

HAMPSHIRE COLLEGE

AMHERST, MASSACHUSETTS 01002

FALL 1981 COURSE GUIDE

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 education 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 seminars, designed especially for students new to Hampshire College, is offered in fall term by faculty in all four schools. For further information, see the special section on PROSEMINARS in this Course Guide.

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 advisor 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 executes 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 broader community.

ADVISORS:

New students at Hampshire are assigned to an advisor 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 advisor. Changing of advisors is a relatively simple process done in consultation with the Associate Dean for Advising, 111 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 advisors.

The Options Office offers advice and assistance in the areas of career counseling, graduate school applications, field study and study abroad. The School Advising Centers, the Whole Woman Center, and the Third World Advising Center are sources

1982 PRELIMINARY SPRING TERM COURSE DESCRIPTIONS

of assistance for formulating Division I exam 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

Check the course descriptions and schedule of classes thoroughly for enrollment methods. Some courses will hold lotteries the first day of classes; others will either have sign-up sheets provided by Central Records, or they 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.

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.

CLEARLY PRINT YOUR FULL NAME—first/middle/last—NO NICKNAMES

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

NOTES:

Five College Interchange applications are available at Central Records. Be sure they are completely filled out and have all the necessary signatures (if they are incomplete they may have to be returned to you, causing delays which might affect your ability to get into a particular course). The deadline for filing Interchange applications is Friday, September 25. 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.

Independent Study forms are available at Central Records. They should be completed during the first two weeks of fall term 1981.

IF YOU HAVE ANY QUESTIONS REGARDING THIS PROCEDURE, PLEASE CONTACT CENTRAL RECORDS, EXTENSION 421.

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 the 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 (clearly indicating their home institution), they are still responsible for filling the Five College Interchange form at their own school.

CALENDAR

FALL TERM 1981

Students arrive	Mon. Sep 7
Matriculation/orientation	Tues. Sep 8 - Wed. Sep 9
Course Selection Day	Thurs. Sep 10
Fall Colloquy	Thurs. Sep 10 - Sat. Sep 12
Classes begin	Mon. Sep 14
Five College Add Deadline	Fri. Sep 25
Course Selection Period	Mon. Sep 14 - Fri. Sep 25
Examination/Advising Day	Tues. Sep 29
Parents' Weekend	Sat. Oct 10 - Oct 12
January Term Proposal Deadline	Mon. Oct 12
Five College Preregistration/January Term Registration	Mon. Nov 16 - Fri. Nov 20
Leave Notification Deadline	Fri. Nov 13
Examination Day	Mon. Nov 23
School Curriculum Day (no classes)	Tues. Nov 24
Thanksgiving Break	Wed. Nov 25 - Sun. Nov 29
Last Day of Classes	Fri. Dec 11
Examination/Evaluation Period	Mon. Dec 14 - Fri. Dec 18
Winter Recess	Sat. Dec 19 - Sun. Jan 3

JANUARY TERM 1982

Commencement	Sat. Jan 23
Recess Between Terms	Wed. Jan 27 - Sat. Jan 30

SPRING TERM 1982

New Students Arrive/ Matriculate	Sat. Jan 30
New Students' Program	Sat. Jan 30 - Mon. Feb 1
Returning Students Arrive/ Matriculate	Mon. Feb 1
Course Interview Day	Mon. Feb 1
Classes Begin	Tues. Feb 2
Course Selection Period	Tues. Feb 2 - Fri. Feb 12
Five College Add Deadline	Fri. Feb 12
Examination/Advising Day	Tues. Mar 2
Spring Break	Sat. Mar 20 - Sun. Mar 28
Leave Notification Deadline	Fri. Apr 9
Five College Preregistration/ Advising	Mon. Apr 19 - Fri. Apr 23
Examination/Advising Day	Wed. Apr 21
Last Day of Classes	Fri. May 14
Examination Period	Mon. May 17 - Tues. May 25
Evaluation Period	Wed. May 26 - Fri. May 28
Commencement	Sat. May 29

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SCHEDULE OF CLASSES ON PULL-OUT CENTERFOLD PAGES 13-16

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 this 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 perc. active on the disciplines of inquiry, discovery and creation.

There are observably different ways in which the strict 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 dialogue of Plato or the poetry of Eliot, or that they deal with a general problem in the arts or humanities at a much higher order of complexity than is usual in the first Division. The same emphasis will be placed, however, on the interplay of the humanities and the arts.

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

LIST OF COURSES

DIVISION I

WAYS OF SEEING HA 105 Murray

DESIGN AND ILLUSIONISTIC SYSTEMS HA 107 Hoener

FILM WORKSHOP I HA 110 TBA

STILL PHOTOGRAPHY WORKSHOP HA 111a+b (2 sections) TBA

THE HISTORY OF THE AMERICAN AVANT GARDE HA 116 Ravett

THE WORLD OF FEDOR DOSTOEVSKY HA 121 J. Hubbs

THE IRISH VOICE IN LITERATURE (proseminar)* HA 134a F. Smith

AMERICAN 20th CENTURY FICTION (proseminar)* HA 134b F. Smith

GOES, SEASIS AND MORTALS (proseminar)* HA 151 Neagher

SENSE OF PLACE, SENSE OF SELF (proseminar)* HA 162 / OF 162 D. Smith

LIFE STORIES (proseminar)* HA 164 Austin

PLACES AND SPACES HA 165 Whittemore

AMERICAN FAMILIES, AMERICAN HOMES (proseminar)* HA 168 D. Smith

MATHEMATICS AND MUSIC HA 182 Abel

THEATRE THREE HA 195 Magline

DIVISION I & II

POETRY WRITING WORKSHOP HA 131/131I Salkay

FICTION WRITING WORKSHOP HA 137/137I Salkay

WRITING HA 140/140I Payne

INTRODUCTION TO DIRECTING HA 191/191I Jenkins

DIVISION II

STUDIO ART CRITIQUE HA 203 Hoener

ADVANCED STUDIO FORUM HA 207 Murray

FILM WORKSHOP II HA 210 Ravett

PHOTOGRAPHY WORKSHOP II HA 211 Liebling

PHOTOGRAPHY: CRITICAL ISSUES HA 215 Liebling

*For course description, see PROSEMINAR section in this Course Guide. Division I proseminars are intended primarily for new students; however, enrollment spaces also may be available for more experienced students.

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

VIOLENCE IN AMERICAN FICTION HA 221 Macleck

LITERARY PROGRESS HA 224 Russo

THE SOCIAL AND CULTURAL HISTORY OF THE CARIBBEAN HA 227 Marquez

OBSERVER AND OBSERVED IN LITERATURE AND ANTHROPOLOGY HA 228 / SS 228 D. Smith

ORIGINS OF ROMANTICISM HA 230 J. Hubbs

VISIONARY WRITERS HA 233 C. Hubbs

ADVANCED WRITING SEMINAR HA 239 Payne

BLACK PHILOSOPHY...OR SOPHIA DONE UP AND GONE HA 244 Frye

CANIS HA 255 Neagher

WORD AND WORLD HA 256 Bradt

PROBLEMS IN ENVIRONMENTAL DESIGN HA 261 Juster

EFFORT/SHAPE: LANGUAGE OF MOVEMENT AND OBSERVATION HA 272 F. McClellan

CHALLENGERS AND CHAMPIONS OF AUTHORITY: EARLY MODERN EUROPE HA 260 (SS 202, NS 279) Kennedy

CREATIVE MUSIC: ITS THEORY AND APPLICATION HA 284 Wiggins

PLAYWRIGHTS' WORKSHOP HA 299 Cohen

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 our 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, and 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 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, motivates, 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 language, 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 of material and linguistic forms and their subsequent control of material and linguistic forms. 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.

LIST OF COURSES

THE LANGUAGE SCIENCES

COMMON SEMINAR LC 130A Staff

WORKSHOP IN STYLISTICS LC 130B Staff

WORKSHOP IN AMERICAN SIGN LANGUAGE AND ITS STRUCTURE LC 130C Staff

WORKSHOP IN ANIMAL COMMUNICATION LC 130D Staff

WORKSHOP IN FORENSIC LINGUISTICS LC 130E Staff

WORKSHOP IN PHILOSOPHY OF LANGUAGE LC 130F Staff

ADVANCED WORKSHOP IN DISCOURSE LC 230 Staff

THEORY OF LANGUAGE: CONCENTRATORS SEMINAR LC 231 Staff

DIVISION I

PHILOSOPHY OF AFFIRMATIVE ACTION LC 102 Garfield

THE MUCKRAKE ERA (PROSEMINAR) LC 113 Kerr

THE TELEVISION DOCUMENTARY LC 114 Muller

IMAGES OF WOMEN IN POPULAR CULTURE LC 115 Douglas

LANGUAGE, CULTURE, AND SOCIETY LC 115/SS 123 Sheppard-Kegl

TOPICS IN EXPERIMENTAL DESIGN AND QUANTITATIVE THINKING LC 162 Sutherland

THE PSYCHOLOGY OF HUMAN INTELLIGENCE LC 187 Stillings

PHILOSOPHICAL PROBLEMS LC 192 Witherspoon

DIVISION II

COMPUTER PROGRAMMING AND LOGIC LC 222 Marsh

IDEALISM AND REALISM: METAPHYSICAL AND EPISTEMOLOGICAL PROBLEMS LC 223 Garfield

THE SOCIAL CONTROL OF MASS COMMUNICATION LC 224 Miller

INFORMATION TECHNOLOGY AND EDUCATION LC 225 Miller

THE HISTORY OF BROADCASTING IN AMERICA: STRUCTURE, CONDUCT, AND CONTROL LC 227 Douglas

BEHAVIOR GENETICS SEMINAR: LANGUAGES, POPULATIONS, AND STRUCTURES LC 229/NS 229 Coppinger

French I FL 101 Leate

Spanish I FL 102 Nieto

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. The Division I courses are intended to help students to develop the skills necessary to pursue Division I projects: instructors will introduce you to the problem 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 instructor's 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.

LIST OF COURSES

DIVISION I	
SPACE SCIENCE: TOPICS OF CURRENT ASTRONOMICAL RESEARCH ASTYC 31	Schloerbs
EVOLUTION OF THE EARTH NS 107	Reid
HUMAN GENETICS (proseminar)* NS 127	Miller
ORIGINS OF THE SEX BORMONES (proseminar)* JS 133	Goddard Gross
USEABLE MATHEMATICS NS 139	Hoffman
THE CONNECTICUT RIVER NS 141 (mid)	Van Raalte Reid Foster
THE BIOLOGY OF WOMEN NS 142	Goddard
NATURAL HABITATS OF NEW ENGLAND (proseminar)* NS 147	Van Raalte
THE WORLD FOOD CRISIS NS 151 (SS 151)	Coppinger Holmquist
PUBLIC HEALTH IN UNIQUE SETTINGS NS 153 (SS 153)	Foster von der Lippe
ASTRONOMY - CLASSICAL AND MODERN NS 165	K. Gordon
CHEMICAL CONTAMINATION IN THE ENVIRONMENT NS 168	Williams
FREZZING IN THE DARK: THE PHYSICS AND POLITICS OF ENERGY (proseminar)* NS 171	Krass
MATHEMATICS AND MUSIC NS 181 (BA 182)	Abel
THE NEW ENGLAND FARM FOREST NS 195	Westing

*For course description, see PROSEMINAR section in this Course Guide. Division I proseminars are intended primarily for new students; however, enrollment spaces also may be available for more experienced students.

DIVISION II	
STARS ASTYC 21	Greenstein*
ASTRONOMICAL OBSERVATION ASTYC 37	Dennis* White*
ASTROPHYSICS I: STELLAR STRUCTURE ASTYC 43	Harrison*
BASIC CHEMISTRY LABORATORY NS 201	Williams
BASIC CHEMISTRY I NS 202	Williams
ORGANIC CHEMISTRY NS 211	Lowy
THE NATURE WRITERS NS 214	Lutts Hoffman
BIO-MEDICAL ISSUES AND FEMINISM NS 219	Raymond
PHYSIOLOGY IN EXTREME ENVIRONMENTS NS 220	Bruno Foster
BEHAVIOR GENETICS SEMINAR: LANGUAGES, POPULATIONS, AND STRUCTURES NS 229 (LC 229)	Coppinger Teinestein Miller
ENERGY INTEREST GROUP: ENERGY AT HAMPSHIRE NS 240 (18316)	Bruno
THE CALCULUS NS 260	Hoffman
MATH FOR SCIENTISTS AND SOCIAL SCIENTISTS NS 261	Kelly
COMPLEX FUNCTIONS-BOOK SEMINAR NS 265	Kelly
DISEASE, MEDICINE, AND HISTORY NS 275	Gross
CHALLENGERS & CHAMPIONS OF AUTHORITY: EARLY MODERN EUROPE NS 279 (BA 260, SS 202)	Landes Kennedy Kinard Slater
HITCHCOCK CENTER PRACTICUM IN ENVIRONMENTAL EDUCATION NS 295	Bruno Nestor**

*Five College Astronomy Department faculty.

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 philosophical 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 such 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 parameters. 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 to 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.

LIST OF COURSES

DIVISION I	
HUMANITY: UNITY AND DIVERSITY (proseminar)* SS 105	Click
CHANGE IN THE LEGAL PROFESSION: PERSPECTIVES IN LAWYERING SS 109	Fowlkes
PROBLEMS IN URBAN POLITICAL ECONOMY SS 113	Rogan
POLITICAL JUSTICE (proseminar)* SS 115	Hasor
PEASANT REVOLUTION AND VILLAGE SOCIETY IN MODERN CHINA (proseminar)* SS 116	Johnson
POLITICS OF EDUCATION SS 119	Rone
POWER AND AUTHORITY (proseminar)* SS 125	Landes Rakoff
LANGUAGE, CULTURE AND SOCIETY SS 123 (LC 123)	Berkman Shepard-Kogel Yngveesson
AFRICAN WOMEN: AN HISTORICAL PERSPECTIVE SS 131	White
PSYCHOTHERAPY: DOES IT WORK? HOW DO WE KNOW? SS 132	Farnham
THE CHILD IN AMERICAN SOCIETY SS 146	Mahoney
THE WORLD FOOD CRISIS SS 151 (NS 151)	Coppinger Holmquist
PUBLIC HEALTH IN UNIQUE SETTINGS SS 153 (NS 153)	Foster von der Lippe
THE HISTORY OF THE FAMILY (proseminar)* SS 165	Mahoney Slater
SOCIAL ORDER (proseminar)* SS 171	von der Lippe
*For course description, see PROSEMINAR section in this Course Guide. Division I proseminars are intended primarily for new students; however, enrollment spaces also may be available for more experienced students.	
DIVISION II	
SS 201 and 202 are designed as introductions to some of the issues, ideas, and subject matter vitally important as background for advanced work in Social Science. They are open to all but first-semester Division I students.	
CAPITALISM AND EMPIRE: THE THIRD WORLD SS 201	Ford Holmquist Johnson White
CHALLENGERS AND CHAMPIONS OF AUTHORITY: EARLY MODERN EUROPE SS 202 (BA 260, NS 279)	Kennedy Landes Kinard Slater
INTRODUCTORY ECONOMICS SS 210	TBA
AMERICAN GOVERNMENT AND PUBLIC POLICY SS 212	Rakoff
PERSPECTIVES: LAW AND SOCIAL PSYCHOLOGY THROUGH A LOOKING GLASS SS 218	Fowlkes Poe
ADULT DEVELOPMENT SS 222	Farnham Slater
ENVIRONMENTS AND HUMAN BEHAVIOR SS 224	Poe
OBSERVER AND OBSERVED IN LITERATURE AND ANTHROPOLOGY SS 228 (BA 229)	D. Smith Ingesson
BREAKING THE SILENCE ON DOMESTIC VIOLENCE SS 229	Joseph
WORKPLACE DEMOCRACY SS 259	Benello Marner
THE LEGAL PROCESS: WOMEN AND CHILDREN UNDER THE LAW SS 276	Hasor
THE VIETNAM WAR AND AMERICAN FOREIGN POLICY SS 293	Lake

RELATED COURSE

MATH FOR SCIENTISTS AND SOCIAL SCIENTISTS (NS 261) Kelly

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 or 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.

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SCHOOL OF HUMANITIES AND ARTS

HA 105 WAYS OF SEEING

Joan Murray

This course will meet twice a week on Tuesday and Thursday, 10:30 - 12:00.

Tuesdays, I will be giving lectures primarily on 20th century art movements and artists. There will be some focus on 19th century ideas and artists with an emphasis on the end of the century. I will be particularly concerned with the visual aspects of the works and how these function in relation to the ideas of the artists and movements as well as to the aesthetic impact on the viewer.

Thursday, during the first half of the term, this time will be spent in lectures, workshops and tutorials which will focus on helping students prepare an oral presentation on an artist or movement. They will choose from a list of possibilities that will be posted the first day of class. Students will be requested to emphasize their visual understanding of their topic through the clear use and analysis of slides or other visual material. Historical data should serve primarily as background material and the foundation on which the main focus of an oral presentation is based.

The second half or final third of the semester will be spent in presenting the slide talks. Students should feel free to include social commentary, cross arts references or any other topics as long as they can make a clear connection between the visual and non-visual elements in their talk and reinforce their thesis.

Enrollment is limited to 12, by instructor permission.

HA 107 DESIGN AND ILLUSIONISTIC SYSTEMS

Arthur Mosner

This course has been developed as a means of introducing the student to a variety of design attitudes both theoretical and practical. Working with two and three dimensional design ideas, the processes of conceptualization, seeing, and seeing and knowing will be explored. This course will include the study of visual systems, visual semantics, attitudes, criticism and analysis of visual phenomena. Emphasis will be placed on design innovation and invention.

This course will meet twice weekly for 1½-hour sessions. Students will be responsible for their personal art supplies which are available through local dealers.

HA 110 FILM WORKSHOP I

TBA

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 film, 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 documented scope and inclusiveness 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 laboratory fee is charged for this course. The College supplies equipment, special materials, and general laboratory supplies. The student provides his/her own film.

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

HA 111a Still Photography Workshop

TBA

The photograph as art and communication—its production and implications.

Photography has become one of the primary means of visual experience today. The directness and impact of the photograph makes an understanding of its techniques indispensable to the artist, teacher, and student. So varied is the use of photography in all areas of human endeavor that the need of a "visual literacy" becomes of basic importance.

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

A \$20 laboratory fee is charged for this course. The College will supply chemicals, laboratory supplies, and special materials and equipment. The student will provide her/his 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. There will be two sections of this course.

HA 115 THE HISTORY OF THE AMERICAN AVANT GARDE

Abraham Ravett

"Camerae do not make films; filmmakers make films. Improve your films not by adding more equipment and personnel but by using what you have to the fullest capacity. The most important part of your equipment is yourself; your mobile body, your imaginative mind, and your freedom to use both."

Nays Daren

"...filmmakers are realizing that there is no one single way of exposing (seeing) things; that the steadiness or sharpness or clarity, (and all their opposites) are not virtues or absolute properties of anything; that, really, the cinema language, like any other language and syntax, is in a constant flux, is changing with every change of man."

— Jonas Mekas

The History of the American Avant Garde will explore the modernist involvement with time, space, movement, the overthrow of linearity and a primary concern with the very material of and properties particular to the nature of film.

The class will meet once a week for 3 hours. Open enrollment.

HA 121 THE WORLD OF FEDOR DOSTOEVSKY

Joanna Hubbs

"Gentlemen, I am concerned by questions; answer them for me."
— *Notes from Underground*

The purpose of this seminar will be to determine what those questions are, how Dostoevsky formulated them, and why they tormented him so. Since I am a cultural historian rather than a literary critic, I will tend to focus on ideas—the philosophical and psychological aspects of the works and how they relate to the culture into which Dostoevsky was born—rather than questions of structure or style, which will be considered only in so far as they relate to the ideas themselves. I will begin to "place" him into the context of Russian mythic, cultural, and psychological and historic currents. We will then read and discuss the novels (*Poor Folk, The Double, The Dream of a Ridiculous Man, White Nights, Crime and Punishment, The Possessed, and Brothers Karamazov*). Discussions will be supplemented by occasional lectures given by participants on chosen topics, both historical and literary; for example, discussions of some aspects of Dostoevsky's work as it relates to other Russian or European writers of the period, or a presentation on the history and nature of Russian Orthodoxy, or on the life of the peasantry.

This course has a heavy reading load to which is added the burden of three short papers and/or a short lecture as described above. Those who feel some hesitation in committing themselves to such reading (the longest novella, *Crime and Punishment*, the *Possessed*, and *Brothers Karamazov* average 600 pages) are encouraged to stay clear!

The class will meet three times a week: twice with me and once with a student discussion leader. Enrollment is limited to 16 students.

HA 165 PLACES AND SPACES: THE PERCEPTION AND UNDERSTANDING OF HUMAN ENVIRONMENT

Norton Juster, Earl Pope

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 construct 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. Now the environment communicates. (2) The elements of perceptual understanding. (3) The vocabulary of form. (4) 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/her 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. Enrollment is limited to 12, to be selected by lottery.

HA 182 MATHEMATICS AND MUSIC

(HS 181)

John Abel*, Roland Wiggins, Kenneth Hoffman

What are the relationships between mathematics and music? Can mathematics help us to understand and create music? Can music help us to understand and create mathematics? In this course elementary mathematics will be applied in a study of the analysis and construction of music.

