.

HA 122 COLOR IN PAINTING

Curt Barnes

Aspects of color using acrylic or oil paints, through a series of specific studies in the following areas: color as tone, color as light and shadow, color as defining space, warm and cool, Impressionistic and Fauve color, low intensity vs. full saturation, texture as an aspect of color, complementaries and simultaneous contrast. Also covered will be drawing as preparation for painting, painting as an extension of drawing, and modes of paint application.

Emphasis will be on acquiring skill and knowledge in the use of color in painting as preparation for later individualized work. Accordingly, subject matter will often be furnished in class--still life, figure, specifications for abstract designs--to maintain focus and momentum.

The course will be geared to beginning painting students but open to upper division students who wish to extend or refine their awareness or use of color. Students in other two-dimensional fields that use color--e.g., weaving, silk screen, stained glass, etc.--should find this course extremely beneficial.

Course work will best take the form of a series of acrylic paintings on paper, canvas board or canvas, together with color swatches and preparatory sketches. Some previous drawing experience is highly recommended.

Evaluation will be through portfolio review and class critique. The class will meet twice weekly for three-hour sessions. Enrollment is limited to 18.

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

Sandra Neels

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

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

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

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

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

HA 134a COLLEGE WRITING: THE POETRY OF LOVE IN THREE CENTURIES

Francis Smith

We will center our reading on, but not restrict it to, the poems of Donne, Hopkins, Thomas, and Eliot. Each was concerned with earthly and with spiritual love in his writing, and each dealt with their correspondences and contradictions in different ways. We will read a lot of poems and some criticism. We will write a lot of analysis and some criticism.

Please understand that this is primarily a course in writing. The elements of style and other traditional rhetorical concerns will be fundamental matters in this course.

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

HA 135 THREE AMERICAN PHILOSOPHERS: EMERSON, JAMES, SANTAYANA

Richard C. Lyon

The general aim of the course is to introduce three radically different perspectives--those of a transcendentalist, a pragmatist, and a materialist--as alternative means of comprehending the world and our experience of it. Through a reading of selected essays by the three philosophers, we will consider their views of the nature of belief, the relation of mind and body, free will and determinism, the problem of evil, the nature and place of science, and the conflict of idealism and materialism. We will sometimes notice the personal character and history of each philosopher and the times in which they lived, with an eye to the ways in which these might assist our understanding of their systematic positions. (Whether or not, and in what ways, private and public history might influence beliefs were questions of vital interest to the three philosophers themselves.)

The class will meet once a week for three hours with occasional group tutorials. Enrollment is open.

HA 137 AMERICAN CLASSICS

James Matlack

This course will center on four books written around 1850--an autobiography, a personal testament/philosophical essay, a popular novel, and an unpopular novel. All are acknowledged to be classics in some sense. Through close reading of the texts and broad ranging through critical, cultural, and historical materials, we will explore both the American context for such diverse works and their own form, structure, style, and artistry.

Prominent themes in the course will include relations between literature and society, social reform issues, racism and slavery, Transcendentalism, narratives of the Self, the epic tradition, and the cultural phenomenon of the "best seller." The four texts are (in the order given above): *Narrative of the Life of Frederick Douglass*, *Walden* by Thoreau, *Uncle Tom's Cabin* by Harriet Beecher Stowe, and *Moby Dick* by Melville.

The course will meet twice weekly for 1½-hour sessions. Enrollment will be limited to 25.

HA 143 FUNCTIONAL FANTASY FACTORY

Roy Superior

An introductory course in the process of design, specifically related to functional sculpture or sculptural furniture. The class will explore the process of conceiving, creating, and realizing functional objects with aesthetic content and intent. Each student will be required to provide themselves with a small number of basic handtools and materials, an expense of approximately \$25-\$50.

Through available resources, slides, books, and galleries, the class will become acquainted with the history of hand-crafted furniture expressive of the technology, fantasy, and sensibilities of their times.

A series of idea-oriented projects will enable the class to explore, via drawings and miniature scale models, their ideas for creating furniture. There will be an emphasis on learning the rudiments of wood joinery and construction, but the course is not meant to be a vocational preparation for cabinet-making. It is essentially a workshop that will investigate the process involved in becoming a craft-artist in the medium of wood. Previous experience in drawing and woodworking will be helpful, but is not necessary or required.

Enrollment is limited to 20. The class will meet twice a week but will require considerable outside time. If feasible, there may be field trips to wood studio and exhibitions.

We will meet twice weekly for 1½-hour sessions.

HA 145 PLACES AND SPACES: THE PERCEPTION AND UNDERSTANDING OF HUMAN ENVIRONMENT

Norton Juster and Earl Pops

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

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

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

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

The class will meet twice a week for 2½-hour sessions. Enrollment is limited to 12.

HA 146 TWO-DIMENSIONAL DESIGN

Joan Hartley Murray

This course will explore design through the process of resolving formal problems dealing with space, line, shape, relative size, form, and their possible interrelationships. There will be plenty of opportunity for free studies. The materials used will include pencil, pen, white paper, paint brush, materials appropriate to collage, and colored paper. Design work will be critiqued in class. Students should plan on a substantial amount of out-of-class preparation.

The assigned problems should be challenging to any level of student. Students will be responsible for providing their own materials.

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

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HA 150 STILL PHOTOGRAPHY WORKSHOP

Abraham Ravett

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

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

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

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

HA 178 BEGINNING SCENE STUDY

Janet S. Jenkins

This course is an introduction to acting through the use of scripted material. Emphasis will be placed on learning to personalize a text--making the text the actor's own--and the study of linear objectives.

The class will meet twice weekly for two-hour sessions. Enrollment is limited to twelve, and permission of the instructor is required. Students who have had some stage experience, classes in improvisation, or prior acting classes will have preference.

HA 131/231a POETRY WRITING WORKSHOP

Andrew Salkey

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

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

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

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

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

HA 149/249 CHAMBER ENSEMBLE

Randall McClellan

This is a continuation of the Chamber Ensemble begun in the Fall Term as an ongoing performance group of woodwinds, strings, brass and percussion instruments. Members of the faculty and staff as well as qualified student instrumentalists are invited to participate. Instruction will be provided in chamber and ensemble playing leading to performance. Although the selection of music will depend on the size of the ensemble, it is anticipated that works of the Baroque, Classical, Romantic, and contemporary eras will be represented.

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

Should enrollment in the Chamber Ensemble be inadequate for one large group, we will divide into smaller chamber music groups and an improvisation ensemble. We will meet twice weekly for two-hour rehearsals. Enrollment is by audition.

HA 163/263 FICTION WRITING WORKSHOP I

Andrew Salkey

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

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

We will introduce and develop the necessary skills with which

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

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

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

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

HA 175/275 FICTION WRITING WORKSHOP II

Richard Hall

This workshop will offer technical advice in short story writing. It will stress the importance of developing sound fiction writing skills. Technique in fiction--such as character development, dialogue, point of view, internal monologue, dramatic tension--will be discussed and practiced.

In addition, students will be asked to read from their own works; and through such group discussion, constructive criticism will be offered. Such discussion, hopefully, will help the writer evaluate his or her strengths and weaknesses and will encourage the development of a self-critical attitude.

The class will meet once a week for two hours. Tutorials will be available to all workshop members. Enrollment is limited to 12, and instructor's permission is required. Manuscripts should be submitted to the instructor during the course interview period.

HA 181/281 HERE AND NOW: AN EXPERIENTIAL AND THEORETICAL INTRODUCTION TO GESTALT THERAPY

Linda and Graham Gordon

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

We will meet twice a week for two-hour sessions, and the group will be limited to 14 members. Entrance to the class will be by interview with one of the instructors.

HA 184/284 CREATIVE MUSIC: ITS THEORY AND APPLICATION

Roland Wiggins

This lecture class will focus on the interrelationship found in the conventional, non-conventional, and indigenous styles of music as viewed from Western tonal basis. Students will be offered analytic techniques for personal inventories in melodic, harmonic, and rhythmic behaviors. Joseph Schillinger, Vincent Persichetti, Henry Corwell, and other twentieth-century composers/theorists will be explored in juxtaposition with the creative music of Charlie Parker, Dizzy Gillespie, Thad Jones, and John Coltrane. Outside reading and listening experiences are mandatory.

Students are encouraged to explore at least the very basic music notation practices such as those found in John Schaum Note Spellers I and II before registering.

From the materials presented each student will be required to select special topics for final presentation. Division II students are expected to offer presentations commensurate with that academic level.

Enrollment is limited to 15, and instructor permission is required. The class will meet on Tuesday and Thursday evenings, 7:00 to 9:00, in the Music Building classroom.

HA 186/286 CREATIVE MUSIC: ADVANCED SECTION

Roland Wiggins

This course is offered to students who have completed HA 184/284 or its equivalent. It will explore in depth the syntax of melody, harmony, and rhythm in horizontal and vertical combinations. Selected creative music of Dizzy Gillespie, Jimmy Owens, Archie Shepp, Sonny Fortune, and others will be discussed using both traditional and non-traditional analytical principles. Outside reading, listening, and concert attendance is mandatory.

Enrollment is limited to 15, and an interview with the instructor is required. The class will meet on Monday and Wednesday evenings, 7:00 to 9:00, in the Music Building classroom.

HA 201 AMERICAN LANDSCAPES

David Smith

"The land was ours before we were the land's," wrote Robert Frost, who also spoke of our history as "vaguely realizing westward." This course examines the function of the specifically American setting in the work of a broad variety of American writers and artists from the Puritans through Faulkner, Frost, Rudora Welty, Mailer and John McPhee.

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Neither a "survey" nor a "genre" course, we will instead concentrate on four related themes for which examples are plentiful: wilderness, virgin land, the garden, property. Around each of these ideas cluster a number of assumptions, attitudes, myths, and a lot of good writing. A sample syllabus would include: Wilderness and the American Mind; Puritans and the New England Wilderness; William Byrd surveys America; the New American Farmer; Gardens and Garden-Literature of the Eighteenth Century; the Transcendental Landscape; Cole, Cooper and the Romantic Landscape; the Poetic Landscape of Mid-Century; Mark Twain and the "Moving Panoramas" of the Mississippi; the Country of the Pointed Firs; "Nature Writing"; "Frost Country"; the Contemporary Southern Landscape; Mailer, McPhee and the New Image of Alaska.

Format of the course will be weekly lectures, some discussion. The class will meet twice weekly for two-hour sessions. Some writing will be expected and encouraged. Enrollment is limited to 25. Method of enrollment will be instructor selection plus lottery. This is not a Division I course.

HA 202 STUDY GROUP: BLACK WOMEN'S PERSPECTIVES

Jill Lewis

This will be a reading/study group rather than a "course" in which we will read and reflect on the cultural and political questions raised by the literature, history, and experience of black women in America as articulated in their own words with the significance they stress in their experience. We will use the following major texts, supplemented by articles:

Sturdy Black Bridges: Visions of Black Women in Literature, Roseann Bell, et al., ed.; Black Women in White America, Gerda Lerner, ed.; To Be a Black Woman, Watkins and David, eds.; Afro-American Women.

Articles by Toni Cade, Angela Davis, Barbara Smith, Bernice Reagon, Zora Neale Hurston, Roxane Dunbar, Adrienne Rich. Poetry and Fiction by Alice Walker, Marie Evans, Gwendolyn Brooks, Audre Lorde, Ntosake Shange.

Enrollment is limited to 15. The class will meet once a week for two hours. Permission of the instructor is required.

HA 204 THE SIXTIES THROUGH FILM

Thomas Joslin

"In the absence of a god, 'unsponsored' like previous generations, the modern artists have spent their lives in the midst of the most terrible human possibilities without any real conviction that man can or even wishes to check him or herself before he/she destroys or maims the remaining life on his/her lone, already befouled, planetary home. In the face of such bleakness, their continuing will to create is itself an affirmation; indeed, the capacity to make serious works of art and about the imagination is not only very much alive on the contemporary scene, but is being realized frequently with an impressive brilliance and originality."--Sears and Lord, The Discontinuous Universe.

Although the 60's have not yet completely qualified to be designated as material for nostalgia, recent Hollywood film has increasingly dipped into the historical events of that era for subject matter. Rather than examine these new versions of the recent past, we shall return to the original "stuff" of the era in the belief that the art of any period can, more clearly than history itself, reveal the underlying standards, values, direction and spirit of its time. This course will attempt to trace the general ebb and flow of film as it existed in the 60's.

Film is such an astoundingly complex phenomenon with so many different genres, elements, and methods of evaluation that it is difficult to decide on one approach to its understanding. And so with general reference to such methods of analysis as the auteur theory, semiotics, cinematic analysis, philosophical interpretation and others, this course will examine documentary, experimental, and full length feature films made in the 60's for (1) their direct informational, human, and/or entertainment value; (2) their organizational systems; (3) the indirect light which they throw on the period; (4) their influences on public opinion; and (5) their significance to the over-all history of the medium.

The student will learn about film as it was in this period through a massive number of screenings which will be supplemented with specific readings and a series of lectures by noted guests. Small weekly group discussions will promote personal absorption of the material. This will be a very time consuming course, and students who expect to participate fully should consider this fact in organizing their semester's activities.

Enrollment is open. The class will meet Mondays and Thursdays 6:00-10:00 p.m., Wednesdays 1:00-3:00 p.m., and Fridays 1:00-3:00 p.m. There will be a lab fee of \$20.00.

HA 205 SEMINAR ON MILTON

L. Brown Kennedy

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

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

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

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

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

HA 207 ADVANCED STUDIO FORUM

Joan Murray (with Roy Superior and Curt Barnes)

This course is intended for students with a highly developed level of visual understanding which can be clearly exemplified in their own work. The continued growth of critical understanding will be one of the major purposes of the course. In addition to this, there will be assigned group projects which will explore particular visual ideas evident in different art movements such as abstract expressionism, conceptual art, and environmental art. These projects will be supplemented by brief slide presentations on the relevant movement. The students' own work will presumably continue in conjunction with whatever is assigned as part of the class, neither replacing the other.

Guest critics may be invited to critique student work or to lecture, depending on the amount and quality of work as well as the level of student interest.

The class will meet once a week for 2½ hours. Enrollment is limited to 15 students, and an interview with the instructor is required. Although all studio arts faculty will be involved in this course, students wishing to enroll should register with Joan Murray.

HA 210 FILM WORKSHOP II

Abraham Ravett

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

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

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

HA 211 ADVANCED STUDIES IN ACTING

Janet S. Jenkins

In this course we will work on the development and incorporation of "character" into a role. Emphasis will be placed on the selection of strong, vivid objectives out of which grow character manifestations organic to the actor's performance. These are the techniques that refine and complete the actor's work.

The body of the class commitment will be scene work, leading to workshops in the Friday afternoon workshop series.

Enrollment in the class is limited to 10. Admission is on an audition basis. Students who have taken an intermediate scene study course on the college level or who have equivalent experience and who wish to be a part of this class should prepare a monologue to be used as an audition piece.

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

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

Jerry Liebling

This course is open to film and photography concentrators in Division III and others by consent of the instructor.

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

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

There will be a lab fee of \$20.00. The class will meet once a week for five hours.

HA 221 THE INTELLECTUAL AND SOCIAL HISTORY OF SPANISH AMERICA

Robert Marquez

This course aims to explore the mutually influencing effect of culture and ideology, politics, and economics on the ethos and history of Spanish America since independence, focusing on Cuba, Peru, and Argentina as examples of general trends throughout the area.

A reading knowledge of Spanish will be helpful but is not required. The format of the class will depend on the size of enrollment.

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

HA 222 LOVE, FAMILY, STRUGGLES, AND SURVIVAL: WOMEN WRITERS IN TWENTIETH-CENTURY BRITAIN

Jill Lewis

The aim of this course will be to examine some of the key developments in Britain this century and the writings of British women over the last sixty years. The texts read will not be only the well known literary figures--they will include oral histories, historical articles, autobiographies, novels and poetry which will illustrate the range of cultural articulation British women have been and are engaged in in this century.

We will begin with a historical overview of events and changes in contemporary Britain, so that we are aware of the wider contexts and factors which set the cultural and political landscape for the literature we will read. This will involve thinking about the causes and effects of the two wars on women's lives; living conditions; changes in work and laws; health, reproduction and the welfare state; immigration policies and the decline of the "British Empire." Then we will read oral histories of women--as in *The Maternity Papers* (Virago Press), *Dutiful Daughters* (ed. McGrindle and Rowbotham), *Canary Guts and Stockpots*. We will move on to biographies or autobiographies of women like Stella Brown, Virginia Woolf, Dora Russell, Vera Brittain. And then read novels by Radcliffe Hall, Virginia Woolf, May Webb, Jean Rhys, Doris Lessing, Fay Weldon.

The final section of the course will be in the light of the Women's Movement in Britain and the struggles involved in it. Here we will read extracts from WLM journals and magazines to contextualize the novels of Michele Roberts, Sara Maitland; the plays and theatrical performances of "Monstrous Regiment," Michelene Wandor, Caryl Churchill, Sue Todd; the poetry of Wendy James, Sheila Rowbotham.

The course will include tapes, interviews, films such as "Black Britannica," and, hopefully, visiting lecturers and workshops from contemporary British women writers.

Enrollment is limited to 25 and an interview with the instructor is required for admission. The class will meet twice weekly for two-hour sessions.

HA 224 ADVANCED TUTORIAL ON SHAKESPEARE

L. Brown Kennedy

This will be a group of upper division students who, in addition to working individually with the instructor, will meet together twice a week to study a selection of plays spaced across Shakespeare's career and including at least one play from each of the major genres: history, tragedy, comedy, romance. We will expect to work on about eight or nine plays during the term; the final choice of texts will be made by the group. We'll begin by spending several sessions discussing one of the major tragedies in order to establish common terms and raise questions of critical method.

My notion of a tutorial includes steady writing (with a short working paper every two or three weeks); it presumes that all members take responsibility for formulating their ideas into hypotheses or interpretative approaches on which the entire group can then base its discussions. We will also plan to do some reading and to discuss at least a few of the plays as dramas to be staged, as well as texts to be interpreted.

Though there are no special course prerequisites, I will be assuming that participants have certain basic skills at the outset. As one way of assuring genuinely "advanced" work for all of us, I'd like people interested in participating in this term to have had a substantial amount of work at the Division II level in either literature, history, political theory, philosophy, or a related area.

Admission is by permission of the instructor. Enrollment will be limited to ten.

HA 225 PHOTOGRAPHY WORKSHOP II

Jerry Liebling

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

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

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

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

HA 231b POETRY WORKSHOP

Lorrie Goldensohn

The workshop will meet twice weekly for 1½-hour sessions with group critiques of student manuscripts as the main focus--although there will be occasional reading assignments and, in some instances, exercises to prime the pump if inspiration goes dry. It will not be expected to go dry, however; and the big task of the semester will be to assemble a reasonable number of finished poems which have undergone the patient labor of revision. The goals of the course will be twofold: for each workshop member to become a better poet, and a more knowing critic of his own and others' work.

Admission will depend on the quality of the preliminary manuscript (approximately a half-dozen poems) submitted to the instructor during the course interview period. Enrollment is limited to 12.

HA 240 DIRECTED STUDIES IN THEATRICAL LITERATURE

David Cohen

A tutorial for advanced students in all areas of theatre study (actors, directors, designers, playwrights, technicians).

After consultation, individualized reading lists will be devised to meet student goals of enriching, broadening, and cementing one's foundation in theatrical literature. This essential work will focus on dramatic literature, theory and criticism, seminal texts concerning theatre craft and performance, and current periodicals.

We will meet once a week for 1½ hours to discuss topics of common interest related to our readings. Additionally, each student will keep a critical journal and complete a major paper. Instructor permission is required, and enrollment is limited to 16.

HA 243 INTERMEDIATE DIRECTING

Janet S. Jenkins

In this course we will continue to explore the directorial process. Emphasis will be placed on conceptualization, the demands and handling of various styles, and text analysis.

The body of the work will be scene work, and there will need to be some research work to support stylistic and conceptual choices.

Students who have taken directing before will be given preference. The class will meet twice weekly for two-hour sessions. Enrollment is limited to 10, and permission of the instructor is necessary.

HA 245 THE HEALING FORCE OF MUSIC

Randall McClellan

The value of music as a therapeutic activity has long been understood and utilized in all musical cultures throughout our evolutionary history. In this course we will examine the use of music as a healing force beginning with pre-civilization myths and legends through ancient Babylonian, Egyptian, Persian, Hindu, Chinese, Hebrew, and Tibetan cultures to the modern day. We shall draw readings from occult literature, ancient history, anthropology, modern scientific research and music therapy practice.

We will experience the healing ability of music on ourselves as we learn to use power of our own voices as a force for health. The course will be supplemented by additional recordings, films, guest speakers and an occasional field trip.

Finally, we will as a class devise and perform a group healing ritual based on the results of our readings and experience.

We shall meet twice weekly for two hours with occasional evening and weekend sessions. Enrollment is limited to 20, and permission of the instructor is required.

HA 253 AFRO-AMERICAN CHAMBER ENSEMBLE

Ray Copeland

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

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

The HA 253 Chamber Ensemble's repertoire will be adapted to the instrumentation of the students participating. According to qualified enrollments, this would vary from a conventional rhythm section to complements of instruments ranging from a medium-size combo to a big band. During latter weeks of the semester, if warranted, an auxiliary rhythm section (live and/or recorded) would be utilized; and instrumentalists of comparable ability and "jazz creativity/motivation" encouraged to participate within private improvisation seminars on varying levels. The seminars would be limited to two or not more than three 1½-hour sessions per week in conjunction with convening once each week of the main ensemble. (Ensemble/seminar schedules to be announced.)

Ultimately, the Chamber Ensemble will refine the various techniques essential to contemporary music performance on a competitive and professional level. Auditions will be required in addition to a completed questionnaire from each applicant (available in the Music and Dance Building).

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

Auditions will be held on Tuesday, January 29, 10:00 a.m. to 4:00 p.m. or by arrangement with the instructor.

HA 261 IDEOLOGY AND CONSCIOUSNESS: PROBLEMS IN CULTURAL CRITICISM

Mary Russo and Margaret Cerullo

"If one does not read the most complex poetic text, one risks not knowing how to read the newspaper but being read by it."--Helene Cixous

Our relationship with the social and natural world is mediated by consciousness. The formulation of the problem of deception and self-deception in our representation and interpretation of

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the world, especially through the complex operations of language, is generally credited to Vico's *New Science* in the eighteenth century; in our own time it is associated with the traditions of Marx and Freud. This course, which examines the reciprocal challenges of literary and social theory, will engage the work not only of thinkers like Lukacs, Gramsci, and Lacan who write within these major discursive traditions, but also the "eccentric" thought of figures such as Thorstein Veblen in the American context and Roland Barthes in the European.

We will explore the problem of ideology critique in deciphering the social text through a consideration of the following themes: subjectivity in history and narrative; the literary ideology of love and sexuality; fashion and the semiotics of gender advertisement; the cultural politics of rightist movements.

In addition to the theoretical texts, we will draw upon a diversity of literary and visual materials.

The class will meet once a week for two hours.

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

Sandra Neels

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

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

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

There will be one section of this course: a combined intermediate/advanced class which will meet daily for 1½-hour sessions. The enrollment is limited to 20.

HA 267 INDEPENDENT PROJECTS IN THEATRE DESIGN

Wayne Kramer

A design tutorial for the advanced student in scenery, costumes, and/or lights. The course is particularly recommended for students doing actual production work. Students will combine production work with theoretical projects. Together we will identify areas of focus such as style choices, design problem/concept integration, rendering techniques, etc. Attention will be paid to building a representative design portfolio. The goal will be to identify specific needs for the advanced design student and concentrate on individualized activities which will address those needs.

The class will meet once a week for two hours plus additional meetings by arrangement. Enrollment is limited to ten, and permission of the instructor is required.

HA 268 CHINESE PHILOSOPHY SINCE THE ANCIENT PERIOD

R. Kenyon Bradt

This course is to be a continuation of the course "Ancient Chinese Philosophy" offered in the Fall of 1979. Its study is to begin with the formation of neo-Taoism and extend through the Buddhist and neo-Confucian developments in the history of Chinese Philosophical Thought. If time permits, some consideration will be given to the development of Chinese philosophy since the neo-Confucian period.

The course is to meet once a week for three hours, and enrollment is restricted to those who have participated in the course "Ancient Chinese Philosophy" or otherwise have studied the material of ancient Chinese philosophical thought.

HA 269 EMILY DICKINSON STUDY GROUP

Lorrie Goldensohn

The purpose of this group will be to read through both the poems and letters of Emily Dickinson, to carry on some fairly extensive discussion, and then to aim at written commentary as the final product. Meetings, designed on a flexible basis, will be tentatively scheduled for once every two weeks at the outset, more often later--to allow group members maximum time for research and study before they return to share results. Because of the somewhat experimental nature of the time scheduling, it is important that students who sign up be able to show good capacity for independent work. A variety of critical approaches--biographical, historical, the broadly cultural, as well as the more stylistically-oriented--will be encouraged. As instructor, my own bent will be towards understanding the relationship (divergent or not) between this important and prolific American poet and the characteristic poetry of the twentieth-century. Group members will be expected to develop their own independent projects, however, and to be sufficiently comfortable about reading the literary criticism that such a project will surely entail. The literature on Ms. Dickinson is not small--but the rewards of her poetry and prose are commensurate.

Enrollment is limited to 10 with instructor's permission to enter the course required.

HA 270 SEMINAR IN ELECTRONIC MUSIC, PART II

Jan Swafford

This is the second half of a two-semester course which is intended to introduce students to the process of electronic composition in general and to the Hampshire Electronic Music Studio.

