

**HAMP  
SHIRE  
COLLEGE**

**AMHERST, MA 01002**

**FALL 1981 COURSE GUIDE**

**SUPPLEMENT**

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CALENDAR

FALL TERM 1981

Students Arrive	SEP 7
Matriculation/Orientation	SEP 8-12
Course Interview Day	SEP 10
Classes begin	SEP 14
Five College Add Deadline	SEP 25
Course Selection Period	SEP 14-25
Exam/Advising Day(no classes)	OCT 1
Fall Colloquy/Alumni Wkend/	OCT 9-12
Parents Weekend	
Jan. Term Proposal Deadline	OCT 12
Five College Preregistration/	NOV 16-20
Jan. Term Registration	
Leave Notification Deadline	NOV 13
Exam Day (no classes)	NOV 23
School Curriculum Day	NOV 24
(no classes)	
Thanksgiving Break	NOV 25-29
Last Day of Classes	DEC 1
Exam/Eval Period	DEC 14-18
Winter Recess	DEC 19-Jan 3

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JANUARY TERM 1982

Commencement	JAN 23
Recess Between Terms	JAN 27-30

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SPRING TERM 1982

New Students Arrive/Matricu- .	JAN 30
late	
New Students' Program	JAN 30-FEB 1
Returning Students Arrive/	FEB 1
Matriculate	
Course Interview Day	FEB 1
Classes Begin	FEB 2
Course Selection Period	FEB 2-12
Five College Add Deadline	FEB 12
Exam/Advising Day(no classes)	MAR 2
Spring Break	MAR 20-28
Leave Notification Deadline	APR 9
Five College Preregistration/	APR 19-23
Advising	
Exam/Advising Day(no classes)	APR 21
Last Day of Classes	MAY 14
Exam Period	MAY 17-25
Evaluation Period	MAY 26-28
Commencement	MAY 29

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Additions/Cancellations/Changes in Course Offerings for Fall Term 1981

SCHOOL OF HUMANITIES AND ARTS

HA 109 VISUAL COMMUNICATION - Debra Weier (new course)

Graphic Design is a method for presenting words and images to relay a message, whether for commercial purposes or strictly artistic ends.

The course is designed to spark an interest in graphics. Emphasis will be on design and layout, not on printing. Basic structures for layout such as symmetry, asymmetry, and the grid will be studied. Typography, collage, geometric design and drawing will be techniques encouraged for creating layouts.

The course is project-oriented. I will give demonstrations and hold critiques regularly. There will also be a slide presentation on the historical evolution of graphic design, where it is now, and where it seems to be going.

The course will meet twice per week for 1½ hours. Students supply their own materials. Enrollment is limited to 35 on a first come basis.

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HA 124 WOMEN'S WORLDS - Lynne Hanley (new course)

In this course we will read carefully a selection of novels by English and American women in an effort to describe some of the ways women have seen themselves and their society in the last century and a half. We will begin with a discussion of what Virginia Woolf, Simone de Beauvoir, Doris Lessing and Adrienne Rich have to say about making categorical distinctions between men and women. Later discussions will focus on individual novels, as well as on more general questions about what convictions, if any, women novelists share about style, subject, sense of audience and literary traditions, and politics. Readings will include Virginia Woolf's *A Room of One's Own*, Adrienne Rich's "When We Dead Awaken", Charlotte Bronte's *Villette*, George Eliot's *The Mill on the Floss*, Edith Wharton's *The House of Mirth*, Virginia Woolf's *To the Lighthouse*, Jean Rhys' *After Leaving Mr. Mackenzie*, Doris Lessing's *The Golden Notebook*, Joan Didion's *A Book of Common Prayer*, and Toni Morrison's *Sula*. In addition to this relatively strenuous reading list, two papers will be required (one short and one long).

The course will meet twice a week for 1½ hours. Enrollment is limited to 25 to be selected by lottery if necessary.

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HA 164 LIFE STORIES - John Boettiger (cancel)

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HA 170 BEGINNING MODERN TECHNIQUE - Rebecca Nordstrom (new course)

This course is designed for beginning level dance students. Two sessions per week will be spent working on technique, to develop strength, flexibility, coordination and kinesthetic awareness. Particular attention will be paid to developing good postural alignment and learning to move with ease and efficiency. The third session will be spent exploring other aspects of modern dance which relate to the technical work and will include some study of dance history.

Class meets for 1½ hours, three times a week. Enrollment is open.

HA 175 IMPROVISATION - Rebecca Nordstrom (new course)

Beginning improvisation, designed to help dancers develop the ability to move spontaneously and imaginatively within set structures. We will explore through movement, elements of space, energy, rhythm, weight and dynamics. The classwork will involve group as well as individual exploration. We will work with the idea of improvisation as a tool for finding source material for choreography, and experiment with it as a performance medium in its own right.

Class meets for 1½ hours twice a week. Enrollment is open.

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HA 182 MATHEMATICS AND MUSIC - John Abel, Roland Wiggins, Kenneth Hoffman (CANCEL)

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HA 185 THE MUSIC PRIMER - Randall McClellan (new course)

The intention of this course is to convey a basic understanding of the essence of music. We shall examine music as a manifestation of energy and as a constantly transformative process of shaping and unfolding through time and space. Designed as a basic introduction to the world of music, the course will be both technical and philosophical in its orientation.

We shall begin, therefore, by learning the principles of pitch and rhythmic notation as it has developed in European and Hindustani traditions. We will examine pitch intervals, scale construction and the process of rhythmic design. Next we will study the process of melodic design and the shaping of musical form as a mirror of the basic form of the spiral. We will consider the influence of spatial concepts and the significance of silence as an underlying background of musical gesture. Other areas of examination will include tuning systems, compositional process, method of counterpoint and textural design. Finally, and as time permits, we will touch briefly upon the basic concepts of harmony and harmonic design.

The format of the class will be primarily lecture, demonstration and discussion. Assignments will be purely voluntary and oriented toward composing within individual style preferences. Emphasis will be toward application of principles of musical expression, design and technique. Our primary text will be Lou Harrison's *Music Primer* supplemented by additional writings by Anton Ehrenzweig, Susan Langer, Igor Stravinski, David Rock, and R. Murray Schaffer.

We will meet twice a week for 1½ hours. Enrollment is open.

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HA 190 IMPROVISATION ENSEMBLE - Randall McClellan (new course)

The improvisation ensemble is a workshop course designed to sharpen our listening and to develop our ability to respond spontaneously to sound stimuli. We will work toward the shaping of complete musical compositions through the process of improvisation, allowing the musical material to determine its form without the use of preset musical content or structural boundaries. We will strive for a balance of unity and variety, stasis and dynamism and a sensitivity for the energy of musical gesture in the unfolding of the musical design. Emphasis, especially in the beginning, will be on the relationship between breath and hearing, and from this place of rest, we will learn to respond in a musically appropriate way. We will, therefore, begin with sensory and sound awareness exercises. Some outside reading and listening will be expected, primarily of a philosophical nature, but classroom discussion will be kept to a minimum.

This class is designed specifically with performers of orchestral instruments in mind, and a balanced distribution of string, wind, brass and percussion instruments will be attempted. Intermediate proficiency in your instrument is required; some theoretical background, primarily with regard to scales and key signatures is helpful.

Enrollment will be limited to ten players and will be determined within the first two weeks of class. We will meet twice a week for 1½ hours. Only those who can attend both weekly sessions should enroll.

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HA 202 ADVANCED VISUAL COMMUNICATION - Debra Weier (new course)

Graphic design is a method for presenting words and images to relay a message, whether for commercial purposes or strictly artistic ends.

Emphasis will be on layout design and letterpress printing. Basic structures for layout such as symmetry, asymmetry and the grid will be studied. Students will present designs which will be evaluated and then printed on the letterpress.

Various graphic techniques will be introduced to give students possibilities for multiple images. There will be brief demonstrations on embossing, silk-screen and copy camera techniques.

For final evaluation students will have a series of printed broadsides, as well as a final in-depth project involving folded paper design or a chapbook.

The course will meet twice per week for 1½ hours. There will be a slide presentation on the historical evolution of graphic design and where it is today. Outside trips to local presses and graphic collections will be scheduled.

Requirement: student must have basic design background. Enrollment is limited to 25 on a first come basis.