Methods and concepts from algebra, combinatorics, group theory and mathematical linguistics will be used to identify and characterize musical structures and processes. The basic notions of operations and relations on sets will underlie all our algorithms, models and proofs.

Topics of mutual interest will include temperament, the harmonic series, musical graphs, scales and scale behavior, chords and chord progression, rhythm patterns and phrase members, voicings and voice-leading, embellishment, form, diction, modulation and total behavior. Our primary source of examples will be African-American music. At points, however, we'll take a look at idioms other than jazz to test the generality of our methods and identify characteristics which differentiate our musical styles. We'll also read selections from the written musical styles. We'll also read selections from the written musical styles. We'll also read selections from the written musical styles.

Though primarily a study of the structure of western music, the course also intends to give a view of the ways in which abstract mathematics can be used to investigate any dynamic, organized process.

Extensive demonstrations, drill sheets and notes will be given in class. The only prerequisites are a familiarity with high school algebra and basic musical notation; music theory and higher mathematics will be introduced and developed in class.

Enrollment is limited to 20, with priority given to Division I students. The class will meet twice weekly for 1½ hours and enrollment will be by lottery.

*Division III student

HA 195 THEATRE THREE

David Cohen, Janet Jenkins, Wayne Kramer

A new way to approach theatre and to think about plays. A three-phase exploration led by the entire theatre faculty.

PHASE ONE: (four weeks) An interdisciplinary integrative exploration working with a particular script representing a selected genre and cultural period, this segment will involve faculty from all four Schools sharing their expertise as it relates to period (medicine, philosophy, sociology, cultural anthropology, related arts, etc.). Students may elect to participate in theatre laboratories (period movement, handling of verse and power tools, etc.).

PHASE TWO: (entire semester) Building on the Phase One experience, the course will move on to a specific exploration of the production elements of the play (concept, ground plan, styles of acting, dramaturgy, etc.). Focus will be on applied theatre skills.

PHASE THREE: Class members will join with the faculty in developing a fully-mounted production piece utilizing skills acquired throughout the semester. All phases are recommended as a core course for all theatre concentrators. Designed to serve both the needs of beginning and advanced students, enrollment is especially welcomed. There are no pre-requisites. Upper Division students who may wish to serve as Teaching Assistants in connection with this course should interview with the faculty team.

4-5 hours per week.

*Phase One will run concurrently as Integrative Seminar (IN 321). There will be a special component for integrative seminar students.

DIVISION I/II COURSES

The following are listed as joint Division I/II courses. At the first class meeting, the instructor will discuss any differences in expectations for Division I and Division II students.

HA 131/231 POETRY WRITING WORKSHOP

Andrew Salkey

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

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

We will strive to assess 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 mentor or like their instructor or like the outstanding class poet).

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

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

HA 137/237 FICTION WRITING WORKSHOP

Andrew Salkey

This workshop will emphasize as its guiding principle that all our workshop fiction writing should be done primarily for the reception and delight of our workshop members and with them as our first audience, for after all we are our very first audience and group approval is vitally important as a source of confidence. Our approval to the work of other writers in the group is essential; pretenses to the work of other writers and audience will grow and move outward as we grow and move along as writers.

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

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

We will try to demonstrate that the practice of fiction ought to be manifestly about the creative description of human relationships in society, 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 tentative, however idiosyncratic, our fiction writers may feel to be important to their development.

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

HA 140/240 WRITING

Nina Payne

By means of exercises that draw on personal history, family anecdote, life experience in general, students will spend class time in the process of writing. The work will be intense in quality and varied in form. Emphasis will be on stretching one's own resources as a writer and deepening them at the same time. There will be readings from a variety of sources including the work of poets, writers, visual artists, performing artists, and when they choose, members of the class. Tutorials will be available to all participants.

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

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

The workshop will meet twice a week for one hour each session. It will last for ten weeks. The starting date will be announced at the beginning of the Common Seminar. Materials will also be provided for practice in the language lab. It will be organized such that those with previous knowledge of ASL can opt for only the linguistics if they choose to do so.

LC 1300 WORKSHOP IN ANIMAL COMMUNICATION
Staff

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, chirp 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 gestures systems, and to communicate through computers. We will scrutinize the claims of these researchers carefully.

In this workshop we will consider the following main areas: the nature of naturally occurring animal communication systems, including human language, the potential of other animals to learn and use systems like systems, and the general question of the interrelation between innate, biologically determined knowledge, and learned knowledge. A stable part of the workshop 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 workshop 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 workshop will meet twice a week for 1 hour per session, in conjunction with the Common Seminar in Language Sciences. It will last for seven weeks. The starting date will be announced at the beginning of the Common Seminar.

LC 1302 WORKSHOP IN FORENSIC LINGUISTICS
Staff

Much has been made of the potential use of "voice identification" as a tool in the possible to identify individuals by their voices. Is it really possible to identify individuals by their voices? Just what is a "voiceprint"? Are voices sufficiently unique, and are our methods sufficiently precise that they can systematically reveal personality traits and emotional states (can vocal analysis be used as a lie detector)? This workshop will be devoted to understanding the principles that inform the analysis of speech. We will do hands-on work with the spectrograph (the "voiceprint machine") and develop an introductory understanding of the acoustic and physiological properties of speech.

This workshop will meet two days a week for 1 hour each session. The workshop will last seven weeks. The starting date will be announced at the beginning of the Common Seminar.

LC 1307 WORKSHOP IN PHILOSOPHY OF LANGUAGE
Staff

In this workshop we will confront some of the questions about language that have long intrigued (and puzzled) philosophers. The issue we will focus on is the question of meaning, or, more fully, how are they related to their bearers—objects, people, events in the world? Are they acquired by baptism, or are they abbreviations for full-blown descriptions of the world? Do they have a bearing on wider theories of meaning of interest to the linguist and other cognitive scientists?

The workshop will meet twice a week for 1 hour each session. It will last four weeks. The starting date will be announced at the beginning of the Common Seminar.

Advanced Workshop
In addition to their work in the Common Seminar, students with a deeper background in linguistics may wish to take part in a higher-level workshop. This term's topic is **DISCOURSE**.

LC 230 ADVANCED WORKSHOP IN DISCOURSE
Staff

Most contemporary theories of language have paid special attention to the structure and behavior of units like words and the sentences. But there is also much to be learned from the study of discourse, the level at which words and sentences are put together to form the basis of actual human communication. We will explore the communicative messages in broader contexts. We will explore the devices that are used to distinguish the "topic" of the discourse from "comment" about it; the patterns of presentation of "new information" and "old information"; ways in which information about one sentence informs the meaning of another sentence; and so forth.

This workshop is open only to students who have already done work in linguistics. It will meet twice a week for one hour each session, for seven weeks. The starting date will be announced at the beginning of the Common Seminar.

Concentrators Seminar

In the final morning time slot, 11:30 to 12:30, those days a week, I will hold a seminar involving students whose division of concentration work is in linguistics. This is a substantive way, often related to the Language Sciences in a substantive way, e.g. literature, animal behavior, anthropology, and so forth. The Concentrators Seminar will be an advanced group, led each morning by one or more of the linguists.

Like the Common Seminar, but at a higher level, the Concentrators Seminar will be based on the reading and discussion of primary research, and on the analysis of problems rather than on lectures. Participants in the Concentrators Seminar are not required to take the Common Seminar, but we strongly encourage concentrators to do so, even if on an occasional basis, so that their experience and perspective can be available to other students.

LC 231 THEORY OF LANGUAGE: CONCENTRATORS SEMINAR IN LINGUISTICS
Staff

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

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

The seminar will be largely devoted to an introduction to the theory of grammar via a set of common problems and readings. There will be frequent short assignments. Provisions for deeper study of each topic outside of class will be made. The seminar will meet three times a week for 1 hour each time. Enrollment is unlimited, with the permission of the instructor.

Courses Related to the Language Sciences

- LC 123 Language, Culture, and Society Shepard-Kegl, Yvonne Berkman
- LC 187 The Psychology of Human Intelligence Skilling
- LC 230 Behavior Genetics Seminar: Languages, Populations, and Structures Coppinger, Feinstein, Miller

A Final Word
We believe that this experiment will be a stimulating, pleasant, and rewarding experience. But we realize that it represents a new way of structuring our time and academic commitments, both for students and faculty. In spite of the seeming diversity of these principles, it now appears that these principles are such the same for every language, hence the cataloging of facts about single languages has been replaced by the search for a theory of "universal grammar" that captures the fundamental capacities of the human mind that make language possible.

For any other information, please feel free to contact Mark Feinstein (FPM 201, Ext. 559), James Gae (Warner 5, Ext. 507), Judy Shepard-Kegl (FPM 201, Ext. 559). The letter two will be back from leave in the fall.

LC 102 PHILOSOPHY AND AFFIRMATIVE ACTION
Jay Garfield

Recent attempts to correct the injustices of sexism and racism through affirmative action or preferential hiring and admissions programs in corporations and universities have raised a storm of controversy, both legal and philosophical.

Supporters of such programs argue that they are necessary and justifiable means to rectify past wrongs; to bring about a fair distribution of society's goods; and to enhance the quality of our community through increased representation of minorities and women at all levels and in all sectors of society. Opponents, however, claim that the programs are unjust in that they discriminate against whites and males who have had no part in perpetrating the injustices the programs are meant to correct; that they allot equally qualified applicants unequal chances to secure society's goods; that they lead to the hiring and acceptance of inferior candidates over superior ones; and that these programs are contrary to the equal protection clause of the Constitution. Cases such as *Holmes vs. Jackson High School*, *Bakke vs. the Regents of the University of California*, and *Quinn vs. the University of Texas* have focused on these issues, but have done little to resolve the controversy.

In this course we will consider this controversy both in the academic and the employment arenas. We will read two principal cases, *Bakke* and *Holmes*, and a number of relevant philosophical and legal essays. The class will be divided into teams to argue these cases. Students' briefs will serve as the written work for the course. The class will meet twice a week for 2 hours each session. Enrollment is limited to 20 by permission of the instructor.

LC 114 THE TELEVISION DOCUMENTARY
Richard Muller

What is the work of the documentary filmmaker? What concerns have typically motivated the documentary filmmaker? What sets the documentary apart from other forms of nonfiction television and film? How has television influenced the development of the documentary form?

In this seminar we will approach questions like these by discussing a series of tapes, films and articles which focus on specific issues in documentary work. Students will also learn basic techniques of video production which are of central importance to the documentaryist: field shooting, videotape editing, mixing sound. The focus will be not just on building technical skills, but on developing a solid base for the kind of conceptual inquiry which documentary represents.

The course will meet twice a week: on Monday afternoons (2 hours) for viewing and discussion of tapes, films, and articles and on Wednesday afternoons (3 hours) for instruction in video production skills and to view and critique each other's work. Participants will be expected to write two short papers and, working in groups, to complete a sequence of assignments on videotape production. Enrollment is limited to 15, selected by lottery if necessary.

LC 115 IMAGES OF WOMEN IN POPULAR CULTURE
Susan Douglas and James Miller

This course will examine the various images of women in American popular culture and how they have changed. These images will be juxtaposed against the changing social conditions of women's lives in the twentieth century. Except for a few unusual periods, such as World War II, there has been a striking dissonance between image and daily life. What effect does the mythical image of the ideal woman have on the American woman? What behavioral prescriptions have the media exhorted women to follow? What penalties have awaited those who did not conform? What additional burdens have these images imposed on the black woman?

Students will encounter these images at firsthand in a variety of media ranging from radio and television programs to popular magazines and books which describe the "ideal woman" and give her advice. Readings will be drawn from such works as *Queen Bees & Wannabes* by Susan B. Anthony II; *From Reverence to Rape* by Molly Haskell; *Search and Seize* edited by Tuchman et al.; and *Gender Advertisement* by Erving Goffman.

This topic will be used as a prism through which to explore relationships between mass media and American culture, from the vantage points of history and sociology, and to discover the usefulness of different disciplinary perspectives on these issues. The course will meet twice a week for 1 1/2 hours each session; regular class participation and a series of short papers will be expected. Enrollment is limited to 20; students will be selected after the first class meeting.

LC 123 LANGUAGE, CULTURE, AND SOCIETY
SS 123
Judy Shepard-Kegl, Barbara Yvonne, and Deborah Berkman

Language, culture, and society are inextricably bound up with one another. The study of language in its cultural and social setting can give us insight into humans as social and cultural beings, as well as enrich our view of human language and the relationship between language and mind. What are the relationships between language, thought, and culture? Does one determine the other, or are the relationships more intricate and complex? What are the boundaries between what we know about our language and what we know about the world? To gain insight into these general questions by looking at the nature of language itself and at the roles it plays in such cultural phenomena as kinship, myth, and in folk taxonomy. Our understanding of language and of its significance can also be approached by focusing on other aspects of what it means to be a "cultural animal." Culture, like language, consists of rules and meanings through which we perceive the world and organize our behavior. Culture, like language, is the basis for what seems to be unique in human groups as well as for certain broad similarities which define all humans as one species.

Language and culture define what is special about particular groups not only cross-culturally, but express the identity of subgroups within one society as well. Ethnic groups and socioeconomic classes preserve their identity partly through quite subtle and (for the most part) unconscious manipulation of language variation. There are also subgroups within one society whose behavior the behavior of members of these groups and which may become one focus of legal, political, and educational struggle. We will examine features of such linguistic and cultural codes, focusing on the ways in which language reflects aspects of cultural and social organization, and provides us with a means of studying it.

In spite of the cultural and linguistic differences between groups, there are some striking similarities, both culturally and linguistically between all human groups. Why should this be? Current linguistic theory suggests that the answer in part lies in those aspects of human language which are part of the biological makeup of human beings. By probing the nature of our language capacities—as well as exploring our "cultural capacities"—we may find out something more about what makes us human "cultural animals." Culture, like language, is the basis for what seems to be unique in human groups as well as for certain broad similarities which define all humans as one species.

The practice and discussion of writing will be an integral part of the course. Short papers will be required weekly and we will meet periodically in small groups to discuss these papers, from the standpoint of both content and effectiveness. In other words, we will use the papers as vehicles to enhance discussion of class-considered topics while at the same time use them as learning tools for matters of sentence structure, organization, and mechanics. Additionally, students may set up tutorials with Deborah Berkman to do further work on these papers.

The class format will include both lectures and discussions. Students are encouraged to participate also in the Linguistics Common Seminar. The skills developed in the Common Seminar will be essential for students wishing to complete a Division I examination in LAC. (See description of Language Sciences Program.) The class will meet twice a week for 1 1/2 hours each session. Enrollment is limited to 20, first come, first served.

LC 162 TOPICS IN EXPERIMENTAL DESIGN AND QUANTITATIVE THINKING
Michael Sutherland

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

- deterministic vs. probabilistic models
- the meaning of proof
- detecting pseudo-problems
- the value of indifference and reasonable doubt
- information is not knowledge, but it is a start
- experimentation without randomization is just guessing around

- the geometry of data
- optimization as a model for process development
- can beliefs be quantified?
- the frequency distribution of M&M candy colors
- surveys and what usually happens
- exploring tables of numbers, e.g., the mindshift table
- biggest things, breaking records, and what to expect next
- quantitative measures of wars, plagues, and disasters
- expectancy effects (what, how, and/or why?)
- measuring "bullshit"

Increasing and ultimately unbearable pressures will be brought to bear on students to go beyond simple attendance. Evaluations will be based entirely on class participation, assignment completion, and the personal whim of the instructor. The class will meet for 1 1/2 hours twice a week. Enrollment is open.

LC 187 THE PSYCHOLOGY OF HUMAN INTELLIGENCE
Neil Stillings

This course is devoted to comparing and criticizing the two main approaches to studying human intelligence that have developed within psychology. The first approach is differential psychology, or "intelligence testing," which attempts to characterize individual differences in intelligence using methods of statistical measurement. The second approach is experimental, or cognitive psychology, which demonstrates the measurement of individual differences in favor of more fundamental investigations of the nature of intelligent thought using the experimental method. The class will collect and analyze data on several aspects of intelligence, including visual versus verbal thinking, the role of general problem solving techniques in intelligence, and the experimental analysis of I. O. tests. The several written assignments in the course will concern these experiments.

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

LC 192 PHILOSOPHICAL PROBLEMS
Christopher Witherspoon

In this course we will work on selected philosophical problems including problems of morality; art; interpretation and understanding; and social phenomena. Our readings will include excerpts from traditional sources, for example, Plato, Descartes, and Kant, and from a few modern classics, e.g., Gadamer and Colingwood. Although the course will be oriented toward the so-called "analytic tradition," the orientation of the course will be eclectic: the perspectives of critical theory, existentialism, and hermeneutics will be among others to be considered.

No background will be assumed in this course, which is designed for students genuinely interested in philosophy and who already have reasonably good skills at writing, critical analysis, and reading. For evaluation, students must complete several open-book exams and essays, including a final exam. In order that students can begin work on these exams in December, examinations, the course itself will conclude early in December.

Required texts will include a couple of recent anthologies, a few current articles, interviews with several eminent contemporary philosophers, and a reader on problems in the foundations of art theory and criticism. A syllabus will be prepared for distribution in the first class meeting, but will not be available before then.

The class will meet twice a week for 1 1/2 hours each time. Enrollment is limited to 20, to be chosen by lottery after the second regularly scheduled class meeting. Prerequisite: admission to the Division I will be given to students intending to do this course. The lottery will be held from work initially done for this course.

LC 222 COMPUTER PROGRAMMING AND LOGIC
William Marsh and Tom

Writing computer programs is easier than most people think, and learning a programming language requires only a little practice and persistence. Framing problems in a way suitable for computer solution and designing a good program are skills more subtle and delicate than material things and processes. Philosophy, which was designed to facilitate program design, documentation, and verification. The goal is not just programs, but good ones.

The various features of PASCAL will be introduced in class by means of simple problems and program solutions, and students will write their own programs as well. Topics from logic will be introduced periodically to help understand the syntax of PASCAL, the data structures it uses, and some of the ideas involved in programming.

The course will provide practice in problem solving, basic logic, basic quantitative skills, and expository writing, all of which are necessary to the writing of good programs. The class will meet three times a week for an hour. There are no prerequisites and enrollment is open.

LC 223 IDEALISM AND REALISM: METAPHYSICAL AND EPISTEMOLOGICAL PROBLEMS
Jay Garfield and Christopher Witherspoon

Idealism, in its philosophical sense, is the view that mind and spiritual values are fundamental in the world as a whole. Thus, idealism is opposed to naturalism, that is, to the view that mind and spiritual values have emerged from, or are reducible to, material things and processes. Philosophical idealism is also opposed to realism...and is thus the denial of the common-sense realist view that material things exist independently of being perceived.

H. B. Acton, *Encyclopedia of Philosophy*
This course will be the first in a two-course sequence which will continue in the spring with LC 233 *The Philosophy of Mind*. In that course we will continue the examination of the idealist-realist controversy in contemporary philosophical debates, examining current work in metaphysics, epistemology, cognitive psychology, and artificial intelligence.

The heart of this course will be the careful study of writings by three of the greatest Western philosophers in the idealist tradition: Immanuel Kant, Arthur Schopenhauer, and the earlier Ludwig Wittgenstein. Our primary concern will be with their metaphysics and epistemology, but we will also consider their ethical and aesthetic positions in the context of their philosophical systems. Although we will concern ourselves with their work in scholarly and articulate ways, the actual positions and arguments of these philosophers, our approach will be informed by the realist-idealist controversy as it presently engages the attention of the professional philosophical community.

Students will be expected to write three polished papers, two of short-to-medium length, and the last longer and suitable for inclusion in a Division III portfolio. Five-College students' grades will be done as for advanced courses in their home institutions.

This is not a course for beginners in philosophy. All interested students should consult with the instructors about such matters as summer reading programs to help out their backgrounds. The course will meet twice a week for 1 1/2 hours each time. Enrollment is limited to 20 with 10 permission of the instructor.

LC 224 THE SOCIAL CONTROL OF MASS COMMUNICATION
James Miller

This course will survey the multitude of social forces, some subtle and discreet, others immediately apparent, that shape the content of mass communication. We will review such factors as national and international policies, industry structure, norms and ethics of media professions, occupational routines, and technologies of production, and organizational operation. We will begin with a consideration of the notion of "freedom of expression" as it tends to obscure these deeply embedded constraints, and attempt to forge a more accurate sense of the power relations that actually control the manufacture of mass communication products.

Students will read a variety of books and articles and will be responsible for their discussion and for a final analytical paper. Class discussion is unlimited. We will meet twice a week for 1 1/2 hours each session.

LC 225 INFORMATION TECHNOLOGY AND EDUCATION
Richard Miller

There is an essentially humanistic vision of the educational process, and what are the potential roles for computers? What parts of the teaching and learning process can be facilitated by this powerful technology? What are the limitations of thinking about learning in the terms which computers suggest?

In this course we will discuss a range of possible applications of information technology in education, examining their origins in differing notions of educational philosophy and psychology. So that our discussion will not become so abstract that it is disconnected from reality, participants in the course will learn to use computers. By solving problems which involve words and pictures, rather than numbers, students will develop skills in computer programming that can be applied to a variety of educational problems. No prior experience with computers is expected; no mathematical sophistication is required.