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dio in particular. During the spring term, we will concentrate on advanced recording techniques, basic electronics, music aesthetics, and compositional process. Projects of a more sophisticated nature will be assigned and will culminate in individual compositional projects in electronic media.

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

The class will meet twice weekly for 1½-hour sessions. Enrollment is limited to 8, and permission of the instructor is required.

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

Sandra Neels

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

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

This class will meet twice weekly for two-hour sessions. Enrollment is limited to 15, and entrance is by audition.

HA 273 PROBLEMS IN ENVIRONMENTAL DESIGN

Norton Juster and Earl Pope

This course concerns itself with analysis and design of the built environment. It will be organized around particular environmental problems (actual and theoretical) chosen by the instructors and the class and will allow for the students' engagement in a broad range of concerns in the definition, conception, and development of these projects. As a more advanced course, its objectives are to: (1) assist the student in further defining his/her interest and commitment to environmental studies; (2) reveal (through active involvement) the demands and responsibilities in the professional engagement of an environmental design problem; (3) increase understanding of the scope and complexity of environmental problems; (4) further build conceptual and communication skills; (5) develop methodologies for approaching and analyzing environmental problems; and (6) by dealing with problems of real concern, produce work of value and relevance to the community.

Possible areas of study for this term could include: (1) Adaptive re-use--making use of what we have. The legacy of our built environment. (2) The new regionalism--the influence of place on form. (3) Patterns of settlement and habitation--some ways to relate energy and architecture. (4) Designing for the elderly, the infirm and the handicapped--some areas of special design concern. (5) Downtown revitalization--the viability of our towns and cities. (6) Form and function--form vs function questions of design philosophy.

While the precise subject matter of the course will not be determined in advance, it could include any of the above or other problems of similar scope.

Enrollment in the course is limited to ten students, and permission of the instructors is needed. It is the students' responsibility to arrange for interviews with the instructors.

The class will meet once a week for two hours.

HA 274 CONTEMPORARY ORCHESTRATION/COMPOSITION FOR THE INTERMEDIATE ARRANGING STUDENT

Ray Copeland

This course will cover three- to four-part close and open harmony, melody and embellishment, contrapuntal movement (counterpoint), score format and layout, instrument ranges and transposition, penmanship and extraction (copying), in addition to varying approaches to re-harmonization--i.e., chromatic, diatonic, dominant, etc.

The primary purpose of this course is to prepare the student to score for an eight-part concerted-coupling (all instruments in harmonized accompaniment to the melody) format within a saxophone section consisting of two altos, tenor and baritone (or alto, two tenors and baritone), and a brass section consisting of three trumpets and trombone. Ability to orchestrate in this or comparable instrumentation would automatically lead to advanced level development.

Course entrance requirements: A special quiz (eight measures of "Satin Doll" or other selection) will be administered to each applicant in order to ascertain the practicability of taking the course and the appropriate level of instruction to be entered. All applicants will be required to submit a completed questionnaire and quiz to the Hampshire College music program to be evaluated and approved by the instructor. A previous score and/or tape recording may also be submitted if desired (preferably of a familiar or standard composition).

Course enrollment is limited to 12 students. Questionnaire/quiz available at the Music and Dance Building.

HA 280 STUDIO ART CRITIQUE

Curt Barnes (with Joan Murray and Roy Superior)

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

The class will meet once a week for three hours. Enrollment is limited to 15. Although all studio arts faculty will be involved in this course, students wishing to enroll should register with Curt Barnes.

HA 282 SATIRE AND IRONY: THE WORKS OF JONATHAN SWIFT

Barry Goldensohn

This course will have a double emphasis: a careful reading of complex texts, and an attempt to understand and define satire and irony. These tasks will focus on the major prose and selected poems of Jonathan Swift and will include *Gulliver's Travels*, *Tale of a Tub*, and *Battle of the Books*. We will also spend some time during the semester looking at verse satire by Jonson, Donne, Rochester, Butler, Dryden, Pope, Auden, Starbuck, and others.

Irony is a widely inclusive term, and we will be considering uses of it that are not related to satire. Therefore, students should have a broad background in literature.

Enrollment is open.

HA 285 SOURCES OF MOVEMENT THERAPY

Janet Adler Boettiger

Movement therapy has only recently emerged as a profession. Its practitioners draw variously upon dance and psychotherapeutic techniques, but have in common a commitment to healing and growth through an integration of body and psyche.

The roots of that integration, and thus the ground for an as yet unarticulated theory of movement therapy, draw deeply from three historical traditions. One of those, the discipline of analytical psychology, is comparatively recent. The origins of the other two traditions, dance and religion, are buried in the mist of pre-history. "Dancing, the most social of the arts," writes Jacquetta Hawkes, "was certainly used as a means of expression by the close-knit, emotional and intuitive communities of prehistoric times." And in any primitive society, she adds, "it is impossible to consider the arts apart from religion." The common tasks of sustaining life are inextricably entangled with movement and spirituality, with celebration and mourning, with those practices intended to bring harmony to men's, women's, and children's lives, their relationships with each other, and with the earth upon which they move.

This course, then, is a preliminary venture into that ancient human ground upon which the young arts of movement therapy stand. Some attention, as well, will be devoted to the work of the principal pioneers of the field, including Marian Chace and Mary Whitehouse.

Identification of this course as Division II is intended here to convey the assumption that its students will be motivated and reasonably skilled in the pursuit of independent studies.

The class will meet twice a week for 1½-hour sessions and is limited to 18 students. Admission will be determined by the instructor's selection following a writing task assigned during the first class meeting. All interested students should therefore come to that meeting; there will be no pre-registration, sign-up sheet, or preliminary interviews.

HA 288 LOVE AND FRIENDSHIP

Nina Payne and John Boettiger

Drawing upon works of fiction, poetry, legend and film, this seminar will inquire into the nature and quality of intimate human relationships. A major emphasis will be placed upon students' writing: short in-class experiments, journal keeping, poems, stories and essays worked and reworked--writing grounded in personal experience, responsive to our common reading and to further foraging in realms of special interest to individual students and small working groups.

Through such interplay of reading and writing, our intention is to clarify and deepen understanding of relationships; to know better their variety and commonality and that which may incline one relationship to fruitfulness, another to stagnation, and another to destruction.

The class will meet twice weekly for 1½-hour sessions. Enrollment is limited to 18 students. Admission will be determined by instructors' selection following a writing task assigned during the first class meeting. All interested students should therefore come to that meeting; there will be no pre-registration, sign-up sheet, or preliminary interviews.

HA 292 FEMINIST(S) WRITING

Mary Russo

This weekly seminar, which is intended to complement the course on British Women Writers (HA 222), will focus on the theory and practice of writing from a feminist perspective. (By "writing" I mean to indicate a broad spectrum of cultural activity involved in the practice of signification.) Photographers, painters, filmmakers, political organizers, poets, fiction writers, critics and students of aesthetic and social theory are welcome. Depending on the interests and needs of the class, we will discuss a series of critical problems and texts with an emphasis on recent continental writers.

The class will meet once a week for two hours. Enrollment is by permission of the instructor.

HA 293 HEGEL'S PHENOMENOLOGY OF SPIRIT
R. Kenyon Bradt

This course is to provide the setting for an initial reading and study of Hegel's *Phenomenology of Spirit*. Its design is to undertake this study not as an exhaustive but as an exploratory venture, one whose goal is the development of the capacity to read rather than the achievement of a full reading of the *Phenomenology*. Thus the consideration of the course is to be of the form and method of the formulation of the *Phenomenology* rather than of the entire course of its development. This consideration is to be undertaken through a study of the "Preface," the "Introduction," and various select major sections from the body of the work.

The course will meet once a week for three hours, and enrollment is open.

HA 294 COMPOSITION SEMINAR
Jan Swafford

This seminar is intended for composers at the beginning and intermediate levels of experience and is designed to provide participants with compositional tools which are appropriate to contemporary techniques. During this term we will continue the first term's study of instrumentation, class projects being read by the Chamber Ensemble. Other topics will include pitch relations in chromatic music, rhythmic modulation, polyrhythm, form in new music, aesthetics, and analysis. Each participant will be expected to complete a piece during the term.

We will meet once a week for two hours plus individual tutorials of one-half hour. Participants will be expected to have a basic background in traditional theory. Enrollment is by permission of the instructor, and the class is limited to 8.

HA 299 PLAYWRIGHTS' WORKSHOP
David Cohen

This course will focus on the craft and the process of writing for performance.

Functioning as a workshop, we will attempt to foster a supportive yet critical atmosphere for our writing. A large part of the learning will be a direct result of weekly readings of new script pages. Readings (plays, theory, etc.) will be assigned, but the emphasis is on the actual writing. Plays by members of the workshop (as well as by former members) will receive primary consideration for production during the NEW PLAY FESTIVAL in April.

This course is appropriate for both beginning and experienced playwrights. Fiction writers and poets, as well as Five College students, are especially welcome.

The workshop will meet once a week for three hours. Enrollment is limited to 12, and instructor permission is required. Students wishing to enroll are requested to submit a manuscript (any creative writing) to the instructor during the course interview period. Division I students may be admitted with the instructor's permission.

SCHOOL OF LANGUAGE AND COMMUNICATION COURSE DESCRIPTIONS

LC 109 ANIMAL COMMUNICATION
Mark Feinstein

The claim that language is the exclusive property of the human species has lately come under fire. Researchers have analyzed the dances of bees, calls and songs of birds, chimp vocalizations, wolf postures, and dolphin clicks. They have discovered that such phenomena do seem to function as means of communication. Whether they are anything like "languages" in the human sense remains an open and exciting question. In an attempt to answer that question—more precisely, the question of whether other animals have the capacity to learn and use a system like human language—researchers have tried to teach chimpanzees, for example, to use human speech sounds, to use manual gesture systems, and to communicate through computers. We will scrutinize the claims of these researchers carefully.

In this course we will consider the following main areas: the nature of naturally occurring animal communication systems, including human language, the potential of other animals for learning and using imposed language-like systems, and the general question of the interrelation between innate, biologically determined knowledge, and learned knowledge. A sizable part of the course will be devoted to learning methods for the analysis of human language, which is the most complex and best understood of naturally occurring communication systems. In addition, we will read general works on ethology (animal behavior), and selected articles on the communication patterns of various species.

Members of the class will break into groups, each choosing a different species, and analyzing its communication system. Each group will be responsible for a written report on its research.

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

Enrollment limit: 25

LC 141 NONEXISTENT OBJECTS
James Waldo

"There are more things in heaven and earth, Horatio, than are dreamed of in your philosophies...." (*Hamlet*, Act I, Scene V)

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This course will center on the question of just what things there are in heaven and earth, and more particularly, whether any of those things are things which do not exist.

The current trend in philosophy seems to hold that we need not allow any nonexistent objects into our listing of the furniture of the world. The idea is that all the things that are are things that exist. This position, however, is not without its problems. For it is true that, for example, Pegasus is a winged horse and Sherlock Holmes is a detective, even though neither Pegasus nor Sherlock Holmes exists. In recent years, a small but vocal opposition to the orthodoxy of realism has emerged, claiming that the existent objects are only a subset of the objects that populate the universe.

This course will be an analytic investigation into the various positions concerning the ontological status of entities which don't exist. Among the readings for the course will be the classic debate between Meinong and Russell on the problem; portions of the voluminous literature on the topic of whether or not existence is a predicate; the classic defense of the realist position given by W.V.O. Quine; and recent work in the field by such philosophers as Kripke, Lewis, and Parsons.

Students will be expected to keep up with the readings and participate in the discussions. Evaluations will be based on 3 or 4 short (5-7 page) papers. There will also be numerous opportunities for students to take on in-depth research on problems brought up in class.

While students who have some familiarity with modern symbolic logic will be ahead of the game, interested students without a logic background are encouraged to enroll.

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

Enrollment limit: 20, first come, if necessary some method of selection will be determined during first week of class.

LC 143 DECISION MAKING
Joshua Klayman

A very large part of our daily cognitive activity involves making decisions, from choosing what to wear in the morning to deciding on a career. How do people go about making those decisions? In this course we will examine that question from the point of view of cognitive psychology.

People are far-from-perfect decision makers. But the mistakes they make are not just random. Psychological research has revealed a number of systematic ways in which people "go wrong" in using information to make decisions. We will examine some of these decision fallacies, and related ways in which our intuitions about information and statistics can lead us astray—sometimes in surprising ways.

So, if people don't make decisions the mathematically "right" way, how do they do it? Again, research has shown that people are not random, but follow particular decision strategies. We will look at a number of proposed decision strategies, when people will use one particular strategy or another, and what the consequences of different strategies are.

The focus of the course is not on what people decide, but how people decide. To a lesser extent, we will also consider some suggestions on how people ought to decide in different situations.

Work for the course will include regular reading assignments, and several project/papers during the term. It will help if course participants have had high-school level math background.

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

Enrollment limit: 20, first come, if necessary some method of selection will be determined during first week of class.

LC 158 AESTHETICS BOOK SEMINAR
Christopher Witherspoon

This seminar is in two parts which may be taken separately; each part will consist of two meetings per week for five or six weeks.

In the first part we will read E. H. Gombrich's recently published *The Sense of Order: A Study in the Psychology of Decorative Art* and in the second, Guy Sircello's *Art and Mind: a study in the varieties of expression*.

Prerequisite: Students must have read E. H. Gombrich's *Art and Illusion*. Each half of the course will be limited to fourteen students chosen by instructor interview.

LC 174 RESEARCH METHODS FOR REPORTERS
David Kerr

This course will introduce students to the comparatively recent emphasis in the journalism profession on the application of social science research methods to reporting. We will explore some of the criticism of the press which led to this development, study a variety of research methods and discuss their application, and apply these methods in the field.

The primary text for this course will be Philip Meyers' *Practical Journalism*. That and other readings will introduce the student to survey research, economic analysis, unobtrusive measures, and other research methods which can add to the journalist's competence.

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

Enrollment limit: 16, chosen by lottery.

LC 193 COMPUTER PROGRAMMING
Allen Hanson

Computing has grown from virtually nothing just thirty short years ago to a position of one of the world's largest industries, and this rapid expansion shows few signs of slowing down. The implication is that there can be few people, at least in the industrial countries, who will never have any contact with computers. It seems clear that everyone should have a basic understanding of what computers are, how they are programmed, and how they are used, if for no other reason than self-protection.

The focus of this course is on developing this basic understanding through the programming language PASCAL. We will examine the question of what constitutes a program and how programs are written, since any use of the computer requires at least a simple program. The ability to program provides a powerful intellectual tool which can be brought to bear on numerous other activities. If you want to experience the joys and frustrations of computer programming, if you have an intellectual curiosity about computers, or if you'd like to see whether your mistrust of computers is justified, then this course is for you. No previous programming experience is required, nor is any mathematical maturity assumed.

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

Enrollment limit: 30, first come, with lottery if necessary.

LC 196 NONVERBAL COMMUNICATION
Laurence Wylie

This seminar provides an introduction to four important modes of nonverbal communication. Sound: aspects of vocal behavior that are not part of the linguistic system but are significant in human interaction. Space: interpersonal distance and touch. Movement: posture, gesture, gaze, and facial expression. Rhythm: the timing of movement. In each area both the physical pattern of behavior and its social significance will be studied. Students will also be encouraged to pursue their interests in cross-cultural differences and in relationships between human and animal communication. More time will be devoted to motion and rhythm than to the other two topics.

The class will meet twice a week. The first meeting will be devoted to lecture and discussion, and the second to a film or a workshop on research methods. There will be assigned reading each week. The major assignment in the course will be an independent research project involving the observation, recording, and interpretation of behavior. Students may do their projects individually or in small groups.

Enrollment limit: 20. Students may sign a list in the L&C Office prior to the first meeting of the class. 20 persons will be chosen by lottery from that list.

LC 157/280 NONFICTION TELEVISION: THE PRODUCTION EXPERIENCE
Daniel Kain and Richard Muller

The major task of this course will be to produce a relatively large-scale piece of nonfiction work: perhaps a documentary work, or a series of investigative reports, or a series of instructional or educational programs. The instructors will have developed the basic idea for the project before the beginning of the term, so our work together will start with a well-defined task.

The class will also view and discuss tapes of current television nonfiction work as a way of keeping us from getting involved only with our own problems.

Division II students will be expected to take a leadership role in production organization and coordination; Division I students will be expected to undertake a reading program on the development of the documentary form and other issues of related concern, and to view a series of representative films and videotapes from the Library collection.

The course will meet once a week for discussion of production progress and to view and discuss tapes. Large amounts of time outside of this regular meeting will also be required, on an irregular schedule dependent largely on the project we undertake. All students should take note of the uneven time demands of this course.

Students with prior video or film production experience will be given preference in enrollment.

Enrollment limit: 16, with permission of the instructors.

LC 231 LANGUAGE AND SOCIETY
Mark Feinstein

Two fundamental facts about human beings are that we live and work in groups, and that we talk. This relationship between human society and human language is the subject of sociolinguistics, a relatively new discipline to which this course is an introduction. By studying social organization, sociolinguists have begun to understand how language is actually used and why it changes. Language not only reflects social processes in many interesting ways, it also determines our social behavior in part. Thus the study of language gives us new tools and perspectives with which to understand society at large. Different social groups, including ethnic groups and socioeconomic classes, preserve their identities in part through the quite subtle and (for the most part) unconscious manipulation of language variation. At the same time, very disparate groups can still be said to make up a single speech community. It would appear, for example, that the linguistic behavior of a low-income, working-class, black factory worker in New York City is drastically different from that of a well-to-do white female corporate lawyer. The study of linguistic variation shows that such differences in overt behavior are quite real and striking; but at a deeper level of analysis, the black factory worker and the white lawyer participate in a systematic pattern of variation which also unifies them, giving a speech community like New York City a distinct identity as a whole.

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We will examine several varieties ("dialects") of English, some ethnically based (so-called Black English, for example), some class based. We will examine their relationship to Standard English, a question with some important implications for education and political analysis. We will also look into the intriguing connections between the phenomena we find in nonstandard language varieties, what children tend to do in learning their first language, and what happens when speakers of different languages come into contact and create pidgin and creole languages. In each of these areas we keep finding strikingly similar phenomena. Current linguistic theory suggests that these similarities may result from those aspects of human language which are universal and innate, part of the biological makeup of human beings. Thus, the subtle interplay in behavior between social structure, culture, and biology (the heart of the current debate over "sociobiology") will also be a major theme of the course.

Readings will include *The Study of Social Dialects in American English* by W. Wolfram and R. Fasold; *Sociolinguistic Patterns and Language in the Inner City* by W. Labov. Students will be expected to engage in a research project involving field work.

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

Enrollment limit: 25

LC 253 TELEVISION WORKSHOP: THE STUDIO PROCESS

TBA

This course will be an introduction to the studio production process from planning and scriptwriting through postproduction, including such elements as set design and construction, camera work, lighting, direction, and production coordination.

The emphasis of the course will be on learning about these techniques by practicing them. Time will also be spent in viewing and analyzing current broadcast television programs produced in a studio, with the aim of developing a critical framework in which students can view their own work.

The techniques developed in this course are appropriate to a wide range of television projects, including drama, music, news, instruction, and discussion programs.

More detailed information about the course, the instructor, and meeting times will be available in the L&O School Office prior to registration.

Enrollment limit: 16, by permission of the instructor.

LC 261 BOOK SEMINAR: POLITICAL COMMUNICATIONS

James Miller

Some of the earliest empirical research into the effects of mass communication were motivated by a concern for political consequences. Studies tended to focus on such matters as the impact of broadcast propaganda (as in the case of Hitler's Germany) and changes in voting behavior (among members of the American electorate). There was a fear, especially in countries with democratic traditions, that the essential spontaneity and authenticity of public opinion on political issues would somehow be undermined by the emergence of potent mass media. Research findings, however, seemed to indicate otherwise.

It was concluded that political mass communication had the fairly predictable effect of merely reinforcing previously held opinions and voting patterns, except in extraordinary situations. Politically, mass communication was thought to be relatively harmless. Certain critics were dissatisfied with this conclusion. They asked: what social forces were responsible for these previously existing conditions that the media helped to perpetuate? Could it be that longer-term, ideological functions of mass communication were being overlooked? Could these effects of mass communication be at once more significant than any changes induced by a single election campaign, and more difficult to discern?

In this book seminar we will survey research on the political consequences of mass communication. We will read summaries of conventional studies and become familiar with more critical, ideologically oriented research. Students will be responsible for an analytical, reflective exercise (essay, class presentation) for each reading, and for a final project.

We will meet twice a week, first for about three hours to examine intensively the selected reading (we will be no more than two weeks on a single work), then later in the week for one hour to discuss informally key issues raised in the earlier session.

In addition to writings by Habermas, Miliband, Dallas Smythe, Alvin Gouldner, and others, likely books include: Edelman, *The Symbolic Uses of Politics*; Kraus and Davis, *The Effects of Mass Communication on Political Behavior*; and Shaw and McCombs, *The Emergence of American Political Issues*.

Enrollment limit: 20, by interview with the instructor prior to the first meeting.

LC 262 SEMINAR ON COMPUTER GRAPHICS

Allen Hanson

Computer graphics is a topic of rapidly growing importance in the computer field. Always one of the most visually spectacular branches of computer technology, computer graphics is also an extremely effective medium for communication between man and computer. The human eye can absorb the information content of displayed data much faster than it can scan a table of numbers. The cost of graphics equipment is dropping rapidly and sophisticated displays are becoming available to more and more people.

This seminar is offered to help those interested in learning about computer graphics--whether for a particular application or for knowledge of basic approaches and techniques. The text will be *Principles of Computer Graphics*, 2nd Edition, by Newman and Sproull. Participants in the seminar will be expected to have prior programming experience since the format is project-

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oriented. These projects will make use of both vector and color raster graphics equipment located in Hampshire's micro-processor laboratory. The focus of the projects will be on the development of basic graphics software.

The class will meet twice weekly for 1 1/2 hours each session. One of the weekly sessions will meet in the computer laboratory.

Enrollment limit: 10, selected by interview with the instructor.

LC 267 INTRODUCTION TO ETHICS

James Waldo

This course will be a critical examination of the major ethical theories espoused by Western philosophers. Using Fred Feldman's *Introduction to Ethics* as a base, we will discuss such theories as Mill's utilitarianism, Kant's theory of the categorical imperative, Hume's emotivist theory of ethics, and recent developments in ethical theory found in the works of Ross, Hare, and Rawls. Toward the end of the course we will spend some time in applying the results of our theoretical discussions to particular problems such as the controversy surrounding environmental changes or abortion (which problems are actually studied will be decided on by members of the class).

Students will be expected to keep up with a fairly heavy reading load. Some combination of papers, group projects, and/or class presentations, determined in consultation with the instructor, will also be expected.

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

Enrollment limit: none

LC 268 KNOWLEDGE AND REASONING IN SOCIAL INTERACTION

Maryl Gearhart and Joshua Klayman

Successful interaction with other people depends on how we perceive and understand the behavior of others in social situations. This course will examine how our social understandings underlie our competence in the social world. How do we develop understandings of others' mental states--their thoughts, feelings, and intentions? Most of the time we make inferences about others' mental states on the basis of their observable behavior and our knowledge of the social context. How does our ability to make these inferences contribute to our social competence?

How do we conceptualize different social situations? Perhaps our knowledge is constructed from repeated "episodes" of experience from which we form generalized "scripts" about social life (e.g. taking the bus, eating in a restaurant). Through what processes might we develop these scripts? How would they be used in understanding and participating in social situations?

Our understandings of others and of social situations is important in many contexts. We will examine in particular our verbal communications and our comprehension of social situations presented in stories. Readings will be drawn from original theory and research in developmental and cognitive psychology and linguistics. The instructors will present additional material and act as discussion moderators. Students will be expected to participate in discussion, and to write and report on two papers during the term based on outside readings.

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

Enrollment limit: 20. Students should have some knowledge of the experimental study of psychology and/or linguistics.

LC 273 COGNITIVE PSYCHOLOGY: THE NATURE OF THE READING PROCESS

Maryl Gearhart

What is the nature of the reading process? In this course we will examine experimental research on reading in cognitive psychology and psycholinguistics and consider implications for the teaching of reading. An understanding of the current research on reading requires an introduction to many current topics in cognitive psychology: visual perception, attention, memory organization, and speech perception. Some topics we will cover are:

Psychological models for reading "skills." How distinct are reading "skills"? In the comprehension of spoken language, there are complex relations among phonological and syntactic and semantic processors. Are there also then integral relationships among skills for the comprehension of written language? If so, teaching isolated skills one at a time could interfere with reading competence.

Word recognition and comprehension. In traditional curricula the teaching of word recognition is assumed to be necessary first before the teaching of comprehension. Comprehension is assumed possible only when a reader can go through a text recognizing each word. In contrast, experimental findings in cognitive psychology indicate that the fluent recognition of words depends on comprehension; good readers are expecting certain words (and other linguistic units) on the basis of what the reader understands the author to be writing about.

Reading and other communication modalities. How does reading a story differ from listening to one, from watching one acted out? From writing one, telling one, acting one out? From sharing a memory of one with others in conversation? How have psychologists applied research on language use to models of reading comprehension?

Students will be expected to write two papers. They will need some background in cognitive psychology and/or linguistics.

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

Enrollment limit: 20, by interview with the instructor.

LC 274 TUTORIALS IN LINGUISTICS

James Paul Gee

Students may sign up for advanced work on syntax, semantics, or stylistics in an individual tutorial or small group setting. Each tutorial will involve independent reading and research, discussion on a regular basis with the instructor, and work toward either the completion of a set of problems or the production of a substantive paper. Students must have background in the area they wish to study, and should contact the instructor at the end of the Fall Term or the very beginning of the Spring Term.