\*\*\*

HA 239 ADVANCED WRITING SEMINAR - Nina Payne (new course)

In this course experienced students of poetry and prose will concentrate on the practice of writing as a working process with strong parallels in all of the arts. Participants will be expected to present work-in-progress on a regular basis, to give and receive intelligent criticism, and to edit and refine their work.

Class will meet twice weekly, Thursday mornings from 9:30 to noon in workshop, and Tuesday evenings from 7:30 to 9:30 in seminar. Readings will be drawn from the letters, notebooks and working journals of such artists as Louise Bogan, Peter Brook, Bertold Brecht, Colette, Martha Graham, Louis I. Kahn, Paul Klee, Käthe Kollwitz, Flannery O'Connor, Georgia O'Keeffe, Igor Stravinski, Edward Weston and Virginia Woolf, among others.

Enrollment is limited to 15. Admission to the class is by permission of the instructor on presentation of a chosen example of written work.

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HA 244 BLACK PHILOSOPHY: THE SALT EATERS - Charles Frye (revision)

This seminar will explore the themes developed in Toni Cade Bambara's The Salt Eaters in order to reveal the presence of the African world view in Bambara's presentation of Southern black culture. Actually the seminar will proceed in just the opposite fashion--delineating the world view and then considering Bambara's work in that context.

The Salt Eaters' themes include references to coalitions and correspondences between the medicine people and the warriors; between African, Afro-American, and other Third World women; and between "traditional" and "modern" medical practices. The form and content of these coalitions and correspondences remain undecipherable without an explication of their (African) antecedents.

The seminar will begin with a reevaluation of the symbolic imagery of blackness. It will then treat philosophy as the ancients would: as a personal, passionate striving toward a consistency with celestial and heroic archetypes. Students will be expected to read from a wide variety of sources, lead class discussions, be conversant in at least one divination system, and acquire a demonstrable understanding of some of those primary assumptions and modes of inquiry which have been collectively termed primitive, archaic, lunar, pre-Renaissance, feminine, black, etc. More specifically, students will be required to complete four "projects," usually in the form of oral presentations based on readings. The last of these presentations may be written. These presentations/projects will be evaluated on their thoroughness and quality of comparative analysis. Students may draw comparisons from their own experience, from other traditions, or from the required texts.

The class, limited to 18 students, will meet once a week for 3 hours in the Enfield Master's house. Enrollment is on a first come, first serve basis.

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HA 256 WORD AND WORLD - R. Kenyon Bradt (cancel)

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HA 257 THEOLOGY - R. Kenyon Bradt (new offering)

This course is to be an examination of the nature of God in God's divine being. The work of the course is to be a combination of an independent consideration and selected readings to be announced.

Classes are to be held once a week for two hours. Enrollment is open.

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HA 258 HEGEL'S LOGIC - R. Kenyon Bradt (new offering)

This course is to be an introductory study of Hegel's logic as that is formulated in his Science of Logic and Encyclopedia of the Philosophical Sciences.

Classes are to be held once a week for two hours. Enrollment is open.

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HA 270 INTERMEDIATE MODERN TECHNIQUE - Rebecca Nordstrom (new course)

This course is designed to help intermediate level dancers to strengthen their technical skills. Emphasis will be placed on working for ease as well as control, and for developing the ability to dance with clarity and expression.

Class meets for 1½ hours twice a week. Enrollment is open.

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HA 282 CONTEMPORARY ORCHESTRATION/COMPOSITION FOR THE INTERMEDIATE ARRANGING STUDENT - Ray Copeland (new offering)

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

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

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

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

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HA 287 THE WHOLE EARTH MUSIC COMPOSITION SEMINAR - Randall McClellan (new course)

Courses in music composition at American colleges have traditionally stressed the techniques and styles of European art music, leaving the student with the choice of either serial techniques, atonalism or the so-called "synthetic scale" techniques with their complexities, variations and limitations. In recent years, however, more and more American composers are turning to the musical traditions of some of the "Third World" countries for inspiration, new musical techniques and fresh styles. As a result there has been a resurgence of interest in melodic design, an expanded modality, and rhythmic continuity, and in some cases the incorporation of improvisation into the musical structure.

In this seminar we will first examine the compositional techniques employed in the traditional music of China, Japan, Indonesia, India, Iran and parts of Africa. We will then discover how certain American composers have incorporated these techniques into their own music. Specifically, we will examine selected works by John Cage, Henry Cowell, Lou Harrison, Alan Hovhaness, George Crumb, Harry Partch, Steve Reich, Terry Riley, Meredith Monk, Pauline Oliveros, Colin McPhee, Barbara Benary and some lesser known composers. Using these composers as models, we will then compose short pieces utilizing the techniques and musical structures we have discovered. To the best of our ability we will audition the resulting music in class.

We will meet twice weekly. As a text source we will use Lou Harrison's Music Primer with additional reading from Groves Dictionary of Music, David Reck's Music of the Whole Earth and other sources. Enrollment is limited to ten on a first come basis. Knowledge of musical notation and theory background is a necessity. However, those who wish to attend class without actually enrolling are welcome to do so.

\*\*\*

HA 288 THE CREATIVE ART OF IMPROVISATION - Ray Copeland (new offering)

The perennially evasive and perplexing question, "How do you teach jazz...?" has doubtlessly baffled music educators since titans such as Louis Armstrong, Duke Ellington, Charlie Parker, John Coltrane, Stan Kenton (all deceased), and Thelonius Monk, Miles Davis, Dizzy Gillespie, Al Hirt, Stan Getz, and Benny Goodman have emerged as innovators of our indigenous American art form

entailing musical self-expression and creativity. Consequently, and in consummation of doctoral accreditation in this comparatively new discipline in music education, the instructor has compiled more than 600 pages of documented methodology on implementation of the fundamentals of jazz performance within school systems, improvisational workshops, clinics, and seminars.

The Creative Art of Improvisation (A Methodological Approach in Performance and "Jazz Education") is now an official supplement to the HA289 Afro-American Chamber Ensemble. HA288 didactic seminars (open to visitors) and closed sessions of from 1 1/2 to 2 hours will be presented each week on a rotating basis with the Chamber Ensemble. Members of the ensemble will be encouraged to participate in these seminars for continued development, evaluation, and/or grading. Five College music students who aspire to be music educators are particularly invited to attend open seminars, either as official enrollees or as spectators, since the element of audience reaction tends to enhance this form of improvisational growth within a didactic educational setting.

During open seminars, basic conceptual approaches to viable jazz performance--in addition to dissected solos by the instructor--will be analyzed and discussed via 3M projection and playback. Diatonic (modal) and chordal systems, turnaround progressions, patterns, cliches, etc. will also be examined and performed collectively in unison with recorded and/or live rhythm section accompaniment. Xerox copies of projected transparencies will be distributed to active participants; they may be duplicated for colleagues if desired.

Student interested in enrolling in this course should obtain questionnaires from the Music and Dance Building office. Auditions will not be required, although a written/audible final examination--based on the Afro-American tradition--will be administered to official enrollees at the end of the semester. Course enrollment is open.

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HA 289 AFRO-AMERICAN CHAMBER ENSEMBLE - Ray Copeland (new offering)

The Chamber Ensemble will focus on the interpretation, articulation, and performance of specifically designed orchestrations featuring compositions by Duke Ellington, Thelonius Monk, Randy Weston, Quincy Jones, and other contemporary American composers. Besides concentration on ear training, instrumental facility, reading music notation in the Afro-American idiom, and creativity in ad-lib jazz performance, additional aspects of the course will provide insights toward orchestration and composition to be acquired from "All Things Combined" work booklets utilized during collective improvisatorial development within the ensemble and accompanying spinoff seminars.

The Afro-American Chamber Ensemble's repertoire will be adapted to the instrumentation of the participating musicians. Depending on the qualified enrollees, the personnel will vary from conventional rhythm (piano, guitar, bass and drums) to complements of wind instruments ranging from a medium sized combo to a big band. For continued development, evaluation and/or grading, instrumentalists of comparable ability and "jazz motivation" will be encouraged to participate in HA288 open or closed seminars which will be presented in conjunction with the main ensemble rehearsal each week. Ultimately, the Chamber Ensemble will refine the techniques essential to contemporary music performance on a professional and competitive level.