At the conclusion of the course students should be able to present several different models for computer use in education, to discuss their advantages and limitations, to write computer programs which are of use to teachers and students and themselves.

Students will be expected to write one or two short papers, to complete a series of programming problems and, working in small groups, to complete a project which involves the analysis of an educational problem and the design, implementation, and documentation of a solution based on information technology. The class will meet for 1 1/2 hours twice a week. Enrollment is limited to 25 on a first-come, first-served basis.

LC 227 THE HISTORY OF BROADCASTING IN AMERICA: STRUCTURE, CONDUCT, AND CONTROL
Susan Douglas

How has the broadcasting industry evolved in America? What has broadcasting done to American society and how has the society influenced broadcasting's development? These are the questions this course will explore from an historical perspective. We will study radio's formative years, how the networks developed, and how the industry's economic structure has influenced program content and form. We will also examine the social control of broadcasting: government regulation, self-regulation, and attempts at censorship. The transition from radio to television and the relationship between broadcasting and the press will also be discussed.

This course should be of use to concentrators in such areas as mass communication, American history, journalism, and other aspects of media study. The course will rely principally on class discussion with lectures as necessary. Students will be expected to complete one major research paper, suitable for inclusion in a Division II portfolio, on some aspect of the history of broadcasting, as well as two or three short papers. The class will meet twice a week for 2 hours each session. Enrollment is limited to 25 to be selected by lottery, if necessary, at the first class meeting.

LC 228 BEHAVIOR GENETICS SEMINAR: LANGUAGES, POPULATIONS, AND STRUCTURES
Raymond Coppinger, Mark Feinstein, and Lynn Miller

This course will explore through lecture and discussion that fuzzy boundary between behavior and genetics. We will read and evaluate original research in this rapidly growing field. Though the ultimate goal of this endeavor is to think about the genetics of human behavior (including work on language and cognition) we will read a wide variety of literature.

The seminar will meet twice a week for the first five weeks for two hours each meeting; each student or group of students will work for the next four weeks on projects with one of the faculty; then we will gather together in the last weeks to exchange our insights. Enrollment is open.

FOREIGN LANGUAGES
FL 101 FRENCH I
Elizabeth Leate

This course is designed for those students with little or no previous training and/or experience in French who want to develop basic language skills. Practice in the four skills of language learning (speaking, understanding, reading, and writing) will be equally emphasized in class presentations. The last half hour of the class will be organized in such a way as to allow the student to do French exercises on a particular skill. Thus, memory of Algebra I from high school. Not suitable for math majors, nor probably for students needing substantial basic specific needs students are encountering in their course or readings.

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

organized around written and oral (French language tapes) assignments. Enrollment is limited to 15. First come, first served.

FL 102 SPANISH I
Angel Nieto

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

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

The class will meet twice a week for 1 1/2 hours each time. Enrollment is limited to 20; first come, first served.

SCHOOL OF NATURAL SCIENCE

DIVISION II:
ASTPC 31 SPACE SCIENCE: TOPICS OF CURRENT ASTRONOMICAL RESEARCH

Peter Schloerb (at Smith College)

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

Class will meet Tuesday and Thursday
NS 107 EVOLUTION OF THE EARTH
John Reid

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

Assignments will include readings from both a text and the original literature. Students will be expected to complete an independent research project related to the coursework.
Enrollment limit: 20 students. Two 1-1/2 hour class meetings plus one 3 hour field trip/lab per week. Enrollment is on a first come, first served basis.

GENETICS LISTINGS

- Five courses with genetics as a central topic are offered on a regular schedule at Hampshire College. These courses and times are:
- Fall 1981
 - NS 127 Human Genetics^a Full term
 - NS 229 Behavioral Genetics^a Full term
 - Spring 1982
 - NS 256 Informational Macromolecules First six weeks
 - Fall 1982
 - NS 126 Beanbag Genetics First six weeks
 - NS 228 Genetics of Evolution Second six weeks
- The courses given in a single term are so arranged that students may take a full semester course in genetics or take any one of the minicourses. Each minicourse should require about ten hours of reading each week for a typical college student as well as the six hours of class time.

Any student who wishes an evaluation (or grade) for any minicourse, course (or for all of them) should expect to do more work in the form of a paper, additional readings, lab work, or problem solving by arrangement with instructor at the beginning of the minicourse or course.

^aPrerequisite:

MATH EXERCISE CLASS
Kenneth Hoffman

Do your mathematical muscles feel soft and flabby? Tired of having math jock types kick intellectual sand in your face? Then you owe it to yourself to come work out once a week to keep in shape. A complete well-rounded exercise program, involving solving equations (single and simultaneous), graphing, and using (chance!) work problems, etc. will be available. We will meet once a week to review systematically the high points of algebraic terminology and techniques. Three or four pages of notes will be handed out each time and a short set of review problems will be distributed for participants to work on between sessions. Designed for students currently in quantitatively oriented NS or SS courses, or students who simply want to keep up their math skills. Will assume at least a reviewable memory of Algebra I from high school. Not suitable for math majors, nor probably for students needing substantial basic specific needs students are encountering in their course or readings.

Class will meet every Thursday 1:30-2:30.

NS 139 USEABLE MATHEMATICS

Kenneth Hoffman
 In this course we will work on developing the student's proficiency in and fondness for mathematics by working through a selection of topics in elementary applied mathematics. This course is designed primarily for those who are unsure of their mathematical background and ability and want to do something about it; better prepared students are advised to consider one of the other Division I math courses. Some of the topics we will cover are:
 -Surveying and mapping
 -Celestial navigation
 -Mathematics of carpentry
 -Introductory computer programming
 -How to read and use graphs

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

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

NS 141 THE CONNECTICUT RIVER

(inicoourse) Charlene Van Hasle, John Reid and John Foster

We will spend one month of intensive field work on the Connecticut River in the Amherst area. In addition to canoe trips and field trips along the river, we will concentrate on two floodplain sites of particular geological and ecological interest. Students will work with old maps and recent aerial photographs, coring devices, transects, and transect lines to understand how islands and how wetlands have formed in this area. Examples of specific questions we will address include: where in the river channel do islands develop? Do different types of vegetation grow in marshes formed by different geological processes? Through the history, ecology, or natural history of the Connecticut River. Division II students are welcome.

Class will meet two full afternoons per week for the first month of the term. Enrollment is open.

NS 142 THE BIOLOGY OF WOMEN

Nancy Goddard

Daily pressures by our society encourage women to be consumers of services and products claimed to make them feel healthier, look and feel young longer. A better understanding of one's anatomy and physiology will enable a woman to sort out the myths, be aware of ways that health can be enhanced, and thus be a more enlightened consumer. In this course we will study relevant systems of the body and learn ways in which women can play an active role in maintaining their own health.

Students will be expected to read from text materials and primary research reports, to come to class prepared to discuss these readings, and to complete a project on a question related to the course content. Evaluations will be based upon the quantity and quality of these activities.

Class will meet for 1-1/2 hours twice a week. Enrollment: 20, Instructor's permission first week of classes.

NS 145 ASTRONOMY - CLASSICAL AND MODERN

Kurtiss Gordon

The universe is a laboratory where we can't run experiments but, if we have the wit, we can watch nature running experiments for us. Nature's experiments--the majestic clockwork of the solar system, the fusion powerhouses in the stars--have thrilled and enlightened us. Other experiments, such as the quoners still baffle us.

In this course we shall explore the universe observationally and theoretically. We start with our own observations, made with simple instruments, and use the questions they raise to progress to an understanding of the processes involved. Then we shall try to apply these insights to some of the more exciting--even weird--experiments nature seems to be displaying.

Class will meet Wednesday 3-5 pm for the full term, and for observation and discussion on Monday 7-10 pm first four weeks, and 3-4 pm last eight weeks. Enrollment is open.

NS 148 CHEMICAL CONTAMINATION IN THE ENVIRONMENT

Lloyd Williams

This course will examine several aspects of the problems associated with hazardous wastes (particularly chemicals) and their disposal. We will begin by studying basic principles of toxicology and then attempt to gain an overview of the issues associated with toxic waste disposal: how are the wastes generated; which substances are particularly hazardous; what are the health effects; which substances are broken down naturally, which are persistent; how have government regulations affected the problem?

We will meet twice a week during the first half of the semester to discuss a variety of readings related to toxic wastes. During the second half of the semester, students will work on projects related to hazardous wastes. The final two weeks of the semester will be devoted to a class symposium on hazardous waste disposal. To receive an evaluation, students will be expected to complete a project, write a major paper on the project, and make a presentation in the class symposium.

Limit 15: First come.

NS 149 THE NEW ENGLAND FARM FOREST

A. H. Weasting

In this course students can become familiar with the dynamics of the forest as an ecosystem and also as a renewable natural resource upon which humans vicariously depend for their survival. It will be both skill and project oriented. Students will gain familiarity with elementary dendrological, forest mensuration, surveying, and silvicultural techniques. Student projects might explore such questions as the sustained fuelwood yield from a woodlot, the impact of sheep grazing on a woodlot, the physiology of

maple sap production; the pros and cons of pruning; the effect of rainfall on tree growth; or the biomass relationships within a woodlot.

Students are expected to attend class meetings regularly and to participate in the discussions. An oral presentation will be required of each student. Readings will consist of Woodlands for Profit and Pleasure by R.D. Forbes, manuals, and articles from the professional literature. Students will carry out a research project (generally in groups of two) leading to a written report.

The class will meet twice a week (for 1-1/2 hours each time) for lectures and discussions; and one afternoon a week (for 4 hours) for lab or field work.

Division I level; no prerequisite; enrollment limited to 18 (lottery, if necessary, at the first class meeting).

DIVISION II:

ASTFC 21 STARS

George Greenstein (lectures) Amherst College
 (labs) Mount Holyoke College

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

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

This course will meet Mondays and Wednesdays. Labs are open five nights a week at Mount Holyoke College.

ASTFC 37 ASTRONOMICAL OBSERVATION

Tom Dennis and Richard White

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

Class will meet Mondays and Wednesdays

ASTFC 43 ASTROPHYSICS I: STELLAR STRUCTURE

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

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

Class will meet Mondays and Fridays.

NS 201 BASIC CHEMISTRY LABORATORY

Lloyd Williams

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

Class will meet for one afternoon each week. Open enrollment.

NS 202 BASIC CHEMISTRY I

Lloyd Williams

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

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

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

NS 211 ORGANIC CHEMISTRY (FALL)

Nancy Lowry

The first semester of organic chemistry focuses on the structure of molecules and how the structure influences their reactivity. Reference is made often to biological implications. Several problem sets are assigned and collected. Two hours a week of laboratory are scheduled but more time is needed to complete the experiments.

Text: Morrison and Boyd, Organic Chemistry, Third Edition. A high school introduction to chemistry is essential; Division I students may take the course if they check with the instructor.

Class will meet three mornings a week for 1-1/2 hours, plus one lab per week. Open enrollment.

NS 214 THE NATURE WRITERS

Ralph Lutes and Kenneth Hoffman

Natural history writing is now perceived often as being a curiously marginal art form which is neither good science (too sloppy and emotional), nor good literature (too pedantic and sterile). In fact, there are many different styles and reasons for writing represented among the group loosely called natural history writers. For some, nature is largely a mirror through which they can perceive the reality and meaning of their own lives. For others, humankind is primarily an extraneous figure in the structures of the natural world. In this course we will explore a broad range of authors, including Abbey, Leopold, Eiseley, Hillard, Ammons, and Fabre, among others. The readings will be extensive, and regular brief papers will be required.

Class will meet one afternoon per week for three hours. Open enrollment.

NS 219 BIO-MEDICAL ISSUES AND FEMINISM

Janice Raymond

The course will consider two main areas of bio-medicine that are of crucial concern to women: 1) genetic technology which will include an exploration of sex selection procedures, in vitro fertilization, and cloning; 2) psychiatry, "mental health", behavior control and modification, with a special emphasis upon psychoanalysis. Emphasis will be placed upon a feminist analysis and criticism, with a view toward developing a more gynecocentric social policy and ethics.

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

NS 220 PHYSIOLOGY IN EXTREME ENVIRONMENTS

Merle Bruno and John Foster

Over the years many clues to human physiological functions have been obtained from studies of organisms under stress or by studying animals and plants adapted to living in extreme environments such as desert climates or severe altitudes. This course will be a series of in-depth explorations of some of these mechanisms and adaptations. It will include 1) laboratory work in which we can make measurements on ourselves, animals at the Farm Center, or laboratory animals as the case may be, 2) weekly seminars for discussion of papers from the research literature.

The course is intended for Division II students for whom biology is a serious part of their concentrations and also for the marathoner, rock climber, or scuba diver who wants to learn more about how his or her own body functions.

Class will meet for two 90-minute seminars plus one afternoon laboratory/week. Division I students with instructor permission only.

NS 229 BEHAVIOR GENETICS SEMINAR: LANGUAGES, POPULATIONS, AND STRUCTURES

Raymond Coppinger, Mark Feinstein, and Lynn Miller

This course will explore through lecture and discussion that fuzzy boundary between behavior and genetics. We will read and evaluate original research in this rapidly growing field. Though the ultimate goal of this endeavor is to think about the genetics of human behavior (including work on language and cognition), we will read a wide variety of literature.

The seminar will meet twice a week for the first five weeks for two hours each meeting; each student or group of students will work for the next four weeks on projects with one of the faculty; then we will gather together in the last weeks to exchange our insights. Enrollment is open.

NS 240 ENERGY INTEREST GROUP: Energy at Hasphie (IN 316)

Merle Bruno

See Integrative Seminar section for the description of this course.

NS 246 THE CALCULUS

Ken Hoffman

The calculus provides the language and some powerful tools for the study of change. Differentiation and integration will be defined and applied to the study of tangent lines, slopes of curves, areas, volumes, free-fall and other motion, periodicity, exponential growth and decay, carbon dating, and inflationary spirals.

This course introduces the basic concepts, techniques, examples, and applications of the standard two semester college treatment of differential and integral calculus, including the elementary transcendental functions, Taylor series, and elementary differential equations. The pace will be brisk and a firm differential algebra is strongly recommended. There will be daily drill work, lots of problems, a weekly (necessary) evening problem session, and a little history and philosophy.

Classes will meet three times a week for 1-1/2 hours each, and problem help time will be arranged. Participants are expected to attend, in addition, a weekly evening problem session. Open enrollment.

NS 261 MATH FOR SCIENTISTS AND SOCIAL SCIENTISTS

David Kelly

Traditionally, the mathematical preparation for scientists and quantitatively-minded social scientists begins with a year or more of the calculus. Easy access to high speed computers has increased the usefulness of other tools. For almost all scientists 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, calculation, and plotting
- 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)
- Difference methods (applied to approximating solutions to differential equations)

Elementary probability and statistics (including the use of interacting 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 three times a week for 1 hour each session; additional evening problem sessions will be scheduled using on-campus teaching assistants. Regular substantial problem sets will be assigned and will constitute the heart of the course work. Enrollment is open.

NS 265 COMPLEX FUNCTIONS *Honk Seminar

David Kelly

The surprising consequences of the differentiability of complex functions and the rich theory of integration in the complex plane will be developed and given geometric and physical interpretations. Participants, who should have some mathematical experience beyond a solid grasp of real variable calculus, will read Pólya and Latta's *Complex Variables*. Lots of problems will be assigned and students will discuss their solutions in regular meetings amongst themselves and in one weekly 90 minute seminar with Kelly.

There is no limit and class will meet three times a week for 1-1/2 hours each.

NS 275 DISEASE, MEDICINE AND HISTORY

Michael Gross

In this course we will consider the following questions: What is disease? What has been its impact on human history? What is medicine in this and other cultures? What has been the impact of western medicine on health? How does medicine serve as a means of social control?

Readings for the course, besides articles, include: Ivan Illich's *Medical Nemesis*, William McNeill's *Plagues and Peoples*, Charles Rosenberg's *The Cholera Years*, and portions of Hans Finsler's *Rats, Lice and History*, Barbara Ehrenreich's and Deirdre English's *For Her Own Good*, and Mary Roth Walsh's *Doctors Wanted: No Women Need Apply*.

Students will write several short assigned essays and do a research paper on a topic of their choice. The class meetings will emphasize participation in discussions.

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

Enrollment: 25, by interview with instructor first week of classes.

NS 295 HITCHCOCK CENTER PRACTICUM IN ENVIRONMENTAL EDUCATION

Merle Bruno and Bill Nestor*

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 follow below. If you wish to participate in the Center's program, call Bill Nestor (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 also be interviewed with their registrar and will be graded on a pass/fail basis. Register for either NS 295a or NS 295b.

Integrated Environmental Curriculum (NS 295a)

This is a program of activity-oriented field trips to local conservation areas that 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. to 1:00 p.m. If you wish to become more deeply involved, you may arrange to participate in the classroom presentations which are conducted before and after each trip.

Individual Project (NS 295b)

The Center can provide a variety of learning opportunities on the Division II and III levels for students with commitment to and experience in environmental education. These range from teaching on a "one-shot" basis to full internships. Speak with Merle Bruno and 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 watching 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.

*Bill Nestor is Executive Director of the Hitchcock Center.

SCHOOL OF SOCIAL SCIENCE

SS 109 CHANGE IN THE LEGAL PROFESSION: PERSPECTIVES IN LAWYERING

Olivier Fowlkes

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

Among course readings the following books will be considered: Auerbach, *Unequal Justice*; Black (ed.), *The Radical Lawyer*; Carlin, *Lawyers Ethics*; Rosenthal, *Lawyer-Clients: Who's in Charge?*; and Seigel, *The Wall Street Lawyers*. This Division I course will require a fair amount of reading and paper writing and is designed to raise issues which might be investigated and parlayed into Division I exam topics; the instructor will supervise course participants in a special workshop for developing and completing Division I exams.

The class will meet twice a week for 1-1/2 hours each session. Enrollment is limited to 25; lottery if necessary.

SS 113 PROBLEMS IN URBAN POLITICAL ECONOMY

Lloyd Hogan

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

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

SS 119 POLITICS OF EDUCATION

Hedwig Rose

At a time of considerable debate about the character, quality, and financing of education, it is appropriate to examine the interface of politics and education. In this course we will address such questions as: What should be the functions of schools? Who should determine these? How should schools be financed? What role should parents have in determining curriculum? Should sex education be taught? Should prayers be said? How are legislative decisions made that affect educational policy? What role do unions and professional organizations have?

The class will address these and other questions in several different ways: (1) class discussions, (2) readings, (3) field observations, and (4) special projects. Topics to be discussed will include curriculum, staffing, financing, busing, and special programs. Included in the reading will be historical material and relevant data to further understanding. Outside speakers will provide personal insights into teacher strikes, contract negotiations, parents' groups, and conditions for specific objectives.

The class will meet twice a week for 1-1/2 hours each session. Enrollment is unlimited. Five College students will be given grades if requested.

SS 123 LANGUAGE, CULTURE, AND SOCIETY (LC 123)

Deborah Berkan, Judy Shepard-Kegl, Barbara Yngvesson

Language, culture, and society are inextricably bound up with one another. The study of language in its cultural and social setting can give us insight into human as well as social and cultural change as well as enrich our view of human language and the relationship between language and mind. What are the relationships between language, thought, and culture? Does one determine the others, or are the relationships more intricate and complex? What are the boundaries between what we know about our language and what we know about the world? We can gain insight into these general questions by looking at the nature of language itself and at roles it plays in such cultural phenomena as kinship, myth, and in folk taxonomy. Our understanding of language and of its significance can also be approached by focusing on other aspects of what it means to be a human "cultural animal." Culture, like language, consists of rules and meanings through which we perceive the world and organize our behavior. Culture, like language, is the basis for what seems to be unique in human groups as well as for certain broad similarities which define all humans as one species.

Language and culture define what is special about particular groups not only cross-culturally, but express the identity of subgroups within one society as well. Ethnic groups and socio-economic classes preserve their identity partly through quite subtle and (for the most part) unconscious manipulation of language variation. There are also subtle "cultural codes" which underlie the behavior of members of these groups and which may become one focus of legal, political, and educational struggles. We will examine features of such linguistic and cultural codes, focusing on the ways in which language reflects aspects of cultural and social organization, and provides us with a means of studying it.

In spite of the cultural and linguistic differences between groups, there are some striking similarities, both culturally and linguistically, between all human groups. Why should this be? Current linguistic theory suggests that the answer in part lies in those aspects of human language which are part of the biological makeup of human beings. By probing the nature of our language capacities—as well as exploring our "cultural capacities"—we may find out something more about what makes us all, regardless of culture, regardless of bewildering apparent differences, fundamentally one "community," the human species.

The practice and discussion of writing will be an integral part of the course. Short papers will be required weekly and we will meet periodically in small groups to discuss these papers, from the standpoints of both content and effective writing. In other words, we will use the papers as vehicles to enhance discussion of class-considered topics while at the same time use them as learning tools for matters of sentence and paragraph structure, organization, and mechanics. Additionally, students may set up tutorials with Deborah Berkan to do further work on these papers.

The class format will include both lectures and discussions. Students are encouraged to participate also in the linguistics Common Seminar. The skills developed in the Common Seminar will be essential for students wishing to complete a Division I examination in L&C. (See description of Language Sciences Program.)

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

SS 131 AFRICAN WOMEN: AN HISTORICAL PERSPECTIVE

E. Frances White

Western feminists have recently "discovered" African women.