Meeting times are to be arranged with the instructor.

Enrollment limit: 10

LC 279 TUTORIALS IN ANALYTIC PHILOSOPHY

Christopher Witherspoon

These tutorials are meant for students at the intermediate to advanced level in philosophy. They will concern a number of philosophical issues of interest both to the students and the instructor; these subjects will be negotiated at the beginning of the term.

The tutorials will be organized roughly like those at the great English universities. Each tutorial group will include two or three students who will meet weekly with the instructor throughout the term. For each meeting, each student will write a paper of 2-5 standard pages length on the assigned topic for the week; circulate copies to the other members and the instructor at least two days before the meeting; and in the meeting itself, defend the positions, discuss those of the other tutorial members, and participate actively in the round-table discussion of related philosophical matters. Tutorial meetings should run almost two hours. Late in the term groups may decide to work on longer papers and to meet less often.

Some possible tutorial topics of special interest to the instructor include problems about scepticism; problems in the philosophies of Descartes, Berkeley, Kant, and Wittgenstein; problems about objectivity, subjectivity, and relativism of several different sorts. Virtually all the material we will work on will be from modern Western philosophers and contemporary philosophers in the analytic traditions.

Interested students should write and send to the instructor proposals which describe the subjects they are especially interested in working on; some of the bibliography they would hope to read through; the subjects both of the philosophy papers they have written and of the philosophy courses they have completed; the role this tutorial might play in their programs of study.

Meeting times will be arranged with the instructor. Criterion for evaluation: completion of all tutorial work throughout the term.

Enrollment limit: 10, by written application (see above) and interview with the instructor.

LC 295 CONTROVERSIAL ISSUES IN AMERICAN SIGN LANGUAGE LINGUISTICS

Judy Anne Shepard-Kegl

Every discipline has within it certain points of controversy--situations where researchers looking at the same set of data from different points of view arrive at opposite conclusions. American Sign Language (ASL) is no exception.

Some controversies can be found when one considers the following questions: Is ASL iconic (based on pictures)? Does ASL have a real grammar or is it just conventionalized 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 the instructor is required prior to the beginning of classes.

LC 296 CRITICAL ISSUES IN MASS COMMUNICATION: A TUTORIAL

Staff

During Spring Term a series of distinguished visitors will visit the College to address critical issues in mass communications theory and practice. The series as a whole will offer a unique survey of carefully selected problems as identified and examined by major figures in the field. These guests, who will include academics, policy makers, and industry executives, will be accessible to students in a variety of settings. We intend for most of them to stay overnight at the Merrill Master's House. This will permit, say, a luncheon in the Master's home or dinner for a small group of interested students. There will be public lectures and class visits. In every case, our goal will be to give advanced students first-hand contact with persons who are

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primary sources of information in the field of mass communications.

Students wishing to make use of the series as a formal part of their Division II work should do so by contacting the communications faculty, who will arrange individual tutorials.

FL 103 INTERMEDIATE FRENCH

Elisabeth Leete

This course is designed for students who have completed an elementary French course (including FL 101) or its equivalent. Class time will focus on conversation, using current events, literary works, magazines, newspaper articles, and films as points of departure. Language structure and usage will also be dealt with directly in class, keyed to texts and other instructional material. Active class participation is required.

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

Enrollment limit: 20, by interview with the instructor at first class meeting.

FL 104 INTERMEDIATE SPANISH

Angel Nieto

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

FL 105 ADVANCED FRENCH

TBA

This course is aimed at students with at least one full year of college-level instruction in French, or its equivalent. Students will concentrate on reading and writing skills in the language, focusing on selected topics in linguistic structure, language-society questions, issues in language and literature, or other areas of interest to the class. Students will be expected to participate in class discussions and write one short paper a week.

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

Enrollment limit: 15, by permission of the instructor.

FL 106 ADVANCED SPANISH

TBA

This course is aimed at students with at least one full year of college-level instruction in Spanish, or its equivalent. Students will concentrate on reading and writing skills in the language, focusing on selected topics in linguistic structure, language-society questions, issues in language and literature, or other areas of interest to the class. Students will be expected to participate in class discussions and write one short paper a 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 COURSE DESCRIPTIONS

I'LL MEET YOU IN THE LAB

John Foster

One of the nicest ways to get into science, whether you have a Division I exam in mind or not, is through some project in the laboratory. The biggest problem is getting started on something that looks like it might have a chance of working. I plan to spend a couple of afternoons a week in the lab dreaming up interesting things for beginning science students to do. I will be interruptable for questions, for suggestions, to show students how to use equipment, help with experimental design, help with calculations. Drop by if you're thinking you'd like to get into some lab work, and I'll help you get started. I'll even come to the rescue if you get into a jam. This is not a course, so there's nothing to sign up for. But if you want me to help you, it will have to be during those two afternoons.

DIVISION I:

ASTFC 34 HISTORY OF ASTRONOMY

Waltraut Seitter (at Smith College)

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

NS 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 on light waves, lasers, wave diffraction, zone 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.

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

NS 115 FIELD PHOTOGRAPHY (minicourse)

Stanley Goldberg

This minicourse will meet the last six weeks of the term. We will explore the world of nature photography from the point of view of understanding the technical components and how those components may be used to control and organize informational and aesthetic photographic statements.

There will be one three and a half hour meeting every week, and students will be expected to spend an additional ten to fifteen hours per week in the field and in the darkroom.

Topics to be discussed in class include: filters for color and black & white; ecological issues; climatic problems; high resolution with 35 mm. macrophotography; focal length; depth of field and composition; artificial lighting techniques. In addition, class time will be used to evaluate weekly assignments.

This course can be used as a Division I or a Division II course depending on the needs of the student.

Enrollment limit: 15. Interview with instructor required.

NS 136 A SECOND SEMESTER SEMINAR

Ralph H. Lutts

Now that you have been at Hampshire for a semester, it is time for the big question. "What's a mode of inquiry?" Don't know? You are in good company. This course is designed to explore modes of inquiry and the Division I process, and to provide a workshop for students who are trying to put together a Division I exam.

The course will have several aspects. In one we will attempt to understand what is a mode of inquiry by contrasting the approaches taken in the different Schools in the College. Throughout the semester we will examine change in the Connecticut River Valley. Guest speakers will help us to explore the ways in which people in different disciplines might ask questions about the changes that have taken (and are taking) place in our valley, and then go about answering them. Guest faculty from the four Schools will, also, share their views about the Division I process. In addition, the meetings will be used to explore Division I questions and problems shared by the participants. They can also be used as workshops in which we troubleshoot Division I project ideas.

This course is designed for students who have already gone through at least one semester of Division I courses, want to gain a perspective on what happened during that semester, and want to improve their Division progress. Although projects begun as a part of this course may lead to exams, they may not be sufficient to constitute an exam in themselves. This is not intended to be a substitute for regular Division I courses.

The requirements for evaluation in this course will be individually negotiated between the instructor and student. In general, students are expected to prepare for the classes and participate in the discussions on a regular basis, and to do a class project of some sort. The nature of the project and any other requirements will be tailored to meet the student's needs.

Enrollment limited to 16, by interview.

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

NS 146 MIND AND MATTER: VITALISTIC AND MECHANISTIC EXPLANATION IN BIOLOGY

Ruth G. Rinard

-Is matter a product of the mind or is the mind just one of the many products of matter?
-Is the whole just the sum of its parts or something different or greater?
-Are living things completely describable in physiochemical terms or not?

Differing answers to these questions give rise to vitalistic and mechanistic explanations. By reading original works of Plato, Aristotle, Descartes, Pasteur, Driesch, Loeb, Crick, and Monod, we will try to see what observations, experiments, and arguments were used to support vitalistic and mechanistic explanations in physiology, embryology, biochemistry, and genetics. Students will be asked to write papers evaluating alternate explanations.

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

NS 154 MICROBIOLOGY

Sandra H. Oyewole

The lecture-discussion format of this course will be designed to introduce students to basic principles of microbiology as well as current topics of research. Emphasis will be on bacteria and their viruses, with some discussion of animal virus systems. Microorganisms will be discussed both as agents of disease and as benefactors of humans. The laboratory

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skills learned in the initial sessions will later be applied to independent projects. Students should leave the course with an appreciation of the ubiquity and variety of microbial life and with the ability to use some of the research tools of the microbiologist.

For evaluation, in addition to reading the text and participating in class discussions, students will be required to submit a written report of their independent laboratory work and written critiques of scientific articles.

Enrollment is limited to 19 students. First come, first served.

Class will meet twice a week for a 1-1/2 hour lecture-discussion and twice a week for a 2-1/2 hour lab.

NS 158 COMPLEX NUMBERS

David Kelly

"Imaginary numbers are a fine and wonderful inspiration of the spirit, almost an amphibian between existence and nonexistence." --Leibniz, 1702.

This course, requiring no more than a solid background in high school algebra, will explore the arithmetic, geometry, and algebra of complex numbers. We'll consider their history, a few of their many applications, and even do a little metaphysics. Among the specific topics open for investigation are the quadratic and cubic formulas, the fundamental theorem of algebra, geometric series, the construction of regular pentagons and 17-gons, Riemann surfaces, and the meaning of $e^{2\pi i} + 1 = 0$. Lots of exercises and projects will be assigned and used as the basis for evaluations.

Class will meet twice a week for 1-1/2 hours, and an additional problem session will be scheduled.

NS 169 MATHEMATICS AND THE OTHER ARTS

Kenneth Hoffman

This course will explore two aspects of math: 1) the way mathematics is used to describe and explore some of the structures of the other arts, such as music (the different kinds of scales and temperaments, some of the contemporary work of Xenakis), art (perspectivity, golden sections), architecture (tensegrities, geodesic structures); and 2) the aesthetic side of math itself, using topics growing out of the previous ideas as a foundation to develop new structures which are beautiful in their own right. This course is designed for students who want to see some new aspects of the arts and/or who want to develop their mathematical sophistication by working on some different problems. This course does not presuppose a strong mathematical background, and there will be ample resources for working with students who have difficulties with any of the mathematical material. Weekly problem sets will be assigned.

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

NS 173 UNDERSTANDING RELATIVITY

Stanley Goldberg and Kurtis Gordon

In this course we will examine the sources of the basic elements of the special theory of relativity first from an historical point of view and then in a more abstract and analytical context. We will assess the role that experiment played in suggesting and verifying the theory, and, in doing so, to attempt to assess the extent to which experimental, philosophical, and social factors play a role in the changing patterns of our explanations of the physical world.

There are no prerequisites for the course. It will be useful to have a working knowledge of very basic algebra and trigonometry. We are committed, however, to helping those who feel deficient in these skills to use the course to gain greater proficiency.

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

NS 186 ANIMAL BEHAVIOR

Raymond Coppinger

Animal Behavior is usually taught as a graduate or upper level course in most universities. This is because in order to understand the concepts, one is expected to integrate one's knowledge of genetics, anatomy and physiology, as well as environmental effects. The trouble is that Animal Behavior is too good of a subject to limit it just to biologists and behavioral psychologists.

This course will involve a lot of reading, and students will be expected to debate the issues in class. We will view and criticize movies and original research papers and dabble with some elementary statistics and experimental design.

Books for this course will cost about thirty dollars.

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

NS 189 MALE AND FEMALE REPRODUCTIVE FUNCTION

Nancy Coddard

What are the biological bases of sexuality? What factors influence one's sex drive, sexual behavior, ability to successfully reproduce (or to avoid it, for that matter)? Are there biological events that happen to a person even before birth that greatly affect one's sexuality as an adult? What determines "maleness" or "femaleness", anyway? Are there effective means of correcting nature's caprice; that is, how far can we go toward changing the nature of one's sex through genetic surgery; through transsexual operations? These are some of the questions that will be addressed in this course. The

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intent is mainly twofold: 1) to provide persons with basic working knowledge of those systems directly concerned with one's sexuality; 2) to introduce students to the mode of inquiry used in science and facilitate use of the tools needed to answer certain questions.

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

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

NS 192 ELEMENTARY SCHOOL SCIENCE WORKSHOP

Merle Bruno and Courtney Gordon

Despite rumors to the contrary, most elementary schools in the United States don't teach science in any form. Of the few that do, most use textbooks that take the readers' digest approach to explaining what the well-rounded 11 year old ought to know. As a result, a modern science program often means that students are expected to memorize the current "facts" about DNA, ecology, and energy instead of learning the old "facts" about iron smelting, tree identification, and frog innards. Have we really progressed?

In this workshop you will use materials that have been chosen to stimulate children to ask questions about the natural world and to find ways of resolving some of those questions. For the first few weeks, you will be the students and will work with these materials, ask your own questions and design and test solutions to your own and to one another's questions. For the last part of the semester, you will be teachers and will introduce these same materials to children in elementary school classrooms to observe their questions and responses and to guide and be guided by their solutions and their problems.

The class will meet Mondays and Wednesdays for two hours each day. An optional Friday meeting is scheduled for special events. Halfway through the semester, additional periods will be scheduled individually for work in schools.

NS 193 THE ECOGEOLOGY OF CENTRAL NEW ENGLAND

John Reid and Raymond Coppinger

This course is designed to investigate the relationship between the surficial geology of the Connecticut Valley area and its ecology. Specifically, we will study the nature of the ground created by continental glaciers, and by rivers and lakes. We will then examine the controls placed on the distribution of plants--trees in particular--by the type of land they grow in. A central theme through the course will be the effects of a new geologic force--human agricultural activity--on the face of New England over the last 300 years.

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

NS 194 WARFARE IN A FRAGILE WORLD

Arthur Westing

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.

Readings will include United Nations documents, research monographs, and articles from the technical literature. The instructor will provide an overview of the subject in a series of lectures, and there will be occasional outside speakers. A portion of the course work will be devoted to student research projects, to be presented in written and oral form.

Enrollment limit: 20 - Lottery at first class meeting.

Grades available for Five College students.

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

DIVISION II:

ASTFC 20 COSMOLOGY

Tom Dennis (at Mount Holyoke College)

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

ASTFC 22 INTRODUCTION TO ASTRONOMY AND ASTROPHYSICS II

Thomas Arny (at UMass)

Variable and exploding stars, pulsars, x-ray and radio astronomy, the interstellar medium, galactic structure, external galaxies, quasars, and cosmology. Prerequisites: introductory calculus and physics. Students who have not taken ASTFC 21, will need to do extra reading near the beginning of the term to orient themselves, and should consult the instructor at the start of the course.

ASTFC 38 OBSERVATIONAL RADIO ASTRONOMY

Richard Huguenin (at UMass)

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

ASTFC 44 ASTROPHYSICS II--RELATIVISTIC ASTROPHYSICS

David Van Blerkom (at UMass)

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

NS 201 BASIC CHEMISTRY LABORATORY

Lloyd Williams

This course will consist of a series of laboratory exercises designed around a single, semester-long project. These exercises will draw heavily on material presented in Basic Chemistry II and concurrent registration in Basic Chemistry II is required for those taking this course. Students may choose a laboratory project from among suggestions provided by the instructor or may propose an investigation of their own. A written report summarizing the project is required for evaluation. Five College students will be graded on a pass-fail basis.

Class will meet for one afternoon each week.

NS 203 BASIC CHEMISTRY II

Lloyd Williams

During the spring term, principles and ideas from Basic Chemistry I will be expanded and applied to more sophisticated systems. Topics will include: solubility and complex ion equilibria; coordination compounds; chemical kinetics; nuclear chemistry; and electrochemistry. Summary problem sets will be required for evaluation.

Prerequisite: Successful completion of Basic Chemistry I or permission of the instructor.

Classes will meet three times a week for 1-1/2 hours. Five College students will be graded on a pass-fail basis.

NS 204 AQUATIC AND TERRESTRIAL ECOLOGY

Van Raalte, Westing, and Foster

Through lectures and discussion of research papers, in the first half of this course we will examine a selection of topics in the fields of terrestrial and aquatic ecology. This will prepare students for field experiments in the second half. In part two we intend to use the Quabbin Reservoir and watershed and the Proposed Connecticut River Diversion as a focus for study. For evaluation, students will be asked to write a field project proposal, complete the project, and write up results in the form of a research paper. Chemistry is a prerequisite; Five College students will be graded.

This class will meet three times a week for 1-1/2 hours, plus a lab for three hours.

NS 225 TOPICS IN PHOTOSYNTHESIS

John Foster

I will be on sabbatical during the summer and fall, 1979, working in collaboration with a colleague at UMass on the process of assembly of photosynthetic membranes. We have a filamentous bacterium called *Chloroflexus* which was isolated from a hot spring in Wyoming. That is interesting enough, because this organism is happiest at 70°C and grows quite well at 50° (still too hot to put your fingers in). But in addition, the bug is a facultative phototroph. It will grow in the dark, providing oxygen is present in the environment. But if light is available *Chloroflexus* will form vesicles which contain chlorophyll and will begin photosynthesizing. At that point, oxygen is no longer necessary. That raises lots of interesting questions, like whether the organism uses some pathway which is common to both oxidative metabolism and photosynthesis to produce its energy, perhaps forming some accessory pigment or enzyme depending on whether the energy has to come from oxygen or light. Here we have an opportunity to watch the process of assembly and disassembly of the photosynthetic mechanism and perhaps gain some further insights into how it works.

Upon return from leave, I will offer a seminar in which the students will read and discuss in detail the necessary background papers on photosynthesis and membrane biology, and then go on to study contemporary papers on this particular problem. Any student participating in the seminar will learn a lot about our current understanding of photosynthesis, and those who decide they would like to become involved in the project for their Division III work will have established a good background in the relevant literature.

The seminar will meet twice weekly for 90 minutes. Each student will be expected to be responsible for leading the discussion on two of the papers. The seminar is intended for Division II students who are well along towards Division III; anyone who joins the seminar will be expected to have a reasonable background in biology and chemistry.

NS 231 METEOROLOGY

John Reid

This will be a first level course in the behavior of the earth's atmosphere designed for students with strong backgrounds in natural science. We will investigate the thermodynamic properties of gases and of water and apply this information to an understanding of weather both on the regional and on the very local scale. I am particularly interested in the nature of microclimates, those local differences caused by the shape of the land, and the surficial geologic processes which shaped it, as well as to the orientation of the land with respect to the sun. We will seek to develop an awareness of the ways that vegetation reflects the microclimate and, as an application, attempt to understand microclimate in terms of the design of energy-efficient dwellings.

In addition we will look into the nature of optical phenomena in the atmosphere--rainbows, halos, aurora, etc.--as means of understanding atmospheric processes.

Physics and chemistry, at least as high school courses, are prerequisites. Division I students will be admitted by permission of the instructor.

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

NS 233 THE TECHNOLOGY AND POLITICS OF THE ARMS RACE

Allan Krass and Dan Smith*

In this course we will examine two important questions:

1. What are the relative importances of technological momentum and political control in the creation of new weapons and strategies? Does technology rule politics or vice versa?

2. How could national defence planning be altered to ensure that technology is subordinate to national policy?

We will examine these questions first in several case studies, including the neutron bomb, precision guided weapons, multiple warhead missiles, antisubmarine warfare and others. With these examples in mind we will examine several proposals which have been made for slowing or reversing the arms race and diverting most of this technological ingenuity and economic activity to peaceful pursuits.

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

* Research Economist, Birkbeck College, University of London.

NS 248 PHYSIOLOGY IN STRENUOUS EXERCISE

Anthony Melchionda

This course will be open to 10 (12 maximum) students who are, or expect to be, engaged in a serious training program of swimming, paddling, running, or cycling. It will "build" on the basic physiology course (a prerequisite), trying to understand the changes that occur in humans engaged in strenuous exercise of long duration. We will cover the cardiorespiratory, vascular, nutritional, musculoskeletal aspects of training as well as the psychological dimension and problems such as injuries. There is a vast current literature available which touches on many aspects of this subject and our hope is to make the reading/investigative part as relevant as possible to the training aspect.

I hope to use our exercise "lab" at the Health Services for some baseline and progress data on body composition, cardiac function and respiratory functions.

Participants must have had a basic physiology course.

Enrollment is limited to 12 students. Permission of Instructor

Class will meet once weekly on Thursday morning from 9:30 to 12:00, and "lab" involvement will be flexible.

NS 261 MATH FOR SCIENTISTS AND SOCIAL SCIENTISTS

(SS 265)

Michael Sutherland

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

Functions and graphs
Computer simulation, calculation, and plotting
Elementary linear algebra (vectors and matrices)
Linear Models (including input-output analysis, linear regression, and analysis of variance)
Concepts of the calculus (the language and its interpretations)
Finite difference methods (applied to approximating solutions to differential equations)
Elementary probability and statistics (including the use of interactive statistical programs to save, modify and analyze data)

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

Classes will meet two times a week of 1-1/2 hours each and additional evening problem sessions will be scheduled using on-campus teaching assistants.

NS 267 LINEAR ANALYSIS AND DIFFERENTIAL EQUATIONS

David Kelly

Real vector spaces will be studied algebraically and geometrically and applied to the solution of differential equations. Participants can expect to acquire a working knowledge of matrices, linear transformations, 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 of the classical partial differential equations of mathematical physics (the heat and wave equations).

Freshman calculus and the willingness to do lots of problems are prerequisites; mathematical maturity is a byproduct. The text will be An Introduction to Linear Analysis by Kreider, Kuller, Ostberg and Perkins.

Class will meet twice weekly for 1 1/2 hours, and an additional problem session will be scheduled

NS 271 THE NATURAL HISTORY GATHERING (IN 325)

Kenneth Hoffman and Ralph Lutts

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

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

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

Enrollment is by permission of the instructor.

NS 281 BOOK SEMINAR IN PHYSICS: QUANTUM MECHANICS

Allan Krass

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

For Spring we have chosen to study Quantum Mechanics. The text will be decided upon in the Fall term.

Class will meet twice a week for two hours or so. Admission by interview with instructor.

NS 282 BASIC PHYSICS I

Van Blerkom, Bernstein, Williams, Krass

This course is the first semester of an introductory physics course. It is designed to provide a rigorous introduction to the fundamentals of physics for those students who are concentrating in natural science. The 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 term.

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

The topics to be covered in the Spring term will be concepts of measurement, classical mechanics, and thermodynamics. The second semester of the course will deal with electricity and magnetism, waves and optics, spectroscopy and the quantum theory.

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

NS 292 ELEMENTARY SCHOOL SCIENCE WORKSHOP OBSERVING

Merle Bruno

I would like to gather a group of Division II students who would like to sharpen their observation skills. You can learn a lot about teaching by observing. You can also learn by having a good observer. Students in the Elementary School Science Workshop will require regular classroom observers part way through the semester. Division III students doing projects in curriculum development often need good observers. There will be some reading assignments. Students who want an evaluation will submit their observation notes to the instructor and to the person who they observed.

This group will meet once a week for an hour and will spend two to three hours a week observing another student teach in a local school. Anyone who is interested may participate in the NS 192 workshops as well.

(Division II or III students who will be teaching in local schools and would like to have a regular observer, please contact Merle early in the semester.)

SCHOOL OF SOCIAL SCIENCE COURSE DESCRIPTIONS

NOTE TO STUDENTS INTERESTED IN A BUSINESS CAREER

If you are interested in pursuing a business career or attending graduate school in business, be sure to talk to Lloyd Hogan, 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 successfully to prepare for business careers and for attending such business schools as Chicago, Columbia, Wharton, and others.

SS 121 MANIC DEPRESSIVE ILLNESS

Louise Farnham

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

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

SS 129 NEW CHINA

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
Fanshen, William Hinton
100-Day War, 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 1 1/2 hour sessions per week using a group discussion format. Student papers are encouraged, but not required; each person should expect to participate in the discussions and to organize, prepare, and generally be in charge of one session of the seminar.

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

SS 133 CURRENT CRISES IN AMERICAN POLITICS

Michael Ford and Frank Holmquist

There is a general feeling across a broad range of the political spectrum that American politics has become "unhinged", that there is no cohesion to normal local and national political coalitions, that there appears to be no perceptible movement toward the solution of old and new problems, that there is a growing feeling of popular apathy, cynicism, and distance from the political process.

The course will examine whether or not these and other seeming crises are real ones, whether we are entering a new political era and, if so, what the character of that era might be. This contemporary analysis will be built on a solid historical foundation particularly in 20th Century trends in the development of the American class structure, the relationship between state and society, and changing political consciousness. Particular topics/crises, among others, will be examined in depth including the legitimacy of the state and political institutions (the presidency, parties, etc.); the urban fiscal crisis; the inflation versus employment trade-off; poverty and inequality; gender politics; race and ethnicity; and the changing role of the United States in international affairs.

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

SS 140 PEASANTS AND POLITICS

Nancy Fitch and Frank Holmquist

Peasants have been the vital social base of most 20th century revolutions (China, Mexico, Vietnam, Mozambique, Guinea Bissau, etc.) despite the predictions of most Marxist and non-Marxist theory which has presumed that only the working class could play that role. The nature of peasant social structure and peasant values were supposed to militate against peasant revolt, yet some contemporary writing argues that these very factors may encourage, rather than stifle, broad-based and militant political activity. This re-thinking of the role of peasants in revolution has multiple implications for our understanding of peasant politics in general.