SCHOOL OF LANGUAGE AND COMMUNICATION LIST OF COURSES

Auditions will be required in addition to a complete questionnaire from each applicant; forms may be obtained in the Music and Dance Building office. Maximum enrollment would consist of a conventional reed section of five saxophones (including flutes, clarinets, etc.), seven to eight brass (trumpet, flugelhorn, trombone, French horn, euphonium, tuba, etc.), and two rhythm sections (including auxiliary percussion), if available. Auditions will be scheduled at the mutual convenience of the instructor and each enrollee. The Chamber Ensemble will convene on Fridays for two hours. The exact time will be designated prior to the beginning of rehearsals.

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SCHOOL OF LANGUAGE AND COMMUNICATION

CURRICULUM STATEMENT

The School of Language and Communication teaches a variety of subjects in an interdisciplinary grouping unique to Hampshire. These disciplines and areas of study can be pursued in their own right, but the emphasis in the School is on the interconnections among them and on their applications in other fields. Philosophy, linguistics, psychology, computer science, and mass communication studies are unified by a common fascination with problems about information: How do languages and other symbol systems represent and communicate it? How do humans acquire it? How is it structured into knowledge? How can such extensions of ourselves as computers and television make information processing, storage, and transmission more powerful?

When the focus of study is on individual minds--usually human--we call the enterprise "cognitive science." Questions of interest include: How do children acquire a native language so rapidly and perfectly? What is involved in solving a problem? What is knowledge? How are minds and brains related? Can a computer have a mind? How should children be taught math or reading?

The study of mass communication focuses on the production and control of information in society. Who controls the news? How are television documentaries produced? When did newspapers first appear? How do the form and content of the media shape our beliefs? How would we know if television incites children toward violence or causes them to read less or less well?

We hope you will find one or more of the courses listed here worth exploring. The course titles are informative but even a brief skimming of the descriptions may lead to unexpected interests. Most Hampshire courses are without formal prerequisites so that even incoming students confident of their interest in a Division II course may ask the instructor about taking it. Division I courses are especially designed to help students prepare for and complete their Division I examination projects, but older students who have passed exams in other Schools may well prefer to get the background they need in more advanced courses.

DIVISION I

- LC 102 PHILOSOPHY OF AFFIRMATIVE ACTION - Jay Garfield
  - LC 109 ANIMAL COMMUNICATION (PROSEMINAR) - Mark Feinstein
  - LC 113 THE MUCKRAKE ERA (PROSEMINAR) - David Kerr
  - LC 114 THE TELEVISION DOCUMENTARY - Richard Muller
  - LC 115 IMAGES OF WOMEN IN POPULAR CULTURE - Susan Douglas and James Miller
  - LC 116 VISUAL LITERACY AND MEDIA CRITICISM - Gregory Jones
  - LC 118 CROSS-CULTURAL COGNITIVE PSYCHOLOGY - Lucia French
  - LC 123 LANGUAGE, CULTURE AND SOCIETY - Judith Shepard-Kegl, Barbara Yngvesson, Deborah Berkman (CANCEL)
  - SS 123
  - LC 125 COMPUTERS AND EDUCATION - Glenn Iba and Richard Muller
  - LC 130A COMMON SEMINAR (CANCEL)
  - LC 130B WORKSHOP IN STYLISTICS (CANCEL)
  - LC 130C WORKSHOP IN AMERICAN SIGN LANGUAGE AND ITS STRUCTURE (CANCEL)
  - LC 130D WORKSHOP IN ANIMAL COMMUNICATION (CANCEL)
  - LC 130E WORKSHOP IN FORENSIC LINGUISTICS (CANCEL)
  - LC 130F WORKSHOP IN PHILOSOPHY OF LANGUAGE (CANCEL)
  - LC 135 THE PSYCHOLOGY OF SKILL - David Rosenbaum and Neil Stillings
  - LC 161 PUZZLE SOLVING IN HUMANS AND COMPUTERS - Glenn Iba and David Kelly
  - NS 161
  - LC 162 TOPICS IN EXPERIMENTAL DESIGN AND QUANTITATIVE THINKING - Michael Sutherland
  - LC 170 AMERICAN SIGN LANGUAGE LINGUISTICS - James Gee and Andrew Barss
  - LC 187 THE PSYCHOLOGY OF HUMAN INTELLIGENCE - Neil Stillings
  - LC 192 PHILOSOPHICAL PROBLEMS - Christopher Witherspoon
- DIVISION II
- LC 218 THE CRAFT OF JOURNALISTIC INTERVIEWING - Mary Young
  - LC 222 COMPUTER PROGRAMMING AND LOGIC - William Marsh and Kevin Jordan
  - LC 223 IDEALISM AND REALISM: METAPHYSICAL AND EPISTEMOLOGICAL PROBLEMS - Jay Garfield and Christopher Witherspoon

- LC 224 THE SOCIAL CONTROL OF MASS COMMUNICATION - James Miller
- LC 225 INFORMATION TECHNOLOGY AND EDUCATION - Richard Muller (CANCEL)
- LC 227 THE HISTORY OF BROADCASTING IN AMERICA: STRUCTURE, CONDUCT AND CONTROL - Susan Douglas
- LC 228 THE DAILY NEWSPAPER - Edward Shanahan
- LC 229 BEHAVIOR GENETICS SEMINAR: LANGUAGES, POPULATIONS, AND STRUCTURES - Raymond Coppinger, Mark Feinstein and Lynn Miller
- NS 229
- LC 230 ADVANCED WORKSHOP IN DISCOURSE (CANCEL)
- LC 231 THEORY OF LANGUAGE: CONCENTRATORS SEMINAR IN LINGUISTICS (CANCEL)
- LC 234 BRAIN AND BEHAVIOR - David Rosenbaum
- LC 235 THE PSYCHOLOGY OF SKILL - David Rosenbaum and Neil Stillings
- LC 236 COMMUNICATION COMPETENCE IN INTERPERSONAL RELATIONSHIPS - Gregory Jones
- LC 237 DEVELOPMENTAL PSYCHOLOGY - Lucia French
- LC 238 THE SOUND OF LANGUAGE: PHONETICS AND PHONOLOGY - Mark Feinstein
- LC 244 THE COMPUTER LAB - Michael Sutherland and Al Woodhull
- NS 244
- LC 271 STYLISTICS, SEMIOTICS, AND STRUCTURALISM FROM A LINGUISTIC PERSPECTIVE - James Gee

FOREIGN LANGUAGES

- FL 101 FRENCH I - Elisabeth Leete
- FL 102 SPANISH I - Angel Nieto
- FL 107 AMERICAN SIGN LANGUAGE - Geary Gravel

COURSE DESCRIPTIONS

- LC 116 VISUAL LITERACY AND MEDIA CRITICISM - Gregory Jones (new course)  
 "The illiterate of the future will be ignorant of pen and camera alike."  
 ... Moholy-Nagy
- "Language is a communication resource, natural to wo/man, which evolved from its pure and basic aural form into the literacy of reading and writing. Literacy means that a group shares the assigned meaning of a common body of information. The advent of the camera parallels that of the book which originally placed a premium on literacy. To be in control of the amazing potential of visual media, we must construct a basic system for learning, recognizing, making, and understanding visual messages."  
 ... adapted from Donis A. Dondis
- This course will help students develop a critical vocabulary and methodology for evaluating "how images mean." It will also explore each student's

creative potential for designing visual messages and program concepts. Visual literacy will be learned in a developmental progression from aesthetic critiques of single photographic images, to synesthetic evaluations of image and sound sequences, to semiotic analyses of moving images in film and television productions. Media criticism will be learned through a comparative approach where similar program content will be evaluated in the format of a book, television program, and film production. The conclusion of the course will be devoted to demonstrations of each student's creative application of visual literacy and media criticism as s/he develops program treatments, scripts, storyboards, and/or slide shows for public presentation.

Class exercises will include advertisement critiques, image sequence evaluations, light and set plots, poetic and musical storyboards, and content analyses of television commercials, news, and program genres. Major written assignments will be based on a comparative analysis of the prose, film and television versions of Ways of Seeing, An Occurrence at Owl Creek Bridge, and Network. Besides these three stimulus sources, additional class readings will be drawn from Dondis's A Primer of Visual Literacy, Harrington's The Rhetoric of Film, Millerson's The Technique of Television Production, and Newcomb's Television: The Critical View. Course enrollment will be limited to 20 students chosen by lottery. The class will meet twice a week for two hours.