Some have come to the subject as Africanists, motivated by their own personal feminist. Others have come as scholars or activists seeking to broaden their international perspectives. As outsiders, we are faced with the problems not only of sexual stereotyping but also of cultural bias. In this course we will struggle to go beyond an ethnocentric view of African women and come to an understanding of the evolution of African women both in the context of African culture and in a comparative, international perspective.

The course will have an historical bias as we study the changing roles of African women in three main stages: precolonial, colonial, and independent Africa. Particular attention will be given to the role of women in trade. Readings will include historical and anthropological works, such as those found in Harkin and Bay, *Women in Africa*, and literary works, such as Sembene's *God's Bits of Wood*.

Enrollment is limited to 20; first come, first served. Class meets for 1-1/2 hours twice a week.

SS 132 PSYCHOTHERAPY: DOES IT WORK? HOW DO WE KNOW?

Louise Farhan

By looking closely at some of the research evaluating the efficacy of psychotherapy, students will learn about the state of the art reflected in this literature as well as developing some proficiency in dealing with questions in areas where evidence is not sufficient to judge significance. How is the judgment made that psychotherapy "works"? What are the criteria? How do qualities of the therapist and/or the patient/client influence outcomes?

There will be two brief writing assignments and one seminar paper. Students will be expected to participate in class discussions of assigned readings of their seminar papers.

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

SS 146 THE CHILD IN AMERICAN SOCIETY

Maureen Mahoney

In this course we will ask what children require for healthy development and examine American social structure and values to determine the extent to which they enhance or inhibit this development. We will look at the way in which the discipline of developmental psychology has traditionally viewed children and research with children to see whether it helps answer our major question and then propose alternatives to this traditional view. The course will take a developmental perspective and introduce students to research beginning with a focus on infancy and moving through the life span. Particular attention will be given to learning to read and criticize research in developmental psychology.

Class discussion and reading will include the following topics: the nature of nurture controversy; the child in the family, in alternative care, in early intervention programs, in school, and in peer groups. In order to sharpen our focus on development in the United States, we will contrast the American child's experiences with those of children in other cultures, especially the Soviet Union, China and Israel.

The class will meet twice a week for 1-1/2 hours each session. Enrollment is limited to 25; first come, first served.

SS 151 THE WORLD FOOD CRISIS (NS 151)

Ray Coppinger, Frank Holmquist

The course combines natural and social science perspectives on the current world food situation with particular emphasis on New England, the United States, and Third World agriculture. We begin with a discussion of the extent to which trends and the present situation justify the term "crisis", followed by an examination of the ancient origins of agriculture and selected food and ecological crises in ancient background and introduction of the rise of modern agriculture in the United States, involving rapid technological change, the expansion of food processing system, fossil fuel dependence, the precarious condition of the small farmer, and efforts to revive rural communities around a small farmer base. Field trips and a look at the New England sheep industry will provide concrete experience. The rise of European industry and the colonial impact on African agriculture will occupy the central background of the population issue, the promise and pitfalls of Green Revolution technology, and the particular examples of the island of St. Kitts in the Caribbean and the Sahel region in Africa. China will be examined as a case of socialist agriculture and a possible alternative to dominant trends.

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

SS 153 PUBLIC HEALTH IN UNIQUE SETTINGS (NS 153)

John Foster, Robert von der Lippe

This seminar will deal with several views of public health care and research in settings not encountered by the general population in the United States; for example, the study of disease in hospitals which may be called iatrogenic, the history of swine flu in the U. S. Army, the epidemiology of venereal disease and its research in Tuskegee, Alabama, special public health problems in parasitic diseases in Africa, the history and present status of tuberculosis treatment and re-sources) miners, etc. In each of these cases we will be exploring and critically analyzing the social, biological, and ethical questions surrounding the conditions in question and the approaches which were and are being taken to improve health care and/or improve the research efforts into these conditions.

On the way to this analysis we hope to concentrate on one or more of the following skills or approaches to better understanding: (a) laboratory work, (b) survey techniques, (c) epidemiological methods, (d) historical analysis, (e) political/economic realities, (f) cross-cultural/comparative perspectives.

The class will meet twice a week for 1-1/2 hours each session. Enrollment is limited to 30 students; first come, first served.

NOTE:

SS 201 and 202 are designed as introductions to some of the issues, ideas and subject matter vitally important as background for advanced work in Social Science. They are open to all but first-semester Division I students.

SS 201 CAPITALISM AND EMPIRE: THE THIRD WORLD
 Michael Ford, Frank Holmquist, Kay Johnson,
 Frances White

The course will, broadly speaking, examine how European contacts created the Third World, and how the latter reacted to the situation. Emphasis is placed upon Africa and Asia. Theories of various periods of imperialist thrusts are examined against a background of the nature of pre-contact Third World society and economy. The slave trade in Africa and British trade in Asia will document the nature and impact of early European expansion. Colonial and neo-colonial development during the late 19th and first half of the 20th centuries will be studied in depth with respect to India, China, Kenya, Tanzania, and Ghana. Particular attention will be paid to the peculiar nature of colonial industrialization, the comparative impact of reliance on large or small agricultural producers, and changing cultural life. Nationalist and revolutionary movements, their class bases, and goals will be examined, followed by a look at post-independence and post-revolutionary development strategies and external relationships with particular emphasis upon the comparative capitalist and socialist experience of our five case study states.

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

SS 202 CHALLENGERS AND CHAMPIONS OF AUTHORITY: EARLY MODERN EUROPE
 L. Brown Kennedy, Joan Landes, Ruth Kinard,
 Miriam Slater

This course will use materials drawn from the context of the major political and social movements of the early modern period. The main perspective will be on the challenges to authority which upset the religious, political, and scientific assumptions of the late Renaissance and the resultant attempts at reformulations in the latter half of the seventeenth century. We will offer an interdisciplinary approach in addressing the following problems: the emergence of the modern state; the redefinition of public and private life; the crisis of certitude posed by the Reformation and new modes of scientific inquiry; the role of the individual in the new order. Some of the readings will include: K. Thomas, *Religion and the Decline of Magic*; M. Walzer, *The Revolution of the Saints*; C. Hill, *The World Turned Upside Down*; L. Stone, *Marriage, Sex and the Family*; Max Weber, *The Protestant Ethic and the Spirit of Capitalism*. We will also read selections from a variety of primary sources including Calvin, Shakespeare, Luther, Galileo, Newton, Donne, Hobbes, Locke and some Kantians.

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

SS 210 INTRODUCTORY ECONOMICS
 TBA

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

The text is R. Lipsey and P. Steiner, *Economics*, and the accompanying workbook. There will be an extensive take-home examination at the end of the course.

The class will meet three times a week for 1-1/2 hours each session. Enrollment is unlimited. Five College students will be graded PASS/FAIL only.

SS 212 AMERICAN GOVERNMENT AND PUBLIC POLICY
 Robert Rakoff

The goal of this course is the development of an adequate theoretical framework for explaining and assessing the making and the implementation of public policies at the national level. We shall implement this primarily by considering theories of inter-societal interactions but, rather, by investigating the institutional and process—both public and private—that are able to act (or not act) as the case may be) in the name and with the authority of the state. In general, we shall be seeking answers to the following questions: given the system-maintaining and inequalitarian impacts of public policies, how is the federal government organized systematically to produce such policies and why and how does such a government remain legitimate in the eyes of citizens?

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

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

SS 218 PERSPECTIVES: LAW AND SOCIAL PSYCHOLOGY THROUGH A LORNING CLASS
 Oliver Fowlkes, Donald Poe

Recently, the validity of some basic assumptions about law and litigation have been challenged by controlled experiments of social psychologists; for example, that the size and composition of juries will not affect the fairness or outcome of their decisions, that witnesses can remember and accurately testify about previous events, and that the state role of lawyers in the judicial process is to argue cases before judges. This Division II course will examine selected theories and methods of social psychology, and adjudication with specific attention to areas where law, judicial process and psychology intersect. Among other things we will look at memory and eyewitness testimony, biasing in information processing, predictability of conduct, culpability, decision making at all levels of the legal process, defendant demeanor in court, polarization in juries, and etiology of violent behavior.

In addition to examining these currently researched problems, we will attempt to target issues beyond those enumerated and

break new ground in the law/psychology dialogue. What is the role of the social psychologist and experientialism in elucidating solutions to legal problems, court overuse, development of alternatives to the judicial process, revised roles for lawyers, evaluation of mental illness and incompetence, post-conviction processes, and the use of psychology in dispute resolution. The course is offered to Division II students in law, legal process, social psychology, clinical psychology, sociology and public policy.

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

SS 222 ADULT DEVELOPMENT
 Louise Farnham

This course will deal with multiple facets of human development in the adult years. We will address such topics as the relationship of adult development to earlier development, the relationship of adult development to cultural influences on the development of nature and extent of cultural influences on the development of biological and physical aging. Psychological and social components of adult development processes will be emphasized. Although there will be a textbook, readings from primary sources will be extensive and will form the basis of three short papers. The short papers and a "classic" term paper on a topic of each student's choice will provide the basis for the evaluation.

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

SS 224 ENVIRONMENTS AND HUMAN BEHAVIOR
 Donald Poe

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

The class will meet twice a week for 1-1/2 hours each meeting. Enrollment is limited to 25; first come, first served.

SS 228 OBSERVER AND OBSERVED IN LITERATURE AND ANTHROPOLOGY
 (NS 229)
 David Smith, Barbara Yngvesson

This course attempts to combine the insights of cultural anthropology and literary criticism by examining works—ethnography, satire, criticism, fiction—in which the relationship of an outsider-observer to a community is an issue.

We consider attempts of narrator/authors to understand their fictive communities, noting in what ways they present them coherently and artistically, and we examine the work of practicing anthropologists to understand their efforts to "present" actual communities truthfully and accurately through their field work, writing, and reporting. In particular we're interested in the notion that ethnography and some forms of fictionized writing result from an encounter of observer and observed. This encounter, with its effects and outcomes, establishes authenticity and requires critical attention.

Texts vary widely, including ethnographic work, papers dealing with problems in the field, process or theoretical discussions and literary texts that in the past have included *Cullivans Travels*, Gilman's *Herland*, Jewett's *Country of the Pointed Firs*, Agee and Evans' *Up the Mountain*, *Famous Men*, *Turnabout*, *The Mountain People*, Robert Coles' *Upgraded Children*, and other works chosen to illustrate our points. Visitors and speakers with "outsider" experience add to our resources. We use this course to appeal to students of literature, writers, budding anthropologists, social historians, journalists, and anyone interested in the problems of observers, photographers, and others encounter in "observing" others sensitively. You will be expected to attend regularly, to participate in discussions and the writing of short papers. This is not a Division I course and is not open for completion of Division I exams.

The class will meet twice a week. Enrollment is open, but the instructors reserve the right to limit class size.

SS 229 BREAKING THE SILENCE ON DOMESTIC VIOLENCE
 Gloria Joseph

The course is designed to research the extent of violence in the American family within the patriarchal American society. The institutionalization of violence in our culture will be studied in its role as a "closed" aspect of daily family life. Topics dealt with will include child abuse, battered women, fratricide and sexual abuse of children. Emphasis will be placed on discovering the reasons for the silences surrounding family violence as well as the reasons why domestic violence must be barred and studied.

The class will meet twice a week for two hours each session. Enrollment is limited to 20; first come, first served.

SS 259 WORKPLACE DEMOCRACY
 George Benello, Stanley Warner

This course will serve as an introduction to worker participation and democratic self-management. It will cover the history and theory of democratic management, contemporary case studies, and issues of strategy and implementation. It will compare participatory forms in governmental and private sector organizations with their traditional counterparts, and seek to evaluate the strengths and weaknesses of different types of participatory organizations. It will also examine cases of participatory worker management from a number of European countries, including Spain, Italy, Yugoslavia, and England.

The readings will include Shearer and Corney's *Economic Democracy: Prospects for the Eighties*; Zwerdling's *Workplace Democracy: Montgomery's Worker's Control in America*; Rowlett, *Participatory Democracy*; and *Workplace Democracy* by Benello and Warner. The course will feature a number of guest speakers, films, and occasional field trips. It is open to graduate students, who will be expected to research and lead discussions on special topics. A background in economics is helpful although not required.

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

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

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

We will consider the role of courts, legislatures, administrative agencies, and the practicing bar; the relationship of the formal legal system to less formal modes of social control; the internal process of change in the law, including the development of common law, statutory interpretation, litigation and management of transactions; and the capacities and limits of course will trace the history of law in the United States as it has concerned issues of human reproduction. To do this students will be introduced to basic techniques of case analysis and legal research. Other topics which will be treated will include sex discrimination in employment; women in the criminal law and the penal system; the law concerning marriage, divorce, child custody, and adoption; the law concerning child abuse and parental authority over children; the juvenile court process; political and civil rights of women and children.

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

SS 293 THE VIETNAM WAR AND AMERICAN FOREIGN POLICY
 Anthony Lake

The history of American involvement in Vietnam. This course will review the origins of the war and American intervention; the domestic impulses for deepening involvement and then withdrawal; the history of negotiations to find a peaceful settlement; and the effects of the war on our foreign policies. The role of the Vietnam War in American thinking about the U.S. of broader events and trends in American thinking about the role in the world. Students will be encouraged to consider "lessons" they believe should be drawn from this experience. Classes will include lectures and discussions, including occasional guest lectures. Among the readings will be: Leslie Gelb, *The Irony of Vietnam*; Henry Kissinger, *The White House Years*; *The Pentagon Papers*.

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

• Five College Professor in International Relations.

DIVISION III INTEGRATIVE SEMINARS

SEMINAR IN THE POLITICAL ECONOMY OF RACISM Hogan

ENERGY INTEREST GROUP: Energy at Hampshire Bruno

COMPARATIVE STUDY OF THE BLACK LIBERATION MOVEMENT OF THE '60s AND THE CURRENT WOMEN'S LIBERATION MOVEMENT Joseph

USES AND ABUSES OF MATHEMATICS Kelly

NOVELS/ART/DREAMS: Explorations of the w/man symbolmaker F. McEllean

THEATRE THREE Cohen

SEMINAR IN THE POLITICAL ECONOMY OF RACISM Lloyd Hogan

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

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

Each student will choose one of the problems for concentrated study and rigorous class presentations. Other study or as a member of a study team. Great stress will be given to conceptual formulation of the problem and much effort will be given to the organization of existing empirical knowledge.

The class will meet twice a week for 1-1/2 hours each session. Enrollment is limited to 20. Permission of the instructor is required.

IN 316 ENERGY INTEREST GROUP: Energy at Hampshire

Most students and other people living in institutional settings feel they are not in a position to control their consumption of energy in a significant way. The institution controls the choice of fuel, it maintains the physical plant, it sets the students' money pays the bills. Last spring, a number of students on campus explored ideas about how students can de-energize energy use through influencing student behaviors and participating in administrative decision making. As energy consumption increases, curtailing the use of parts of the campus to save energy, etc.) rises also.

This seminar will be an action forum to continue the work begun last spring and to add to it. We will address questions of

HAMP SHIRE COLLEGE

SCHEDULE OF CLASSES

FALL 1981 COURSE GUIDE

CODES

ARB	Arts Building
CSC	Cole Science Center
EDH	Emily Dickinson Hall
FPH	Franklin Patterson Hall
MDB	Music and Dance Building
PFB	Photography/Film Building
RCC	Robert Crown Center
LIB	Harold F. Johnson Library
DH	Dakin House
EH	Enfield House
GH	Greenwich House
MH	Merrill House
PH	Prescott House
ELH	East Lecture Hall
MLH	Main Lecture Hall
WLH	West Lecture Hall
Donut	Greenwich House - Center Room
BKSEM	Book Seminar
GIS	Group Independent Study
TBA	To Be Announced/Arranged
*	Course is not term-long; see course description

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 105 Ways of Seeing	J. Murray	InstrPer	12	TTh 1030-12	ARB
HA 107 Design/Illusion	A. Hoener			MW 1030-12	ARB
HA 110 Film Workshop I	TBA	Lottery	12	TBA	
HA 111a/b Still Photo Workshop	TBA	Lottery	15/15	TBA	
HA 116 American Avant Garde	A. Ravett	Open	None	W 9-12	PFB
HA 121 Dostoevsky	J. Hubbs	1st Come	16	MW 1030-12	PH A-1
HA 1/231 Poetry Writing Workshop	J. Hubbs	InstrPer	16	T 130-3	EDH 15
HA 134a College Writing-Irish	A. Salkey	ProSem	25	MWF 830-930	FPH 108
HA 134b College Writing-American	F. Smith	ProSem	25	TTh 830-930	FPH 108
HA 1/237 Fiction Writing Workshop	F. Smith	InstrPer	16	Th 130-3	EDH 15
HA 1/240 Writing	A. Salkey	InstrPer	15	TTh 9-12	Kiva
HA 151 Gods/Beasts/Mortals	N. Payne	ProSem	20	TTh 830-1030	FPH 105
HA 162 Sense of Place/Self	R. Meagher		15	MWF 1030-12	Blair
HA 164 Life Stories	D. Smith, etal	ProSem	16	TTh 1-3	Blair
HA 165 Places/Spaces	J. Boettiger	Lottery	12	TF 930-12	CSC 3rd Fl
HA 168 American Families/Homes	N. Juster/E. Pope	ProSem	16	MW 830-1030	Blair
HA 182 Math and Music	J. Boettiger/D. Smith	Lottery	20	TBA	
HA 1/291 Intro-Directing	J. Abel, etal	InstrPer	10	MW 1-3	Div 4
HA 195 Theatre Three	J. Jenkins	Open	None	TTh 10-12/W 1030-12	PAC
HA 203 Studio Art Critique	D. Cohen, etal	InstrPer	15	W 130-430	ARB
HA 207 Adv Studio Forum	A. Hoener	InstrPer	15	W 130-4	ARB
HA 210 Film Workshop II	J. Murray	1st Come	12	T 9-1	PFB
HA 211 Photo Workshop II	A. Ravett	InstrPer	12	W 1-5	PFB
HA 215 Photography-Issues	J. Liebling	Open	None	TBA	
HA 219 Fiction of History	J. Liebling	Open	None	TTh 130-3	CSC 126
HA 221 Violence-Amer Fiction	R. Marquez	1st Come	20	TTh 1030-12	EDH 15
HA 224 Literary Progress	J. Matlack	InstrPer	None	W 3-5	FPH 104
HA 227 History of Caribbean	M. Russo	1st Come	25	TTh 1030-12	PH D-1
HA 228 Observer/Observed	R. Marquez	Open	None	TTh 1030-12	Blair
HA 230 Origins of Romanticism	D. Smith/B. Yngvesson	Open	None	MW 2-3	Blair
HA 233 Visionary Writers	J. Hubbs	Open	None	MW 1030-12	EDH 17
HA 239 Advanced Writing Seminar	C. Hubbs	1st Come	20	TBA	
HA 244 Black Philosophy	N. Payne		18	TBA	EH Masters
HA 255 Camus	C. Frye	Open	None	TTh 1-3	EDH 17
HA 256 World and World	R. Meagher	Open	None	MWF 830-1030	FPH WLH
HA 260 Authority-Europe	R.K. Bradt	Open	None	TTh 1-230	FPH 106
HA 261 Probs-EnvDesign	L.B. Kennedy, etal	Open	None	T 1-330	CSC 3rd Fl
HA 272 Effort/Shape	N. Juster/E. Pope	InstrPer	10	T 1-330	MDB Dance
HA 284 Creative Music	T.F. McClellan	InstrPer	15	MW 1-3	MDB
HA 299 Playwrights' Workshop	R. Wiggins	InstrPer	15	MW 1-3	Kiva
Hampshire College Chorus	D. Cohen	InstrPer	12	W 1-4	
	A. Kearns	Audition		TBA	

SCHOOL OF LANGUAGE AND COMMUNICATION

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE	
LANGUAGE SCIENCES						
LC 130a	Common Seminar	Staff	Open	None	MWF 930-1030	FPH 103
*LC 130b	Workshop-Stylistics	Staff	LC 130a	None	MW 1030-12	FPH 103
*LC 130c	Workshop-ASL/Structure	Staff	LC 130a	None	TTh 1030-12	FPH 103
*LC 130d	Workshop-Animal Comm	Staff	LC 130a	None	MW 1030-12	FPH 103
*LC 130e	Workshop-Forensic Ling	Staff	LC 130a	None	TTh 1030-12	FPH 103
*LC 130f	Workshop-Philo of Lan	Staff	LC 130a	None	MW 1030-12	FPH 103
*LC 230	Adv Workshop-Discourse	Staff	LC 130a	None	MW 12-1	FPH 103
LC 231	Theory of Language	Staff	InstrPer	None		
LC 102	Philo/Affirmative Action	J. Garfield	InstrPer	20	TTh 130-3	PH D-1
LC 113	Muckrake Era	D. Kerr	ProSem	None	MW 9-1030	FPH 104
LC 114	TV Documentary	R. Muller	1st Come	15	M 1-3/W 1-4	FPH 104/TV Studio
LC 115	Images of Women	S. Douglas/J. Miller	Lottery	20	TTh 1030-12	FPH 106
LC 123	Language/Culture/Society	J. Shepard-Kegl, etal	1st Come	20	MW 1030-12	FPH 108
LC 162	Exp Design/Quant Think	M. Sutherland	Open	None	TBA	
LC 187	Psych-Human Intell	N. Stillings	1st Come	20	TBA	
LC 192	Philosophical Problems	C. Witherspoon	Lottery	20	WF 9-1030	FPH 106
LC 222	Computer Program/Logic	W. Marsh	Open	None	MWF 1030-1130	FPH WLH
LC 223	Idealism & Realism	J. Garfield/C. Witherspoon	InstrPer	20	TTh 9-1030	PH D-1
LC 224	Social Control/Mass Comm	J. Miller	Open	None	TTh 1-3	FPH ELH
LC 225	Info Tech & Education	R. Muller	1st Come	25	MW 1030-12	FPH 106
LC 227	History of Broadcasting	S. Douglas	1st Come	25	MW 1-3	FPH 106
LC 229	Behavior Genetics Seminar	R. Coppinger, etal	Open	None	TTh 1-3	FPH 108
FOREIGN LANGUAGES						
FL 101	French I	E. Leete	1st Come	15	TTh 1030-12	EDH 16
FL 102	Spanish I	A. Nieto	1st Come	20	TTh 1-230	EDH 16