This course will critically engage in the debate by looking at historical European, U.S.A., as well as more contemporary Third World cases. In order to set the analytical stage for peasant politics particular attention will be paid to issues of peasant security on the land, the relationship between peasants and other elements of the broader class structure, the relations between peasants and the state, and historical peasant political consciousness. We will study several varieties of peasant politics ranging from everyday struggles for personal advantage, sporadic local protest, banditry, millenarian movements, to nation-wide revolutionary conflict. In each case special attention will be paid to the changing nature of peasant production including the development of capitalism in pre-industrial societies and past and present technological breakthroughs in agriculture, otherwise known as "Green Revolutions".

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

SS 146 EDUCATION OF THE AMERICAN CITIZEN: CONCEPTS OF PERSONAL AND SOCIAL GROWTH

Christine Shea

"...The soldier at My Lai reports his inability to feel in these words: 'You feel it's not all real. It couldn't possibly be...' This man is six months out of public school. He is six months distant from the Glee Club, Flag Pledge, textbook, grammar-exercises, Problems of Democracy. It is essential that we be precise. It is not the U. S. Army that transforms an innocent boy into a non-comprehending automaton in six months. It is not the U. S. Army that permits a man to murder first the sense of ethics, human recognitions, in his own soul; then to be free to turn the power of his devastation outward to the eyes and forehead of another human being. Basic training does not begin in boot camp. It begins in kindergarten."

Jonathan Kozol, The Night is Dark and I am Far From Home

Have 20th Century American educational theorists always thought (or, indeed, ever thought) that the highest human good and hence a major concern of education was personal growth in the form of development of potentialities and talents? Have the various thinkers who endorsed growth as an educational and personal ideal meant the same thing? What connections are there between personal and social growth? How can we evaluate the claims of various educational theorists in regard to personal and social growth? Was Dewey correct in suggesting that they necessarily marched together, or is Dewey refuted by the current situation in which we find personal growth exalted and social growth regarded as a threat? These and related questions will be the stepping-off place for an attempt to achieve an historical and philosophical understanding and evaluation of the ideas of personal and social growth in American educational theory.

Because of the fundamental nature of these questions, the first part of the course will analyze both the theoretical and practical relationships involving the role of the individual and the role of the state as it began to unfold in one of the first national systems of education of Prussian Germany. We will consider the opposing views of Johann Gottlieb Fichte and Wilhelm von Humboldt with respect to this problem. Our analysis will then turn to the education of the 19th Century American citizen as it began to emerge in both the early national period and the later nineteenth century movement to establish common schools. Next, we will focus on the ideas of Thomas Jefferson and Horace Mann, and then on the transcendentalist thought of Ralph Waldo Emerson and Henry David Thoreau, with respect to their views on the relationship of the individual and the state. We will examine how their ideas reflected some of the key tenets and concerns of classical liberalism and the nineteenth century political economy which undergirded those views. The last part of the course will consider the changes in the American political economy from 1890-1920 and the reconstruction in philosophy, psychology, and education which ensued. We will sample three kinds of citizenship programs which emerged in the 1930 and 1940's based on new liberal social theory, and finally we will critically examine some of the contemporary trends and programs in citizenship education.

Class will meet twice a week for 1 1/2 hours. Enrollment limited to 16.

SS 147 THE DRAFT, OBLIGATION AND THE PUBLIC INTEREST

Robert Rakoff

"Do I have an obligation to die for the state?" As the rain-statement of some form of military draft moves closer to reality, this perennial question of political philosophers is once again all too relevant to young American citizens. Besides the obvious philosophical and self-interest dimensions of this question, consideration of compulsory military service raises a host of difficult and perplexing policy questions. Who should serve? Should there be universal, compulsory national service with non-military alternatives? Should there be exemptions and deferments and if so, for whom? How and by whom should conscription be administered? What is the "national interest" and how should it be defended?

This course will aim for that ideal blend of theory and praxis. We will examine the history and politics of previous conscription systems in the United States, looking closely at who benefited and who didn't and why. We will examine the parallel history of draft resistance movements and their successes and failures. We will, of course, look closely (if not fondly) at the 60s and Vietnam. We will analyze current proposals for selective service registration and conscription. Moreover, we will be doing all this policy analysis within the larger frame-

(continued following Schedule)

Hampshire College

AMHERST, MASSACHUSETTS 01002

SCHEDULE OF CLASSES SPRING TERM 1980

CODES

ARB	Arts Building	RCC	Robert Crown Center	ELH	East Lecture Hall
CSC	Cole Science Center	DH	Dakin House	MLH	Main Lecture Hall
EDH	Emily Dickinson Hall	EH	Enfield House	WLH	West Lecture Hall
FPH	Franklin Patterson Hall	GH	Greenwich House	PAC	Performing Arts Center
EDB	Music and Dance Building	MH	Merrill House	Div IV	EDH Performance
PFB	Film and Photo Building	PH	Prescott House	Donut	GH - Center Room
				TBA	To Be Announced or Arranged
				*	Course is not term-long, see description

SCHOOL OF HUMANITIES AND ARTS

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
HA 109 Silkscreen	J. Salestrom	1st Come	12	TBA	
HA 110 Film Workshop I	T. Joslin	1st Come	12	M 9-1230	PFB Lab
HA 116 Early Modern Fiction	L. Goldensohn	Open	None	TTh 1-230	CSC 126
HA 120 Interp Cultural History	F. Lennox	1st Come	12	MWF 3-4	CSC 126
HA 122 Color-Painting	C. Barnes	1st Come	18	MW 930-12	ARB
HA 129 Tap Dancing	S. Neels	1st Come	30	MWF 3-430	Dance Studio
HA 131/ 231a Poetry Writing Workshop	A. Salkey	Instr Per	16	T 130-3	EDH 15
HA 133 Contemp LatAmer Fiction	R. Marquez	ProSem	None	TTh 130-3	FPH 104
HA 134a College Writing-Poetry	F. Smith	1st Come	25	MWF 830-930	FPH 108
HA 134b College Writing-Victorian	F. Smith	ProSem	25	TTh 830-930	FPH 108
HA 135 Emerson/James/Santayana	R. Lyon	Open	None	TTh 12-3	FPH 105
HA 137 American Classics	J. Matlack	1st Come	25	TTh 1030-12	EDH 15
HA 138 Dreams	J. Boettiger	ProSem	20	TTh 830-10	Blair
HA 143 Functional Fantasy	R. Superior	1st Come	20	MW 1030-12	ARB
HA 145 Place/Space-Human Env	N. Juster/E. Pope	1st Come	12	MTh 930-12	CSC 3rd Fl
HA 146 2-Dimension Design	J. Murray	Open	None	TTh 1030-12	ARB
HA 149/ 249 Chamber Ensemble	R. McClellan	Audition	None	MW 3-5	MDB
HA 150 Still Photo Workshop	A. Ravett	Lottery	15	M 1-5	PFB
HA 163/ 263 Fiction Writing Workshop	A. Salkey	Instr Per	16	Th 130-3	EDH 15
HA 175/ 275 Fiction Writing Wkshp II	R. Hall	Instr Per	12	W 1-3	EDH 15
HA 178 Beg Scene Study	J. Jenkins	Instr Per	12	WF 1-3	Div IV
HA 181/ 281 Here/Now-Gestalt	J. Gordon/G. Gordon	Instr Per	14	TTh 1030-1	DH Masters
HA 184/ 284 Creative Music	R. Wiggins	Instr Per	15	TTh 7-9pm	MDB Class
HA 186/ 286 Creative Music-Adv	R. Wiggins	Instr Per	15	MW 7-9pm	MDB Class
HA 201 American Landscapes	D. Smith	Instr Per	25	MWF 830-1030	Blair
HA 202 Black Women-Perspectives	J. Lewis	Instr Per	15	TBA	
HA 204 60's Thru Film	T. Joslin	Open	None	MTh6-10pm/W1-4/F1-3	FPH MLH/Kiva
HA 205 Seminar-Milton	L.B. Kennedy	1st Come	15	TBA	
HA 207 Adv Studio Forum	J. Murray, et al	Instr Int	15	T 1-330	ARB
HA 210 Film Workshop II	A. Ravett	Instr Per	12	T 9-1230	PFB
HA 211 Adv Studies-Acting	J. Jenkins	Audition	10	TTh 1-3	Div IV
HA 220 Film/Photo Studies	J. Liebling	Instr Per	None	T 1-5	PFB
HA 221 Int/Soc Hist-SpanAmer	R. Marquez	Open	None	TTh 1030-12	CSC 126
HA 222 Women Writers-20th Cent	J. Lewis	Instr Int	25	TBA	
HA 224 Adv Tutorial-Shakespeare	L.B. Kennedy	Instr Per	10	TBA	
HA 225 Photo Workshop II	J. Liebling	Instr Per	12	W 9-1230	PFB
HA 231b Poetry Workshop	L. Goldensohn	Instr Int	12	M 130-430	PH C-1

SCHOOL OF HUMANITIES AND ARTS

<u>COURSE</u>	<u>INSTRUCTOR</u>	<u>ENROLLMENT METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>	
HA 240	Theatrical Literature	D. Cohen	Instr Per	16	W 1030-12	EDH 15
HA 243	Intermed Directing	J. Jenkins	Instr Per	10	WF 1030-1230	Div IV
HA 245	Healing Force-Music	R. McClellan	Open	None	TTh 1-3	MDB Class
HA 253	Afro-Am Chamber Music	R. Copeland	Auditions	See Course Description		MDB
HA 261	Ideology/Consciousness	M. Russo/M. Cerullo		TBA		
HA 265	Dance-Sport/Technique	S. Neels	Instr Per	20	MTWThF 1030-12	MDB Class
HA 267	Ind Proj-Theatre Des	W. Kramer	Instr Per	10	T 1030-1230	Div IV
HA 268	Chinese Philo	R.K. Bradt		Prereq	TBA	
HA 269	F.D. Study Group	L. Goldensohn	Instr Per	10	W 730-930pm	Kiva
HA 270	Electronic Music II	J. Swafford	Instr Per	8	TBA	
HA 271	Dances-You/Us	S. Neels	Audition	15	TBA	
HA 273	Environmental Design	N. Juster/E. Pope	Instr Per	10	Th 130-330	CSC 3rd Fl
HA 274	Orchestration/Comp	R. Copeland	Instr Per	12	TBA	MDB
HA 280	Studio Art Critique	C. Barnes, et al	Instr Int	15	W 1-4	ARB
HA 282	Jonathan Swift	B. Goldensohn	Open	None	MW 1030-12	CSC 126
HA 285	Movement Therapy	J.A. Boettiger	Instr Per	18	F 9-1030/1030-1130	Kiva
HA 288	Love & Friendship	N. Payne/J. Boettiger	Instr Per	18	TTh 1030-12	Blair
HA 292	Feminist(s) Writing	M. Russo	Instr Per		TBA	
HA 293	Hegel-Phenomenology	R.K. Bradt	Open	None	W 7-10pm (1st Mtg.)	FPH 104
HA 294	Composition Seminar	J. Swafford	Instr Per	8-	TBA	
HA 299	Playwrights' Workshop	D. Cohen	Instr Per	12	W 1-4	PH D-1
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Supportive Editing	G. Sassen	Instr Per	12	M 1-4	PH D-1	

SCHOOL OF LANGUAGE AND COMMUNICATION

LC 109	Animal Communication	M. Feinstein	1st Come	25	MW 1030-12	FPH 107
LC 110	Consciousness Industry	J. Miller/J. Olicker	Instr Per	15	TTh 1030-12	EDH 16
LC 135	Emerson/James/Santayana	R. Lyon	Open	None	TTh 12-3	FPH 105
LC 141	Nonexistent Objects	J. Waldo	1st Come	20	TTh 130-3	EDH 17
LC 143	Decision Making	J. Klayman	1st Come	20	MW 130-3	FPH 106
LC 157/ 280	Nonfiction TV	D. Kain/R. Muller	Instr Per	16	TBA	
LC 158	Aesthetics-Bk Sem	C. Witherspoon	Instr Per	14/14	TBA	
LC 174	Research Meth-Reporters	D. Kerr	Lottery	16	MW 9-1030	FPH 107
LC 193	Computer Programming	A. Hanson	1st Come	30	TTh 1-3	FPH MLH
LC 196	Nonverbal Communication	L. Wylie	Lottery	20	T 7-830pm/W 1030-12	FPH WLH
LC 231	Language & Society	M. Feinstein	Open	None	TTh 9-1030	FPH 107
LC 253	TV workshop-Studio	TBA	Instr Per	16	TBA	
LC 261	Bk Sem-Political Comm	J. Miller	Instr Per	20	TTh 1-3	EDH 16
LC 262	Computer Graphics	A. Hanson	Instr Per	10	TTh 1030-12	FPH MLH
LC 267	Intro-Ethics	J. Waldo	Open	None	MW 1030-12	EDH 17
LC 268	Know/Reason-Soc Inter	M. Gearhart/J. Klayman	1st Come	20	TTh 1-230	FPH 106
LC 273	Cognitive Psych	M. Gearhart	Instr Per	20	MW 3-5	FPH 106
LC 274	Tutorials-Linguistics	J. Gee	Instr Per	10	TBA	
LC 279	Tutorials-Analytic Philo	C. Witherspoon	Instr Per	10	TBA	
LC 295	ASL Linguistics	J. Shepard-Kegl	Instr Per	None	TTh 1030-12	FPH ELH
LC 296	Tutorial-Mass Communic	Staff	Instr Per	None	TBA	

FOREIGN LANGUAGES

FL 103	Inter French	E. Leete	Instr Per	20	TTh 1030-12	EDH 17
FL 104	Inter Spanish	A. Nieto	Instr Per	20	TTh 1-230	PH A-1
FL 105	Adv French	TBA	Instr Per	15	TBA	
FL 106	Adv Spanish	TBA	Instr Per	15	TBA	

SCHOOL OF NATURAL SCIENCE

NS 104	Holography	J. Van Blerkom	Open	None	MWF 1-2	CSC 3rd F1
*NS 115	Field Photography	S. Goldberg	Instr Per	15	M 130-5	CSC 2nd F1
NS 136	2nd Semester Seminar	R. Lutts	Instr Per	16	MW 1030-12	FPH 108
NS 145	Animal's Eyes	Al Woodhull	ProSem	12	TTh 1-3	CSC 3rd F1
NS 146	Mind and Matter	R. Rinard	Open	None	MWF 1-2	PH B-1
NS 154	Microbiology	S. Oyewole	1st Come	19	TTh 1030-12/1-3	CSC 3rd F1/Lab
NS 158	Complex Numbers	D. Kelly	Open	None	TTh 1030-12	FPH 103
NS 169	Math & Arts	K. Hoffman	Open	None	MWF 930-1030	FPH 103
NS 173	Understanding Relativity	S. Goldberg/K. Gordon	Open	None	TTh 1030-12	CSC 2nd F1
NS 177	Natural History	K. Hoffman/K. Tooker	Instr Per	12	MW 1-5	FPH 105
NS 186	Animal Behavior	R. Coppinger	Open	None	TTh 1030-12	FPH WLH
NS 189	Male/Female Reproduction	N. Goddard	Open	None	TTh 130-3	CSC 114
NS 192	Elem Schl Science Wkshp	M. Bruno/C. Gordon	1st Come	15	MWF 1-3	EDH 16
NS 193	Ecogeology-Cent N.E.	J. Reid/R. Coppinger	Open	None	M 1-5/W 1-3	FPH WLH/108
NS 194	Warfare-Fragile World	A. Westing	Lottery	20	MW 9-1030	CSC 114
NS 201	Basic Chem Lab	L. Williams	Open	None	W 1-5	Lab
NS 203	Basic Chem Lab II	L. Williams	Prereq	None	MW/F 9-1030	CSC 126/114
NS 204	Aquatic/Terrest Ecology	C. Van Raalte, et al	Prereq	None	M 1-5/TTh 1030-12	Lab/CSC 114
					Th 130-3	CSC 2nd F1
NS 225	Photosynthesis	J. Foster	Prereq	None	MW 1030-12	CSC 2nd F1
NS 231	Meteorology	J. Reid	Instr Per	None	MW 8-930	PH A-1
NS 233	Arms Race	A. Krass/D. Smith	Instr Per	None	WF 130-3	CSC 114
NS 248	Physiology/Exercise	A. Melchionda	Instr Per	12	Th 930-12	EDH 4
NS 261	Math-Scntsts/Scl Scntsts	M. Sutherland	Open	None	WF 130-3	FPH 103
NS 267	Linear Analysis	D. Kelly	Open	None	TTh 1-230	FPH 103
NS 271	Natural History Gather	K. Hoffman/R. Lutts	Instr Per	None	Th 530-9pm	
NS 281	Bk Sem-Physics	A. Krass	Instr Per	None	MW 1030-12	CSC 3rd F1
NS 282	Basic Physics I	J. Van Blerkom, et al	Prereq	None	MWF 1030-12	CSC 114
NS 292	Science Wkshop-Observ	M. Bruno	Div II	15	F 1030-1130	EDH 16
ASTFC 020	Cosmology	T. Dennis	Prereq	None	MW 230-345	MHC
ASTFC 022	Intro-Astron II	T. Arny	Prereq	None	TTh 230-345	UM-GRT B315
ASTFC 034	History-Astronomy	W. Seitter	Open	None	MW 230-345	SC-McConnell
ASTFC 038	Obs Radio Astronomy	R. Huguenin	Prereq	None	TTh 230-345	UM-GRT C534
ASTFC 044	Astrophysics II	D. Van Blerkom	Prereq	None	MF 125-240	UM-GRT C534

SCHOOL OF SOCIAL SCIENCE

SS 102	Poverty & Wealth	L. Nisonoff	ProSem	18	TTh 1030-12	FPH 104
SS 117	Interp Other Cultures	B. Yngvesson	ProSem	25	TTh 1030-12	FPH 107
SS 121	Manic Depress Ill	L. Farnham	1st Come	20-DivI	WF 1030-12	FPH 106
SS 129	New China	J. Koplin	1st Come	20	WF 9-1030	EDH 17
SS 133	Crises-Amer Politics	M. Ford/F. Holmquist	Lottery	25	TTh 9-1030	FPH ELH
SS 140	Peasants/Politics	N. Fitch/F. Holmquist	1st Come	20	TTh 130-3	FPH 107
SS 146	Amer Cit-Pers/Soc Growth	C. Shea	1st Come	16	TTh 1030-12	PH A-1
SS 147	Draft/Obligation/Pub Int	R. Rakoff	1st Come	25	MW 1030-12	FPH 104
SS 155	3rd World Women-Film	G. Joseph	Instr Per	15	TBA	
SS 157	Human Aggression	D. Poe	1st Come	20	MW 1-3	PH A-1
SS 160	Inflation/Lib Econ Theory	S. Warner	Lottery	18	TTh 1030-12	GH Masters
SS 164	Race to Power-S. Africa	C. Bengelsdorf	ProSem	16	MW 330-5	FPH 108
SS 167	Black Urban Community	D. Davidson	1st Come	25	TTh 1030-12	PH D-1
SS 184	Decentralism-Comm/Work	M. Breitbart/F. Welson	1st Come	20	TTh 1030-12	Kiva
SS 198	Forgotten People	O. Fowlkes	1st Come	25	TTh 1030-12	FPH 105
SS 207	Women/Work/Soc Change	M. Cerullo, et al	Open	None	TTh 1030-12	FPH 108
SS 210	Intro Economics	L. Nisonoff	Open	None	MW 1-3	FPH 104
SS 211	Role-Black Women/Studies	G. Joseph	Prereq	15	W 7-10pm	FPH 107
SS 235	Jews-Europ History	L. Glick/A. Lansy	Open	None	TTh 1030-12	FPH 106
SS 260	Child in City	M. Breitbart/F. Miller	Open	None	W 930-12	Kiva
SS 264	Idology/Consciousness	M. Russo/M. Cerullo			TBA	
SS 265	Math-Scntsts/Scl Scntsts	M. Sutherland	Open	None	WF 130-3	FPH 103
SS 268	Social Class-Black Comm	D. Davidson			TTh 130-3	PH D-1
SS 270	Hard-Scoundrel Times	A. Berman	Open	None	T 1030-1	PH B-1
SS 275	Roles-Women/Men	M. Slater/H. Garrett-Goodyear	Open	None	M 1-4	MHC
SS 277	Cognitive Soc Psych	D. Poe	1st Come	20	TTh 9-1030	PH A-1
SS 280	Learning to Labor	C. Shea	Open	None	TTh 130-3	PH B-1
SS 283	Family Rev-China	K. Johnson	1st Come	20	TTh 1-230	FPH 108
SS 285	Philosophy of Economics	A. Nasser	Open	None	MW 1030-12	FPH 105
SS 287	Origins-Liberal Theory	A. Nasser/R. Rakoff	Open	None	TTh 130-3	FPH ELH
SS 291	Law/Justice/Education	O. Fowlkes/H. Rose	Open	None	MW 1030-12	FPH 103
SS 294	Decade of Disruption	C. Bengelsdorf/M. Cerullo	Open	None	MW 1-230	FPH ELH
*SS 297	U.S. Labor	M. Brooke	Open	None	T 130-3	FPH WLH

INTEGRATIVE SEMINARS

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
IN 310 Pub Know/Environ Issues	M. Bruno	Open	None	W 730pm (1st Mtg)	Blair
IN 312 Good Theory?	S. Goldberg	Open	None	TBA	
IN 313 New Ways-Knowledge	H. Bernstein	Instr Per	Note	TBA	
IN 314 Observers	D. Smith/B. Yngvesson	Instr Per	12	Th 1-3	Blair
IN 315 Logic-Soc Sci Analysis	L. Farnham/R. von der Lippe	Open	None	W 130-4	FPH WLH
IN 316 Realism	J. Gee/L. Glick	Open-DivIII	None	W 130-4	FPH 107
IN 317 Museum Studies	V. Halsey	Open	None	T 1-3	Blair
IN 318 Ind Probs-Film/Photo	J. Liebling	Open-DivIII	None	T 1-5	PFB
IN 321 Women-Scientific Career	J. Raymond/Ann Woodhull	Instr Per	16	Th 930-12	PH C-1
IN 322 Higher Learning-America	F. Weaver	Open	None	Th 930-12	PH B-1
IN 323 Great Books Seminar	B. Goldensohn/R. Lyon	1st Come	16	Th 8-11pm	TBA
IN 324 Religious Studies Seminar	R.K. Bradt	Instr Per	10	W 7-10pm (1st Mtg)	FPH 104
IN 325 Natural History Gather	K. Hoffman/R. Lutts	Instr Per	None	TTh 530-9pm	TBA

OUTDOORS PROGRAM

Wednesday Grab Bag	Staff	See Description		W 1-530	
*OP 106 Beg Top Rope Climb	G. Newth	Open	None	W 1-5	RCC
OP 108 Top Rope Climb-Women	Staff	1st Come	10	TBA	
*OP 130 Cont Top Rope Climb	B. Garmirian	Instr Per	10	Th 1-6pm	RCC
*OP 132 Cross Country Skiing	B. Judd/B. Garmirian	Open	None	T 1-6pm	RCC
OP 133 Women/Body Image	B. Judd/J. Greenberg	1st Come	10	W 1230-3/5	Kiva
*OP 134 Beg/Int Canoeing	J. Greenberg	1st Come	10	F 1-6/12-6	Pool
*OP 135 New England Studies	J. Greenberg	1st Come	10	See Course Description	
OP 204 Lead Rock Climb	B. Garmirian/G. Newth	Instr Per	Note	See Course Description	
*OP 210 Group Leader Training	J. Greenberg	Instr Per	12	Th 1-3	Kiva
OP 214 Environmental Ed Sem	R. Lutts	Open	None	M 12-3	FPH 108
OP 215 Practicum-Environ Ed I	See Course Description				
OP 216 Practicum-Environ Ed II	See Course Description				

RECREATIONAL ATHLETICS

RA 102 Int Shotokan Karate I	M. Taylor	Prereq	None	MWF 3-430	So Lounge
RA 103 Int Shotokan Karate II	M. Taylor	Prereq	None	TThSun 7-9pm	So Lounge
RA 104 Adv Shotokan Karate	M. Taylor	Prereq	None	Sun 3-5	So Lounge
RA 105 Aikido	M. Taylor	Open	None	MW 11-1	So Lounge
RA 106 Beg Hatha Yoga	S. Morley	Open	None	M 2-315	Donut 4
RA 107 Cont Hatha Yoga	S. Morley	Open	None	M 330-445	Donut 4
RA 108 T'ai Chi	P. Gallagher	Open	None	M 630-745pm	So Lounge
RA 109 Cont T'ai Chi	P. Gallagher	Instr Per	None	M 8-930pm	So Lounge
RA 110 Physical Fitness Class	R. Ridders	Open	None	TF 12-1	RCC
RA 111 Fencing	W. Weber	Open	None	TBA	
RA 112 Badminton	J. Evans	Instr Appt	10	TBA	
RA 113 Street Games	K. Stanne	Open	None	F 130-245	RCC
RA 114 Swimming	K. Stanne			F 3-4	Pool
RA 115 Adv Lifesaving/CPR	K. Stanne	Instr Per	16	TTh 6-815pm	RCC
RA 116 Competitive Swimming	K. Stanne	Instr Per	12	MW 3-4	Pool
RA 117 Kayak Rolling/Pool	B. Judd	Open	None	W 6-730pm	Pool
RA 118 Beg Whitewater Kayak	B. Judd	Instr Per	9	Th 1030-12/T 1-6pm	Pool/River
RA 119 Int Whitewater Kayak	B. Judd	Instr Per	None	Th 1-230/Th 1-6pm	Pool/River
RA 120 Improv Body Movement	M. Cajole	Open	None	TBA	RCC

SAVE THIS SCHEDULE

SCHOOL OF NATURAL SCIENCE COURSE DESCRIPTIONS (CONTINUED)

work suggested by the recurring moral dilemmas of political obligation to any state and by the serious difficulties accompanying any effort to define the public interest or the common good in an area that threatens individual self interest so profoundly.