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- LC 118 CROSS-CULTURAL COGNITIVE PSYCHOLOGY - Lucia French (new course)

There are a variety of reasons that people are interested in other cultures. Simple curiosity may be the primary one. Since the earliest explorers brought home stories about the "exotic" people they met on their travels, there has been an immense fascination with how members of other cultures live and think. This course will explore some of the ways that psychologists have used the variation that exists among cultures to study human cognitive abilities. Topics to be discussed include the role of early experience on later development, the extent to which perception depends upon particular experiences, the hypothesis that our language determines what we can perceive, the role of schooling and literacy in cognitive performance, and whether there is a universal standard of intelligence or whether the meaning of intelligence varies across environments. Finally, we will "come home" and ask how an understanding of cross-cultural psychology can help us to better understand the variations to be found in our own society.

The book to be used in the course is Cole and Scribner's Culture and Thought. Other readings will be assigned as appropriate. Students will be asked to write several short reaction papers and one longer paper on a topic in which they are particularly interested. The class will meet twice a week for 1 1/2 hours each session and will have a combined lecture/discussion format. Enrollment is limited to 20 on a first come/first served basis.

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- LC 125 COMPUTERS AND EDUCATION - Glenn Iba and Richard Muller (new offering)

In an essentially humanistic vision of the educational process, 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 1½ hours twice a week. Enrollment is limited to 25 on a first come/first served basis.

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LC 135 THE PSYCHOLOGY OF SKILL - David Rosenbaum and Neil Stillings (new course)

This course is being offered to both Division I and Division II students. The content of the course is described under LC 235. By breaking the class into two groups on some days and by scheduling extra meetings, the two instructors will help Division I students with basic study skills, beginning methods of inquiry, and examination projects. See LC 235 for details.

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LC 161 PUZZLE SOLVING IN HUMANS AND COMPUTERS - Glenn Iba and David Kelly (new course)  
NS 161

How do we solve puzzles such as the Tower of Hanoi, Instant Insanity, or the Rubik's Cube? How can puzzle-solving techniques be analyzed, strengthened, and applied to problem solving more generally? What makes a good puzzle? What special skills mark a puzzle-solving "expert"? How can computers solve puzzles or assist humans in the search for solutions? What kinds of learning can be observed and studied in the domain of puzzles?

We will share our work on a lot of puzzles and games, seeking patterns and understanding as well as solutions. We will try to examine some of the thought processes underlying ability to solve puzzles. The course will include tastes of mathematics (combinatorics, geometry, logic, topology), and a gentle introduction to the computer, and introductions to heuristics, cognitive psychology, and artificial intelligence.

Participants should plan to solve puzzles (sometimes thinking out loud); develop puzzle-solving skills; classify and perhaps create puzzles; read, write and present papers; and do a programming project related to puzzles or puzzle solving.

The course will meet twice a week for 1½ hours. Enrollment is open.

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LC 170 AMERICAN SIGN LANGUAGE LINGUISTICS - James Gee and Andrew Barss\* (new course)

American Sign Language (ASL) is the native language of many deaf people who have deaf parents, and may, in fact, be the third most widely used non-English language in the United States. The fascination that ASL holds for the linguist is that it is a manual/visual language rather than an oral/auditory language. ASL is not directly derived from any spoken language, although its coexistence with English in a bilingual environment allows it to be influenced by English

\* Andrew Barss is a Division III student in linguistics.

in a number of ways. Nonetheless, the grammar of ASL is not particularly similar to English, though it does bear striking similarities to many other oral languages.

This course will serve as an introduction to the way in which a linguist approaches a foreign, non-written language and to the principles and procedures of the construction of a theory of a language, what linguists also call a "grammar". Parallels and contrasts to English and other languages will be stressed. In addition, we will discuss the sociocultural setting of ASL in the deaf community, taking up such issues as Pidgin Sign English (PSE), style shifting and code switching in various social settings, and other issues in the sociolinguistics of ASL.

The purpose of this course is not to survey ASL linguistics or linguistics in general, but rather to allow students to learn to deal with language in an analytic and theoretical way. The class will meet twice a week for 1½ hours. Enrollment is limited to 20 on a first come/first served basis.

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LC 218 THE CRAFT OF JOURNALISTIC INTERVIEWING - Mary Young (new course)

Whether a Journalist is interested in writing news stories, features, or personality profiles, his or her best material will probably come from interviews. Rarely does the quality of that material depend on anything so much as on the interviewer's own skill. Even for students in other fields--social sciences, oral history, video, women's studies, etc.--learning how to get answers from people is as important as learning how to get answers from library research. Interviewing is a craft which can be learned the hard way--often painfully--or through structured experiences designed to develop skills and confidence.

By examining the work of both print and broadcast professionals, we will assess the elements which contribute to a good interview and the techniques and interpersonal dynamics employed by an effective interviewer. This discussion will continue as students conduct their own interview projects on and off campus and as they incorporate that material into profiles and feature articles. Because our interest is in two areas--how to find out what you want to know and how to communicate that information effectively--this is both a methods and a writing course.

In the past, student articles produced for this class have been published in Five College newspapers, the Daily Hampshire Gazette, and the Amherst Record.

The class will meet for 1½ hours twice weekly. Enrollment is limited to 15 with permission of the instructor.

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LC 228 THE DAILY NEWSPAPER - Edward Shanahan (new course)

This course will analyze the crafts of news gathering, writing, and editing within the framework of the daily newspaper. Special emphasis will be placed on how news is defined, various types of news and feature writing, the organization of newspapers and their role in society and their community. Discussion and reading will focus on "hard" vs. "soft" news, the distinction between reporting and writing, investigative reporting, questions of ethics and professional responsibility, fact and objectivity vs. opinion and interpretation, and the growing role of the press as newsmaker and shaper of events. Special attention will be given to the conglomerate ownership of the American press and the implications of that in relationship to First Amendment press protections.



There will be frequent reporting and writing assignments. Reading will involve a number of daily newspapers and journalism reviews, as well as selections from the works of such journalists as A. J. Liebling, Tom Wicker, I. F. Stone, Nat Hentoff, Lillian Ross, John McPhee, Hunter Thompson, and Theodore White. The class will meet twice a week for 1½ hours. Enrollment is limited to 15 based on a writing sample.

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LC 234 BRAIN AND BEHAVIOR - David Rosenbaum (new course)

One of the profoundest of all mysteries is how the brain allows for consciousness. How do the billions of cells in each of our nervous systems permit us to see, hear, taste, and smell, move our bodies, learn, and produce and comprehend language? What brain mechanisms underlie sexual arousal, hunger, thirst, the emotions, and disorders of behavior?

These questions will be addressed in biweekly class meetings lasting 1½-2 hours. Except for the final two weeks of the course, the first meeting of each week will be primarily devoted to lecture and clarification of substantive issues, and the second meeting will be devoted to open discussions of general issues related to the lecture topic of the week as well as presentations by class members of relevant special topics. The last two weeks will be devoted to presentations by class members of topics of special personal interest (e.g., body rhythms, differences between male and female brains, hemispheric asymmetries, biofeedback).

Enrollment is primarily for Division II students and, with permission of the instructor, for Division I students. The course requirements are five short papers on topics of personal interest, one short presentation on a relevant special topic, and a major presentation (during the final two weeks) on a topic of special personal interest. Enrollment is limited to 20 on a first come/first served basis.

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LC 235 THE PSYCHOLOGY OF SKILL - David Rosenbaum and Neil Stillings (new course)

Human beings exhibit an impressive range of skill on tasks that require complex action, perception, or thought. The differences between beginners and experts in activities such as playing the violin, flying a plane, solving mathematics problems, or writing good critical essays are very large and seem to reflect qualitative improvements in performance. Our ability to make such striking transitions from tentative, awkward fumbling to confident, smooth, esthetically satisfying performance on a limitless variety of tasks distinguishes us from other animals.

This course is a study of the psychological and some of the neurophysiological factors that different skills and their acquisition have in common. Changes in the performance of every activity are shaped by general characteristics of the human mind and brain—characteristics of the span of conscious attention, of the central planning of motor acts, of the processing of sensory input, of sensory-motor coordination, of memory storage and retrieval, and of logical thought. Contemporary cognitive psychology and neuroscience provide a theoretical perspective and a set of methods for the study of human skill. We will look both at direct studies of what is commonly thought of as skilled behavior and at studies of the development and plasticity of mind and brain generally. Looking at a young child learning to walk, talk, and read, or at a cat adapting to prismatic goggles can for some purposes tell us as much about skill as looking directly at musicians, chess players, or architects.