SCHOOL OF NATURAL SCIENCE

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE	
NS 107	Evolution of Earth	J. Reid	1st Come	20	MW 1030-12/M 1-5	EDH 4/Lab
NS 127	Human Genetics	L. Miller	ProSem	20	MWF 9-1030	PH A-1
NS 133	Origins-Sex Hormones	N. Goddard/M. Cross	ProSem	25	TTh 1030-12	PH B-1
NS 139	Useable Math	K. Hoffman	Open	None	MWF 11-12	FPH 102
*NS 141	Connecticut River	C. Van Raalte, etal	Open	None	TTh 130-5	CSC 202
NS 142	Biology of Women	N. Goddard	InstrPer	20	MW 1030-12	CSC 126
NS 147	Natl Habitats-N.E.	C. Van Raalte	ProSem	15	MW 130-5	CSC 202
NS 151	World Food Crisis	R. Coppinger/F. Holmquist	Open	None	MW 130-3	FPH ELH
NS 153	Public Health-Settings	J. Foster/R. von der Lippe	1st Come	30	MW 830-10	PH B-1
NS 165	Astronomy	K. Gordon	Open	None	M 3-4, 7-10pm/W 3-5	CSC 302
NS 168	Chemical Contamination	L. Williams	1st Come	15	MW 1030-12	CSC 114
NS 171	Freezing in the Dark	A. Krass	ProSem	20	MWF 130-3	CSC 114
NS 181	Math and Music	J. Abel, etal	Lottery	20	TBA	
NS 195	N.E. Farm Forest	A. Westing	1st Come	18	TTh 1030-12/Th 130-5	CSC 114/Lab
NS 201	Basic Chem Lab	L. Williams	Prereq	25	T 130-4	Lab
NS 202	Basic Chemistry I	L. Williams	InstrPer	25	MWF 1030-12	CSC 114
NS 211	Organic Chemistry	N. Lowry	Open	None	MWF1030-12/MorF130-330	EDH 15/Lab
NS 214	Nature Writers	R. Lutts/K. Hoffman	Open	None	T 1230-330	CSC 114
NS 219	Bio-Med Issues-Feminism	J. Raymond	InstrPer	None	TTh 1030-12	PH C-1
NS 220	Physiology-Extreme Envs	M. Bruno/J. Foster	Open	None	TTh 1030-12/W 1-5	CSC 126/Lab
NS 229	Behavior Genetics Seminar	R. Coppinger, etal	Open	None	TTh 1-3	FPH 108
NS 240	Energy Interest Group	M. Bruno	Open	None	M 2-5	Kiva
NS 260	The Calculus	K. Hoffman	Open	None	MWF 930-1030	FPH 102
NS 261	Math-Scntsts/Scl Scntsts	D. Kelly	Open	None	MWF 930-1030	FPH 105
NS 265	BKSEM-Complex Functions	D. Kelly	Open	None	TBA	
NS 275	Disease/Medicine/History	M. Gross	InstrPer	25	Th 8-1030am	PH B-1
NS 279	Authority-Europe	L.B. Kennedy, etal	Open	None	TTh 1-230	FPH 106
NS 282	Basic Physics I	A. Krass/K. Gordon	Open	None	MWF1030-12/MorT 1-4	FPH 107/Lab
NS 295a	Practicum-Environ Ed	M. Bruno/B. Nestor	InstrPer	See Course Description		
NS 295b	Environ Ed-Ind Project	See Course Description				
ASTFC 021	Stars	G. Greenstein	Prereq	None	MW	AC/MHC
ASTFC 031	Space Science	P. Schloerb	Open	None	TTh	Smith
ASTFC 037	Astronomical Obs	T. Dennis/R. White	Prereq	None	MW	
ASTFC 043	Astrophysics I	E.R. Harrison	Prereq	None	MF	GRC534/U. Mass.

SCHOOL OF SOCIAL SCIENCE

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE	
SS 105	Humanity	L. Glick	ProSem	25	TTh 9-1030	FPH ELH
SS 109	Perspectives-Lawyer	O. Fowlkes	1st Come	25	MW 830-1030	FPH 107
SS 113	Urban Political Econ	L. Hogan	1st Come	20	TTh 1-3	PH A-1
SS 115	Political Justice	L. Mazor	ProSem	16	TTh 9-1030	FPH 104
SS 116	Revolution/Society-China	K. Johnson	ProSem	16	TTh 130-3	FPH 104
SS 119	Politics of Education	H. Rose	Open	None	MW 1030-12	FPH 106
SS 122	Power and Authority	J. Landes/R. Rakoff	ProSem	16	TTh 1030-12	FPH 104
SS 123	Language/Culture/Society	J. Shepard-Kegl, etal	1st Come	20	MW 1030-12	FPH 108
SS 131	African Women	E.F. White	1st Come	20	TTh 730-10pm	FPH 104
SS 132	Psychotherapy	L. Farnham	1st Come	25	WF 1030-12	FPH 105
SS 146	Child-American Society	M. Mahoney	Open	None	TTh 1030-12	FPH 105
SS 151	World Food Crisis	R. Coppinger/F. Holmquist	Open	None	MW 130-3	FPE ELH
SS 153	Public Health-Settings	J. Foster/R. von der Lippe	1st Come	30	MW 830-10	PH B-1
SS 165	History of Family	M. Mahoney/M. Slater	ProSem	16	MW 1030-12	FPH 104
SS 171	Social Order	R. von der Lippe	ProSem	16	MW 1030-12	PH B-1
SS 201	Capitalism & Empire	M. Ford, etal	Open	None	TTh 1030-12	FPH ELH
SS 202	Authority-Europe	L.E. Kennedy, etal	Open	None	TTh 1-230	FPH 106
SS 210	Intro-Economics	TBA	Open	None	TTh 9-1030	FPH 102
SS 212	Amer Govt/Public Policy	R. Rakoff	Open	None	MW 130-3	FPH 105
SS 218	Law & Social Psych	O. Fowlkes/D. Poe	Open	None	TTh 1030-12	FPH 107
SS 222	Adult Development	L. Farnham	Open	None	TTh 130-3	FPH 105
SS 224	Environ/Human Behavior	D. Poe	1st Come	25	TTh 130-3	FPH 108
SS 228	Observer/Observed	D. Smith/B. Yngvesson	Open	None	MW 130-3	Blair
SS 229	Domestic Violence	G. Joseph	1st Come	20	TTh 1030-12	FPH 108
SS 259	Workplace Democracy	G. Benello/S. Warner	Open	None	TTh 1030-12	GH Masters
SS 276	Legal Process-Women/Chld	L. Mazor	Open	None	MW 130-3	FPH WLH
SS 293	Vietnam/Amer Foreign Pol	A. Lake	Open	None	TTh 130-3	FPH ELH

DIVISION III INTEGRATIVE SEMINARS

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE	
IN 315	Political Econ-Racism	L. Hogan	InstrPer	20	TTh 930-12	PH A-1
IN 316	Energy Interest Group	M. Bruno	Open	None	M 2-5	Kiva
IN 317	Black/Women-Lib Moves	G. Joseph	1st Come	15	TTh 130-3	FPH 107
IN 319	Uses/Abuses-Math	D. Kelly	Open	None	W 130-3	FPH 102
IN 320	Move/Art/Dreams	T.F. McClellan	InstrPer	15	M 7-10pm	MDB Dance
IN 321	Theatre Three	D. Cohen, etal	Open	None	TTh 10-12/W 1030-12	PAC
IN 332	Idea of Nature	J. Raymond/M. Cross	Open	None	TBA	

OUTDOORS PROGRAM

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE	
OP 106	Top Rope Climbing	B. Garmirian	1st Come	12	W 1230-530	
OP 111	Top Rope Climbing	Staff	1st Come	12	T 1230-530	
OP 138	Bicycle Touring	S. Anderson	1st Come	10	W 1-430	
*OP 145	Flat-Water Canoeing	A. Ayvazian	1st Come	12	T 1-5	
OP 146	Mountaineering	G. Newth/B. Garmirian	1st Come	10	Th 1230-6	PH B-1
OP 147	Yellowstone Discovery	S. Anderson/C. Dreiman	InstrPer	10	TTh 1-3	Blair
OP 162	Sense of Place/Self	D. Smith, etal	InstrPer	12	MWF 1030-12	PH D-1
OP 218	Outdoor Ed & Leadership	A. Ayvazian/S. Anderson	InstrPer	12	WF 1030-12	
OP 235	All the Things To Do	G. Newth	1st Come	15	W 1-6	PH C-1
OP 256	Women Ascending	A. Ayvazian	1st Come	12	Th 1-5	

RECREATIONAL ATHLETICS

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE	
RA 101	Shotokan Karate-Beg	M. Taylor		MWF 230-415	So Lounge	
RA 103	Int Shotokan Karate II	M. Taylor	Prereq	TThSun 7-9pm	So Lounge	
RA 104	Adv Shotokan Karate	M. Taylor	Prereq	Sun 3-5	So Lounge	
RA 105	Aikido	P. Sylvain		TTh 1015-1215	So Lounge	
RA 106	Beg Hatha Yoga	S. Morley		M 2-315	Donut 4	
RA 107	Cont Hatha Yoga	S. Morley		M 330-445	Donut 4	
RA 108	T'ai Chi	P. Gallagher		M 630-745pm	So Lounge	
RA 109	Cont T'ai Chi	P. Gallagher	Prereq	M 8-930pm	So Lounge	
RA 110	Physical Fitness Class	R. Rikkers	1st Come	60	TF 1205-105	RCC
RA 111	Fencing	W. Weber			TTh 7-8pm	RCC

RA 113	Women's Field Hockey	TBA			MW 4-6	Field
RA 114	Women's Soccer	TBA			TTh 4-6	Field
RA 115	Kayak Rolling	B. Judd	Open	None	W 6-730pm	Pool
RA 116	Beg Whitewater Kayak	B. Judd	Open	None	Th 1030-12/T 1-6	Pool
RA 117	Novice Whitewater Kayak	B. Judd	Prereq		Th 1-6	Pool
RA 119	Basic Scuba Cert	T. Ryan	Prereq		M 6-815pm	Pool
RA 120	Basic Movement Explor	M. Çajolet	Open	None	F 1030-1230	So Lounge
RA 121	Cont Movement Explor	M. Çajolet	Prereq		F 1-230	So Lounge

OP 235 ALL THE THINGS YOU WANTED TO DO AT LEAST ONCE (SUT TERPENS NOT TWICE)
 Newch

WOMEN ASCENDING: AN EXPLORATION OF WOMEN IN THE OUTDOORS
 OP 234
 Ayyavian

OP 106 TOP ROPE CLIMBING
 Bob Garwrialm

This course is for people with little or no climbing 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. Beginners are especially welcome.

Class meets Wednesday afternoons, 12:30-5:30 p.m.

OP 111 TOP ROPE CLIMBING
 Staff

This course is for people with little or no climbing 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. Beginners are especially welcome.

Class meets Tuesday afternoons, 12:30-5:30 p.m.

OP 138 BICYCLE TOURING
 Steve Anderson

Come explore the Hampshire environs by energy, efficient, non-polluting transportation. Open to beginners and those with some experience. We'll cover how and why a bicycle works (and why it is so efficient), riding techniques, and trip planning. Safety on the road will be emphasized. You must provide your own bicycle.

Class meets once a week on Wednesdays, 1:00-4:30 p.m. Enrollment limited to 10. Sign up at the Outdoors Program Office, Robert Crown Center.

OP 145 FLY-BOAT CANOEING
 Andrea Ayyavian

This six-week mini course will include instruction in all basic canoeing strokes and canoe safety and rescue techniques. After an initial pool session, we will be spending our afternoons canoeing on nearby lakes and rivers. We will spend one afternoon in the war canoe, which we will rent from the peace canoe. Come learn to canoe, have fun, and see some local scenic areas!

Enrollment: Limited to 12. Class meets Tuesdays, 1:00-5:00 p.m.

OP 146 MOUNTAINEERING
 Greg Worch, Bob Garwrialm

This course will introduce you to the many facets of mountaineering including technical rock climbing. We will travel to local cliffs and the White Mountains of New Hampshire. Topics covered will include climbing equipment, the bivouac, mountain medicine, route finding, rope management, and big wall techniques. Participants will do a multi-pitch climb in an alpine setting. Bivouacs on a mountain, and read several of the classic of mountaineering literature. This course is open to beginners as well as experienced climbers and hikers. A winter mountaineering course will be offered during the Spring Term that will include snow and ice climbing.

Enrollment is limited to ten. Class will meet Thursdays from 12:30-4:00 p.m.

OP 147 YELLOWSTONE DISCOVERY!
 Steve Anderson, Chester Drulman

This is an interdisciplinary course which is designed to integrate a variety of academic disciplines with an intensive outdoor experience. After a semester of study, we will embark on a ski-touring expedition to Yellowstone National Park during January Term.

Yellowstone National Park is one of the world's unique natural areas. The fur trappers who visited the area in the early 1800's were awed at when they returned with tales of bubbling boiling water, cascading waterfalls, wildly colored hot springs, and erupting geysers. These amazing geologic features are accompanied by fascinating biological phenomena and unusual ecological relationships. In addition to focusing our attention Yellowstone's natural environment, we will also investigate the history of the area, the native-Americans who inhabited the area, the evolution of Yellowstone as the nation's first National Park, current issues surrounding the management of the park, and its role in the economy of the region.

The most exciting part of the course, and certainly the most logical culmination will be the January term ski-touring trip. Throughout the course, outdoor skills will be taught that will help you be comfortable and confident in a winter environment. Student who participate in this course will be expected to make a commitment to this January Term trip. A significant deposit cost of this expedition to Wyoming is estimated to be approximately \$225-\$275 (a firm figure will be available in September). You might also expect to spend additional sums for personal winter equipment (i.e., wool clothing and boots) that the Outdoors Program can not provide.

This course should provide many opportunities for Division I students.
 Enrollment limited to 10. Instructor permission required. Class meets twice a week for 2 hours.

OP 182 SENSE OF PLACE, SENSE OF SELF
 (HA/62)
 David Smith, Dawn Amato*, Andrea Ayyavian, Don Whittemore*

This seminar will explore the relationship between an individual and his/her environment. Through a series of readings, writings and discussions we will examine the meaning of sense

of place, sense of self with a particular emphasis on the wilderness experience.

This course will begin in the late part of August with a pre-college trip to a wilderness area in Vermont. For six days we will hike through some of New England's most beautiful terrain. In this new environment, we will learn and practice low-impact and responsible camping skills and begin to share past experiences that have influenced our lives.

Back at Hampshire, we will continue our exploration of sense of place, sense of self by drawing from a variety of works both fiction and non-fiction. Readings could include: Steinbeck's *Cross of Wrath*, Willa Cather's *My Antonia*, poetry by Robert Frost, S. Terkel's *American Dreams Lost and Found*, Wendell Berry's *The Unsettling of America*, as well as short pieces by Thoreau, Eudora Welty, Annie Dillard, John McPhee, Joan Didion and others.

Students will be expected to keep class Journals to record reactions to our common readings, personal experiences and topics of special interest, and to submit several short essays--worked and re-worked-- at intervals during the semester.

In addition to the pre-college trip, two additional weekend trips will be scheduled to reinforce our earlier experiences and to provide a time to discuss changes in our attitudes and ideas. These trips will be oriented for individuals with little or no experience in the outdoors and we strongly encourage both male and female students to join us.

Students should be reluctant to take this course because of lack of camping or wilderness experience. In fact, we expect a time to discuss changes in our attitudes and ideas. These trips will be oriented for individuals with little or no experience in the outdoors and we strongly encourage both male and female students to join us.

Class meets 3 times a week for 1-1/2 hours.

* Division III students

OP 218 OUTDOOR EDUCATION AND LEADERSHIP: AN OVERVIEW
 Andrea Ayyavian and Steve Anderson

In this course we will examine and discuss a variety of topics important to those persons interested in the field of outdoor education and leadership. The course is divided into three units: Psychological Aspects of Leadership, Safety Issues and Risk Management, and Trip Planning and Wilderness Skills. The main focus of the course is to assist students in developing both the basic technical skills and the understanding of group dynamics necessary to participate actively in class discussions and projects; co-teach a class session; write a paper on "Sense of Self as a Leader"; engage in the scheduled, final class debate; and participate in the 4 day class backpacking trip. This course is strongly recommended for prospective pre-college trip leaders, and it is a pre-requisite for co-leading a January Term or Spring Break Trip.

Enrollment limited to 12. Class meets for 1-1/2 hours twice a week.

OP 235 ALL THE THINGS YOU WANTED TO DO AT LEAST ONCE (SUT TERPENS NOT TWICE)
 Greg Worch

In this course we will be trying out a whole gamut of outdoor pursuits. In compare what you like and dislike and to get to know some good subjects in the vicinity. Each Wednesday afternoon we will set off for one of the area's prime rivers, woods, back roads, mountains, lakes, cliffs, or caves. From there we will embark on the particular pleasures of orienteering, climbing, rafting, kayaking, backpacking, building shelters, or canoeing. There will be one overnight as well. Frequently we will come along to provide a glimpse of the kind of people who do it avidly, the rewards they find, and the surrounding traditions. People who are already involved in one or more of the pursuits and want to widen their perspectives on ways to explore the outdoors are also eligible, and may possibly share the leadership for some sessions.

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

OP 236 WOMEN ASCENDING: AN EXPLORATION OF WOMEN IN THE OUTDOORS
 Andrea Ayyavian

This course will explore women in sport/outdoor women on two levels: a content level and an experiential level. We will approach this subject from four perspectives: historical, psychosocial, physiological, and through biographies of individual women. Some of the questions/issues we will be discussing include: that has women's involvement with the outdoors and with sports been historically? How does the knowledge of the lives of outdoors women enrich our own lives? Do men have a natural physical advantage over women? What are some of the social and psychological obstacles we confront in becoming active, strong women? Students will be expected to participate actively in class discussions and projects; write a Personal Herstory, an account of your own involvement or lack of involvement with sports and the outdoors; present to the class a "wild-report" on the life of some woman athlete or outdoors woman; and write a research paper on some topic relevant to this subject. As a class, we will jointly engage in a variety of athletic activities including a weight training workshop, a self-defense work-including a weight training workshop, and we will use a combination of running, swimming, kayaking, etc. to set personal goals and push our physical limits. It is hoped that this athletic experience.

Enrollment: Limited to 12. Class meets once a week for 4 hours.

RECREATIONAL ATHLETICS

SHOTOKAN KARATE (BEGINNING)
 RA 101 M. Taylor

INTERMEDIATE SHOTOKAN KARATE II
 RA 103 M. Taylor

ADVANCED SHOTOKAN KARATE
 RA 104 M. Taylor

AIKIDO
 RA 105 P. Sylvain

BEGINNING HATHA YOGA
 RA 106 S. Morley

CONTINUING HATHA YOGA
 RA 107 S. Morley

T'AI CHI: FURN YANG STYLE
 RA 108 P. Callagher

CONTINUING T'AI CHI
 RA 109 P. Callagher

PHYSICAL FITNESS CLASS (THE EXERCISITS)
 RA 110 R. Ritters

FENCING
 RA 111 W. Weber

WOMEN'S FIELD HOCKEY
 RA 113 Staff

WOMEN'S SOCCER
 RA 114 Staff

KAYAK ROLLING
 RA 115 B. Judd

BEGINNING WHITEWATER KAYAKING
 RA 116 B. Judd

NOVICE WHITEWATER KAYAKING
 RA 117 B. Judd

BASIC SCUBA CERTIFICATION
 RA 119 T. Ryan

BASIC MOVEMENT EXPLORATION
 RA 120 M. Cajolat

CONTINUING MOVEMENT EXPLORATION
 RA 121 M. Cajolat

RA 101 SHOTOKAN KARATE (BEGINNING)
 Marlon Taylor

Shotokan Karate is an unarmed form of self-defense developed in Japan. It stresses the use of balance, timing and coordination to avoid an attack and effective means of counterattack to be used only if necessary. The beginning course will cover: basic methods of blocking, punching, kicking and combinations thereof; basic sparring and basic kata, a prearranged sequence of techniques simulating defense against multiple opponents. Classes will meet during fall term on Monday, Wednesday and Friday from 2:30 to 4:15 P.M. in the South Lounge, R.C.C. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

RA 103 INTERMEDIATE SHOTOKAN KARATE II
 Marlon Taylor

This course is for students who have completed RA 101 and RA 102. The class will meet Tuesday, Thursday, and Sundays from 7:00 - 9:00 P.M. in the South Lounge, R.C.C.