Readings in all these areas--history, policy, political philosophy--will be assigned. Some written work will be expected of everyone. But this course will also provide interested students with an opportunity to do political work of various kinds, on and off campus.

The class will meet for 90 minutes twice a week. Enrollment is limited to 25; if necessary, a lottery will be held in the second week of classes.

SS 155 THIRD WORLD WOMEN FILM SERIES SEMINAR

Gloria I. Joseph.

The course will be concerned with the comparative study of the lives of Third World women as projected in films in the area of: 1) Conflicts between cultures 2) Revolutionary combat, and 3) Personal Psychology. Films to be shown include Sambizanga; Touki Bouki; I Am Somebody; Bush Mama; Kudu and others.

The effects of colonization and neo-colonialism on the lives of the women will be a central part of the class discussions prior to and after the films. Emphasis will be on the comparative history of the Third World women as it relates to their present day struggles in their personal/political lives.

Course enrollment is limited to 15 and by permission of instructor. The class will meet for three hours once a week plus additional hours TBA.

SS 157 HUMAN AGGRESSION

Donald Poe

This course will examine a number of approaches to the study of human aggression as a theme for introducing students to the ways in which social psychologists view the world, approach problems, and gather information. Students will be exposed to the assumptions which underlie the social psychological approach to obtaining knowledge, and will develop critical reading abilities as the course progresses.

The topics in aggression which will be used to illustrate the psychological "mode of inquiry" include innate theories of aggressive instincts (e.g., Lorenz, Ardrey, Morris), learning theories (e.g., Bandura), anthropological approaches (e.g., Vayda, Harris), and human experimental approaches (e.g., Berkowitz). Special topics will include the relationship between aggression and obedience, effects of television on aggression, aggression and out-groups (especially ethnic groups), and crowd/mob behavior.

Students will be expected to write a number of short critiques of assigned readings, and to complete a number of take-home assignments dealing with research designs. Students will also do an individual project which can take the form of a research paper on a pertinent topic of interest, or can actually involve the designing of a data collection effort to test a hypothesis related to course content.

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

SS 160 INFLATION AND THE CRISIS OF LIBERAL ECONOMIC THEORY

Scan Warner

In the early 1960's liberal economists persuaded John F. Kennedy that the economic cycle in post-war American capitalism had been reduced to a matter of "fine-tuning" and that the new challenge was long-term economic growth: in Kennedy's repeated phrase, to "get the country moving again." As the 1970's come to a close a crisis of confidence in standard (Keynesian) prescriptions for controlling the economy has clearly emerged. Inflation and how inflation is to be explained are at the core of that crisis.

Our first purpose will be to outline the theoretical debate over competing theories of inflation. The old distinction between "demand-pull" and "cost-push" forces, including the view that there is a tradeoff between inflation and unemployment which can be manipulated through federal spending and taxing, is under increasing attack. Some economists offer no single alternative theory but argue that recent inflation is the summation of unique factors in the energy, food, and service sectors. But others claim inflation is increasingly due to structural changes in the economy that are beyond the control of traditional federal policy.

A second objective of the course will be to understand inflation as an empirical phenomenon and how primary data in prices and other economic variables can be used to develop testable hypotheses about the causes of inflation. A third focus will be to examine the human consequences and class politics of "wars" on inflation within the historical context of the 1960's and 1970's.

No text captures the current disarray; our reading will

(continued)

emphasize recently published articles that attempt partial explanations. I assume no background in economics, but some of the articles do. The challenge for me in this course is to provide a sufficient bridge and background to these sources without losing touch with our central purpose. There will be problems to solve, short written assignments, and a longer research project. We will meet twice weekly for 1 1/2 hours each meeting.

Enrollment is limited to 18.

SS 167 THE BLACK URBAN COMMUNITY

Douglas Davidson

The Black Urban Community: A socio-historical exploration of the causes, processes, and consequences of black urban communities. The course will examine certain push factors (i.e. "Jim Crow" oppression, the mechanization of southern agriculture, the impact of the boll-weevil, etc.) and pull factors (i.e. the myth of the less oppressive racial climate, expanding industrial production, inadequate supply of labor, the import of U.S. involvement in W.W. I, etc.) which contributed to the rapid southern to northern urban migration and subsequent ghettoization. Selected case studies of black urban communities will be examined in detail (i.e. Philadelphia, Chicago, and New York). The domestic colonial model will be used in analyzing and interpreting the theoretical and empirical studies presented.

There will be two 1 1/2 hour classes a week, and enrollment is limited to 25.

SS 184 DECENTRALISM: THE EXPLORATION OF COMMUNITY AND WORK ENVIRONMENTS

Myrna M. Breitbart and Fran Welson

Concentrations of power reflected in political and economic centralization contribute to high levels of alienation, inefficiency, and exploitation. In this course we will consider how centralization evolved under capitalism, affecting people directly in their personal and working lives. We will also explore alternative modes of decentralist organization based largely on the ideas of social anarchism. Anarchism, as a broad philosophy of human development and radical social change, will be discussed in the context of contemporary movements for decentralization, alternative technology, community and workers' control, social ecology, and woman's liberation. An important aim will be to examine how theoretical notions of anarchist-decentralism can be applied to promote a radical reshaping of the basic socio-economic relations and underlying values of this society. These topics will be examined through written materials, personal experience, and observation of current neighborhood and workplace struggles.

In addition to considering alternative modes of social, economic, and spatial organization, this course will explore the process of decentralism -- that is, the means by which individuals (and communities) begin to explore, comprehend, and gain control over the crucial social and economic forces affecting their lives. Key readings will include works by Kropotkin, Piercy, Bookchin, Ewen, Friere, Sennett and Cobb, Morris and Hess, Braverman and Schecter, etc. The course will meet twice a week for 1 1/2 hours each session. Students will be evaluated on the basis of their contributions to class discussion and a number of papers to be assigned and discussed during the first week. Enrollment is limited to 20 students on a first come, first served basis.

*Fran Welson is Assistant Master of Merrill House.

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

Oliver Fowlkes

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

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

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

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

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

SS 207 COMPARATIVE HISTORY OF THE FAMILY: EUROPE, CHINA, AND THE UNITED STATES

Margaret Cerullo, Nancy Fitch, Kay Johnson, and Miriam Slater

This course will examine family structure, practices and values in a cross-cultural comparison of European, Chinese and North American cultures from the 17th to the 20th centuries. The advantage of the comparative approach is twofold: it widens the scope of available information in a way which permits more imaginative and perhaps more accurate assessment and organization of the factual material; it makes possible the testing of explanatory models of causation, because it allows us to distinguish with greater accuracy between the merely idiosyncratic event or practice and those which have more universal application.

We intend to examine the following themes across these three family systems with special attention to defining and understanding the mechanisms of social change: (1) the extent and nature of power distribution within the family and forms of resistance to dominance; (2) consumption patterns (especially dress and deportment); (3) sexual practices, attitudes, and ideology; (4) child rearing practices and attitudes; and (5) the family unit under capitalism and socialism. At the same time, we will critically examine conventional historical categories such as industrialization, modernization, bureaucratization, etc.

The class will meet for two 1-1/2 hour sessions each week.

SS 210 INTRODUCTORY ECONOMICS

Laurie Nisonoff

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

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

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

Gloria Joseph

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

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

SS 235 THE JEWS IN EUROPEAN HISTORY

Leonard Glick

The title of this course reflects the premise that Jews were a substantial presence in European history, not just wanderers, and not just passive recipients of anti-Semitism (a term unknown prior to the nineteenth century); that they were actors in European affairs, playing roles - often indispensable, if inglorious - of a particular sort. To understand their history one must pay attention to Christian ideas about who Jews are and why they are in the world. One must also think about another taboo subject: money, and the role of Jews as collectors and distributors of the liquid capital that the European elite required for their diverse enterprises. Our primary task, therefore, will be to develop a European context for European Jewish history. But along with that we'll also study the evolution of Diaspora culture as an indigenous response to the conditions of European Jewish existence, a response founded on distinctive conceptions of history, identity, and destiny.

The course will begin with events as far back as the fourth century but will emphasize modern history. It will be divided into five related segments, each lasting two to three weeks, focusing on key themes: 1) Images of Jews in European civilization; 2) Role of Jews as distributors and intermediaries; 3) Diaspora culture in Eastern Europe; 4) Jewish political strategies: the rationales of liberalism, radicalism, and Zionism. Students will be expected to write brief papers (about 6-8 typed pages each) commenting and reflecting on the subject of at least three themes.

Aaron Lansky, a graduate of Hampshire College with graduate training in Jewish Studies at McGill University, will co-teach the course.

Two 1 1/2 hour classes each week. Open enrollment.

SS 260 "THE CHILD IN THE CITY": A COURSE IN URBAN ENVIRONMENTAL EDUCATION

Myrna M. Breitbart, Felicia Miller*, et al.

"Help us turn a bunch of city kids back into children"

So read a recent full-page ad in the *New York Times* for the Saturday Evening Post's Fresh Air Fund -- an account set up over one hundred years ago to fight youth crime by sending the children of the urban poor for two weeks a summer to the "reforming" countryside!

The assumptions behind this program -- that cities are somehow (continued)

non-environments and that city kids are non-children -- are political in nature and have their counterparts in urban planning which often devalues the environmental knowledge to be found within oppressed communities, and negates an understanding of the profound linkages between the current mode of production and the decaying social and physical form of urban life.

The principle aims of this course are to begin to develop imaginative methods for using the urban environment to promote in adults and children alike a critical social and political consciousness, to foster non-hierarchical, self-initiated modes of learning, to combat forces which continue to homogenize and constrict the urban environment, and to establish a context within which people can explore and reappropriate their communities. Based on Colin Ward's premise that "The city is itself an environmental education" and that its dwellers possess a unique knowledge of its problems, participants in this course should make an effort to acquaint themselves with readings in several related areas including the relationship between urban form, the quality of urban life and a changing mode of production; factors influencing urban accessibility for dwellers of different ages, race, sex and class, etc.

Having established this general background we will then choose a local city, one or two target populations (teenage girls, primary school age children, etc., a particular aspect of urban space (housing, transport, etc.), and issues of political/social concern (poor housing, unemployment, etc.) using these to develop methods of employing the urban environment as a new mode of critical learning. If at all possible, we will solicit the active involvement of the local community and school system.

Prerequisites include some background in economic and political theory, an interest in environmental issues, a commitment to uncovering new modes of learning, an imagination and the patience to flounder in new unexplored territory. Tentative readings include Colin Ward's *The Child in the City* and *Anarchy in Action*; Bookchin's *The Limits of the City*; Raymond Williams' *The Country and the City*; and works by David Harvey, Jane Jacobs, and the *Bulletin of Environmental Education* in London. Class will meet twice a week for 1 1/2 hours per session. This course is designed to tie in to existing ESAPP and New England Studies programs.

*Felicia Miller is a Division II Hampshire College student.

SS 264 IDEOLOGY AND CONSCIOUSNESS: PROBLEMS IN CULTURAL CRITICISM

Mary Russo and Margaret Cerullo

"If one does not read the most complex poetic text, once risks not knowing how to read the newspaper but being read by it." -- Helene Cixous.

Our relationship with the social and natural world is mediated by consciousness. The formulation of the problem of deception and self-deception in our representation and interpretation of the world, especially through the complex operations of language, is generally credited to Vico's *New Science* in the 18th century; in our own time it is associated with the traditions of Marx and Freud. This course which examines the reciprocal challenges of literary and social theory will engage the work not only of thinkers like Lukacs, Gramsci and Lacan who write within these major discursive traditions, but also the "eccentric" thought of figures such as Thorstein Veblen in the American context and Roland Barthes in the European.

We will explore the problems of ideology critique in deciphering the social text through a consideration of the following themes: subjectivity in history and narrative; the literary ideology of love and sexuality; fashion and the semiotics of gender advertisement; the cultural politics of rightist movements.

In addition to the theoretical texts, we will draw upon a diversity of literary and visual materials.

Enrollment is unlimited, and the course will meet for two 1 1/2 hour sessions a week.

SS 268 SOCIAL CLASSES IN THE BLACK COMMUNITY

Douglas Davidson

This course will be an analysis of social class or social stratification within the black community. However, since the black community exists as a sub-culture/community within the larger "democratic"-capitalist system of the United States, we will spend some time analyzing and discussing the political economy of this larger system. This will provide us with an understanding and description of the larger class system which impinges upon the black community. In so doing, we will also spend some time discussing the various sociological approaches to the study of social class in the United States--especially the Marxist and Weberian approaches.

From this, we will move to an in-depth analysis of the evolution and current class realities characteristic of the black community. We will accomplish this objective through reading, analyzing, and discussing several community studies beginning with slavery. The studies include those performed in rural as well as urban settings. We will also spend some time discussing some of the contemporary issues, problems, etc., appearing in the scientific and non-scientific literature.

The class will meet for two 1-1/2 hour sessions each week.

SS 270 FROM HARD TIMES TO SCOUNDREL TIME: AMERICAN SOCIETY AND POLITICS FROM THE GREAT DEPRESSION TO THE COLD WAR

Aaron Berman

In the years between 1929 and 1952, America endured a severe economic depression, two "hot" wars and the beginning of the Cold War. Government involvement in the national economy drastically increased during Franklin Roosevelt's New Deal. The

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"military-industrial complex" was born during World War II and reached maturity during the Cold War. Through bitter struggle, the American labor movement increased in strength and prestige during the Depression years, only to lose some of that prestige in the years immediately following World War II. In the decade following the stock market crash, a surprisingly large number of Americans were attracted to radical political groups (including the Communist Party), and during the war against fascism the Soviet Union was labeled a "heroic and trusted" ally. Following the war however, Americans were told that their one-time friend was now a treacherous foe, and a witch hunt began, dedicated to uncovering "subversive" elements in the government and society.

During the semester we will examine various topics dealing with the political, social and intellectual history of the 1929-1952 period. Subjects to be examined include the New Deal, radicalism and the labor movement, McCarthyism and the diplomacy of the Cold War. Lectures will provide historical context, but class discussion of readings will constitute a major part of the course. Readings will include scholarly works, fiction and primary source material, possibly including: Otis Graham's *An Encore for Reform*; John Steinbeck's *In Dubious Battle*; and Lillian Hellman's *Scoundrel Time*. Each student will be expected to do an independent research project.

Class will meet once a week for 3 hours.

SS 275 THE CHANGING ROLES OF WOMEN AND MEN IN THE RENAISSANCE AND REFORMATION 1300-1700

Miriam Slater and Harold Garrett-Goodyear*

This course will be offered at Mount Holyoke College as HIST.275 as a team taught course. It will be an inquiry into the place of women in families and communities of late medieval and early modern Europe, and into the institutions, practices, and ideas which determined or changed that place during the "Renaissance", "Reformation" and "Expansion". We will examine such questions as: Are labels such as "renaissance" appropriate to describe the experiences of women as well as men of this period? Should we reconsider the use of such categories in light of how women lived and thought during those centuries or can the conventional categories embrace the contributions of women as they are uncovered and evaluated by newer scholarship? What were women expected to be and do in the aristocratic courts, peasant households, and urban communities of western Europe, 1300-1700? How did that affect their relationship to men? We will attempt to reconstruct these relationships by examining printed sources on Christian thought and piety both orthodox and heretical, manorial life and estate management, guild organization and borough governance, educational reforms by Humanists, and advice on child-rearing, legal and judicial development, and literary activity.

The course will meet twice a week. Hampshire students wishing to enroll should contact Miriam Slater.

* Associate Professor of History, Mount Holyoke College

SS 277 COGNITIVE SOCIAL PSYCHOLOGY, OR THE WORLD THROUGH GLASSES OF VARIOUS COLORS

Donald Poe

For the past two decades social psychology has taken an increasingly cognitive orientation. Attention has focused largely on how the individual functions in the social world as she or he sees it. Social cognitions are central to much of today's social psychological literature, and a little reflection reveals that we often do not respond directly to the behavior of others. Accordingly, this course will examine a number of current issues and recent research topics in cognitive social psychology.

Topics to be covered include attribution theory, human information processing biases and their effects on such things as eyewitness testimony, cognitive dissonance and self-perception theory, learned helplessness, psychological reactance, social scripts, the P. T. Barnum Effect, undermining intrinsic interest via rewards, social comparison theory, person perception, and insights into our own cognitive processes. If you don't know what these jargon terms refer to, I invite you to come shopping to the first class and find out.

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

SS 280 LEARNING TO LABOR: HOW WORKINGCLASS KIDS GET WORKINGCLASS JOBS

Christine Shea

The analytic focus of this course involves an attempt to explain the role and function played by American educational institutions in reproducing the class positions and relationships characteristic of 20th Century American capitalism. Thus, we will begin by engaging in a historical-analytic critique which examines: (1) the transformation of the labor process with its significant consequences for skill requirements; and (2) the efforts made by various capitalists, reformers, and intellectuals to integrate the educational system with these changes in the political economy (via tracking, differentiated curriculum, industrial education, junior high school, I. Q. testing, vocational guidance, extracurricular sports, compulsory attendance legislation, Americanization programs, career education, etc.). This examination of the purposes/intentions and function/consequences of educational institutions gives only one side of the picture, however, and does not illuminate fully how the dynamics of a class system operate in the day-to-day activity of school life. Thus, in the second part of the course, we will begin to grapple with ways of understanding how the day-to-day experience of schooling of various individuals and groups is related to the kinds of normative and conceptual consciousness "required" by a stratified society. Included in such an analysis will be evaluation of such concepts as: the "hidden" curriculum, non-rational manipulation, structural authority imperatives, the use of symbols, crude indoctrination, selective omission, indirect socialization, covert sensitization, reward and motivation schemes, the "teacher-proof" curriculum, the doctrine of individual differences, "class ethos", "learning styles", "motor-mindedness", etc.

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The goal of the course is to equip students with the basic skills necessary to make adequate judgments on issues in educational policy. Examples of such issues are whether there is equality of educational opportunity or not in American society (and whether this is a viable concept), in whom educational authority should ultimately rest, and by what means (and toward what ends) the schools do and/or should socialize children, if at all. Readings will include the work of: Clarence J. Karier, Michael Apple, Paul Willis, Bowles and Gintis, James D. Anderson, Richard C. Edwards, Basil Bernstein, Michael Young, Raymond Williams, Pierre Bourdieu, Antonio Gramsci, Ivar Berg, Naom Chomsky, Rachel Sharp and Anthony Green, Philip Jackson, Daniel T. Rodgers, among others.

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

SS 283 THE FAMILY REVOLUTION IN CHINA: SOCIAL AND POLITICAL DYNAMICS OF CHANGE

Ray Johnson

The themes of "family crisis" and "family reform" have been central to the broader political, economic and social revolutionary processes of 20th century China. This course will investigate the impact of these processes on the Chinese family and, in turn, the role which the "family crisis" played in shaping revolutionary change, both before and after the establishment of the People's Republic in 1949. The course will particularly focus on the status of women within the Chinese family and will evaluate reform efforts to raise women's position both inside and outside of the family. Various theoretical approaches which seek to relate change and continuity in family structure and women's position to "modernization" and/or the development of socialism will be considered and evaluated in light of the Chinese case. Course reading materials will draw on a number of village studies, sociological and political analyses, as well as Chinese novels and fiction.

The class will meet for two 1-1/2 hour sessions each week.

SS 285 THE PHILOSOPHY OF ECONOMICS

Alan Nasser

Most of the major economists in the classical, neoclassical and Keynesian traditions have thought of themselves as philosophers and have written philosophy as economists--or have they written economics as philosophers? Indeed, most of them--Adam Smith, Karl Marx, J. S. Mill, Marshall, Hayek, Keynes--would have denied any sharp distinction between a certain kind of social, political and moral philosophizing on the one hand, and economic theorizing on the other.

In this course we will be concerned with (1) some of the major social-political and moral-philosophical problems that arise in classical, neoclassical and Marxist economics, and (2) some of the cross-disciplinary philosophical questions that emerge at the interstices of economics and political theory, and economics and anthropology. We will deal with the nature of economic rationality, the relation between economic institutions and moral character, the concepts of egoism, altruism and competition implicit in various economic theories, the relation between the economic and non-economic spheres of life and the questions of distributive justice and equality. We will read, in whole or in selections, the work of John Rawls, Robert Nozick, Frederick Hayek, Richard Titmuss and Mary Douglas, among others.

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

SS 287 NASTY, BRUTISH, AND SHORT: THE ORIGINS OF LIBERAL THEORY

Alan Nasser and Robert Rakoff

A complete understanding of contemporary liberal politics and political thought, as well as the politics and theories of its antagonist, rests upon an adequate knowledge of the origins of liberal theory in the 17th and 18th centuries. Then, as thinkers began to interpret and/or rationalize the changes being wrought by the transformation of feudal societies into capitalist nations, the central assumptions and modes of argument that continue to characterize liberal thought were being allowed and applied to the whole range of human experience.

In this course we will examine in depth the major writers in this classical period of liberal thought: Hobbes, Locke, Rousseau, Kant, Smith, Mill. Special attention will be paid to the underlying ethical and moral philosophies of these theories; to the socioeconomic and political context within which these men wrote; to the dialectical relationship between political consequences that flow therefrom; and to the contradictions between liberal theory and reality that provide part of the context for the development of German idealism and the Marxist tradition.

Close reading of the texts and a fair amount of secondary and collateral reading will be expected. The class will meet twice a week for 90 minutes per session.

SS 291 LAW, JUSTICE AND EDUCATION: CONVERGENCE AND CONFLICT

Oliver Fowlkes and Hedwig Rose

By a Massachusetts Superior Court Decree in Fall, 1978 Mr. and Mrs. Perchemlides won the right to educate their two children at home instead of in the Amherst School system as previously required by state law, thereby establishing a private alternative to public education. The fact that school attendance is compulsory confronts each of us with an early example of the intimate intertwining of law and education. But just how pervasive is this relationship? And what are some of the direct effects of it? Is not educational policy based on educational theory? Or at least on philosophy? What role does the law play in enabling the school to become the institution responsible for such a major portion of the socialization process? Does the law express our values; the ethos of the nation? Are practices in school consistent with these values?

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There are clearly many issues which could serve as the focus for a course such as this. We will examine some of the current topics confronting American education with an eye toward understanding the historical context in which the role of law emerged to adjudicate controversies in school. As a class, we will consider the civil rights of teachers and students; compulsory schooling; the separation of Church and State; equal educational opportunity as concept and law; and finally we will analyze the function of the law and the school in a democratic society, the function of the law in educational policy, and perhaps examine these in a cross-cultural perspective.

Students are expected to attend classes and prepare readings, short and long papers/projects, and participate fully in the inquiry. Where possible students are encouraged to do field work and we will help to accommodate such requests. Format will insure seminar-style participation, but this will be alternated with lectures by faculty as well as invited guests. Students with interests in law, education or public policy will be given preference. Enrollment is unlimited.

SS 294 DECADE OF DISRUPTION

Carollee Bengeladorf and Margaret Cerullo

Whatever its limitations and failures, the New Left as an international phenomenon represents the most important critique of advanced capitalist societies that has yet emerged. In this course we will explore the conundrum of its contradictions and failures, its insights and achievements, with the object of understanding what the experience of the New Left means for our own analysis of the sources and possibilities of fundamental social change today and our role in bringing it about. We will attempt to trace coherent threads through diverse, often discontinuous movements—Civil Rights, Anti-War, Black Power, Student, Women's Liberation—in order to understand each in its own terms as well as the ways in which they combined, inspired, fed, and conflicted with one another. Precisely because the New Left combined political and cultural critique, we will pursue the themes of the course through both kinds of expressions—drawing on biography, autobiography, literary and documentary sources, film, and music.

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

SS 297 U.S. LABOR LEGISLATION AND ADMINISTRATION: PAST, PRESENT, FUTURE

Milton Brooke

This six-week seminar will meet once a week for two hours, beginning March 1. It is designed to introduce you to the changing character of three vitally important areas of governmental labor legislation. State and federal regulation on wages, hours and working conditions (e.g., child labor, minimum wages, and worker safety) will be the subject of the first three weeks; the next two sessions will consider equal employment opportunity legislation and enforcement (e.g., race, sex, and age discrimination); and the last week will be devoted to income maintenance measures (e.g., workman's compensation, unemployment provisions, and pertinent parts of Social Security). "The Inheritance", "Harvest of Shame", and "Hunger in America" will also be shown as part of the seminar.

In addition to the intrinsic importance and interest of these topics, the seminar should be of interest to those studying public policy, changing state and federal relations, bureaucracy, and other issues involving labor, the state, and social change.

If you are interested in the seminar, please leave your name with Frederick Weaver (extension 388) so that he can send the syllabus to you before the first meeting. Enrollment is open.

DIVISION III
INTEGRATIVE SEMINARS

PUBLIC KNOWLEDGE AND ENVIRONMENTAL ISSUES: A PROBLEM OF COMMUNICATION? IN 310	Bruno
THE WORKING PROCESS AND THE CREATIVE PROCESS IN 311	Ann Woodhull
WHAT MAKES A GOOD THEORY? IN 312	Goldberg
NEW WAYS OF KNOWLEDGE IN 313	Bernstein
THE OBSERVERS IN 314	D. Smith Yngvesson
LOGIC OF SOCIAL SCIENCE ANALYSIS IN 315	Farnham von der Lippe
REALISM: A SEMINAR ON NARRATIVE STYLE IN 316	Gee Glick
MUSEUM STUDIES IN 317	Halsey
FILM/PHOTOGRAPHY STUDIES: INDIVIDUAL PROBLEMS IN FILM MAKING, PHOTOGRAPHY, AND RELATED MEDIA IN 318	TBA
WOMEN AND SCIENTIFIC CAREERS IN 321	Raymond Ann Woodhull
THE HIGHER LEARNING IN AMERICA IN 322	Weaver
GREAT BOOKS SEMINAR IN 323	B. Goldensohn
RELIGIOUS STUDIES SEMINAR IN 324	Bradt
THE NATURAL HISTORY GATHERING IN 325 (NS 271)	Hoffman Lutts

IN 310 PUBLIC KNOWLEDGE AND ENVIRONMENTAL ISSUES: A PROBLEM OF COMMUNICATION?