Students will be encouraged to extend the core material of the course to

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special topics. The theories and methods covered are applicable to many issues, e.g., the evaluation of practice methods in sports and music, the development of curricula in academic subjects, the treatment of learning disabilities, the rehabilitation of stroke victims, the construction of adaptive robots, and the acquisition of social skills.

The course is being offered to both Division I and II students. By breaking the class into two groups on some days and by scheduling extra meetings, the two instructors will help Division II students reach an advanced level of understanding of the material and develop applications in their areas of concentration. There will be a sequence of six to eight assignments during the course, which will require more student initiative as the term progresses. Enrollment is limited to 20 students on a first come/first served basis. The class will meet twice a week for 1½ to 2 hours.

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LC 236 COMMUNICATION COMPETENCE IN INTERPERSONAL RELATIONSHIPS - Gregory Jones (new course)

Many of our communication transactions are based on reciprocal ignorance. We ascribe meaning to each other's words without clarifying referents. We infer motives from each other's actions without verifying intentions. Our interpersonal relationships are often so intensive and defensive that it is difficult to evaluate our behavior and consider alternatives. Our communication incompetence is often based on a lack of self-knowledge and mutual respect, and we don't have the time, trust, or tenacity to negotiate our differences.

The purpose of this course is to help students inventory and evaluate their intrapersonal and interpersonal communication patterns. Based on structured class exercises, journals, and anecdotal communication problems and paradoxes drawn from Watzlawick's *How Real is Real*, students will spend the first half of the semester constructing classification systems, models, and theories for interpreting their own transactions and relationships. This intuitive process will culminate in a compiled group treatise entitled The Book of Wisdom.

The second half of the course will survey traditional communication theories and metaphors derived from the social sciences and humanities. Readings will include Smith and Williamson's *Interpersonal Communication: Roles, Rules, Strategies, Games* and Wilmot's *Dyadic Communication: A Transactional Perspective*. This systematic knowledge will be used to recontextualize the intuitive perceptions of the first half of the course. The major class assignment will be a term paper that selects and applies a descriptive and/or predictive communication model to each student's experience. This paper should reach a prescriptive conclusion about ways that each person can increase his or her power of self-analysis and potential for communication competence. Enrollment will be limited to 20 students chosen by lottery. The class will meet for 1½ hours twice each week.

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LC 237 DEVELOPMENTAL PSYCHOLOGY - Lucia French (new course)

This course provides a basic introduction to a number of topics in child psychology. Participants will become acquainted with a variety of methods used in studying children, and will obtain a broad overview of the field that can provide the basis both for advanced study in a particular area of developmental psychology and for better understanding of the capabilities and limitations of children encountered in daily life.

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Topics to be covered include prenatal development and infancy, cognitive development, language acquisition, social cognition, the child in school, and the child in the family. Data from studies carried out in other cultures will be introduced throughout the course to illustrate the ways in which development varies as a function of environment.

The basic text for the course will be Child Development: An Introduction by Yussen and Santrock. This will be supplemented by research reports and other primary literature. The course will have a lecture/discussion format and will meet twice a week for 1 1/2 hours. Course requirements will include several short reaction papers, an observation of a child, and a final project in which the student demonstrates some depth in a particular area of child psychology. This final project may take the form of either a literature review or a research proposal. Enrollment is limited to 25 on a first come/first served basis.

LC 238

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THE SOUNDS OF LANGUAGE: PHONETICS AND PHONOLOGY - Mark Feinstein (new course)

Few statements about human beings seem as obvious, or as simple, as the fact that we pronounce words and understand them. But these uniquely human abilities are far more remarkable than we might expect, and they demand scientific investigation. We are able, for instance, to produce an unending variety of noises with our bodies. Yet only a tiny fraction of them are used in human languages to convey meaning. As native speakers, we are able to recognize that bluck is a possible (though nonoccurring) word in English; but bluck could not be. This kind of knowledge is never taught to us; how then do we acquire it? No two people actually pronounce the same word alike; how do we know that they are in fact using the same word? Why and how do pronunciations change over time? Is it possible for a machine to recognize and produce speech?

The branch of linguistics that studies sound patterns and structure in language is called phonology. Phonologists attempt to construct theories of the mental capacities that underlie a speaker-hearer's knowledge of pronunciation. They are especially interested in understanding which aspects of sound patterning are true only of particular languages, and which are characteristic of the human species as a whole. The related discipline of phonetics is crucial to this enterprise. It explores the physical acoustic aspects of speech sound waves, and the biological properties of the organism that enable us to produce and perceive speech sounds.

This course will be an introduction to both of these inter-related approaches to linguistic sound. We will look in detail at the sound patterns of English and a host of more unfamiliar languages, within the framework of the theory of generative phonology (associated with the general linguistic theory of Noam Chomsky). We will learn to recognize, transcribe, and analyze speech sounds in many languages, and students will become familiar with such instruments as the sound spectrograph (the "voice print" machine).

There will be regular assignments involving problems in phonological and phonetic analysis, both on paper and in the laboratory. The class will meet twice a week for 1 1/2 hours. Enrollment is unlimited with the permission of the instructor.

LC 244  
NS 244

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THE COMPUTER LABS - Michael Sutherland and Albert Woodhull (new offering)

Hampshire College has several microcomputers available for student projects, and help is available from the instructors in this course and other faculty and staff. Because of growing demand for resources and poor communication in the past among students involved on different--or the same!--projects,

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registration in this course will be required for using College equipment. Preference will be given to projects which involve several students, which are part of filed Division II or III contracts, or which develop resources for later use by other students.

A weekly meeting will serve as a forum for discussing what has been done and learned, and as a place for organizing mini-courses on a variety of topics such as assembly languages, digital electronics, the language FORTH, CYBER control language, SPSS, BMDP, XEDIT, etc. Enrollment is unlimited with permission of the instructors.

LC 271

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STYLISTICS, SEMIOTICS, AND STRUCTURALISM FROM A LINGUISTIC PERSPECTIVE - James Paul Gee (new course)

The terms "stylistics," "semiotics," and "structuralism" have each been the subject of much acrimony and debate. The instructor will mean the following by these terms: (a) semiotics is based on the general theory that there are non-trivial generalizations true of all sign systems, and, as a discipline, seeks a unified approach to all phenomena of signification and/or communication; (b) structuralism is a loose heading for a variety of related approaches to semiotics that seek to systematically uncover deep universal structures of the human mind as these are manifest in a diverse variety of sign systems, such as human languages, kinship and larger social structures, literature and the other arts, unconscious psychological patterns that partially motivate human behavior, philosophy and mathematics, and other domains as well. Structuralists generally share some version of the view that meaning and reality are not "given," but rather constituted by the structuring activities of the human mind; (c) stylistics is the study of the way in which the formal structures ("form") of various human activities, such as narrative, fiction, poetry, painting, and film, determine meaning ("content") and are, in turn, constituted by that meaning.

All these related concerns find a common center in language, the deepest and most important sign system we know, and linguistics, a discipline that has served as model and metaphor for the study of other sign systems. While American structuralist linguistics of the early part of this century (a decidedly non-mentalistic discipline) helped give rise to structuralism as defined above, contemporary theoretical linguistics has offered a challenge to semiotics and structuralism in its claim that there are no very specific or deep generalizations true across all cognitive domains, but rather that rich and interesting sets of biologically specified constraints are tailored for particular cognitive domains.

This class will deal with these issues by looking first at linguistics and its implications for a theory of the human mind and for the study of sign systems other than languages. We will then look at structuralist and stylistic approaches to narrative, fiction, poetry, and, perhaps, other arts, with particular reference to Russian Formalism, and the Prague School of structuralists, French structuralism, and contemporary literary stylistics. If time permits, we may discuss more recent work in post-structuralist criticism. The course will start with a detailed reading of Saussure's seminal Course in General Linguistics. We will meet twice a week for 1 1/2 hours. Enrollment is limited to 20 students on a first come/first serve basis.

FL 107

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AMERICAN SIGN LANGUAGE - Geary Gravel (new offering)

This course will provide students with an introduction to American Sign Language on both an expressive and receptive level. Course work will com-

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bine lecture and student participation, focusing on vocabulary and acquisition of conversational skills. Students interested in the linguistic and structural aspects of ASL should see the description for LC 170. The class will meet for 1½ hours twice a week. Enrollment is limited to 30 on a first come/first served basis.