RA 104 ADVANCED SHOTOKAN KARATE
 Marlon 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, R.C.C. *

RA 105 AIKIDO
 Paul Sylvain

Aikido is a relatively modern Japanese martial art which is non-offensive and non-competitive. Its self-defensive movements, are designed to off-balance and control the attacker by harmonizing (Aik), rather than conflicting with the offensive force and redirecting it to a harmless outlet by means of (Ki) total body awareness. Though modern, Aikido has its roots in ancient Japanese sword, spear, and jujitsu. Because of this the movements are large and circular, appearing rather dance-like and graceful. In the beginning class we will deal with basic beginning techniques designed to build "Ki" awareness, increase body flexibility and balance, and learn self-defensive falling. Also we will begin to explore the power of Aiki with some of its self-defensive techniques.

The class will meet Tuesday and Thursday from 10:15 - 12:15 in South Lounge, R.C.C.

RA 106 BEGINNING HATHA YOGA
 Susan Morley

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

The class will meet on Mondays from 2:00 to 3:15 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 in donut 4, center room.

RA 108 T'AI CHI: FURN YANG STYLE
 Paul Callagher

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 water 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, R.C.C.

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 EXERCISITS)
Renate Birkers

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 from 12:05 to 1:05 P.M. in the Robert Crown Center.

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 evenings per week in the Robert Crown Center. Time to be announced.

RA 113 WOMEN'S FIELD HOCKEY
Staff

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

Classes will meet on Mondays and Wednesdays from 4:00 to 6:00 P.M. The first meeting will take place in the gym, RCC.

RA 114 WOMEN'S SOCCER
Staff

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

Classes will meet on Tuesdays and Thursdays from 4:00 to 6:00 P.M. The first meeting will take place in the gym, RCC.

RA 115 KAYAK ROLLING
Becky Judd

No experience required. Main emphasis will be on how to learn the roll. The roll will be done on a dry lake. For those unfamiliar with kayaking, strokes, maneuvering on shallow lakes, and paddling on the moby paddle board will be covered.

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

RA 116 BEGINNING WHITWATER 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. No enrollment limit.

Class will meet Thursday in the pool, 10:30 AM to 12 noon and Tuesday, 1 PM to 6:30 PM.

RA 117 NOVICE WHITWATER KAYAKING
Becky Judd

For people who have taken the beginning kayak class, or who have had some previous whitewater kayaking experience. Class II rivers will be paddled to practice the basic whitewater skills.

Class will meet from 1:00 PM - 6:00 PM on Thursday until November 15, and thereafter in the pool.

RA 119 BASIC SCUBA CERTIFICATION
Tom Ryan

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

Prerequisites: adequate swimming skills.

RA 120 BASIC MOVEMENT EXPLORATION
Marilyn Cajolec

This is a course designed to get in touch with your creativity through movement exploration. Based on the work of Barbara Metcalf it is a non-traditional, non-performance oriented approach to dance which involves the total person - physically, mentally, emotionally, creatively and socially. Because of its learning, healing and nurturing nature, it is currently being used in education, therapy and awareness expansion. Anyone who obtains joy from movement of any kind is welcome to attend. No dance experience necessary.

Meets: Fridays 10:30-12:30, South Lounge, Robert Crown Center
Enrollment: unlimited

RA 121 CONTINUING MOVEMENT EXPLORATION
Marilyn Cajolec

This course is designed to continue and expand the areas of movement exploration started in the basic course and is open only to those who have taken the basic course. We will work with rhythms, instruments, costumes and props. Come touch, tap, test and toy with the creativity that all of us have, yet is yours alone.

Meets: 1:00-2:30 PM Fridays, South Lounge, Robert Crown Center.
Enrollment: For students who have completed RA 120 or its equivalent.

SPECIAL PROGRAMS

BUSINESS STUDIES

If you are interested in pursuing a business career or attending graduate school in business, be sure to talk to Lloyd Hogan, Laurie Niemoff, 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.

WRITING AND READING PROGRAM/ WRITING AND READING LABORATORY

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

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.

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 abstracting. Contact Susan Dayall, media resources adviser, extension 341.

READING AND WRITING SKILLS
Will Ryan

This course is an integrated approach to developing reading and writing skills using materials designed for improving skills in reading and writing, as well as the books, papers, and projects in use for other courses. Among other topics, this course will focus on reading comprehension, information organization (for writing and reading), and writing effectiveness. Depending on the needs of the participants, writing skills such as summarizing and analyzing; reading skills such as surveying and annotating; and research skills such as note-taking and developing a systematic plan for investigating a topic will be covered.

Class meets once a week for one hour, and is limited to 15. Permission of the instructor is necessary.

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 large 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 these inquiries as a guide and to use both approaches in their search for understanding. 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 gain breadth and enough depth to develop firm grounding for more specific topics of their own choice.

Related courses are:

- FALL TERM**
 SS 119 Politics of Education
 SS 146 The Child in American Society
 SS 224 Environments and Human Behavior
 SS 229 Breaking the Silence on Domestic Violence
 SS 276 The Legal Process: Women and Children under the Law
RA 168 American Families, American Homes
SPRING TERM
 NS 192 Elementary School Science Workshop
 NS 295 Hitchcock Center Practicum in Environmental Education
 Education
 Kid and Kin: The Social Organization of Childrearing
 Pass in Cross Cultural Perspective
 SS 207 Law and Justice in Education
 SS 220 Autonomy and Community: The Development of the Self and Social Interaction

Other relevant offerings will vary with each student's special needs and/or interests. Students planning to enter the teaching field should be concerned with a sound preparation for teaching, which should include special courses in philosophy and psychology of education, some of the theoretical core courses of the program, general knowledge, speaking and writing skills, and sufficient background to understand and teach a general school curriculum. Students preparing to teach in secondary schools must also be proficient in a specific field. See Nedvig Rose, coordinator of the program for assistance in planning a concentration and for information needed if certification is to be part of Division II. Watch for posted information meetings held several times during each academic year, or call X 393

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. Please see the section on the Language Sciences in the Language and Communication course description. 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.

For further information, contact Mark Peinstein FPH G10, X550.

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 a course 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.)

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 social 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 interested in dispute resolution and social control in cross-cultural contexts should contact Barbara Yagasson. Those interested in government policy and its implications, politics, and law should contact Robert Rakoff. Students

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 concentrations in law and education, prisons, law and inequality, juvenile courts, and relevant portions of concentrations in politics, history, economics, sociology, environmental studies, women's studies, urban studies, and a number of other fields. The Law Program regularly sponsors speakers, films and other social events. Members of the Hampshire community who have in mind some event which 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 portions of Law Program events and activities. This list is maintained in Room 218, Franklin Patterson Hall. There is a Law Program center where students working in the program may organize and conduct their activities.

- Related courses are:
 SS 109 Change in the Legal Profession: Perspectives in Lawyering
 SS 115 Political Justice (Seminar)
 SS 119 Politics of Education
 SS 218 Perspectives: Law and Social Psychology Through a Looking Glass
 SS 276 The Legal Process: Women and Children under the Law

NEW ENGLAND FARM CENTER

The New England Farm Center is a working sheep farm and an agricultural research station. Located on two hundred acres of land adjacent to campus, it includes pastures, a barn and a farm house. Offices are in the farm house. The center is the most house down from the road and easily accessible to students. The Farm's goals are two-fold: to teach agriculture within the liberal arts setting of Hampshire College and to revitalize agriculture in New England enabling farmers to stay on their land, making farming more energy efficient, and increasing New England's production of food, fiber, and fuel.

The Farm Center is presently engaged in three primary projects. The first is breeding and testing imported livestock guarding dogs from Europe and Asia Minor as a humane and ecologically sound means of predator control. The second is research on

the use of alder as an alternative source of fodder. Alders are interesting because they are fast-growing, shrubby trees which are palatable to sheep, high in protein, acid tolerant, perennial, and fix nitrogen. Finally, the Farm is studying various breeds of sheep, including unusual "hair" sheep, to develop a low-care flock that can survive in the forest and be part of a multiple-use system of forest management.

There are four faculty members down on the farm—Susan Goldhor, Ray Coppinger, Lorna Coppinger, and John Torrey, a botanist from Harvard University who is the forage specialist. There are also a shepherd, a special research assistant for the dog research, and a small number of work-study students, some of whom are hired for the summer. Some of the resources include a small agricultural library located in the farm house, a PLATO computer terminal, sheep, dogs, and extensive contact with sheep farmers. The Farm Center is also affiliated with the New England Studies Program and ESAPP.

The Farm Center sponsors a small number of summer research projects, stemming from work done during the school year. Student participation is encouraged and if you are interested, make an appointment directly with the faculty or call Julia Freedgood, student coordinator, for general information.

RELATED COURSES: NS 147 Natural Habitats of New England (pre-narrator); NS 151/SS 151 World Food Crisis; NS 195 New England Farm Forest.

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.

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|-----------------------------------|------------------------------|
| Humanities and Arts | Social Sciences |
| Bill Brown Kennedy | Carol Bengelsdorf (on leave) |
| Jill Lewis | Margaret Cerullo (on leave) |
| Mary Russo (on leave) | Mary Fitch (on leave) |
| | Fernita Gleason |
| Language and Communication | Joan I. Joseph |
| Janet Tallman (on leave) | John Landes |
| | Maureen Mahoney |
| Natural Science | Lester Masor |
| Nancy Goddard | Laurie Nisonoff (on leave) |
| Sandra Owyelle (on leave) | Miriam Slater |
| Janice Raymond | Christina White |
| Ann Woodhull (on leave) | |

Related Courses are:

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| LC 115 | Images of Women in Popular Culture |
| NS 133 | Origins of the Sex Roles |
| NS 142 | The Biology of Women |
| NS 219 | Bio-Medical Issues and Feminism |
| SS 131 | African Women: An Historical Perspective |
| SS 165 | The History of the Family |
| SS 229 | Breaking the Silence on Domestic Violence |
| SS 276 | The Legal Process: Women and Children Under the Law |
| IM 317 | Comparative Study of the Black Liberation Movement of the 60s and the Current Women's Liberation Movement |

ENVIRONMENTAL STUDIES AND PUBLIC POLICY (ESAPP)

ESAPP is an interdisciplinary, college-wide program which seeks to encourage student interest in environmental and public policy issues and to provide support for individual and group research activities in these areas. In the past years the program has sponsored such projects as a study of risks associated with the proposed Boreas Nuclear Power Station, and a study of the potential for energy self-sufficiency in Northampton. ESAPP has also sponsored many outside members and lectures for conferences on solar energy, alternative agriculture, the arms race, and other appropriate topics.

This semester ESAPP will be working closely with the Energy Interest Group to research and write up a group report on energy at Hampshire. This project will analyze energy use on campus and look at ways to conserve, recycle and produce our own energy. Students participating in this project need not be enrolled in the Energy Interest Group and may be at any divisional level. Contact Bertie Bruno or ESAPP student staff members (X504) for more information.

The program operates out of the ESAPP reading room and advising center in Cole 311. In this room is a well-stocked and growing library of research materials in most areas of environmental science and policy. 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 in activist roles.

ESAPP also sponsors the Student Environmental Series. These weekly seminars are a forum in which students present work and ideas related to environmental studies and action. The usual format is one in which a student or group of students reports on work done at Hampshire or while on leave, often as part of Division II or III exams. All are welcome to the seminars, which will take place this semester on Thursday evenings at 7:10 p.m. People interested in reporting on their work-in-progress should contact ESAPP.

A four-school committee, headed by Robert Rahoff (SS), helps to coordinate ESAPP activities. Other members of the committee are David Smith (HA), Richard Miller (LC), and Lloyd Williams (NS).

Related courses are:

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| BA 162 | Sense of Place, Sense of Self (pre-narrator) |
| BA 165 | Places and Spaces |
| BA 261 | Problems in Environmental Design |
| NS 147 | The Connecticut River (s/n) |
| NS 147 | Natural Habitats of New England (pre-narrator) |
| NS 151 | The World Food Crisis |
| NS 153 | Public Health in Unique Settings |
| NS 168 | Chemical Contamination in the Environment |
| NS 171 | Freezing in the Dark: The Physics and Politics of Energy (pre-narrator) |
| NS 193 | The New England Farm Forest |
| NS 214 | The Nature Writers |
| NS 240 | Energy Interest Group: Energy at Hampshire |
| NS 275 | Disease, Medicine, and the Environment |
| NS 295 | Hitchcock Center Practicum in Environmental Education |
| NS 312 | American Government and Public Policy |
| NS 224 | Environments and Human Behavior |
| NS 259 | Workplace Democracy |

FACULTY

SCHOOL OF HUMANITIES AND ARTS

John B. Bostinger, professor of human development, 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*.

R. Mayvon 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 theater, holds a B.A. in theater honors from the University of Massachusetts and 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.

Charles Frye, associate professor of education, holds a B.A. and M.A. degrees from Harvard 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, 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* and *Unravelling the Block*. He has taught at several colleges and universities, most recently at Goddard College and the Writers' Workshop at the University of Iowa. Barry is also a former dean of the School of Humanities and Arts.

Lorrie Goldensohn, visiting associate professor of literature, is a poet and critic. Educated at Oberlin College and the Writers' Workshop at the University of Iowa, her work has appeared in a variety of leading journals from *Poetry* and *The Yale Review* to *The New Yorker*. Some of the work in which new work will be forthcoming this year are *The American Poetry Review*, *Salmagundi*, and *The Massachusetts Review*. Anthologies with Lorrie's poetry include *The Yearbook of American Verse* and *The Pushcart Prize*. A new collection of poems from *The American Poetry Review* is entitled *The Tether*. After a grant summer at the University of California at Berkeley, which gave it a start, Lorrie is planning a book of essays on 20th century American poetry. She edited the latest winter issue of *Punchmagazine*, and has just finished a three-year stint as a literature panelist for the Massachusetts Arts Council.

Van R. Halsey, Jr., associate professor of American Studies, was associate director of Oberlin College from 1950 to 1969 and came to Hampshire as director and later as dean of education. His special interests include teacher training and the development of new history materials for secondary schools. His B.A. is from Rutgers University and his Ph.D. from the University of Pennsylvania. Professor Halsey will be on leave during the 1981-82 academic year.

Arthur Honess, professor of design, was formerly chairman of the design department of Hampshire 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 worked as graphic design consultant for the Boston Society of Architects and the Boston Architectural Center.

Clayton Hubbs, associate 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.

Joanne 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.

Janet Jenkins, assistant professor of theater, has a B.A. from Tufts University and an M.F.A. in directing from New York University School of the Arts. Professor Jenkins taught acting at the University of Iowa in Caracas and directed several Spanish-speaking plays while in Venezuela. Her work also includes producing, directing, stage managing, and casting a variety of productions in New York.

Ann Keane, assistant professor of music, is director of the Hampshire College Chorus. She holds an M.M. in music history from the University of Wisconsin and studied choral conducting at Juilliard. At Hampshire she serves as liaison to the Five College Early Music Program. For several years she conducted the da Camera Singers of Amherst. She also teaches flute privately.

Norton Kutner, 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 is 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 studies 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 Eliot 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.

Mayne Kramer, associate professor of theater arts, is also the Co-Dan for the School of Humanities and Arts. He 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, and has directed for the stage and television. His design work has been seen both in this country and in Europe. He has been a guest artist with the Smith College Theatre on several occasions and designed the New York production of *Halford Road* which later performed in Scotland.

Jill Lewis, assistant professor of humanities, holds a B.A. from Romham 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. She will be on leave during Fall term.

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 Lyon, professor of English and American studies, holds a B.A. degree 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. Professor Lyon will be on leave during the 1981-82 academic year.

Robert Marcus, 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.

Jim Melick, director of cultural affairs and assistant professor of literature, received his A.B. from Plimouth University, and his M.A. from Oxford University in England, and his Ph.D. from Yale University in American Studies. He has taught at Yale, Rush College, Cornell University, and the University of Massachusetts in Amherst. His broad interests are in the literature, political and intellectual history of the United States and a major emphasis upon the nineteenth century, his areas of particular concern include social reform and abolitionist movements, American literature, pacifism and non-violence, Thoreau, Twain, the rise of realism, the novel, and autobiography in America.

Elaine Myers, 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 photography has appeared in many exhibitions and publications. Professor Myers will be on leave for the 1981-82 academic year.

Tara (Francis) McMillan, associate professor of dance, received a B.A. 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 American Dance Theater. She has also associated with Limon. She is certified as a teacher of Labanotation and as an Effort/Shape Movement analyst. In addition to being a dancer and choreographer, she has directed several works from Labanotation studios. Tara's current work is in observing the bodymind in motion-in everyday behavior and in symbolic expression.

Randall McMillan, associate professor of music, received his B.M. and M.M. from the University of Cincinnati and his Ph.D. from the Eastman School of Music. He was published by the University of Massachusetts, Hampshire College, Pa., where he was also director of the electronic music studio. An active composer, 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 use of non-western cultures.

Robin Messner, 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 *Transcendentalism and Postmodernism*, *Teaching Religion*, and *Introduction to Augustine*. He has taught at the University of Notre Dame and at Indiana University.

John Marley 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 private person showing at Goddard. She has also served as guest lecturer at a number of New England colleges.

Nina Payne, assistant professor of writing and human development, received her B.A. from Sarah Lawrence College. A collection of her poems, *All the Day Long*, was published by Atheneum in 1973. Her current work has appeared in a variety of journals, most recently in the *Massachusetts Review* and *Punchmagazine*. She has taught writing at Hampshire since 1976.

Earl Pope, professor of design, holds a B. Arch. degree from North Carolina State College and has been design and construction critic for the *Practitioner* from Syracuse University. He has been engaged in private practice since 1962.

Abraham Ravetz, 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 the University of Connecticut. Completing a career in filmmaking and photography, Ravetz 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. Professor Russo will be on leave during Spring term.

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

David B. Smith, professor of English and American Studies, is also Co-Dan for the School of Humanities and Arts. He holds a B.A. from Middlebury College and M.A. and Ph.D. from the University of Minnesota. He has been at Hampshire from the university 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 toward land and landscape.

Francis D. Smith, professor of humanities and arts, directed 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. Professor Smith will be on leave during Spring term of 1982.

Roy Salkow, associate professor of art, earned his B.F.A. at the Pratt Institute in New York and his M.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 art museums. Professor Salkow will be on leave during Fall term of 1981.

Roland Nusser, associate professor of music, holds B.A., M.A. and M.S. degrees in music composition from the Coe College of Music in Philadelphia. Mr. Nusser's professional interests include a project on the relationship between music and education and for 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

Susan Douglas, assistant professor of media studies, took her Ph.D. and M.A. at Brown University in American Civilization, and has a B.A. in history from Elmira College. Before coming to Hampshire she was an historian on the staff of the Museum of History and Technology at the Smithsonian Institution, and she is co-producer of a television documentary entitled "Reflections: The Image of Women in Popular Culture." Her interests include the relationships between mass media and American culture, technology and culture, and the literary response to industrialization.

Mark Feinstein, assistant professor of language studies, holds a Ph.D. in linguistics from the City University of New York. Among his special interests are: sociolinguistics (variation theory); bilingualism (bilingual and second language acquisition theory); neurolinguistics; and animal communication.

Jay Garfield, assistant professor of philosophy, received his B.A. from Oberlin College and is completing his Ph.D. in philosophy at the University of Pittsburgh. His main teaching interests are in philosophy of psychology, philosophy of mind, and ethics. His recent research compares the model of explanation used by behaviorists with that of contemporary cognitive psychologists.

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, 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.

David Farr, assistant professor of mass communications and Director 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 research interests include the media in America, how educational interests affect the public, and communications law. He is currently researching the history of the Liberation News Service.

Elizabeth Lentz, faculty associate in French, has a B.A. from the University of Massachusetts and a diploma in translation from the University of Geneva. She has recently been teaching in the Department in International Living in Brattleboro, Vermont.

William Marsh, associate professor of mathematics, received his B.S., M.A., and Ph.D. from Dartmouth College. His primary research interests have been in model theory and in applications of mathematical logic in linguistics. He has taught and co-taught courses at Hampshire involving uses of mathematics in all of the cognitive sciences and has taught mathematics, philosophy, and computer science in departments elsewhere. He is also interested in albedo, bridge, catamans, and probably something between each of these. He has recently been teaching the alphabet. Mr. Marsh is dean of the School of Language and Communication.

James Miller, assistant professor of communications, holds an M.A. in mass communications from the University of Denver and a Ph.D. from the University of Pennsylvania's Annenberg School of Communication. He works chiefly in exploring the political, economic and ideological forces in contemporary, industrially produced culture. He is completing two studies, one on national telecommunications planning and the other on social-control factors in mass communication production.

Richard Noller, associate professor of communication, 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 Shepard-Kegl, assistant professor of linguistics, has a B.S. in anthropology and an M.A. in linguistics from Brown University. She is currently a Ph.D. candidate in linguistics at M.I.T. Her research interests include the linguistics of American Sign Language, Slovenian phonology and bilingualism, the sign languages (Walcott, Plains Indian) and anthropological linguistics.