Merle Bruno

People in an academic community often find they have special knowledge about issues of public concern that reach the public consciousness as—at best—a minority idealist view or—at worst—the view of an elitist lunatic fringe. These issues include nuclear energy, solar energy and conservation, the biological effects of chemical wastes, smoking and cancer, and many others.

Participants in this seminar will share their ideas and explore ways to communicate information about controversial issues to politicians and other lay people through media; public workshops, schools, adult education, leaflets, posters, etc. Each student will be asked to present the results of work they have been doing or that is related to work they have been doing either in communications or about research on an issue they feel is not fully or fairly communicated to the public.

Unfortunately, the instructor doesn't have the answer. She is organizing this seminar in hopes that some effective models can be designed. If you know of any good written material that addresses this problem, send the reference to Merle Bruno in Emily Dickinson Hall.

Class will meet one evening per week. First meeting on Wednesday, February 1, at 7:30 p.m.

IN 311 THE WORKING PROCESS AND THE CREATIVE PROCESS

Ann Woodhull

We all have different ways of working, and often we are only dimly aware of what these patterns are. Some people seem to form a whole structure in their minds before it comes spilling out of the typewriter or the paintbrush, or into choreography or equations. Others grasp a piece at a time and rework it and add pieces until they form a whole. In each sort of process, what is the place of frustration and despair? It seems to me from doing various sorts of work in science, writing, and dance that the processes in diverse fields can be similar, and that knowing one's own pattern makes work less frustrating.

We will use famous people and ourselves as resources. Numerous creative individuals (Virginia Woolf, Henri Poincare, for example) have written about their processes. Each week we will read such an essay and each week someone in the seminar will present her/his own working process. In this way, we can learn both how and what each person is doing.

Enrollment limit 12. Instructor selection, with the purpose of finding a diverse and congenial group. Evaluation will depend on consistent participation as well as on the presentation.

Class will meet for three hours, once a week.

IN 312 WHAT MAKES A GOOD THEORY?

Stanley Goldberg

We will examine various attempts to understand the construction of theories by reading T. Kuhn, Paul Feyerabend, Jean Piaget, I. Lakatos and others. But we will concentrate on examining the structure of theories directly related to the Division III work of participants.

IN 313 NEW WAYS OF KNOWLEDGE

Herbert Bernstein

Beyond the groves of academe, many people face the personal and political problem of putting disciplinary excellence to use for the greater good. To address this question requires us to examine the notion of value-free, objectified knowledge. The model provided by modern science as a source of truth often leads to brutal consequences when applied to real and crucial social issues. Even within science, the morality of such major applications as recombinant DNA and nuclear technology needs close scrutiny.

The second is not good; whether in Washington, Moscow, or Peking, in our own age or in the past, the brightest attempts (based on magnificent analysis) at well-intentioned programs have all too often ended in human suffering. The overriding question becomes how can we use what we know to further the common good? What new ways of knowing are needed to implement, rather than ignore, our highest human values?

This course is a place to start searching for an answer. Together, we will study works by Foucault, Feyerabend, Lakatos, and Raskin in order to gain a shared vocabulary and direction. Participants will bring to our group discussions examples of work (whether their own or others') whose consequences and moral implications they wish to discuss. These examples will include investigations by the instructor on the roots of modern "Big-Science" physics and recombinant DNA technology. Other topics might include lessons of the Milgram experiments, of educational trial programs, and of the supposed heritability of I.Q. The precise content will include the interests of every participant.

This course will serve interested Hampshire Division III students as an integrative seminar but is open to all, with instructor's permission.

Class will meet twice a week for 1-1/2 hours, plus another session of two hours or more to be arranged.

IN 314 THE OBSERVERS

David Smith and Barbara Yngvesson

The course will attempt to combine the insights of cultural anthropology and literary criticism through the choice of material which conveys the relationships between an observer of a small community (an outsider) and its members. We will

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study the written report as it reflects the observer's attempted "reconstruction" of the community's culture, paying attention to structural, thematic, and stylistic attributes, and comparing the original experience in the field with the finished entity.

Possible texts include papers by anthropologists dealing with actual problems in the fieldwork process, with theoretical discussions of an approach to anthropology, and with literary texts in which the observer scrutinizes conduct in a semi-fictional small community.

Students in the course (writers, budding anthropologists, social historians) should either be returning from field experience (leave) or anticipating such experience. Permission of instructors is required. This seminar is open to Division II students on a selective basis.

IN 315 LOGIC OF SOCIAL SCIENCE ANALYSIS

Louise Farnham and Robert von der Lippe

Participants in this seminar will be responsible for presenting an extensive and detailed summary of their Division III work in progress. We will be focusing specifically on questions relating to the logic of analysis, use of empirical data, and the organization of evidence. Background readings (such as Nagel's *The Structure of Scientific Inquiry*) will emphasize the use of evidence and interpretation in the social science disciplines. All participants will be expected to familiarize themselves with the other students' work and with the necessary theoretical and empirical background for critical commentary following the presentations. The course will be limited to students in the advanced stages of their Division III projects.

IN 316 REALISM: A SEMINAR ON NARRATIVE STYLE

James Gee and Leonard Glick

Calling a work of art "realistic" means that it is perceived as "true to life," just as calling a work in history or social science "objective" means that it is judged to be "true to the facts." But we know, of course, that words on paper (or paints on canvas) are human artifacts, shaped and arranged by individuals with particular views of the scenes or events being portrayed, and that the relationship of such artifacts to what we call "reality" is dependent on perceptions and understandings that may or may not be shared by others.

In this seminar we'll focus on a few selected works to be read with these considerations in mind. We'll try to develop our capabilities for reading critically by paying close attention to relations between narrative style - how something is said, how words are chosen and arranged - and the particular reality being represented. We'll do some reading on theory of narrative and discourse, and on the concept of objectivity, as background, but the emphasis will be on materials drawn from fiction, history, and ethnography, and chosen for intrinsic quality and interest.

The seminar will meet one evening each week for two hours. Open enrollment for Division III students. Students entering Division III in Fall 1980 may enroll with consent of instructors.

IN 317 MUSEUM STUDIES

Van R. Halsey

Museums today have become an integral part of our society. They have new responsibilities, goals, and a new audience with very different needs to satisfy. The concept of "museum" is far more complex today than ever before.

This seminar will explore the development and changing function of museums. Topics for discussion will include preservation, conservation, administration, education, and methods of interpretation. It is hoped that by not limiting the scope of the seminar to a particular type of museum, students will find it easier to relate their interests with the museum experience. Guest speakers and visits to museums will serve to give some focus to our investigation. The objective of the seminar is to provide an understanding and appreciation of the complexity of museums and their vital role in our society.

Bibliographies concerning a variety of topics and other reading material will be distributed. Students will be expected to write a paper or give a presentation to the class. The seminar will meet twice a week for 1 1/2-hour sessions.

IN 318 FILM/PHOTOGRAPHY STUDIES: INDIVIDUAL PROBLEMS IN FILM MAKING, PHOTOGRAPHY, AND RELATED MEDIA

TBA

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

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

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

There will be a lab fee of \$20.00. The class will meet once a week for five hours.

IN 321 WOMEN AND SCIENTIFIC CAREERS

Janice Raymond and Ann Woodhull

The professions have traditionally been a male world. Science and medicine, in particular, have been done almost exclusively by men, and women are not entering these fields very fast even now. When we held this integrative seminar before, we found that the characteristics of a professional (as defined by a social scientist like Talcott Parsons) were much like the attributes of the male personality in this culture, and not like the attributes of women. If "the professional" is a male role, what does this mean to us as women who are interested in doing work in medical or scientific fields? Do we try to fit in? change the field? define a new sort of science? define new professional roles? get rid of roles? In other words, how can we be feminists and be engaged in work in these fields?

Readings will include essays on professionalism, women's life stories (Margaret Mead's autobiography and Rosalyn Franklin's biography, for example), Virginia Woolf's classic essay, *Three Guineas*, and studies of sex discrimination. Each student will lead the discussion of one week's reading and will give a brief talk on her own work.

Enrollment limit: 16, by interview with instructors.

IN 322 THE HIGHER LEARNING IN AMERICA

Frederick Weaver

Thorstein Veblen's book of this title, written around 1910, is a scathing criticism of U.S. colleges and universities, and many of the practices he condemned for obstructing learning are, to put it mildly, still prevalent in institutions of higher education. You are completing an undergraduate education in a college designed to promote intellectual and creative qualities in ways substantially different from those of colleges where curricula are set by disciplinary departments and academic progress is measured by accumulating course credits. This seminar invites you to learn more about the organization and consequences of undergraduate education in the U.S. and to engage in some informed reflection about your experience at Hampshire College. We will begin with some general background reading (e.g., L. Veysey, *The Emergence of the American University*) in order to acquire some common background on the relationships between higher education and broader social and cultural processes, and then we will focus on more particular issues, depending on interest. Examples of topics we can pursue as a seminar or in smaller groups include: colleges as means of social mobility; pedagogical problems in a college classroom; the place of fine arts in liberal education; the implications of organizing knowledge and undergraduate education along disciplinary lines; whether Hampshire College is the same pabulum in a new bottle; liberal arts and careers; or whatever. Each seminar member will be expected to participate actively in discussions, write a short paper (whether on Hampshire College or not; whether individually or collectively), and present it to the seminar.

Because members of the seminar will set the direction of study, it would help me considerably if you would let me know well before February about the kinds of questions you would like to pursue.

The seminar will meet once a week for two or three hours.

IN 323 GREAT BOOKS SEMINAR

Barry Goldensohn and Richard Lyon

We anticipate in this seminar a variety of perspectives on the assigned books from students in all schools. There will be weekly written exercises. We will read twelve books, six chosen by the faculty and six by the students (from a list proposed by the instructors). The list of books which may be selected will be available in the Humanities and Arts office.

The semester will begin with *The Republic*, Plato. The reading list will include: Swift, *Gulliver's Travels*; Shakespeare, *The Winter's Tale*; Aristotle, *Nicomachean Ethics*; Marcus Aurelius, *Meditations*; David Hume, *Dialogues Concerning Natural Religion*.

Enrollment is limited to 16; if more than that number want to enroll, a lottery will be held.

IN 324 RELIGIOUS STUDIES SEMINAR

Kenyon Bradt

This seminar is designed for third division students, the primary concentration of whose third division study is in the area of religious studies. The seminar is being offered at the request of a number of students whose study is primarily in the area of Asian religious studies and who wish to contribute the substance and modalities of their various studies to the movement of a common study of religion.

While the substance of this study is primarily to be the material of the Asian religious traditions, its modalities are to range from the psychological and the philosophical through the historical and methodological. Since the material study of the seminar is religious, only those students whose primary and developed interest is in the area of religion will be admitted to the seminar.

Enrollment is limited to ten students to be chosen by instructor selection after the first class meeting.

DIVISION I PROSEMINARS

Division I proseminars, designed especially for students new to Hampshire College, are offered in Spring Term 1980 by faculty in all four Schools. The proseminars are of substantial intellectual content, problem- or issue-focused, and share the purpose of introducing students to the larger academic life of the College, including its basic structure of Divisional examinations. The proseminars are intended also to develop some generic intellectual skills essential to the pursuit of further learning (for example: how to work through an analytical process, essay evidence and inference, and organize an argument; how to read thoughtfully, critically, and imaginatively; how to write with clarity, economy, and some measure of grace; how to make efficient use of resources and tools of research and documentation, including the Hampshire and Five College library systems).

Faculty teaching proseminars have agreed to grant preference in enrollment to entering students and to students who enrolled at Hampshire in Fall 1979 but did not register during that term for a proseminar. Additional enrollment spaces are likely to be available for more experienced students who are interested in the subject matter of the course or who believe their learning would be well served by the proseminar goals outlined above. Further guidance for enrollment in particular proseminars will be posted on faculty members' office doors during the Spring Term matriculation period before classes begin.

DIVISION I PROSEMINARS		
CONTEMPORARY LATIN AMERICAN FICTION HA 133	Marquez	
COLLEGE WRITING: VICTORIAN CONTROVERSIES HA 134b	F. Smith	
DREAMS HA 138	Boettiger	
WORKING IN THE CONSCIOUSNESS INDUSTRY LC 110	J. Miller Olicker	
THROUGH AN ANIMAL'S EYES NS 145	Al Woodhull	
NATURAL HISTORY NS 177	Hoffman Tooker	
POVERTY AND WEALTH SS 102	Nisonoff	
INTERPRETING OTHER CULTURES SS 117	Yngvesson	
RACE TO POWER: THE STRUGGLE FOR SOUTHERN AFRICA SS 164	Bengelsdorf	

HA 133 CONTEMPORARY LATIN AMERICAN FICTION

Robert Marquez

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

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

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

HA 134b COLLEGE WRITING: VICTORIAN CONTROVERSIES

Francis Smith

Victorian England was a battleground of ideas in politics, religion, science, and art. Prose controversy was an art form then, and many of the popular essays of the time have become classic statements. We will read Mill, Newman, Arnold, Huxley, and others; and we will write a variety of interpretive and critical papers.

Please understand that this is primarily a course in writing. The elements of style and other traditional rhetorical concerns will be fundamental matters in this course.

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

HA 138 DREAMS

John R. Boettiger

Freud's comment that "the interpretation of dreams is the royal road to a knowledge of the unconscious activities of the mind" is now part of our conventional wisdom. Similarly commonplace is the understanding that such unconscious activities powerfully influence our waking feelings, thoughts, and daily actions. Why,

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then, do so many of us have little or no conscious access to our dreaming and its meaning--to what, in just this sense, Erich Fromm called "the forgotten language"? Why, indeed, do we tend to assume that a serious preoccupation with dreams belongs rather to the realm of psychopathology and its therapeutic redress?

Beginning with these questions, the seminar will explore the nature and meaning of dreams: how and why we dream; the senses in which our dreams constitute a significant form of communication with ourselves, and the ways such communication is changed in different modes of therapeutic encounter; the relationship of dreaming to our development, to critical tasks of the various stages of the life cycle; the principal ways in which dreams have been understood as symbolic; and connections between the symbolic language of dreaming and the presence of symbol in myth, folklore, and religious experience. We shall devote some particular attention to the phenomena of nightmares and daydreams.

Reading will be drawn chiefly from Freud, Jung, and their interpreters and successors, including Erik Erikson, Fritz Perls, Charles Rycroft, and Mary Watkins. Some brief attention will be devoted to psychophysiological research on sleep and dreams and to dream experience and its uses in non-European cultures.

The seminar will meet twice weekly for 1½-hour sessions and is limited to twenty students.

LC 110 WORKING IN THE CONSCIOUSNESS INDUSTRY

James Miller and Joel Olicker*

Mass communications are a product of what the German critic Hans Magnus Enzensberger calls "the consciousness industry." This industry is composed in large part of the media of mass communications, which mass produce and distribute radio and television programming, newspapers, motion pictures, and the like.

In this course we will investigate the organizational and professional forces that influence a news reporter's work and assess how a reporter's work affects newspaper and television news. "News" will be treated not as a representation of reality, but as a somewhat arbitrary product of human labor.

Students will observe a working reporter on the job and write two or three analytical essays.

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

Enrollment limit: 15, by instructor interview.

*Joel Olicker is an advanced Division II student.

NS 145 THROUGH AN ANIMAL'S EYES

Albert S. Woodhull

This course is about what an animal can see, and what that tells about its brain. Biological knowledge of how small parts of the nervous system work comes mostly from experiments with animals, but knowledge of how whole systems work is more properly the realm of psychology. We know more about the biology and psychology of sensory systems than we do about other aspects of behavior. There is always a gap however, and one way to bridge that gap is to ask animals about their perceptions. In this course we will read about and carry out experiments that measure the sensitivity of animals to visual stimuli. The experiments will use computerized apparatus developed for research on fish vision.

Students will be required to write several short summaries of material read and will have the opportunity to work on a longer project.

The course will meet twice a week for 1-1/2 hours. Additional time will be needed for lab work.

Enrollment limit: 12. Selection by interview. Full term.

NS 177 NATURAL HISTORY

Kenneth Hoffman and Kathryn Tooker*

This course is designed to develop the student's abilities to see the subtle interrelationships and processes in the natural world through the study of the regional biology, geology, and ecology. Strong emphasis will be placed on field work--we will go out on field trips once a week during the first half of the course, twice a week during the second half, exploring a variety of ecosystems and exposures of the diverse geological forces that have shaped this area. Regular short projects and papers will be assigned. In addition, there will be a variety of readings, films, and class discussions. By the end of the semester, students can expect to have a good grasp of plant identification and elementary plant physiology, an ability to see areas as complex ecosystems in a continuous state of change, a foundation in basic geological principles, and an overall view of some of the ways human activities interact with the surrounding world.

Students should leave all Monday and Wednesday afternoons open, though class will be shorter on days without field trips.

Enrollment limit: 12. Instructor's permission is required.

* Kathryn Tooker is a Division III student.

SS 102 POVERTY AND WEALTH

Laurie Nisonoff

"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

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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 even exists is often muted by the dominant ethos of American industrialism's childhood, that (as expressed by W. G. Sumner) "it is not wicked to be rich; nay, 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 genetic 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*; Pamela 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. Evaluation will be based on class participation and several problem sets and themes assigned throughout the semester.

SS 117 INTERPRETING OTHER CULTURES

Barbara Yngvesson

Anthropologists are trained to live among people to whom they are strangers socially and culturally, study them, analyze their ways of life and systems of thought, and translate this research into a report which can be read, and sometimes acted upon, by others. In this course we will explore the ways in which anthropologists approach the study of an alien society. We will also read ethnographic reports of some of the societies they have studied, as a basis for considering theories about what it means to be a human (cultural) animal. Finally, we will read critiques of anthropology, as a basis for talking about what anthropology is today, and where it might be going.

Enrollment is limited to 25; if necessary, a lottery will be held in the second week of classes.

SS 164 RACE TO POWER: THE STRUGGLE FOR SOUTHERN AFRICA

Carol Bengeladorf

The war in Indochina was the world's major conflict in the last decade. The escalating conflict in southern Africa threatens to be as grave a crisis for the present historical moment--as the forces of white domination in that region rigidly confront the African peoples who are moving to reopen control over their lives and land.

This course will focus upon the nature and component elements of that crisis. It will deal with the power relations within southern Africa and their international dimensions. The first section of the course will be devoted to an investigation of the major bastion of white minority strength in southern Africa, South Africa itself. We will attempt to understand the dynamics of South African society by examining and assessing the major conflicting models which have been put forth to explain that society: the analysis which sees the apartheid system of complete racial segregation as rooted in an irrational ideology of racism, and the analysis which understands apartheid as a highly rational system of labor. We will approach these two perspectives using sociological and historical material, as well as fictional, biographical, and autobiographical accounts.

It is impossible to understand South Africa in isolation. We will, therefore, proceed in the next sections of the course to a consideration of South Africa in the context of the southern African subcontinent, and southern Africa as a whole in the context of international political rivalries. Here, we will pay particular attention to U.S. involvement in southern Africa, and to the Kissingerian strategy and its antecedents in that region. This study will necessarily involve students in a rigorously close following of current events. Again, we will be concerned with differing models of analysis; again, we will attempt to locate a methodology which will enable us to assess the validity of these models. The course will meet twice a week for 1 and 1/2 hours each session. Enrollment is limited to 16.

OUTDOORS PROGRAM

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

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

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

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

During January Term and vacations, the Outdoors Program's major trips and expeditions occur. They have included climbing in Alaska, Yosemite, and Colorado, canoeing and backpacking in Utah, women's trips in New Mexico, and kayaking in Texas.

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

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

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

Greg Newth, climbing instructor, has had mountaineering and extensive rock climbing experience throughout the United States. Among Greg's interests within the Outdoors Program are leadership training, design of technical equipment as well as developing an educational process through a co-teaching environment.

Becky Judd, Director of the Kayak Program, is a gold medal winner in the Whitewater World Championships. Her other interests are in the areas of physical fitness, nutrition, environmental awareness and women in sports.

Judy Greenberg is a full-time instructor with the Outdoors Program and a faculty associate in Human Development with H & A. She has a Masters in counseling psychology, with a focus on feminist studies and group dynamics. Judy teaches outdoor leadership training, specifically working with group process/development and examining personal styles of leadership. She is committed to working with women in the outdoors and to using the wilderness as a safe and supportive environment for growth. She also coordinates the pre-college trips for incoming students.

In addition to the following courses, the OP offers a great variety of trips and other activities. These range from slide shows to three week-long wilderness trips. These are announced through the OP bulletin boards, House newsletters and the OP calendar (available at the OP office).

THE WEDNESDAY GRAB BAG SPECIAL	Staff
BEGINNING TOP ROPE CLIMBING OP 106	G. Newth
TOP ROPE CLIMBING FOR WOMEN OP 108	Staff
CONTINUING TOP ROPE CLIMBING OP 130	R. Garmirian
CROSS COUNTRY SKIING OP 132	B. Judd R. Garmirian
TAKE IT TO THE LIMIT: WOMEN AND BODY IMAGE OP 133	B. Judd J. Greenberg
BEGINNING AND INTERMEDIATE CANOEING OP 134	J. Greenberg
MAPLE SUGARING, WINTER CAMPING AND NEW ENGLAND STUDIES OP 135	J. Greenberg
LEAD ROCK CLIMBING OP 204	R. Garmirian G. Newth
GROUP LEADERSHIP TRAINING OP 210	J. Greenberg
ENVIRONMENTAL EDUCATION SEMINAR OP 214	R. Lutts
PRACTICUM IN ENVIRONMENTAL EDUCATION #1 OP 215	R. Lutts C. Julian S. Stanne
PRACTICUM IN ENVIRONMENTAL EDUCATION #2 OP 216	R. Lutts C. Julian S. Stanne

THE WEDNESDAY GRAB BAG SPECIAL

Staff

Attention! Dorms, mods and special interest groups - Have we got a proposition for you! The OP staff is willing to arrange special outdoor activities for organized groups on campus

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(mod-mates, people sharing a floor in the dorms, friends, etc.) Each Wednesday afternoon a different group will set off for one of the areas prime rivers, woods, back roads, mountains, lakes, cliffs, caves or you name it and embark on the particular activity your group has arranged with the OP.

Here's how you take advantage of this fabulous offer. First, create a group of six or more people. Second, decide on a couple of activities you'd like to do with the OP. Third, bring your idea to your House staff or the OP. Fourth, the OP will help you select one activity for the grand event. We will provide transportation, equipment and the necessary expertise.

This time slot will be offered to one group each week on a first come, first served basis. The OP staff will be available to you every Wednesday from 1:00 - 5:30 p.m.

OP 106 BEGINNING TOP ROPE CLIMBING

Greg Newth

This course is designed for people with little or no experience. It will cover basic safety techniques, rope work, knots and climbing techniques. Enjoy the opportunity to exercise your body and mind through such mediums as an indoor climbing wall and many of the local climbing areas. For beginners only.

Class meets Wednesday afternoons from 1:00 - 5:00 p.m. First class will meet March 12th. Sign up at the OP office. Five College students must negotiate credits with their registrars.

OP 108 TOP ROPE CLIMBING FOR WOMEN

Staff

This class is designed for women who have no climbing experience as well as for those who have climbed before and wish to continue top rope climbing. It will teach women to climb safely and will introduce them to several of the local climbing areas. Limiting this class to women is an attempt to eliminate one more factor that might inhibit women from participating in a climbing class where men seemingly have the advantage because of their strength. Open to any skill level.

Sign up at the OP office. Day and time TBA. Class limited to 10.

OP 130 CONTINUING TOP ROPE CLIMBING

Bob Garmirian

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

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

Class meets on Thursdays from 1:00 - 6:00 p.m. First class will meet March 6th. Permission of Bob Garmirian is necessary. Sign up at the OP office. Five College students must negotiate credits with their registrars.

OP 132 CROSS COUNTRY SKIING

Becky Judd and Bob Garmirian

This course is for anyone interested in cross country skiing and there are no prerequisites. It ends at Spring break or whenever there is no more snow, whichever comes first. We will drive to Cummington Farms or Northfield Touring Centers where there are well-set cross country ski trails as well as skiing in local woods when conditions permit. There will be an optional weekend ski tour in New Hampshire for those who are interested. The final class will include a first hand experience with the various types of fondue.

The class will cover equipment selection, basic ski techniques and learning to cope with the winter environment.

Class meets Tuesday afternoons from 1:00 - 6:00 p.m. and will run from January 29 - March 11. Sign up at the OP office.

OP 133 TAKE IT TO THE LIMIT: WOMEN AND BODY IMAGE

Becky Judd and Judy Greenberg

The ongoing themes of this course will be women and body image, self-confidence as it relates to how we perceive our own competence, strengths and physical limitations. We will use running/jogging throughout the term, as a vehicle for examining the above themes. Each woman will set personal running goals. Snowshoeing, wood chopping and a wilderness solo are other activities we'll be using to explore our fears and physical potential. No experience is needed, only a commitment to working towards your personal goals.