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SCHOOL OF NATURAL SCIENCE

- NS 139 USEABLE MATHEMATICS - Kenneth Hoffman (CANCEL)  
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- NS 161 PUZZLE SOLVING IN HUMANS AND COMPUTERS - Glenn Iba and David Kelly  
LC 161 (new offering)  
See LC 161 for course description.  
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- NS 181 MATHEMATICS AND MUSIC - J. Abel (CANCEL)  
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- NS 244 MICROCOMPUTER LABORATORY - Michael Sutherland and Albert Woodhull (new  
LC 244 course)  
See LC 244 for course description.  
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- NS 265 COMPLEX FUNCTIONS - David Kelly (CANCEL)  
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- NS 281 BOOK SEMINAR IN PHYSICS: THERMODYNAMICS & STATISTICAL MECHANICS - Daniel  
Gliden\* (new offering)  
This seminar is intended for students concentrating in physics and for those in other areas who wish to do advanced work in physics. The class will read, discuss, and solve problems from an upper level undergraduate physics text in one of the following subjects: mechanics, electrodynamics, thermal physics, quantum theory, optics, acoustics or fluid mechanics. The choice of book and subject matter will be made by the students themselves. Students who have not taken one year of Basic Physics or the equivalent should not take this course.  
For fall we have chosen thermodynamics and statistical mechanics from Thermodynamics, Kinetic Theory, and Statistical Mechanics by Sears and Salinger.  
Class will meet twice a week for 1½ hours. Enrollment is open.  
\* Faculty Associate in Physics  
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- NS 282 BASIC PHYSICS I - Kurtiss Gordon, Allan Krass, Albert Woodhull and Daniel  
Gliden (new offering)  
This course is the first semester of an introductory physics course. It is designed to provide a rigorous introduction to the fundamentals of physics for those students who are concentrating in natural science. The full course consists of two semesters starting in the fall, and it is anticipated that most students will want to take both semesters. Calculus will be used in the course, so students should have calculus. Calculus concurrently, or be prepared to learn it as needed. We shall also introduce the use of computers both as computational aids and laboratory tools. The topics to be covered in the fall term will be concepts of measurement,

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classical mechanics, and thermodynamics. The second semester of the course will deal with electricity and magnetism, waves and optics, spectroscopy and the quantum theory.

Class will meet three times a week for 1½ hours. In addition, there will be weekly afternoon sessions on computer and/or laboratory topics, coordinated to the lecture material. Students will also meet weekly in small group sessions with faculty evaluators. Enrollment is open.

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SCHOOL OF SOCIAL SCIENCE

- SS 123 LANGUAGE, CULTURE AND SOCIETY - D. Berkman, J. Shepard-Keel and B.  
LC 123 Yngvesson (CANCEL)  
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- SS 191 IMMIGRANTS AND THEIR DESCENDANTS: ETHNICITY AND CLASS IN AMERICA -  
Aaron Berman (new course)  
We will be concerned with the immigrant experience in America during the nineteenth and twentieth centuries. Particular attention will be given to the role immigrants played in the formation of the working class, and to changing American perceptions of immigration and foreigners. Topics to be discussed will include: adjustment and resistance to the factory system; unionization; strike activity; and immigrant participation in radical political movements. We will also examine how family and kinship ties affected the Americanization of immigrants, as well as the role immigrants and ethnics have played in American politics. Nativism and the repression of radical political groups will also be studied. The course will conclude with an analysis of contemporary immigration that will focus specifically on the problems "illegal aliens" face in the United States.  
Readings will include both works of history and fiction that illustrate the immigrant and ethnic experience. Instruction will be given in the use of oral history. Students wishing to receive an evaluation will be expected to do a research paper or project. Alternative plans for written assignments will be discussed in class.  
Enrollment is limited to 25 on a first come/first served basis. Class will meet for 1½ hours twice a week.  
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- SS 210 INTRODUCTORY ECONOMICS - (revision)  
This course will be taught by Frederick Weaver and will meet for 1½ hours twice a week.  
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- SS 215 YOUTH CULTURE AND YOUTH PROTEST IN EUROPE AND THE UNITED STATES SINCE 1968 -  
Margaret Cerullo (new course)  
This course will examine the content and development of youth cultures and youth movements in the United States and Western Europe, including England, Italy, Switzerland and Germany. The central problem of the course will be to consider under what circumstances youth culture becomes political and under what circumstances it is absorbed by the system. Specifically, we will look at the relationship of youth to work, to consumption and mass culture, and to politics. We will consider the tensions and interactions between black and white youth cultures in England and the U.S., and raise the issue of the extent to which youth movements must be understood (until

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very recently, perhaps) as specifically male. We will put these questions into an historical and theoretical context by exploring the broad structural changes that have been associated with the emergence of a youth identity and youth movements in the advanced societies. We will look at how these changes have affected the timing of the emergence of youth movements in different countries, their social composition, and the content of youth culture and youth political demands. This should enable us to evaluate such questions as the political content of youth cultures, such as punk and reggae, and the political significance of the youth riots in Britain, the movements of European youth around housing, alternative social space and culture for youth, etc., as well as the absence of a politicized youth identity in the United States since the 1960's.

Enrollment is open. Class meets for 1½ hours twice a week.

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SS 229 BREAKING THE SILENCE ON DOMESTIC VIOLENCE - Gloria Joseph (CANCEL)

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SS 281 LEARNING TO LABOR: HOW WORKINGCLASS KIDS GET WORKINGCLASS JOBS - Christine Shea (new offering)

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

The goal of the course is to equip students with the basic skills necessary to make adequate judgments on issues in educational policy. Examples of such issues are whether there is equality of educational opportunity or not in American society (and whether this is a viable concept), in whom educational authority should ultimately rest, and by what means (and toward what ends) the schools do and/or should socialize children, if at all. Readings will include the work of: Clarence J. Karier, Michael Katz, Joel Spring, James D. Anderson, Henry Giroux, Paul Violas, Michael Apple, Harry Braverman, Jean Anyon, Paul Willis, Bowles and Gintis, Grubb and Lazerson, Rachel Sharp, Paul Corrigan, Basil Bernstein, Pierre Bourdieu, Antonio Gramsci, and others.

Enrollment is open. Class meets for 1½ hours twice a week.

SS 291

THE TARNISHED DREAM: ZIONISM--A HISTORICAL PERSPECTIVE - Aaron Berman (new course)

Today discussions about Zionism and Israel usually turn into passionate and bitter debates. Some argue that Zionism is a racist, imperialist ideology and movement, while others maintain that it is intrinsically humane and progressive. In this course we will attempt to study Jewish nationalism objectively and academically. Primary attention will be given to the historical background of the current Palestinian-Zionist conflict.

We will begin by looking at the origins of Zionism. Topics to be discussed include: the emancipation and modernization of European Jewry in the nineteenth century; the ideas of Theodor Herzl and other Zionist theorists; and opponents of Zionism within the European Jewish community, including the socialist Bund. Attention will then be focused on the World War I period when Jewish nationalists won the official support of Great Britain. Arab and Palestinian nationalism, British imperial policy and Zionist perceptions of the Arabs during this period will be studied. When we deal with the decades of the thirties and forties, we will examine the centrality of the Holocaust to the success of the Zionist movement, and the intensification of the Arab-Jewish conflict in Palestine. Finally, we will look at the history of Zionism since the establishment of Israel in 1948. Issues to be discussed include: the Palestinian exile; the relationship between Israel and the American Jewish community; and the effects of the Cold War on American Middle Eastern policy.

Readings will include books and essays by historians and Zionist and Palestinian ideologues. Written work will be required for an evaluation. Enrollment is limited to 30 on a lottery basis. Class meets for 1½ hours twice a week.

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SS 294 INTRODUCTION TO CONTEMPORARY FEMINIST THEORY - Susan Tracy (new course)

We are witnesses to and participants in one of the great social movements of the twentieth century--the global movement for women's liberation. During the 1970's women of the Western world have tried to understand the economic, social, and political implications of their own lives and of those women involved in national liberation struggles around the world. In the United States, three major strains of feminist thought have emerged in this period: radical feminism, socialist feminism, and what I am calling "bourgeois feminism." The purpose of this course is to introduce you to the history and ideas of contemporary feminist theorists, to propose a framework for understanding the different strains of feminism, and to suggest ways in which feminist theory may be realized in feminist politics.