Nell Stilling, 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. Professor Stilling will be on leave spring term 1982.

Michael Sutherland, associate professor of statistics and computer science, holds a B.A. from Antioch College and a Ph.D. from Harvard University. Besides teaching a variety of courses related to statistical issues, he is an active consultant on computer-assisted statistical analysis to members of the Five Colleges. His primary interests are his family, mathematics, computers, and the Five Colleges.

Janet Tallon, assistant professor of anthropology, received a Ph.D. from the University of California at Berkeley for her dissertation, *Ways of Speaking: Styles in Conversation*. Her fields of expertise are in conversation analysis, the ethnography of communication, and language, culture and personality. She has also studied and taught feminist and anarchist theory.

Christopher Witherspoon, associate professor of philosophy, is mainly interested in philosophical problems of mind, knowledge, and language, and problems in art theory and the foundations of art criticism (both in the visual arts and others). His undergraduate work was at Artensess Tech, where most of his work was

in music and literature, and his graduate work at Berkeley. He shares with Jay Garfield a wide range of interests in philosophy, especially modern and contemporary philosophy. His research is currently in theories of perception and of meaning, interpretation, and understanding.

SCHOOL OF NATURAL SCIENCE

Herbert J. Bernstein, associate professor of physics, received his B.S. from Columbia, his M.S. and Ph.D. from the University of California, San Diego, and did post-doctoral work at the Institute for Advanced Study at Princeton. He has taught at Technion in Haifa, Israel, and the Institut voor Theoretische Fysica in Belgium. He has consulted for numerous organizations including the World Bank, AAS, NSF, and the Hudson Institute. He was recently Technical Director for Volunteers in Technical Assistance in Washington. His teaching and research interests include reconstructive knowledge, science and technology policy, appropriate technology, economic development, and theoretical, practical, and applied physics. Herb will be away for the Fall Term.

Merle S. Bruno, associate professor of biology, holds a B.A. from Syracuse University and a Ph.D. from Harvard. He has done research in at-Lory neurophysiology (especially vision) and elementary school science teaching. Recently he has been teaching how to do energy conservation analysis of homes, and he hopes that some Hampshire students will develop these techniques into curricular 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 students. She is also the co-author (together with Susan Colborn) of a book on dieting.

Lorna I. 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. Her research interests include wildlife, forest management, animal behavior, New England canids, songbirds in the Caribbean, African ecology, biological human adaptation (anthropology/ecology), and history of science (in progress). She has been a part New England sled dog racing champion, has originated his own breed of sled dog, and is currently active in the Farm Center.

Raymond P. Coppinger, professor of biology, has worked at the Woods Hole Oceanographic Institute, the Smithsonian Astro-physical 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). His research interests include philosophy, forest management, animal behavior, New England canids, songbirds in the Caribbean, African ecology, biological human adaptation (anthropology/ecology), and history of science (in progress). She has been a part New England sled dog racing champion, has originated his own breed of sled dog, and is currently active in the Farm Center.

John M. Foster, professor of biology, previously taught biochemistry at the Boston University School of Medicine and was director of the Center for Culture 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 wild water canoeing.

Nancy L. Gaddard, associate professor of biology, was previously chairperson of the department of natural science and mathematics at West Virginia 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 ornithology, human and comparative anatomy, parasitology, biology, and tropical (Caribbean) ecology. Nancy will be away for the Spring Term.

Stanley Goldberg, 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 Antioch. His teaching and research interests include physics, history of science (particularly early 20th century physics), science and public policy, and telecommunication. Professor Goldberg will be on leave for fall term 1981.

Susan Colborn, adjunct associate professor of biology, received her A.B. from Bernard College, Columbia University, and her M.A. and Ph.D. from Yale. She taught in the biology department of Pace College in New York City and as a cancer researcher. 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, particularly sheep behavior and psychology.

Courtney P. Gordon, associate professor of astronomy, holds a Ph.D. from the University of Michigan. Her work includes studies at the Royal Greenwich Observatory in England, the Harvard College Observatory, the Arecibo Observatory, the Kitt Peak National Observatory, and the National Radio Astronomy Observatory. In addition to astronomy, Courtney is interested in linguistics, 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.

Kenneth R. Hoffman, associate professor of mathematics, has an M.A. from Harvard, where he also served as a teaching fellow. He taught mathematics at Tufts College during 1965-70. 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, and Tufts College. 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 seventeenth century mathematics.

Allan S. Krass, professor of physics and science policy, 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 Lorry, 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, scientific epistemology, toxic substances, the biosphere, and nature study.

Blair H. Lutz, adjunct assistant professor of environmental studies, received his B.A. in biology from Trinity University and his Ed.D. from UMass, where he studied the theoretical foundations of environmental studies. He is Director of the Blue Hills Trailside Museum in Milford, Massachusetts, before coming to Hampshire. He was a curator at the Museum of Science, Boston. He is President of the New England Environmental Education Alliance. His interests include environmental education, environmental education, and nature study 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 McInnes, adjunct associate professor of health sciences, holds a B.S. from King's College in London and a Ph.D. from George Washington University. They have experience in family practice and orthopedic surgery and is very interested in bioethics and exercise medicine. He is the Director of Health Services at Hampshire College and an adjunct faculty member in the Department of Exercise Science at UMass where he is engaged in muscle fibre typing research.

Lynn Miller, professor of biology, has taught at the American University of Beirut, Adelphi University, and at the Ivergreen State College. Her Ph.D. is from Stanford University. Her research interests are in genetics (human and microbial), general microbiology, and in nutrition. He is especially interested in working with small groups of students in laboratory projects and tutorials.

Samira M. Omani, 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 public health in developing countries, research on the microbial contribution to energy production, and cancer. Samira will be away all year.

Janet G. Raymond, associate professor of women's studies and medical ethics, received her Ph.D. from Boston College in Boston and her M.A. from Hampshire College. She has taught at Amherst College and the New School for Social Research. She is interested in genetic technology, bioethics, and issues connected with women's health care. Her recent book, *The Transsexual Empire*, will be reviewed.

John B. Reid, Jr., associate professor of geology, has pursued his research with lunar surface and sea-level history of the Moon at the Astrophysical Observatory, the Oceanography Laboratory at M.I.T., the Besselian Polytechnic Institute, and the Los Alamos Scientific Laboratory. He received his Ph.D. from M.I.T. His previous research has been in the area of geology as a means of understanding the chemical evolution of the earth and the use of volcanoes as a source of geo-chemical power. He is also interested in the history of science, environmental issues, waste disposal, timber-frame house construction, cabinet-making, homesteading, and canoes.

Ruth C. Rhoads, associate professor of the history of science and master of Prescott House, received her A.B., summa cum laude, from Hillsdale-Denver College, and her M.A. and Ph.D. from Cornell, where she concentrated in public health. She taught at Kirkland College, where she also held the position of assistant dean of academic affairs. Her interests include nineteenth century biology, science and religion, technology and society, and nineteenth century intellectual history. Professor Rhoads will be on leave spring term 1982.

Charlene D. Van Rensselaer, assistant professor of ecology, received her B.A. from Whitmore and her Ph.D. from Boston University Marine Program, Marine Biology Lab, Woods Hole. Her research has been in the area of salt marsh and estuarine ecology, nitrogen fixation, and the ecology of estuarine systems.

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 Wintburn, where he was also chairman of the biology department and head of the science division. He was a trustee of the Vermont Wild Land Foundation, the Vermont Academy of Arts and Sciences, the Society for Social Responsibility in Science, and the Rachel Carson Council. He has been a Senior Research Fellow at the Stockholm International Peace Research Institute. He does research primarily on the environmental effects of war.

Lloyd G. Williams, assistant professor of chemistry, received his B.S. from Colgate University and his Ph.D. from the University of Wisconsin. He has taught at the University of Wisconsin and worked for General Electric, International Paper Company, and E. I. DuPont Company. Lloyd's interests include: development of instructional materials and strategies for teaching chemistry; water and air pollution; environmental energy conservation. He also enjoys whitewater kayaking, rock climbing, and nature photography.

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 which finds an outlet in a homebuilt computer and industrial consulting. Al will be away all year.

Ann M. Goodall, 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 control. 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 *Contemporary Quarterly* about the biology and physics of movement. Ann will be away all year.

Five College Astronomy Department Faculty:

Courtesy and Kurtis Gordon (see above)

Thomas T. Aron - Chairman of Five College Astronomy Department and associate professor of astronomy at the University of Massachusetts.

Tom B. Dennis - associate professor of astronomy at Mount Holyoke College.

William A. Dent - professor of astronomy at the University of Massachusetts.

Susan Edwards - asst.-prof. of astronomy at Smith College.

George S. Greenstein - associate professor of astronomy at Amherst College.

Edward B. Harrison - professor of astronomy at the University of Massachusetts.

G. Richard Huguenin - professor of astronomy and physics at the University of Massachusetts.

William M. Irvine - professor of astronomy and physics at the University of Massachusetts.

Evgeniya Javorkovskaya - instructor of astronomy at Smith College.

F. Peter Schloerb - visiting assistant professor of astronomy at the University of Massachusetts.

Nicholas Z. Scoville - associate professor of astronomy at the University of Massachusetts.

Eugene Tademaru - associate professor of astronomy at the University of Massachusetts.

David Van Blarck - chairman of the astronomy program at the University of Massachusetts and associate professor of astronomy at the University of Massachusetts.

Richard E. White - assistant professor of astronomy at Smith College.

SCHOOL OF SOCIAL SCIENCE

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.

George Banello, adjunct professor of sociology, holds a B.A. from Harvard, did graduate work at the University of Massachusetts, and received an M.A. from San Francisco State University. He has had broad experience in teaching, administration, and business. His present interests center on stimulation- and business-managed enterprises such as food coops and self-managed agricultural endeavors and small businesses.

Carol Bengeladori, associate 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 the United States. Professor Bengeladori will be on leave for the academic year 1981-82.

Bryna Breithart, 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 and development of the built environment; and social and spatial implications of alternative strategies for community development; and problems in providing urban housing, employment and social services. Professor Breithart will be on leave for academic year 1981-82.

Margaret Cecullo, assistant professor of sociology, has a B.A. from the University of Pennsylvania, a Ph.D. from Oxford University, and is presently a Ph.D. candidate at Rutgers 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. Professor Cecullo will be on leave for academic year 1981-82.

Louisa Zarnhaas, 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.

Helen 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 European history, the old regime and the French Revolution, and European history, agrarian and demographic history; and quantitative history. Professor Fitch will be on leave for academic year 1981-82.

Michael Ford, dean of students and assistant professor of political science, earned a B.A. from Knox College and an 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 neocolonialism and underdevelopment.

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

Pauline M. Glasser, dean of faculty and professor of history, has a B.A. from Douglass College and a Ph.D. from Rutgers University where she held the Louis Boyard Fellowship. Her special interests include American intellectual history with emphasis

on radical left wing movements in the United States during the 1940s, and history of professionalism.

Leonard B. Gluck, professor of anthropology, holds an M.D. from the University of Maryland School of Medicine and a Ph.D. from the University of Pennsylvania. Formerly an associate professor at the University of Wisconsin, he has done anthropological studies 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 Rogan, associate professor of economics, has an M.A. from the University of Chicago and has done graduate work in public affairs at the State University of New York, Albany. He is editor of the *Review of Black Economic* and assistant director for research and senior economist at the Black Economic Research Center. He is author of numerous articles and has taught at Amherst College and Harvard University.

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

Kay Johnson, associate professor of Asian studies and political science, 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-chair of the school's Committee on Combat Racism, and at Cornell she was assistant dean of students, director of the Center on Special Educational Projects' consulting service. She is associate professor in the African Studies and Research Center.

Joan 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.

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

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

Laurie Nisomoff, assistant professor of economics, holds an A.B. from M.I.T. and an M.A. 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. Professor Nisomoff will be on leave for academic year 1981-82.

Donald Poe, assistant professor of psychology is completing his doctoral requirements at Cornell University. His M.S. is from Hampshire College, Institute and State University and his B.A. from Duke University. His major areas of interest are social psychology, environmental psychology, and statistics.

Robert Rahoff, assistant professor of political science, did his undergraduate work at Oberlin College, where he was a lecturer and from the University of Washington, where he was a lecturer before joining the Political Science Department at the University of Illinois, Chicago. His areas of interest include public policy analysis, housing and impact; political theory; American national politics; public administration and organization theory; women's studies, labor and public policy issues. Professor Rahoff will be on leave for academic year 1981-82.

Hedvig Rose, assistant professor of education and coordinator of education and child study, has a B.A. from Cornell and an M.A. from Clark University, where she concentrated in comparative M.A. and child study. She is presently a doctoral candidate at the University of Massachusetts. She has a supervisor of practice teaching at Smith College. Her department of education and child study and has worked with the Northampton public school system. Her academic interests include the history, philosophy, and sociology of education; the socialization process; comparative education; law; and teacher education.

Miriam Slater, professor of history and master of Davin 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 research interests include history of the family, early modern research interests include history of the family, early modern Europe, Puritanism, and history of professionalism. She has just completed a book with P. Glaser on women's entrance into the professions in early twentieth century America.

Robert von der Lippe, associate professor of sociology, was director of the National Institute of Mental Health Graduate Training Program in the Sociology of 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.

Stanley Warner, associate professor of economics and master of Greenwich House, holds a B.A. from Alton College, an M.A. from the University of California at Berkeley, and a Ph.D. from Cornell University. 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 in the historical study of economic development and underdevelopment.

Frances White, assistant professor of history and black studies, has a B.A. from Wheaton College and Ph.D. from Boston College. She has taught at Fourth Bay College (Sierra Leone) and Temple University. Her research interests include African women and Afro-American and Caribbean social history.

Barbara Yoncosson, associate professor of anthropology, received her B.A. from Harvard College and her Ph.D. from 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.

FIVE COLLEGE COURSE OFFERINGS BY FIVE COLLEGE FACULTY

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

Theatre 202A. BEGINNING VOICE PRODUCTION. Training the speaking voice, dealing with breathing, production of tone, resonance, and articulation. Selections of prose, poetry, and dramatic literature. Prerequisite of the instructor required. Limited enrollment. First semester, Smith College.

Theatre 112. BEGINNING VOICE PRODUCTION. A course in training the speaking voice, dealing with problems of production of tone, resonance, and articulation. Selections of prose, poetry, and dramatic literature will be covered. Limited enrollment. Prerequisite of the instructor required. First semester, Mount Holyoke College.

Theatre 240. STAGE DICTION: BEGINNING VOICE PRODUCTION. A course in training the speaking voice, dealing with problems of breathing, production of tone, resonance, and articulation. Selection of prose, poetry, and dramatic literature will be covered. Limited enrollment. Prerequisite of the instructor. Second semester, University of Massachusetts.

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

History 297R. CANADIAN POLITICAL THEORY IN HISTORICAL PERSPECTIVE. The development of Canadian political theory since 1763. Particular emphasis on contrasting the corporate and Burkean views of politics and society which prevail in Canada with the individualist Lockean view which has prevailed since the United States since the American Revolution and before. Focus on four topics: (1) contemporary Canada and its problems; (2) the emergence of two different political philosophies: the American and the Canadian; (3) the origins of Quebec separatism; and (4) a case study in Canadian corporatist political culture. First semester, University of Massachusetts.

History 291A. TWENTIETH CENTURY CANADA. Canada's emergence from colonial status in 1800 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 the 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. Second semester, University of Massachusetts.

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

Music 222/372. MUSICA TRANSLATURALA. COURSE MUSIC OF RENAISSANCE FRANCE AND ITALY. Much of the late fifteenth and early sixteenth centuries—its form, style, and mode of performance—seen in the context of contemporary patterns and structures. Classroom performance sessions by students and faculty will be an integral part of the course. Second semester, Mount Holyoke College. Taught with Louise Litterick, MFC.

M. ANTHONY K. LAKE, Five College Associate Professor of International Relations (at Amherst College under the Five College Program)

Political Science 35. CASE STUDIES IN AMERICAN FOREIGN POLICY. A detailed examination of some decisive cases have been chosen: American foreign policy since World War II, covering such cases as the Korean and Vietnam Wars, the Suez Crisis, the Bay of Pigs and the Cuban Missile Crisis, SALT I and SALT II, and U.S. policy towards Southern Africa. In each case the student will analyze the events and substantive choices facing policy-makers, the bureaucratic and political contexts in which they acted, and the general foreign policy views they brought to bear on these decisions. Each case study will be presented on a basis for discussion of bureaucratic behavior, relations between the Executive Branch and Congress, the ways in which domestic politics shape foreign policies, and the role of the press. First semester, Amherst College.

J. MICHAEL MRODES, Five College Associate Professor of Analytical Geo-Chemistry (at the University of Massachusetts under the Five College Program)

Geology 560A. GEOCHEMISTRY OF MANTLES AND MAGMAS. Geochemical aspects of the formation and evolution of the earth's mantle, and the generation of crustal rocks through magmatic processes. Topics will include cosmic abundances and nebular condensation, chemistry of meteorites, planetary accretion, geochemistry, and isotopic evolution of the mantle, composition and evolution of the earth's crust, trace element and isotopic constraints on magma genesis. Prerequisite: petrology and/or introductory geochemistry. First semester, University of Massachusetts.

Geology 560P. X-RAY FLUORESCENCE ANALYSIS. Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials. Prerequisite: analytical geochemistry recommended. Second semester, University of Massachusetts.

Geology 590V. VOLCANOLOGY. A systematic coverage of volcanic phenomena, types of eruptions, a generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. The tectonic evolution of volcanism will be presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor, and Cascade volcanism. The tectonic evolution of volcanism will be covered through an overview of the tectonic evolution of western North America, placing volcanism in the region in a tectonic and historical perspective. Prerequisite: petrology and/or introductory geochemistry. Second semester, University of Massachusetts. Taught with Nurita M. Goodhaus, MFC.

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

Dance 250A. SCIENTIFIC FOUNDATIONS OF DANCE. A lecture-laboratory course of selected anatomy, physiology, and kinesiology materials. Emphasis on those aspects most relevant to

dancers. Attention to the scientific principles contributing to injury prevention, health maintenance, and efficient training of dancers. First semester, Smith College. T 4:10-5:10 and Th 3:10-4:10.

Dance 306 ADVANCED STUDIES IN MOVEMENT ANALYSIS: RESEARCH AND MOVEMENT ANALYSIS IN DANCE. Primary attention will be paid to the student's development and implementation of a kinesthetological analysis of fundamental dance skills. Prerequisite: Scientific Foundations of Dance, which has been taught at a number of institutions and under various numbers: MC Dance 206, HC NA202, SC Dance 321b, UN Dance 397. First semester, Mount Holyoke College. T Th 12:30-2:00

Dance (course number to be determined) MOTOR LEARNING AND MOVEMENT ANALYSIS IN DANCE. A lecture-laboratory course in selected motor learning principles as related to the learning and teaching of dance skills, followed by the development of skill analysis abilities. Prerequisite: Scientific Foundations of Dance, which has been taught at a number of institutions and under various numbers: MC Dance 206, HC NA202, SC Dance 321b, UN Dance 397. Second semester, Smith College.

Dance (course number to be determined). SCIENTIFIC FOUNDATIONS OF DANCE. A lecture-laboratory course of selected anatomy, physiology and kinesiology materials. Emphasis on those aspects most relevant to dancers. Attention to the scientific principles contributing to injury prevention, health maintenance, and efficient training of dancers. Second semester, University of Massachusetts.

1982 SPRING TERM PRELIMINARY COURSE DESCRIPTIONS

Spring term course offerings for the Schools of Humanities and Arts and Language and Communication will be included in the spring term 1982 Course Guide.

SCHOOL OF NATURAL SCIENCE

DIVISION I

HISTORY OF ASTRONOMY ASTFC 34	K. Gordon
THE LIFE SCIENCES DISCOVER DEATH NS 143	Cross
THE SOLAR GREENHOUSE NS 148	Van Raalte Bruno Leuw
MICROBIAL ECOLOGY NS 154	Miller
FUN WITH MATHEMATICS NS 160	Kelly
UNDERSTANDING RELATIVITY NS 173	C. Gordon K. Gordon
CELESTIAL NS 178	Reid Hoffman
QUANTUM MECHANICS FOR THE MYRIAD NS 183	Bernstein
ANIMAL BEHAVIOR NS 186	Coppinger
ELEMENTARY SCHOOL SCIENCE WORKSHOP NS 192	Bruno C. Gordon

DIVISION II

COSMOLOGY ASTFC 20	Harrison*
INTRODUCTION TO ASTRONOMY & ASTROPHYSICS II ASTFC 22	Edward*
OBSERVATIONAL RADIO ASTRONOMY ASTFC 28	Hughes†
ASTROPHYSICS II-RELATIVISTIC ASTROPHYSICS ASTFC 44	Van Blarcom*
BASIC CHEMISTRY LABORATORY NS 201	Williams
BASIC CHEMISTRY II NS 203	Williams
ECOLOGY NS 204	Van Raalte Heating
ORGANIC CHEMISTRY NS 212	Lovry
CHEMICAL STRATEGIES IN LIVING CELLS NS 224	Foster
PHOTOSYNTHESIS AND EVOLUTION NS 226	Foster
THE TECHNOLOGY & POLITICS OF THE ARMS RACE NS 233	Erass
ENERGY TECHNOLOGY SEMINAR NS 235	Williams
ENVIRONMENTAL ETHICS NS 236	Lutts
INFORMATIONAL MACROMOLECULES NS 256 (misc)	Miller
MATH FOR SCIENTISTS AND SOCIAL SCIENTISTS NS 261	Hoffman
LINEAR ANALYSIS AND DIFFERENTIAL EQUATIONS NS 267	Kelly

HITCHCOCK CENTER PRACTICUM IN ENVIRONMENTAL EDUCATION
NS 295

* Five College Astronomy Department Faculty
** Executive Director of the Hitchcock Center

ASTFC 34 HISTORY OF ASTRONOMY

Kurtis Gordon

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

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

NS 143 THE LIFE SCIENCES DISCOVER DEATH

Michael Cross

Some living organisms die prematurely from disease or injury; but all die eventually, the culmination of an aging process. How and why do such processes lead to "natural" death?