Class meets Wednesday afternoons from 12:30 - 5:00 p.m. (Every other week will be 12:30 - 3:00 p.m.) Class is limited to 10. Come to the first class; a lottery will be held if needed.

OP 134 BEGINNING AND INTERMEDIATE CANOEING

(minicourse)

Judy Greenberg

This minicourse is designed for people with little or no canoeing experience. We will meet for two afternoons in April to learn water rescue, canoe safety, paddling strokes and to plan and organize a week-long canoe trip. The trip will be our laboratory for developing these water safety, paddling and wilderness group skills.

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Class will meet Friday, April 18 from 1:00 - 6:00 p.m. and on Friday April 25 from Noon - 6:00 p.m. The canoe trip will be Monday, April 28 - Sunday, May 4. Class is limited to 10. Sign up at the OP office.

OP 135 MAPLE SUGARING, WINTER CAMPING AND NEW (minicourse) ENGLAND STUDIES

Judy Greenberg

From Saturday, March 29 through Sunday, April 6 we will be part of a work crew at a small Quaker community in rural Vermont. Work may include carpentry, maintenance, taking care of the farm animals and helping with the maple sugaring operation. Evenings and some afternoons will be devoted to areas of group interest, such as local ecology, rural communities, dance, music, geology, etc. The last three days will be spent on a snowshoeing or cross country ski trip in the nearby mountains.

The planning meetings are Wednesday, March 12 from 7:00 - 9:30 p.m. and Tuesday, March 25 from 7:00 - 9:30 p.m. The class is limited to 10. Sign up at the OP office.

OP 204 LEAD ROCK CLIMBING

Bob Garmirian
Greg Newth

This course will be offered in two segments. Part I is open to people who have a solid top roping background but need a more complete understanding of the technical side of climbing. Part II is open to anyone who has a thorough understanding of the areas covered in Part I.

Both sections are by permission of instructor. Sign up in the OP office. Five College students must negotiate credits with their registrars.

Part I Technical and Safety Overview - Bob Garmirian

This segment will cover such areas as rope handling, setting up anchors, catching a leader fall, aid climbing, prusiking, protection, selecting gear, as well as the "partnership".

Class meets on Thursday afternoons from 1:00 - 4:00 p.m. and runs from January 31 - March 31.

Part II Outdoor Segment - Greg Newth

The major emphasis of this section will be to actuate the theories in Part I in an outdoor setting.

Class meets on Thursday afternoons from 1:00 - 6:00 p.m. and runs from March 27 - May 1.

OUTDOOR AND ENVIRONMENTAL EDUCATION AND LEADERSHIP

The Outdoors Program offers a number of courses and other learning activities related to outdoor leadership, and outdoor and environmental education. The formally listed courses do not reflect the full opportunities available. The OP also does trips and workshops, and hosts guest speakers. Check the bulletin boards outside the OP office and Ralph Lutts' office (CSC 204) for pending activities. An internship file is available in the Options Office. The OP staff will be happy to discuss your program of study with you; this is particularly important to do if you are interested in developing the skills necessary to lead high risk and adventure activities.

An important way for people to gain experience in leading groups is by co-leading one of our Pre-College Trips for entering students. People who wish to lead these trips are interviewed and their qualifications carefully reviewed by the OP staff in order to insure a safe and effective trip. Those selected will participate in special leadership workshops. All leaders must be certified in advanced first aid and CPR. Interview dates will be posted later in the semester. Contact Judy Greenberg if you want additional information.

OP 210 GROUP LEADERSHIP TRAINING (minicourse)

Judy Greenberg

This minicourse will address students who have experience working with groups, either in an outdoors or educational setting. We will examine and work on developing individual styles of leadership, specifically dealing with power/authority, models of decision making, conflict resolution, sexism and sex-role stereotyping. Role-plays, small group discussions and material from students' own experiences will be the basis of the class meetings.

Class meets Thursday afternoons from 1:00 - 3:00 p.m. and will run from January 31 - February 28. Class is limited to 12 and permission of instructor is needed.

OP 214 ENVIRONMENTAL EDUCATION SEMINAR

Ralph H. Lutts

This bag lunch seminar provides an opportunity for people interested in environmental and outdoor education to meet each other and discuss topics of mutual interest. The specific topics covered in this seminar will be selected to meet the needs of those who enroll. In general, our discussions will focus upon current issues in EE, the connection between the various approaches to EE, the methodology of EE, and the work that the participants are doing. Discussion will be stimulated by readings from key books and papers, student presentations, and guest speakers.

Students should expect to do a good deal of reading, participate in our discussions, write a few papers that will be used to stimulate discussion, and participate in planning and leading at least one seminar meeting.

Five College students are welcome in this seminar. Students with specific ideas for seminar topics should contact Ralph as soon as possible.

PRACTICUMS IN ENVIRONMENTAL EDUCATION

Ralph Lutts, 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.

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

OP 215 PRACTICUM IN ENVIRONMENTAL EDUCATION #1

These are activity oriented field trips to local conservation areas, which are conducted for Amherst area elementary schools. The program will give you an opportunity to work with children, become familiar with environmental education resources and 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 Wednesday or Thursday, 9:00 A.M.-1:00 P.M. If you wish to become involved more deeply, you may arrange to participate in the classroom presentations which are conducted before and after each trip.

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

OP 216 PRACTICUM IN ENVIRONMENTAL EDUCATION #2

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

Related courses are:

SS 260 "The Child in the City": A Course in Urban Environmental Education
IN 310 Public Knowledge and Environmental Issues

RECREATIONAL ATHLETICS

INTERMEDIATE SHOTOKAN KARATE I RA 102	M. Taylor
INTERMEDIATE SHOTOKAN KARATE II RA 103	M. Taylor
ADVANCED SHOTOKAN KARATE RA 104	M. Taylor
AIKIDO RA 105	M. Taylor
BEGINNING HATHA YOGA RA 106	S. Morley
CONTINUING HATHA YOGA RA 107	S. Morley
T'AI CHI: 108 FORM YANG STYLE RA 108	P. Gallagher
CONTINUING T'AI CHI RA 109	P. Gallagher
PHYSICAL FITNESS CLASS (THE EXERCISTS) RA 110	R. Rikkers
FENCING RA 111	W. Wetler
BADMINTON RA 112	J. Evans
STREET GAMES RA 113	K. Stanne
SWIMMING: TECHNIQUES, METHODS, ANALYSIS RA 114	K. Stanne
ADVANCED LIFESAVING AND CPR RA 115	K. Stanne
COMPETITIVE SWIMMING RA 116	K. Stanne
KAYAK ROLLING AND POOL KAYAKING RA 117	B. Judd
BEGINNING WHITEWATER RIVER KAYAKING RA 118	B. Judd
INTERMEDIATE WHITEWATER KAYAKING RA 119	B. Judd
IMPROVISATIONAL BODY MOVEMENT RA 120	M. Cajolet

RA 102 INTERMEDIATE SHOTOKAN KARATE I

Marion Taylor

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

The class will meet Spring Term, Monday, Wednesday, and Friday; 3:00-4:30 P.M. in the South Lounge, RCC.

RA 103 INTERMEDIATE SHOTOKAN KARATE II

Marion Taylor

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

The class will meet Tuesday, Thursday, and Sunday from 7:00 to 9:00 P.M. in the South Lounge, RCC.

RA 104 ADVANCED SHOTOKAN KARATE

Marion Taylor

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

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

RA 105 AIKIDO

Marion Taylor

Aikido is a Japanese form of unarmed self-defense having no offensive capabilities. It depends for effectiveness on the defender maintaining his own balance while redirecting the opponent's attack so as to unbalance him. Aikido techniques allow the opponent's attack to be foiled, the opponent to be helped to the ground gently, and pinned there without doing any physical damage to him. The beginning class will learn basic rolling falls, both front and rear; methods of leading the opponent off balance and into falling; types of pins, and ways to gain release from various grabbing or holding attacks.

All students will meet Mondays and Wednesdays from 11:00 A.M. to 1:00 P.M. in the South Lounge, RCC. Five College students will be graded pass/fail.

RA 106 BEGINNING HATHA YOGA

Susan Morley

Hatha Yoga is the ancient science of postures and movement designed to relax, cleanse and stretch the body. We will focus on postures, breathing exercises, relaxation and inner well-being.

The class will meet Mondays from 2:00 to 3:15 P.M. in Donut 4, center room.

RA 107 CONTINUING HATHA YOGA

Susan Morley

This class builds on the work of the first class, deepening experience with the postures and introducing meditation.

The class will meet on Mondays from 3:30 to 4:45 P.M. in Donut 4, center room.

RA 108 T'AI CHI: 108 FORM YANG STYLE

Paul Gallagher

T'ai Chi is a form of moving meditation devised by ancient Chinese Taoist monks to promote perfect health and harmony of vital energies; a dance like passing clouds and flowing waters to celebrate our oneness with Nature. Emphasis will be on precise understanding of form and balance, stressing the health, philosophical, and aesthetic benefits of practice.

The class meets on Monday evenings from 6:30 to 7:45 in the South Lounge of the RCC.

RA 109 CONTINUING T'AI CHI

Paul Gallagher

Continuing T'ai Chi will meet on Monday evenings from 8:00 to 9:30 in the South Lounge of the RCC. Permission of the instructor is required. Five College students will be graded on a pass/fail basis, and credits must be arranged with their registrars.

RA 110 PHYSICAL FITNESS CLASS (THE EXERCISTS)

Renate Rikkers

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

Class will meet on Tuesdays and Fridays, 12:00-1:00 P.M., in the Robert Crown Center. This course is free to Hampshire students but fee-funded for staff and faculty.

RA 111 FENCING

Will Weber

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

This course meets two evening per week in the Robert Crown Center at a time to be announced.

RA 112 BADMINTON

Jay Evans

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

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

RA 113 STREET GAMES

Kate Stanne

This is an "All the Games You Played Growing up and Want to Play Now" class. Think about how long it has been since you may have played marbles, kickball, jump rope, etc. We will be playing many games, plus any that you may be able to add from your past. The class is meant to PLAY and have FUN.

Class meets on Friday afternoons from 1:30 to 2:45 in the Robert Crown Center.

RA 114 SWIMMING: TECHNIQUES, METHODS, ANALYSIS

Kate Stanne

The purpose of this course is to provide workshops for anyone interested in swimming techniques, methods, and/or analysis of his or her strokes. Each class will explore a different topic and anyone is welcome to attend any or all of the classes, depending on what you would like to learn. An overall outline of the class may be obtained from the instructor, and there will be a limit on the class size for each individual session. Examples of different sessions include flip turns, butterfly, crawl technique, etc.

The class will be held on Friday afternoons from 3:00 to 4:00. Anyone who does not register for the class will need permission from the instructor if he or she would like to attend one of the workshops.

RA 115 ADVANCED LIFESAVING AND CPR

Kate Stanne

This is a certified course for instruction in Advanced Lifesaving and CPR. Completion of the requirements will give the individual a Red Cross certification.

The class will meet on Tuesday and Thursday evenings from 6:00 to 8:15. Enrollment is limited to 16. Permission of the instructor is required.

RA 116 COMPETITIVE SWIMMING

Kate Stanne

The purpose of this class is to explore different methods of training for competitive swimming. The focus will be on both methods and training. There may also be a possibility of setting up an intramural swim meet for Hampshire and/or against intramural teams from other schools in the Five College area.

The class meets on Monday and Wednesday afternoons from 3:00 to 4:00. Enrollment is limited to 12, and permission of the instructor is required.

RA 117 KAYAK ROLLING AND POOL KAYAKING

Becky Judd

No experience required. Main emphasis will be on how to learn to eskimo roll (tip a kayak right side up after capsizing). For those unfamiliar with kayaking, strokes, maneuvering on slalom gates and paddling on the moby paddle board will be covered.

Classes will meet on Wednesdays from 6:00 to 7:30 P.M.

RA 118 BEGINNING WHITEWATER RIVER KAYAKING

Becky Judd

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

Class meets Thursday, 10:30 A.M. to 12:00 noon, in the pool, until March 11. After March the class will meet twice weekly--on Tuesday from 1:00 to 6:00 P.M. for a river trip, and on Thursday from 10:30 A.M. to 12:00 noon in the pool again. There is a limit of 9 students plus a waiting list.

RA 119 INTERMEDIATE WHITEWATER KAYAKING

Becky Judd

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

Class will meet in the pool from 1:00 to 2:30 P.M. on Thursdays until March 11. River trips will then meet on Thursdays from 1:00 to 6:00 P.M. Permission of instructor required.

RA 120 IMPROVISATIONAL BODY MOVEMENT

Merlyn Cajole

A course designed to encourage creative expression. Participants explore movement possibilities guided by a leader who suggests various themes. Participation will be individual, in pairs, and in small groups. This is a non-traditional, non-performance oriented approach to dance. No previous experience necessary; beginners welcome.

Classes will be held in the Robert Crown Center at times to be announced.

SPECIAL PROGRAM STATEMENTS

EDUCATION AND CHILD STUDIES

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

Thus, using these inquiries as a guide, and following a broad liberal arts base, students are urged to select relevant courses from among those offered in each of the four Schools, as well as the Five Colleges. In this way, students will be able to develop firm grounding for more specific topics of their own choice.

Students interested in Education and/or Child Studies, or those desiring state certification, are encouraged to see Hedwig Rose, Coordinator of the Program, for assistance in planning their programs.

Courses directly relevant are:

- SS 291 Law, Justice and Education: Convergence and Conflict
- NS 192 Elementary School Science Workshop
- NS 292 Elementary School Science Workshop Observing
- SS 260 "The Child in the City": A Course in Urban Environmental Education
- LC 273 Cognitive Psychology: The Nature of the Reading Process
- SS 146 Education of the American Citizen: Concepts of Personal and Social Growth
- SS 280 Learning to Labor: How Workingclass Kids Get Working-class Jobs
- HA 285 Sources of Movement Therapy
- LC 268 Knowledge and Reasoning in Social Interaction
- LC 196 Nonverbal Communication

Other courses to consider:

- HA 181/ Here and Now: An Experiential and Theoretical Introduction to Gestalt Therapy
- SS 167 The Black Urban Community
- NS 146 Mind and Matter: Vitalistic and Mechanistic Explanation in Biology
- HA 261/ Ideology and Consciousness: Problems in Cultural Criticism
- SS 264
- LC 143 Decision Making
- NS 169 Mathematics and the Other Arts
- SS 157 Human Aggression
- LC 267 Introduction to Ethics
- HA 134a College Writing: Victorian Controversies
- SS 207 Comparative History of the Family: Europe, China, and the United States
- HA 222 Love, Family, Struggles and Survival: Women Writers in Twentieth-century Britain
- SS 277 Cognitive Social Psychology, or the World Through Glasses of Various Colors

ENVIRONMENTAL STUDIES AND PUBLIC POLICY

Allan Kraas, Faculty Coordinator

ESAPP is a College-wide program with a four-School coordinating committee headed by Allan Kraas, of the School of Natural Science. Other members of the committee are David Smith (Humanities and Arts), Richard Muller (Language and Communication), and Robert Rakoff (Social Science).

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

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center in Cole 313. In this room is a well supplied and growing library of research materials such as journals, books, and government reports. The office is staffed by students who double as 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 MassPIRG and the Alternate 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. 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, at 7:30 P.M., in the KIVA. People interested in presenting work should contact ESAPP.

Related courses are:

- IN 310 Public Knowledge and Environmental Issues
- IN 313 New Ways of Knowledge
- IN 321 Women and Scientific Careers
- HA 145 Places and Spaces: Perception and Understanding of Human Development
- HA 201 American Landscapes
- HA 273 Problems in Environmental Design
- LC 143 Decision Making
- LC 261 Book Seminar: Political Communications
- LC 267 Introduction to Ethics
- NS 177 Natural History
- NS 186 Animal Behavior
- NS 193 Ecogeology of Central New England
- NS 194 Warfare in a Fragile World
- NS 204 Aquatic and Terrestrial Ecology
- NS 225 Topics in Photosynthesis
- NS 231 Meteorology
- NS 233 Technology and Politics of the Arms Race
- NS 271 The Natural History Gathering
- SS 133 Current Crises in American Politics
- SS 140 Peasant and Politics
- SS 147 The Draft, Obligation and the Public Interest
- SS 157 Human Aggression
- SS 160 Inflation and the Crisis of Liberal Economic Theory
- SS 184 Decentralism: The Exploration of Community and Work Environments
- SS 260 "The Child in the City": A Course in Urban Environmental Education

FEMINIST STUDIES

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

Humanities and Arts

L. Brown Kennedy
Jill Lewis
Mary Russo

Language and Communication

Janet Tallman

Natural Science

Nancy Goddard
Saundra Oyewole
Janice Raymond
Ann Woodhull

Social Science

Carol Bengelsdorf
Margaret Cerullo
Nancy Fitch
Penina Glazer
Gloria I. Joseph
Joan Landes
Maureen Mahoney
Lester Mazor
Laurie Nisonoff
Miriam Slater

Related courses are:

- HA 202 Study Group: Black Women's Perspectives
- HA 222 Love, Family, Struggles, and Survival: Women Writers in Twentieth-Century Britain
- HA 269 Emily Dickinson Study Group
- HA 292 Feminist(s) Writing
- NS 189 Male and Female Reproductive Function
- SS 155 Third World Women Film Series Seminar
- SS 207 Women, Work and Social Change: Cross-cultural Comparisons of the History of the Family--China, the United States, and Europe
- SS 211 The Significant Role of Black Women in Women's Studies
- SS 275 The Changing Roles of Women and Men in the Renaissance and Reformation 1500-1700
- SS 283 The Family Revolution in China: Social and Political Dynamics of Change
- IN 321 Women and Scientific Careers

FOREIGN LANGUAGES/LANGUAGE STUDIES

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

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

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

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

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

Students can design concentrations on the social implications of bilingualism among Portuguese-American children; anthropological, linguistic, and philosophical problems of translation; the maintenance of the French language in Maine; among others. Many good fieldwork opportunities exist in bilingual communities throughout the country and in the teaching of second languages.

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

Courses relevant to the program include:

- LC 109 Animal Communication
- LC 231 Language and Society
- LC 273 Cognitive Psychology: The Nature of the Reading Process
- LC 274 Tutorials in Linguistics
- LC 295 Controversial Issues in American Sign Language Linguistics
- FL 103 Intermediate French
- FL 104 Intermediate Spanish
- FL 105 Advanced French
- FL 106 Advanced Spanish
- HA 133 Contemporary Latin American Fiction
- HA 221 The Intellectual and Social History of Spanish America
- SS 117 Interpreting Other Cultures
- SS 235 The Jews in European History

LAW PROGRAM

The Law Program examines issues in law and society from a variety of perspectives. We seek to organize and support activity across School, divisional, and other boundaries within the College. The activity of the Program includes courses, independent studies, concentration, Division III projects, public events, field study support and supervision, and development of library and other resources.

Law is a phenomenon which touches every aspect of our existence. The study of law, legal processes, legal ideas and events, provides a focus for many kinds of inquiry. The range of activities possible within the scope of our Law Program is as broad as the interests of those participating in it. The Law Program is not designed as preparation for law school. Although there is some overlap between the interests of students who want eventually to go to law school and those who want only to include the study of law in their undergraduate education, the Law Program as such is concerned only with the latter. (Pre-law counselling is done by Lester J. Mazor and E. Oliver Fowlkes. Lester Mazor will be on leave during Spring 1980.)

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. The Law Program also offers 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 Fowlkes 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; Lester J. Mazor is especially interested in legal history, philosophy of law, the legal profession, criminal law, labor law and family law. Students have designed concentrations which draw very largely upon Law Program courses or which include some contribution of the Law Program to their plan of study. These have included concentration in law and education, prisons, law and inequality, juvenile courts, and relevant portions of concentrations in politics, history, economics, sociology, environmental studies, women's studies, urban studies, and a number of other fields. The Law Program regularly sponsors

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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 Barbara Talenda, Franklin Patterson Hall, room 218. There is a Law Program Center where students working in the Program may organize and conduct their activities.

Relevant courses for Spring are:
SS 291 Law, Justice and Education: Convergence and Conflict
SS 198 Forgotten People: Law and the State Mental Institution

WRITING AND READING IMPROVEMENT

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

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

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

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

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

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 work that students are preparing for other courses or examinations and special exercises.

If you would like further information on the above course, contact Georgia 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 note taking. Contact Susan Dayall, Media Resources Adviser, extension 541.

EMERITUS PROGRAM

For the past three years, Hampshire has been the recipient of an Emeritus Program grant funded by the Rockefeller Foundation. Spring 1980 is the last term of the grant. We are very fortunate to have two distinguished emeriti professors participate in the last phase of this program.

Milton Brooke has been active in the field of labor relations for many years. He has been Research Coordinator and Lecturer at the Labor Relations and Research Center at the University of Massachusetts and has worked with the U.S. Department of Labor as Chief of the Division of State Services and Standards at the Bureau of Standards. He has contributed articles to the Harvard Journal on Legislation, the Brooklyn Law Review, and the Labor Law Journal. Professor Brooke will be teaching "U.S. Labor Legislation and Administration: Past, Present, and Future" (SS 297).

Laurence Wylie spent many years in France and has written extensively of French village life. His two books, *Village in the Vaucluse* and *Chanzeaux, a Village in Anjou*, were written following extended stays at the villages with his family. Professor Wylie will be teaching "Non-verbal Communication" (LC 196). His interest in the field of non-verbal communication was motivated partly when he studies pantomime with the renowned French mime, Jacques Lecoq.

A course description for Professor Brooke's course is included with the Social Science offerings. Professor Wylie's course is listed with the Language and Communication offerings.

FIVE COLLEGE JOINT FACULTY APPOINTMENTS

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

AMHERST: A beginning course in training the speaking voice for the stage (details in Course Guide Supplement in January).

MOUNT HOLYOKE: Intermediate voice production, a continuation of the beginning voice course (details in Supplement in January).

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

UMASS: HISTORY 291. TWENTIETH CENTURY 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 in 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.

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

Spring Semester courses to be announced.

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

UMASS: GEOLOGY 590F. X-RAY FLOURESCENCE ANALYSIS. Theoretical and practical application of x-ray fluorescence analysis in determining major and trace element abundances in geological materials. Prerequisite: Analytical Geochemistry recommended. Class meets Wednesday and Friday, 3:35-4:35.

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

MOUNT HOLYOKE: DANCE 306a. ADVANCED STUDIES IN MOVEMENT ANALYSIS. Changing topics in advanced and special studies of movement analysis as related to dance. Prerequisite: Dance 206f.

SMITH: DANCE 321b. ADVANCED STUDIES: ANATOMY/KINESIOLOGY FOR DANCE. Topic to be announced.

FACULTY

SCHOOL OF HUMANITIES AND ARTS

Curt Barnes, visiting associate professor of art, holds a B.A. from the University of California at Berkeley and an M.F.A. from the Pratt Institute. He has taught at Fordham University and at the University of Wisconsin and the Parsons School of Design. Primarily a painter, Curt is also competent in sculpture and graphic design.

Janet Adler Boettiger, visiting associate professor of human development, earned a B.A. in speech and language therapy at the University of Maryland and an M.S. in child development and child care at the University of Pittsburgh. Janet has studied with Mary Whitehead and has conducted workshops in movement therapy over the past several years.

John R. Boettiger, professor of human development in the School of Humanities and Arts, joined the Hampshire planning staff in 1967. In those first years of the College's life he contributed to the early design of educational policy and academic programs. He is particularly interested in personal history, biography, family studies, psychoanalytic psychology, and psychotherapy. He taught at Amherst College, from which he received a B.A. in 1960, conducted research for the Rand Corporation in California, and completed his Ph.D. in human development and psychotherapy. His publications include *Vietnam and American Foreign Policy* and a recent study in biography and family history, *A Love in Shadow*.

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

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

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

Charles Frye, associate professor of education, holds B.A. and M.A. degrees from Howard University and a Ph.D. from the University of Pittsburgh. Charles' interests include oriental religion and philosophy with an emphasis on Africa, Black Studies administrative and curricular development, and Jungian psychology. His degrees are in higher education, African Studies, and political science. He has done consulting work in the humanities and directed an interdisciplinary studies program.

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

Lorrie Goldensohn, visiting associate professor of literature, holds a B.A. from Oberlin and a Ph.D. from the University of Iowa. She has taught at Goddard College, the University of Iowa, and Mount Holyoke. Her work has been widely published in literary quarterlies, including *American Poetry Review*, *Poetry*, *Shenandoah*, *Yale Review*, and *Ploughshares*. In the summer of 1980, L'Epervier Press will publish a collection of her poems.

Graham Gordon, assistant professor of human development, earned his A.B. in mathematics at Southwestern College in Memphis and an M.Div. at the Louisville Presbyterian Seminary. He was awarded a Fielding 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 experiential education groups. She shares the mastership of Dakin House with Graham Gordon.

Richard Hall, visiting assistant professor of writing, earned a B.S. at St. Peter's College and attended Rutgers University Graduate School of Social Work. His publications include a novel, *Long George Alley*, and a number of short stories.

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

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

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

Joanna Hubbs, associate professor of history, received a B.A. from the University of Missouri and a Ph.D. in Russian history from the University of Washington. She is fluent in French, German, Polish, Russian, and Italian. She will be on leave Spring Term 1980.

Janet Jenkins, visiting assistant professor of theatre arts, holds a B.A. with honors from Tufts University and an M.F.A. in directing from the New York University School of the Arts. She has extensive experience as a director (including several plays done in Spanish), stage manager, casting director, and designer.