Enrollment is open. Class meets for 1½ hours twice a week.

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SS 295 THE NEW RIGHT - Allen Hunter (new course)

Today the New Right promotes numerous conservative positions--opposition to abortion, the Equal Rights Amendment, gay rights, sex education, busing and affirmative action, trade unions, environmental and industrial health and safety regulation. It does this in the name of the traditional family and in opposition to the bureaucratic welfare state. This course will look at what the New Right is: how it is organized; what its strategies and ideologies are; who is active in it, and who is attracted to it; its use of cultural symbols; its connections to religious revivalism; its ultimate goals. We will study representative writings of such New Right leaders as Phyllis

Schlaflly, Jesse Helms, Jerry Falwell, and other commentaries about the socio-cultural, political, and economic contexts in which the New Right has arisen. Questions about the failures of liberalism, the current dynamics of capitalism and comparisons with past right-wing movements will also be part of our approach. The course will thus be an interdisciplinary study of a social movement.

Enrollment is open. Class meets for 1½ hours twice a week.

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SS 296 CAPITALISM AND SLAVERY: THE FORMATION OF AN "AMERICAN CIVILIZATION" - Susan Tracy (new course)

This course will focus on the formation of the United States from the Revolutionary Era through the Civil War and will emphasize issues of race, class and sex in the economic, social, political and ideological creation of "America". Students will read in both literature and history and will be expected to be lively discussants in a lecture/discussion class.

Enrollment is open. Class meets for 1½ hours twice a week.

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SS 297 SOCIAL THEORY: MARX AND WEBER - Allen Hunter (new course)

"Humanity will not be happy until the day when the last bureaucrat has been hung with the guts of the last capitalist."

While Karl Marx and Max Weber differed about the possibility and desirability of such happiness, they remain the foremost social theorists of capitalism and bureaucracy. Their writings remain critical for assessing the general contours and tendencies of modern society, and through a study of their writings we will focus on their complementary and conflicting ways of analyzing capitalist industrial societies. We will look at the core concepts in their respective works; the political and intellectual contexts in which they wrote; their respective methodologies and philosophies of history; their differing views on the relationship between science and value, theory and practice.

In the latter part of the course we will turn to an explicit focus on the dynamic relationship between capitalist growth and bureaucratization, taking up themes as reification, organizational change and the labor process, and the rise of the new middle classes.

Division I students must have instructor permission. Enrollment is open. Class meets for 3 hours one evening a week.

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INTEGRATIVE SEMINARS

IN 315 SEMINAR IN THE POLITICAL ECONOMY OF RACISM - Lloyd Hogan (CANCEL)

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IN 317 COMPARATIVE STUDY OF THE BLACK LIBERATION MOVEMENT OF THE 1960's AND THE CURRENT WOMEN'S LIBERATION MOVEMENT - Gloria Joseph (CANCEL)

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IN 322 WOMEN AND SCIENCE - Ann Woodhull, Mary Sue Henifin, Molly Hale\* (new course)

What is the place of women in science? This question can be interpreted in several ways: What is the history of women in science? What is our current status in terms of prestige, advancement, and pay? What have been the life histories and experiences of some individual women in science? But also, what is to be our attitude towards a field that has been a male domain? Are women to fit in? help their friends in? change the rules? There are some excellent feminist critiques of science. Do they imply that there is a unique female point of view of science? More generally, what do such criticisms tell us about the culture-bound nature of science and its implied values?

The readings we have planned span this range of topics: biographies of women scientists (Rosaling Franklin and DNA and Margaret Mead's autobiography); essays by women on the personal meaning of work in their lives (Working It Out); sociological studies of women in science (including a look at Cole and Cole's Fair Science); and feminist criticisms of science (Women Look at Biology Looking at Women).

Each student will lead one week's discussion and will also give a short presentation of his/her own work. Along with this seminar there will be an open lecture series on Women in Science. Seminar will meet once a week for 2½ hours. Lecture will meet once a week for 1½ hours. Enrollment is open.

\*Molly Hale is a Division III student.

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IN 323 SOCIAL THEORY AND SOCIAL ENVIRONMENTS - Margaret Cerullo (new course)

This experimental integrative seminar is designed to support a developing community among students based on shared intellectual interests and commitments. The seminar will assume a common basic background in social and political theory. Thus, having taken either State and Society or Class and Politics will be a prerequisite for taking this class. The first four weeks of the seminar will be based on discussions of common readings chosen by the class together at the first session. Subsequent sessions will be led by members of the seminar in turn. Each participant will choose readings and organize a class meeting to present and open to

discussion and challenge the key ideas and themes of his or her own work. The hope is that students will come thereby genuinely to integrate the perspectives and knowledge of their peers into their own thinking and Division III work.

Enrollment is unlimited by permission of the instructor. The class will meet one evening a week for three hours.

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IN 324 SCIENCE, SOCIAL POLICY, AND HUMAN POPULATION DYNAMICS - Lloyd Hogan and Christine Shea (new course)

This seminar will be guided by the hypothesis that the overwhelming influence on human population formation, structure, and change over time stems from the forces unleashed by the characteristic activities within a given social system. Our main concern here will be with understanding the structure and functioning of the American capitalist political economy. To do this, we shall first also look at selected pre-capitalist systems in order to grasp the long-run processes of population change from one social system to another, as distinct from changes in structure and quantity within a given system. Next, we shall have to come to terms with the specific economic methods by which human labor is exploited, the associated mechanisms for distributing the fruits of that labor, and the process of wealth accumulation in the U.S. economy. We shall survey the experiments in population change among plants, animals, and bacteria in order to appreciate the fundamental limitations of these experiments when one attempts to apply them to human populations.

The second major focus of the course will examine the ways in which ideas on human population dynamics have found voice in the theories of influential American scientists, educators, and governmental decision makers throughout the twentieth century. We will show how echoes of Malthus and more sophisticated modern versions of neo-Malthusian theory have found their way into programs of family planning, I.Q. testing, public health, welfare, sterilization, and anti-poverty programs. We will challenge the mainstream historical interpretations of much of this material that reads the story line from Malthus to Herenstein as merely a battle between the "good" guys and the "bad" guys--i.e., "legitimate" versus "illegitimate" science. We will investigate how the nature-nurture argument has surfaced in every decade of the twentieth century, and examine the ways in which the nature position does not necessarily incline one to support a conservative social philosophy nor does the nurture position incline one to support a liberal social philosophy. In all of this we shall be struggling with the problem Elie Wiesel raised in One Generation After, when he wrote: "There was, then, a technique, a science of murder, complete with specialized laboratories, business meetings, and progress charts. Those engaged in its practice did not belong to a gutter society of misfits, nor could they be dismissed as just a collection of rabble. Many held degrees in philosophy, sociology, biology, general medicine, psychiatry, and the fine arts. There were lawyers among them. And--unthinkable but true--theologians. And aristocrats."

Successful completion of the seminar will require full attendance at all sessions, active and critical participation in discussions, and the presentation of a paper by one student or by a group of students on a topic pre-arranged with the instructors. Enrollment is limited to 15 by permission of the instructor. Class meets for four hours once a week.

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IN 325 THE IMAGE OF WOMAN AND THE LANGUAGE OF MAN - L. Brown Kennedy and Mary Russo (new course)

As the first of a projected series of investigations which apply new,

theoretical and feminist critical perspectives to the disciplines which have traditionally comprised the humanities, this integrative seminar will take as its base Renaissance comedy and consider the following questions: (1) comedy as genre in relation to power and sexuality; (2) theorization of the theater as a social and artistic space of representation.

Two case studies have been chosen for discussion: Machiavelli's The Mandrake and Shakespeare's Measure for Measure. The reading list will include the two plays, general reference works on theater and Renaissance social history, Machiavelli's The Prince, and Foucault's History of Sexuality. Participants will be encouraged to read other Renaissance plays as background and asked to develop projects--possibly related to their own Division III work--for presentation in the last five weeks of the course.

The seminar will meet once a week for 2½ hours. Enrollment is limited to 15 by permission of the instructors. The seminar is open also to advanced Division II students by permission of the instructors.