We would expect biology—the science of life—and medicine—the art and technique of sustaining health—to be interested in understanding death. However, biologists and physicians paid surprisingly little attention to aging and natural death until the late nineteenth and early twentieth century.

In this course, I will provide some contextual background, suggesting reasons for that lack of interest for so many centuries and proposing possible explanations for why such an interest emerged when it did. Because we still do not have a full understanding of aging, it will be especially interesting to look at the theories proposed by scientists who pioneered in this area: it may give some insight both into the general sorts of explanatory systems that are available to biologists, and to the ways psychological or cultural attitudes are incorporated into scientific theories.

Opportunities for projects will emerge from class members choosing to study more intensively the development of various scientists' interest in the subject between about 1880 and 1920. A requirement of the course is that students will work on projects in groups of two or more. These projects might become the basis for a Division I Natural Science examination.

Class enrollment limit will be 16 by instructor interview during the first week of classes.

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

NS 148 SOLAR GREENHOUSE

Charlene Van Raalte, Merle Bruno and Tom Leuw*

We will use the Enfield greenhouse and the solar ponds in that greenhouse (plus the plans for a new Hampshire greenhouse) as the focus for this course. Students will learn about the theory and operation of solar greenhouses, fish culture, and hydroponics (growing plants in water). Through discussions, hands-on work and readings, we will study the biological, ecological, and physical principles of solar aquaculture and greenhouse design.

Class will meet one afternoon per week.

Enrollment: limit to 20 - first come.

*Tom Leuw is the NS laboratory technician.

NS 154 MICROBIAL ECOLOGY

Lynn Miller

The smallest living organisms are one hundred million times smaller than *Homosapiens* in length. The bacteria are a million times smaller than we are, yet they constitute perhaps 50% of the total mass of living things on our planet. In this course we will read, discuss, look at, play around with, and think about the enormous diversity of the "little animals" that were first seen by Leuwenhoek 300 years ago. Students will write 3 short essays or one longer paper during the course.

In the lab students will learn the tools of microbiology; design and carry out, (in small groups), independent lab projects.

Class will meet twice a week for a 1-1/2 lecture discussion plus a 3 hour lab.

Limit: 16 - first come.

MATH EXERCISE CLASS

Kenneth Hoffman

Do your mathematical muscles feel soft and flabby? Tired of having math jock types kick intellectual sand in your face? Then you owe it to yourself to come work out once a week to keep in shape. A complete well-rounded exercise program, involving solving equations (single and simultaneous), graphs, logarithms, (choke) word problems, etc. will be available. We will meet once a week to review systematically the high points of algebraic terminology and techniques. Three or four pages of notes will be handed out each time and a short set of review problems will be distributed for participants to work on between sessions. Designed for students currently in quantitatively oriented NS or SS courses, or students who simply want to keep up their math skills. Will assume at least a reviewable memory of Algebra I from high school. Not suitable for basic remedial work. There is room in the curriculum to take up specific needs students are encountering in their courses or readings.

Class will meet for one hour once a week.

NS 160 FUN WITH MATHEMATICS

David Kelly

Participants will play with puzzles, paradoxes, primes, probability, packing problems, programs, patterns, parity, pi, perfection, pythagorean philosophy, and pigeon holes in a pericarditisless presentation of mathematical pleasures.

Class will meet for one hour three times per week.

NS 173 UNDERSTANDING RELATIVITY

Courtney Gordon and Kurtis Gordon

In this course we will examine the sources of the basic elements of the special theory of relativity first from a 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 178 CELESTIAL

John Reid and Kenneth Hoffman

Our central goal in this course is an investigation of the relationship between the botany of the Connecticut River valley area and the surficial geologic processes which have occurred in the recent past and are continuing today to reshape the landscape. Specifically we will study the nature of the land left by the various effects of continental glaciation, from the erosion and depositional work of rivers, and by the creation and elimination of lakes as features of the landscape. We will then explore the constraints which the geology places on the distribution of plants, and the ways the microclimate results from land-form differences and in turn affects the botany.

A number of readings will be assigned, and students will be expected to turn in a series of brief papers on the field projects and the readings.

There will be one two-hour class and one afternoon-long field trip each week.

Enrollment: Limit 15 by instructors' permission.

NS 183 QUANTUM MECHANICS FOR THE MYRIAD

Herbert Bernstein

This course will investigate the structure of a powerful intellectual influence of our times: theoretical physics. Using two-state systems including electron spin and photon polarization, we develop the actual quantum theory in its matrix mechanics form. This theory underlies all physical processes; it has important philosophical consequences as well.

The course has three themes: quantitative approximations to interesting physical phenomena; formal use of mathematics to describe observations; the philosophical and cultural significance of interpretations of physical theory. Accordingly, the ideal composition of the class might be five or more students with a general interest in science, five with potential interest to specialize in science, and five with potential interest to specialize in philosophy.

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

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 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.

SCHOOL OF SOCIAL SCIENCE

DIVISION I

LIFE THROUGH LITERATURE: EUROPEAN JEWISH SOCIETY AS PORTRAYED IN FICTION AND MEMOIRS
SS 108
Glick
Lansky

KIDS AND KIN: THE SOCIAL ORGANIZATION OF CHILDCARE
SS 125
Mahoney
Yngvesson

INTRODUCTION TO THE CLASSICS OF POLITICAL ECONOMY
SS 126
Hogan

ETHICAL CONCERNS IN RESEARCH
SS 134
Foe

CURRENT CRISES IN AMERICAN POLITICS
SS 142
Holquist
Landes

HEALTH PSYCHOLOGY
SS 154
Farnham

THE FORGOTTEN PEOPLE: LAW AND THE STATE MENTAL INSTITUTION
SS 168
Fowlkes

DIVISION II

POWER, AUTHORITY AND WORK: COMPARATIVE PROFESSIONAL ORGANIZATIONS
SS 204
Alpert
van der Lippe

RELIGION: A CROSS CULTURAL PERSPECTIVE
SS 206
Glick

FAMILY IN CROSS CULTURAL PERSPECTIVE
SS 207
Johnson
Slater
White
Yngvesson

LAW AND JUSTICE IN EDUCATION
SS 220
Fowlkes
Rose

AUTONOMY AND COMMUNITY: THE DEVELOPMENT OF THE SELF AND SOCIAL INTERACTION
SS 222
Mahoney

BLACK AMERICANS IN A CAPITALIST SOCIETY
SS 223
Hogan

THE PUBLIC SPHERE
SS 240
Landes
Rakoff

AMERICAN SOCIAL HISTORY IN THE 20TH CENTURY: THE DEVELOPMENT OF PROFESSIONAL CULTURE
SS 250
Claser
Sicar

THE POLITICAL ECONOMY OF AFRICA
SS 257
Ford
Holquist
White

INTRODUCTION TO STATISTICS AND DATA ANALYSIS
SS 272-1
Foe

ABNORMAL PSYCHOLOGY
SS 286
Farnham

RELATED COURSE
MATH FOR SCIENTISTS AND SOCIAL SCIENTISTS
(NS 261)
Hoffman

SS 108 LIFE THROUGH LITERATURE: EUROPEAN JEWISH SOCIETY AS PORTRAYED IN FICTION AND MEMOIRS
Leonard Glick, Aaron Lansky

This course will be a study of European Jewish life, particularly as it developed in Eastern Europe in the nineteenth and twentieth centuries, based primarily on fiction, memoirs, and other writings, principally translated from Yiddish. Some of the sources—most if possible—will be newly selected material from the collection of the National Yiddish Book Exchange. Instructors will lecture to furnish background, but the course will emphasize use of literature as primary sources for understanding social life and culture.

The class will meet twice a week for 1-1/2 hours each session. Enrollment is limited to 25, based on attendance and participation during the first two weeks; no preliminary enrollment.

*Hampshire graduate, and Executive Director of National Yiddish Book Exchange

SS 125 KIDS AND KIN: THE SOCIAL ORGANIZATION OF CHILDCARE
Maureen Mahoney, Barbara Yngvesson

In this course we will examine the family in cross-cultural and comparative perspective in order to explore the impact of economy, technology, and physiology on family roles and childrearing practices. In order to do this, we shall focus on contrasting social organizations: pre-industrial hunting and gathering societies (for example, the Bushmen and the Eskimo), fully industrialized societies (for example, the United States) and utopian communities that have attempted to change family roles and childrearing practices (for example, the Insect Hill community and the Oneida Community). We will examine the relative diffusion of childrearing responsibility by asking who takes care of children? Is the mother given primary responsibility or is the child cared for by a network of adults who share the task and who are available to support the mother? What role are men expected to take with children? What has happened to "traditional" roles in utopian communities whose goal has been to change them? What is the impact on children of these various arrangements? And how do the various arrangements complement or conflict with organizational and ideological goals of the society?

Since the course will be co-taught by a developmental psychologist and an anthropologist, we shall also explore the different kinds of questions and methodologies each brings to course material. Reading will include a variety of ethnographic, sociological and psychological literature.

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

SS 126 INTRODUCTION TO THE CLASSICS OF POLITICAL ECONOMY
Lloyd Hogan

The course is designed to familiarize the student with some of the great contributions to the science of political economy. The choice of materials will be restricted to those authors whose works are considered by their peers to be "significant" or "enlightened visions" of the origins, functions and dynamics of the general economic system under investigation. An intensive study will be done of the works of at most two authors. Special emphasis will be placed on (1) the nature of the intellectual crisis confronting scholars in the understanding of contemporary economic processes; (2) the special way in which the author formulated the problems to be studied; (3) the peculiar or unique mode of inquiry; (4) his fundamental conclusions; (5) the impact of his works on contemporary understanding and future development of the science of political economy.

Some of the candidates for study are Adam Smith, David Ricardo, Karl Marx, Alfred Marshall, John Maynard Keynes, Joseph Schumpeter, etc. The basis for evaluation will be a series of short papers which demonstrate an understanding of the main ideas and analytic methods as well as the interrelationship between the authors.

Enrollment is limited to 20; first come, first served. Class meets for 2 hours twice a week.

SS 134 ETHICAL CONCERNS IN RESEARCH
Donald Foe

This Division I course will focus on ethical questions associated with doing research. We will talk briefly about research with animals, but will spend most of our time looking at experimentation that involves human beings as subjects. Dealing primarily with psychological and biological research, we will discuss such issues as deception, the use of "volunteer" subject populations (e.g., soldiers and prisoners), participant observation, invasion of privacy, unobtrusive measures, informed consent, and field research in natural settings. We will examine several famous cases in detail (e.g., the Milgram experiments), and will see what sorts of measures are being taken to ensure the safety and well-being of subjects, including discussions of Institutional Review Boards and published research guidelines. Students will be required to complete a number of short writing assignments and a final class project.

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

SS 142 CURRENT CRISES IN AMERICAN POLITICS
Frank Holquist, Joan Landes

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

The course will examine whether or not these and other seeming crises are real, and whether or not they are a new political era. If so, what is the character of that era? This course, which is temporary in nature, will be built on the historical relationship between government and society, and the cause and consequences of changing political consciousness. Particular alleged crises to be examined will include: the crisis of liberal political theory and tensions with capitalist dynamics; the declining legitimacy of political institutions (the presidency, parties, etc.); the rise of the New Right; the urban fiscal crisis; the prelude to the single interest politics; the "teaparty" revolt; continuing crises of racism and poverty; and the domestic roots of American foreign policy. We will close with a comparison of competing visions of how to deal with these and other crises in the future.

The class will meet twice a week for 1-1/2 hours each session. Enrollment is limited to 25; lottery if necessary.

SS 154 HEALTH PSYCHOLOGY
Louise Farnham

This seminar will deal with the ways clinical (or applied) psychology can contribute to the quality of health care. The emphasis will be on such topics as stress and illness, compliance, preparation for surgery, and so on. In addition to learning something about psychology in one particular application, students are expected to learn something about some basic skills, such as reading a research paper critically, written expression of ideas, and the art of fruitful discussion.

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

SS 168 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 case readings and projects with field experience. Students will look at literature by Szasz, Goffman, Rothman, Scheff, 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 addition to attending class, 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. In order to inquire 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 class will meet at least twice a week for 1-1/2 hours each session. Enrollment is limited to 25; lottery if necessary.

SS 204 POWER, AUTHORITY AND WORK: COMPARATIVE PROFESSIONAL ORGANIZATIONS
Richard Alpert, Robert van der Lippe

This course will focus on the comparison between faculty and physicians as professionals and organizational workers. The society is more and more characterized by workers who consider themselves professionals and who practice their profession within non-profit organizations. What is the distinction between professional and other forms of work? How do professional workers behave within organizations? What are the issues of authority, management and performance that surround professional work in organizational settings? The comparison between physicians and faculty in higher education will provide the vehicle for exploring these and related questions. There also will be room in the course for exploring other professions and organizations compared to those of medicine and academe.

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

SS 206 RELIGION: A CROSS-CULTURAL PERSPECTIVE
Leonard Glick

An introduction to the study of religion as an integral element in social life and culture, through detailed examination of specific religions representing three major categories: local, universal, and reintegrative. Among the religions to be included are Navaho, Melanesian, Pacific "cargo cults", Chinese, African, and North American societies 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, because it allows us to distinguish with greater accuracy between the merely idiosyncratic event or practice and those which have more universal application.

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

SS 207 FAMILY IN CROSS CULTURAL PERSPECTIVE
Key Johnson, Miriam Slater, Frances White, Barbara Yngvesson

The power of families lurks somewhere in most of our lives. This course will provide an historical and cross cultural perspective on the power of the family. We will examine family structure, practices and values in a comparison of European, Chinese, African and North American societies 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, 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 family systems with special attention to defining and understanding the meaning of social change: (1) the relationship between power within the family and power outside of it; (2) the role of the family in sustaining capitalist, patriarchal, and social class orders and sometimes as harbinger of resistance to each; (3) sexual practices, attitudes, and ideology; (4) child-rearing practices and attitudes; (5) the relationship between the family, work, and politics for women and men; (6) consumption patterns (especially dress and deportment).

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

SS 220 LAW AND JUSTICE IN EDUCATION
Oliver Fowlkes, Hedwig Rose

There are clearly many issues which could serve as the focus for a course such as this, but the fact that the school attendance law and public policy each of us with an intimate example of the intertwining of law and education. How pervasive is this relationship? And what are some of the direct effects of it? Does the law express our values? Are practices in school consistent with these values?

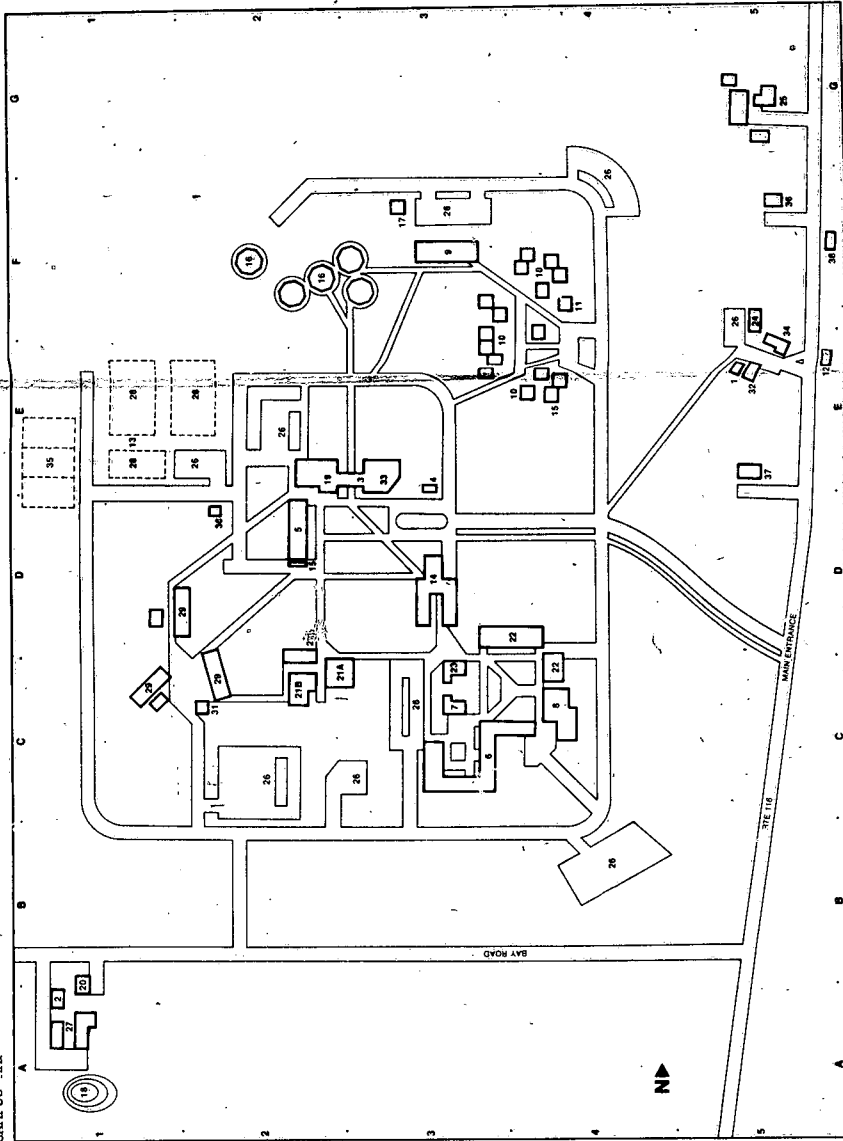
In this course we will examine some of the current topics confronting American education with an eye toward understanding the historical context in which the role of law emerged to adjudicate controversies in school. We will consider the civil rights of teachers and students, compulsory schooling, the separation of church and state, equal educational opportunity as concept and law; and finally, we will analyze the function of the law in educational policy. Students are expected to attend classes regularly and prepare readings, short and long papers/projects, do observations, and participate fully in the class. Forum will insure seminar-style participation, but this will be alternated with lectures by faculty as well as invited guests. Because of the number and variety of readings, all required assignments as well as most of the suggested materials will be available on reserve at the library. A bibliography containing these and other titles will accompany the syllabus.

The class will meet twice a week for 1-1/2 hours each session. Enrollment is open, but students with interests in law, education and public policy will be given preference. Five College grades will be given.

SS 222 AUTONOMY AND COMMUNITY: THE DEVELOPMENT OF THE SELF AND SOCIAL INTERACTION
Maureen Mahoney

One of the most important milestones in personality/development is the emergence of a sense of self as independent from others. At the same time, social life depends on cooperation and a sense of self as part of a larger community. In this course we will examine development in the first years of life with the goal of understanding the origins of the paradox that independence emerges from dependence and that community presupposes a sense of self. How does the infant, wholly dependent on her caretaker for sustenance, grow to have a sense of herself as independent and separate from others? Is this separation forced on the infant by external events? Or is the infant an active participant in seeking autonomy? To what extent is the infant's sense of autonomy shaped by her caretaker's behavior, her immediate environment, and the culture in which she lives? Are there sex differences in the development of autonomy and the

CAMPUS MAP



KEY

- 1 Blair Hall E5
- 2 Boardhouse A1
- 3 Bridge Cafe E3
- 4 Bus Stop for Five College
- 5 Charles W. Cole Science Center D2
- 6 Dakin House C3
- 7 Dakin Master's House C3
- 8 Dining Commons C4
- 9 Emily Dickinson Hall F3
- 10 Enfield House F4
- 11 Enfield Master's House F4
- 12 Ezbicki House E5
- 13 Fitness Trail Entrance E1
- 14 Franklin House D3 E4
- 15 Greenleaf House F2
- 16 Greenleaf Master's House F3
- 17 Hampshire Pond A1
- 18 Harold F. Johnson Library Center E7
- 19 Kerminki House A1
- 20 Longworth Arts Village C2
- 21 Film and Photography Building
- 22 Music and Dance Building
- 23 Studio Arts Building
- 24 Merrill Master's House D4
- 25 Merril Master's House C3
- 26 Montague Hall E5
- 27 New-England Farm Center G5
- 28 Parking B1, C2, C3, E2, F3, F4
- 29 Physical Plant A1
- 30 Prentiss House C1
- 31 Prescott Master's House D2
- 32 Prescott Tavern C2
- 33 Red Barn E5
- 34 Robert Crown Center E3
- 35 Sillies House E5
- 36 Tennis Courts E1
- 37 Thoreau House F5
- 38 Warner House E5
- 39 Wayne Sillies House F5

LOCATION