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

Norton Juster, professor of design, is a practicing architect, designer, and writer whose books include *The Phantom Tollbooth*, a children's fantasy, *The Dot and the Line*, a mathematical fable made into an Academy Award-winning animated film, and *So Sweet to Labor*, a book on the lives of women in the late nineteenth century. Norton's B.Arch. is from the University of Pennsylvania, and he studied at the University of Liverpool on a Fulbright scholarship.

L. 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.

Wayne Kramer, assistant professor of theatre arts, holds both the B.F.A. and M.F.A. with emphasis in design work for the theatre. He has some eleven years experience in black theatre, children's theatre and the production of original scripts. He has directed for the stage and television. His design work has been seen both in this country and in Europe. Most recently he was a guest artist with the Smith College theatre and designed the New York production of *Salford Road* which later performed in Scotland.

Frank Lennox, faculty associate in H&A and director of the Operations Office, holds a Ph.D. in European history from the University of Wisconsin and a Master's in counseling from the University of Massachusetts. His interests include higher education and society, European cultural history, and foreign study. He has taught at St. Lawrence University and studied in England and Germany.

Jill Lewis, assistant professor of humanities, holds a B.A. from Newnham College, Cambridge, England, and is presently pursuing a Ph.D. at Cambridge University. She has been very active in the Women's Liberation Movement in Britain and France. Ms. Lewis teaches 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, holds B.A. degrees from Texas and Cambridge, an M.A. from Connecticut, and a Ph.D. in American Studies from Minnesota. He was formerly chairman of the American Studies curriculum at the University of North Carolina at Chapel Hill, and was Hampshire's first Dean of the College. He holds a joint appointment with the School of Language and Communication.

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

Elaine Mayes, associate professor of film studies, has a B.A. in art from Stanford. She did graduate study in painting and photography at the University of Minnesota. Her photographs have appeared in many exhibitions and publications. Professor Mayes will be on leave for the 1979-80 academic year.

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

Randall McClellan, 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 and performer of orchestral, chamber, choral, and electronic music, he also enjoys singing in the style of North India. He is an originator of "sound awareness training" about which he has written a book, *The Soundless Sound*. His current studies include sensory awareness with Charlotte Selver and the music of non-Western cultures.

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*, *Beckonings*, *Toothing Stones: Rethinking the Political*, *Cave Notes*, and *An Introduction to Augusting*. He has taught at the University of Notre Dame and at Indiana University. Professor Meagher will be on leave for the 1979-80 academic year.

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

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

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

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

Abraham Ravett, visiting assistant professor of film and photography, holds a B.A. in psychology from Brooklyn College, a B.F.A. in filmmaking and photography from the Massachusetts College of Art, and an M.F.A. in filmmaking from Syracuse University. Complementing a career in filmmaking and photography, Ravett has also worked as video tape specialist and media consultant.

Mary Russo, assistant professor of literature and critical theory, earned a B.A. in English from Michigan State University, an M.A. in comparative literature from the University of Michigan, and a Ph.D. in Romance Studies from Cornell. She has taught at the University of Massachusetts, Trinity College in Hartford, and New York University.

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

David E. Smith, professor of English and American Studies, holds a B.A. from Middlebury College and M.A. and Ph.D. from the University of Minnesota. He has been at Hampshire since it opened, and before that was Director of Indiana University's graduate program in American Studies. His writing and teaching reflect an interest in American social and intellectual attitudes towards land and landscape.

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 Instituto Allende in Mexico. He has had several years of experience in teaching drawing, painting, and printmaking, and has exhibited his work at a number of northeastern colleges and museums.

Jan Swafford, visiting assistant professor of music, holds a B.A. in Music from Harvard and M.M. and M.M.A. degrees in composition from the Yale School of Music. He has taught theory and composition at Amherst, Boston University School of the Arts, Yale, and the New England Conservatory.

Roland Wiggins, visiting assistant professor of music, holds B.A., M.A., and Mus.D. degrees in music composition from the Combs College of Music in Philadelphia. Mr. Wiggins' professional interests include a project concerning aids to urban music education and music therapy projects. He is presently pursuing candidacy for an additional earned doctorate in philosophy with emphasis on modern symbolic logic and linguistics as they relate to problems of urban children.

SCHOOL OF LANGUAGE AND COMMUNICATION

Ellen Ward Cooney, assistant professor of psychology, holds a B.A. from Radcliffe College and an Ed.D. in developmental psychology from the Harvard Graduate School of Education. She has worked as a pre-doctoral intern in child psychology at the Judge Baker Guidance Center in Boston. Her interests are in cognitive-developmental theory, social and ego development, and applications of social-cognitive-developmental theory to clinical and educational practice. Ms. Cooney is on leave for the academic year 1979-80.

Mark Feinstein, assistant professor of language studies, has a Ph.D. in linguistics from the City University of New York. Among his special interests are phonological theory, bilingualism, implications of sociolinguistic research for a general theory of language, and neurolinguistics (aphasiology).

Maryl Gearhart, visiting assistant professor of psychology, has an M.A. in remedial reading from New York University and an M.Phil. in developmental psychology from the City University of New York where she is currently completing her Ph.D. Her interests include social interaction among young children and its relation to social development and classroom interaction and its relation to cognitive development.

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

Allen 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 nonnumeric programming, artificial intelligence, and pattern recognition. At the University of Minnesota he developed courses in computing fundamentals, artificial intelligence, and higher level languages.

Daniel Kain, adjunct assistant professor of journalism, has a B.A. in sociology from Marquette University and an M.S. in broadcasting/film from Boston University. He is currently news director at WGBY-TV in Springfield, Massachusetts. He has produced several documentaries for public television.

David Kerr, assistant professor of mass communications and Master of Merrill House, has a B.A. from Miami University in Ohio, an M.A. from Vanderbilt University, and is completing his Ph.D. at Indiana University. His teaching experience includes courses in communication research and journalism history. His educational interests include the radical press in America, how television affects the public, and communications law. He is currently researching the history of the Liberation News Service.

Joshua Klayman, visiting assistant professor of psychology, did his undergraduate work at MIT and is completing his Ph.D. at the University of Minnesota. His main research interests are in cognitive development and the interactions of cognitive, linguistic, and social factors in human psychology, especially in children.

Deborah Knapp, assistant professor of psychology, earned her B.A. in philosophy and psychology at Barnard College and has completed her Ph.D. at the University of California, San Diego. She does research on child language and the development of introspective and problem-solving abilities. Her teaching interests include cognitive psychology, theory of education, and philosophical problems in psychology. Ms. Knapp is on leave for the academic year 1979-80.

Elisabeth Leete, faculty associate in French, has a B.A. from the University of Massachusetts and a diploma in translation from the University of Geneva. Most recently she has taught with The Experiment in International Living in Brattleboro, Vermont.

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

William Marsh, associate professor of mathematics, holds his B.A., M.A., and Ph.D. from Dartmouth, and his special interests include the foundations of mathematics and linguistics. Mr. Marsh is Dean-elect of the School of Language and Communication. He will be on leave Spring Term 1980.

James Miller, assistant professor of communications, holds an M.A. in mass communications from the University of Denver and is completing his Ph.D. at the Annenberg School of Communications, University of Pennsylvania. He previously taught at Drexel University. His twin research and teaching interests are interdisciplinary approaches to human symbolic interaction and the social control of the media of mass communications.

Stanley Moulton, faculty associate in journalism, is currently a staff reporter for the *Daily Hampshire Gazette*. He was a member of Hampshire's first class in 1970 and graduated in January, 1976. He has had over five years experience as a professional journalist and has won two national awards for his education reporting.

Richard Muller is associate director for communication services for the library and associate professor of communication. 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.

Judy Anne Shepard-Kearl, 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 (Wabiri, Plains Indian, sign languages in India), and anthropological linguistics.

Stanley Staniski, assistant professor of television, has an M.A. from Michigan State University in educational and public television. He has been a television producer-director with the Armed Forces radio and television service in Korea. Mr. Staniski will be on leave during 1979-80, working with the Agency for International Development.

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

Janet Tallman, assistant professor of anthropology, received a B.A. from the University of Minnesota and is near completion of her doctorate at the University of California, Berkeley. She conducted field work in Yugoslavia on social interaction patterns in rural and urban Serbia and worked in an editorial capacity for the *Kroeber Anthropological Society Papers*. Ms. Tallman will be on leave Spring Term 1980.

James Waldo, visiting assistant professor of philosophy, has masters degrees in linguistics and in philosophy from the University of Utah and is completing his doctorate in philosophy at the University of Massachusetts. His research interests are in the philosophy of language.

Christopher Witherspoon, associate professor of philosophy, is completing his Ph.D. at the University of California, Berkeley, where he was a Danforth Graduate Fellow and a teaching associate. Both his thesis and a book in progress are in the philosophy of perception. His other research areas include philosophical psychology, 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.

Laurence Wylie, emeritus professor of French civilization at Harvard University, received his Ph.D. from Brown and has taught at Haverford and Harvard. He was cultural attache at the American embassy in Paris and chairman of the Franco-American Committee on Cultural Exchange. He has also been the recipient of the Prix Leonce de Lavergne and was a Fellow at Ford, Guggenheim, NEH, and Carnegie. Two of his books, *Village in the Vaucluse* and *Chanzaux, a Village in Anjou*, are historical and sociological studies of European village life written by a participant observer.

SCHOOL OF NATURAL SCIENCE

Herbert J. Bernstein, associate professor of physics, received his A.B. 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 Instituut voor Theoretische Fysica in Belgium. He has consulted for numerous organizations including the World Bank, AAAS, 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.

Merle S. Bruno, associate professor of biology, holds a B.A. from Syracuse University and a Ph.D. from Harvard. She has done research in sensory neurophysiology (especially vision) and elementary 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. She is also the co-author (together with Susan Goldhor) of a book on dieting.

Lorna L. Coppinger, faculty associate in biology and outreach specialist in agriculture, holds an A.B. from Boston University and an M.A. from the University of Massachusetts. In addition to expertise in wildlife, dogs, Slavic languages, and writing, Lorna is also interested in photography. Lorna is involved primarily with the Farm Center.

Raymond P. Coppinger, professor of biology, has worked at the Woods Hole Oceanographic Institute, the Smithsonian Astrophysical Observatory in Cambridge, the U.S. Fish and Wildlife Service, and the Beebe Tropical Research Station in the West Indies. He holds a 4-College Ph.D. (Amherst, Smith, Mount Holyoke, UMass.). Varied interests include philosophy, forest management, animal behavior, New England canids, monkeys in the Caribbean, African ecology, biosocial human adaptation (anthropology/ecology) and neoteny theory (book in progress). Ray has been a past New England sled dog racing champion, has originated his own breed of sled dog, and is currently active in the Farm Center.

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

Nancy L. Goddard, 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 Ohio State University. Involved in teaching courses on human reproduction, health care for women, and endocrinology, she is also interested in field zoology, human and comparative anatomy, parasitology, marine biology, and tropical (Caribbean) ecology.

Stanley Goldberg, associate professor of the history of science, taught at Antioch College, was a senior lecturer at the University of Zambia, and a post-doctoral Fellow at the Smithsonian Institution. His Ph.D. is from Harvard. His teaching and research interests include physics, history of science (particularly early 20th century physics), science and public policy, and photography.

Susan Goldhor, visiting associate professor of biology and director of the Farm Center, received her A.B. from Barnard College, Columbia University, and her M.A. and Ph.D. from Yale. She has taught in the biology department of Haceteppe University in Turkey for two years and has also spent a year as Visiting Fellow at Yale. In addition to expertise in embryology, and obesity and diet (she recently co-authored a book with Merle Bruno on dieting) she is interested in science fiction and agriculture.

Courtney P. Gordon, associate professor of astronomy and Associate Dean for Advising, holds a Ph.D. from the University of Michigan. Her work includes studies at the Royal Greenwich Observatory in England, the Harvard College Observatory, the 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.

Kurtis J. Gordon, associate professor of astronomy, received his B.S. in physics at Antioch College, and his M.A. and Ph.D. from the University of Michigan. His interests include time (including the philosophy of time and space), relativity, extraterrestrial and animal communication, and cosmology. His research interests include galactic structure, interstellar matter, and pulsars. He is a member of the Five College Astronomy Department.

Michael Gross, assistant professor of the history of science, received his B.S. in chemistry from Brooklyn College and his Ph.D. in the history of science from Princeton University. His interests include the history of biology, especially 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. Mike will be on sabbatical leave during the Spring term 1980.

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

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

Allan S. Krass, associate professor of physics and science policy assessment, was educated at Cornell and Stanford, where he received his Ph.D. in theoretical physics. He has taught at Princeton University, the University of California at Santa Barbara, and the University of Iowa, as well as the Open University in England. His interests include physics, science and public policy (particularly dealing with arms control), and the environment, where he has worked on flood control and nuclear energy. He coordinates the Environmental Studies and Public Policy Program at Hampshire.

Nancy Lowry, associate professor of chemistry, holds a Ph.D. from M.I.T. She has worked as a research associate at M.I.T. and Amherst College and has taught at Smith College and the Cooley Dickinson School of Nursing. She has also coordinated a chemical analysis lab as part of the Mill River project in Northampton. Her interests include stereochemistry and organic molecules, environmental chemistry, science for non-scientists, toxic substances, the bassoon, and nature study. Nancy will be on sabbatical leave during the Spring term 1980.

Ralph H. Lutz, visiting assistant professor of environmental studies and naturalist in the Outdoors Program, received his B.A. in biology from Trinity University and his Ed.D. from UMass, where he studied the theoretical foundations of environmental studies. Before coming to Hampshire, he was a curator at the Museum of Science, Boston. He is currently President of the Board of the Hitchcock Center for the Environment. His interests include natural history, environmental ethics, environmental education, and nature literature. He is particularly interested in exploring ways of joining the sciences and humanities in our attempt to understand our environment and our relationships with it.

Anthony Melchionda, adjunct associate professor of health sciences, holds a B.S. from King's College and an M.D. from The George Washington University. Tony has experience in family practice and orthopedic surgery and is very interested in bioethics and exercise medicine. He is on the Board of Directors of the Stavros Foundation (for the Handicapped) and is the Director of Health Services at Hampshire College.

Lynn Miller, professor of biology, has taught at the American University of Beirut and at Adelphi University. His Ph.D. is from Stanford. His principal interests are applied microbiology (composting, sewage treatment, fermentation), social aspects of genetics (agriculture, genetic engineering, genetic counseling), and nutrition. He is especially interested in working with students on independent study, tutorials, and small group projects. Lynn will be teaching at Evergreen College as an exchange professor for the entire year.

Sandra H. Oyewole, associate professor of microbiology, 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 G. 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 and the New School for Social Research. She is interested in genetic technology, psychosurgery, and issues connected with women's health care. Her recent book, *The Transsexual Empire*, was well reviewed.

John B. Reid, Jr., associate professor of geology, has pursued his research with lunar surface and earth's interior at the Smithsonian Astrophysical Observatory, the Geochronology Laboratory at M.I.T., Rensselaer Polytechnic Institute, and the Los Alamos National Laboratory. He received his Ph.D. from M.I.T. 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. He is also interested in subterranean nuclear waste disposal, timber-frame house construction, cabinet-making, homesteading, and canoes.

Ruth G. Rinard, associate professor of the history of science and master of Prescott House, received her B.A., summa cum laude, from Milwaukee-Downer 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, adjunct assistant professor of agriculture and manager of the Farm Center, received his B.S. and Master of Regional Planning from the University of Massachusetts. He is currently a member of the Land Use Task Force and the Environmental Advisory Committee of the Lower Pioneer Valley Regional Planning Commission, a member of the Association of Landscape Architects, a member of the board of the New England Small Farms Institute, a member of Women in Agriculture, and a director and chair of the Program Committee of the Sunny Valley Foundation, Inc. (New Milford, CT). Paul's interests cover the broad issues of land and resource use, particularly in New England.

Michael R. 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.

Janet D. Van Blerkom, assistant professor of physics, received her B.S. from M.I.T. (winning the Arthur Compton Prize), 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, astrophysics, waves, optics, mechanics, and holography.

Charlene D. Van Raalte, 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 has 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. Westing, professor of ecology and Dean of the School of Natural Science, received his A.B. from Columbia and his M.F. and Ph.D. degrees from Yale. He has been a forester with the U.S. Forest Service, and has taught at Purdue, the University of Massachusetts, Middlebury, and Windham, where he was also chairman of the biology department and head of the science division. He has been a trustee of the Vermont Wild Land Foundation and the Vermont Academy of Arts and Sciences. In addition, he has held numerous other positions of academic and social responsibility. He was most recently a Senior Research Fellow at the Stockholm International Peace Research Institute. He does research primarily in the areas of forest ecology and the environmental effects of war.

Lloyd G. Williams, assistant professor of chemistry, received his A.B. from Colgate and his Ph.D. from the University of Wisconsin, where he has also taught. Lloyd's interest areas include elucidating chemical phenomena by developing lecture demonstrations, atomic and molecular spectroscopy, and environmentally related research (especially industrial air and water pollution chemistry).

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

Ann M. Woodhull, associate professor of biology, received her B.A. from Swarthmore and her Ph.D. from the University of Washington (physiology and biophysics). Her interests include human biology, physiology, neurobiology, and biological toxins. For the last few years, Ann has been increasingly fascinated by the connections between science and human movement, and she has written two articles for *Contact Quarterly* about the biology and physics of movement.

Five College Astronomy Department Faculty:

Courtney and Kurtiss Gordon (see above).

Thomas Arny - Chairman of Five College Astronomy Department and associate professor of astronomy at the University of Massachusetts.

Tom Dennis - associate professor of astronomy at Mount Holyoke College.

William Dent - professor of astronomy at the University of Massachusetts.

George Greenstein - associate professor of astronomy at Amherst College.

Edward Harrison - professor of astronomy at the University of Massachusetts.

G. Richard Huguenin - chairman of the astronomy program at the University of Massachusetts and professor of astronomy and physics at the University of Massachusetts.

William Irvine - professor of astronomy and physics at the University of Massachusetts.

Kristyna Jaworowska - instructor of astronomy at Smith College.

Nicholas Scoville - associate professor of astronomy at the University of Massachusetts.

Waltraut Seitter - professor of astronomy at Smith College.

Eugene Tademaru - associate professor of astronomy at the University of Massachusetts.

Joseph Taylor - professor of astronomy at the University of Massachusetts.

David Van Blerkom - associate professor of astronomy at the University of Massachusetts.

Richard White - assistant professor of astronomy at Smith College.

SCHOOL OF SOCIAL SCIENCE

Margaret Cerullo, assistant professor of sociology, has a B.A. from the University of Pennsylvania, a B. Phil. from Oxford University, and is presently a Ph.D. candidate at Brandeis University. Her particular areas of interest are the sociology of women and the family in America; political sociology; stratification; sociology of work and leisure; and European social theory.

Douglas Davidson, visiting assistant professor of sociology, is presently completing his Ph.D. work at the University of California, Berkeley. He received his M.S. from the Illinois Institute of Technology and his B.A. from Tougaloo. He has taught at the University of Massachusetts, Boston and Amherst College in the areas of colonialism and the black experience; sociology of the black family; social class and in the black community; race and ethnic relations.

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

Carollee Bengelsdorf, assistant professor of political science, holds an 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.

Myrna Breitbart, 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; social and spatial implications of alternative strategies for community development; and problems in providing urban housing, employment and social services.

Milton Brooke, emeritus professor of labor studies, received his law degree from Fordham University. After thirty years with the U.S. Department of Labor, he retired in 1967 as Chief, Division of State Services and Standards of the Bureau of Labor Standards and has taught in the Labor Relations and Research Center of the University of Massachusetts since 1967. He has published a book and several articles on labor law and administration as well as a book on photography.

Louise Farnham, associate professor of psychology, has worked in child guidance and mental hygiene clinics in Minnesota and California, and has taught psychology at Yale, Stanford, and San Francisco State College. She holds a B.A. and Ph.D. from the University of Minnesota.

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.

Michael D. Ford, Dean of Student Affairs and assistant professor of political science, earned a B.A. from Knox College and a M.A. in political science from Northwestern University where he is completing his doctoral work. He has taught at the University of Massachusetts, Brown University, and Chicago City College in the areas of politics of East Africa, Sub-Saharan African governments, Black politics, and neo-colonialism and underdevelopment.

E. Oliver Fowlkes, associate professor of law, received a B.A. from Southwestern College, Memphis, and a J.D. from Memphis State University School of Law. He has been engaged in a variety of legal projects involving civil liberties, welfare recipients, housing legislation, and mental hospitals.

Penina M. Glazer, Dean of Faculty, and associate professor of history, has a B.A. from Douglass College and a Ph.D. from Rutgers University where she held the Louis Bevier Fellowship. Her special interests include American intellectual history with emphasis on radical left wing movements in the United States during the 1940's. Professor Glazer will be on leave academic year 1979-80.

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

Lloyd Hogan, associate professor of economics, has an M.A. from the University of Chicago and has done graduate work in public affairs at the State University of New York, Albany. He's editor of the *Review of Black Economy* and Assistant Director for Research and Senior Economist at the Black Economic Research Center. He is author of numerous articles and has taught at Amherst College and Harvard University. Professor Hogan will be on leave Spring Term 1980.

Frank 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.

Key Johnson, assistant professor of Asian Studies, has her B.A., M.A. and Ph.D. from the University of Wisconsin. Her teaching and research interests are Chinese politics; comparative politics of underdeveloped areas; women and development; international relations including American foreign policy, Chinese foreign policy and policy-making processes.

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

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

Joan B. Landes, associate professor of political science, holds a B.A. from Cornell University and an M.A. and Ph.D. in political science from New York University. She taught at Bucknell University before coming to Hampshire. Her research interests include the theoretical foundations of the women's liberation movement. Her teaching interests are in the areas of political and social theory, American politics and women's studies. On leave 1979-80.

Barbara Harrison Linden, associate professor of sociology, has a B.A. from Syracuse University and a Ph.D. from Columbia, where she also taught and served as architectural consultant for problems in college housing at the University. Her academic interests include urban blight and the sociology of education. Professor Linden will be on leave academic year 1979-80.

Lester Mazor, professor of law, has a B.A. and LL. B. from Stanford, served as law clerk to the Honorable Warren F. Burger, and has taught at various law schools. His special concerns include the limits of the legal process and the role and status of women in society. Professor Mazor will be on leave Spring Term 1980.

Maureen Mahoney, assistant professor of psychology, received her B.A. from the University of California, Santa Cruz and her Ph.D. from Cornell University. Her special interests include social and personality development, sociology of the family and history of childhood and the family. Professor Mahoney will be on leave academic year 1979-80.

Alan Nasser, visiting associate professor of philosophy and political economy, is at Hampshire for a year on a faculty exchange basis from The Evergreen State College. He has a B.A. from St. Peter's College and a Ph.D. in philosophy from Indiana University.

Laurie Nisonoff, 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.

Donald Poe, assistant professor of psychology, is completing his doctoral requirements at Cornell University. His M.S. is from Virginia Polytechnic Institute and State University and his B.A. from Duke University. His major areas of interest are social psychology, environmental psychology, and statistics.

Robert Rakoff, assistant professor of political science, did his undergraduate work at Oberlin College. His M.A. and Ph.D. are from the University of Washington where he was a lecturer before joining the Political Science Department at the University of Illinois, Chicago. Mr. Rakoff's fields of interest include public policy analysis; evaluation and impact; political theory; American national politics; public administration and organization theory; and politics of housing and mortgage finance policy.

Hedwig Rose, assistant professor of education and coordinator of the Education Studies Program, has a B.A. from Cornell and an M.A. in education from Smith College where she concentrated in comparative education. She is presently a doctoral candidate at the University of Massachusetts. She was a supervisor of practice teaching at Smith College's Department of Education and Child Study and has worked with the Northampton public school system.

Christine Shea, visiting assistant professor of history of education, will be completing her Ph.D. at the University of Illinois, Urbana, in history of education. She holds an M.A.T. from the University of Rochester, an M.S. in urban education from SUNY at Geneseo, and an M.A. in comparative education from the University of Illinois, Urbana. She has been an elementary school teacher and Peace Corps volunteer in Tunisia. Her teaching interests include the history of American education and American educational thought; historical study of mental health; American liberal social theory and social science; psychiatry, psychology, and therapeutic models of education.

Miriam Slater, associate professor of history and Master of Dakin House until 1974, received a Ph.D. from Princeton University, where she held the first Woodrow Wilson Fellowship designed to allow a woman with children to attend graduate school half-time. Her undergraduate work was completed at Douglass College.

Michael Sutherland holds a joint appointment with the School of Natural Science.

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

Frederick Weaver, professor of economics and history, and Dean of the School of Social Science, has a B.A. from the University of California at Berkeley and a Ph.D. from Cornell University. He has done research in Chile as a Foreign Area Fellow and has taught economics at Cornell and the University of Santa Cruz. His special interest is the historical study of economic development and underdevelopment.

Barbara 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.

Robert von der Lippe, associate professor of sociology and Acting Dean of the Faculty, 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 Amherst College. His B.A., M.A., and Ph.D. degrees are from Stanford University.

STATEMENT ON AFFIRMATIVE ACTION

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

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

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

In all areas of education and employment, the College seeks to comply with all applicable federal and state laws and guidelines including Title VI and VII of the Civil Rights Act of 1964; Executive Order 11246 of 1965 as amended by Executive Order 11375 of 1967; Title IX of the Education Amendments Act of 1972 and Section 504 of the Rehabilitation Act of 1973, as amended.

WORKSHEET

MON

TUES

WED

THURS

FRI

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