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PROSEMINARS

- HA 134A COLLEGE WRITING: THE IRISH VOICE IN LITERATURE - Francis Smith
- HA 134B COLLEGE WRITING: AMERICAN 20TH CENTURY FICTION - Francis Smith
- HA 151 GODS, BEASTS AND MORTALS: THE BEGINNINGS AND THE END OF POLITICAL THEORY - Robert Meagher
- HA 162 SENSE OF PLACE, SENSE OF SELF - David Smith and Andrea Ayvasian  
OP 162 (no longer a proseminar)
- HA 164 LIFE STORIES - John Boettiger (CANCEL)
- HA 168 AMERICAN FAMILIES, AMERICAN HOMES - D. Smith and John Boettiger  
(two sections: MW and TH)
- LC 109 ANIMAL COMMUNICATION - Mark Feinstein
- LC 113 THE MUCKRAKE ERA - David Kerr
- NS 127 HUMAN GENETICS - Lynn Miller (CANCEL)
- NS 133 ORIGINS OF THE SEX HORMONES - Nancy Goddard and Michael Gross
- NS 147 NATURAL HABITATS OF NEW ENGLAND - Charlene Van Raalte
- NS 171 FREEZING IN THE DARK: THE PHYSICS & POLITICS OF ENERGY - Allan Krass
- NS 198 EVER SINCE DARWIN - Lynn Miller
- SS 105 HUMANITY: UNITY AND DIVERSITY - Leonard Glick
- SS 115 POLITICAL JUSTICE - Lester Mazor
- SS 116 PEASANT REVOLUTION & VILLAGE SOCIETY IN MODERN CHINA - Kay Johnson
- SS 117 DISPUTING IN DIFFERENT SOCIETIES: A SEMINAR ON OBSERVATION, ANALYSIS, AND WRITING - Barbara Yngvesson and Deborah Berkman

- SS 122 POWER AND AUTHORITY - Joan Landes and Robert Rakoff  
 SS 165 THE HISTORY OF THE FAMILY - Maureen Mahoney and Miriam Slater  
 SS 171 SOCIAL ORDER - Robert von der Lippe

N.B. At matriculation there will be a sign posted listing all the Proseminar sections which still have openings.

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NEW PROSEMINARS

- LC 109 ANIMAL COMMUNICATION - Mark Feinstein

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

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

Members of the class will break into groups, each choosing a different species and analyzing its communication system. Each group will be responsible for a written report on its research. The class will meet twice a week for 1 1/2 hours.

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- NS 198 EVER SINCE DARWIN - Lynn Miller

"Getting tired of being human is a very human habit." --R. Dubois.

In the last few years a number of authors have attempted to reduce human history to genetic principles or biologically fixed sexual differences in human behavior, which keeps men and women in groups. These simplistic arguments were invented over one hundred years ago by those who misread or misinterpreted Darwin's ideas. We will read and discuss a small sample of the literature of the past 120 years on the explanations of the behavior of *Homo sapiens* to think about the arguments. Students are expected to write three short essays or one extended essay during the term for evaluation.

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

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SS 117

DISPUTING IN DIFFERENT SOCIETIES: A SEMINAR ON OBSERVATION, ANALYSIS, AND WRITING - Barbara Yngvesson and Deborah Berkman\*

The focus of this seminar is on how culture (the patterned ways in which humans deal with one another and the world around them) affects a particularly important aspect of social life: the management of conflict and dispute. We will read a number of studies about how people dispute with one another in different cultural settings--studies about song-duels among the Eskimo, warfare in the New Guinea highlands, and ostracism in a rural Scandinavian village. These styles of conflict management seem far removed from the arrests, trials and negotiated settlements which characterize our own institutionalized ways of dealing with interpersonal disputes. Yet the underlying issues, for the individuals involved and society at large, are similar: problems of scarce resources and competition for these; of containing violence; and the need to achieve just redress of grievances. Thus, although we will pay special attention to cultural influences on disputing, we will also discuss the similarities of human behavior in diverse cultural and institutional settings.

A second, and perhaps the most significant, emphasis of this course, is on techniques of observing, describing, analyzing and writing. We will do a great deal of writing, based both on class readings and field observation. This writing will be related to class discussion on what we mean by concepts such as "description" and "analysis," and about the ways in which questions can be asked, hypotheses developed, and theories explored. Our aim will be to sharpen analytic and writing skills; our vehicle will be the anthropological study of conflict and dispute.

Participation in the class requires commitment to carrying out individual field assignments (e.g., observation at the District Court in Northampton) and class field trips, both of which will involve time beyond regularly scheduled class meetings. Enrollment is limited to 16 on a first come/first serve basis. Class meets for 1 1/2 hours twice a week.

\* Coordinator of Reading and Writing Improvement Program.

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TUTORIAL

THE ART OF THE EIGHTEENTH CENTURY NOVEL - Robert Neill

The rise of the ultimate modern machine for making and sustaining meaning. What it does, how it works. All secrets revealed. Individual tutorials. One tutorial meeting and paper per novel. Intended for Division II concentrators in writing or literature, limited to three students.

Reading list: Daniel Defoe, Moll Flanders; Jonathan Swift, Gulliver's Travels; Samuel Richardson, Clarissa; Henry Fielding, Tom Jones; Jean-Jacques Rousseau, La Nouvelle Heloise; Lawrence Sterne, Tristram Shandy; Tobias Smollett, Humphrey Clinker; Mary Shelley, Frankenstein; Sir Walter Scott, Waverley; Jane Austen, Pride and Prejudice.

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FACULTY BIOGRAPHIES

OUTDOORS PROGRAM

OP 163 RIO GRANDE: A STUDY AND PADDLING ADVENTURE - Becky Judd (new offering)  
 For 24 weeks we will paddle through the deep and picturesque canyons of the river that forms the boundary between Texas and Mexico. People are encouraged to commence a project that may be researched in this unique desert wilderness and to help plan the logistics of this voyage. No previous kayaking experience is necessary. Class will meet for organization and planning Tuesdays from 3-5 p.m. Check the Crown Center for further details.

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RECREATIONAL ATHLETICS

RA 122 BOAT BUILDING CLINIC - TBA (new offering)  
 Fiberglass boatbuilding techniques, strength to weight ratios of various lay ups, boat patching procedures will be covered. Come to the Robert Crown Center for more information and sign-up.

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RA 123 RUNNING FOR FITNESS - Becky Judd and Karen Wilbur (new offering)  
 This class is organized for the many experienced and beginning runners on campus who would like to run with other people, have more information about the sport, and need a little motivation to get out regularly. Class will meet on Wednesday to discuss such topics as muscles and their development, injury prevention, orienteering, diet, different training techniques, and psyche of training. For those that are interested we will be attending local road races. On Fridays, for a short time, we'll go over our individual running program. Both Becky and Karen will be running daily and expect that others would like to join them according to their academic schedule.

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EDUCATION AND CHILD STUDIES

Students who are interested in teacher certification are reminded to watch for an important informational meeting early in the semester and to sign their names on the mailing list posted on the Education & Child Studies Bulletin Board in Fran in Patterson Hall or available from the program secretary in Fran in Patterson Hall room 218.

Below is a current list of suggested courses (and others that may be relevant to particular programs of study) available this semester on campus.

- LC 118 Cross Cultural Cognitive Psychology
- LC 125 Computers and Education
- LC 135/235 The Psychology of Skill
- LC 161/NS 161 Puzzle Solving in Humans and Computers
- LC 187 The Psychology of Human Intelligence
- LC 237 Developmental Psychology
- SS 119 Politics of Education
- SS 146 The Child in American Society
- SS 165 The History of the Family
- SS 191 Immigrants & Their Descendants: Ethnicity & Class in America
- SS 224 Environments and Human Behavior
- SS 276 The Legal Process: Women & Children Under the Law
- SS 281 Learning to Labor: How Workingclass Kids get Workingclass Jobs

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EQBAL AHMAD: Will be on campus for the spring term as adjunct professor of international politics. He is a Fellow of the Transnational Institute of the Institute for Policy Studies. He is also Director of its Third World and Special Studies Projects. He has been a contributing editor to many books and his writings have appeared in a number of popular and scholarly journals.

AARON BERMAN: visiting assistant professor of history, received his B.A. from Hampshire College, and an MA in Jewish studies and M. Phil. in American history from Columbia University, where he is currently a doctoral candidate. He is particularly interested in the dynamics of ideology and politics.

MARGARET CERULLO: will teach in the fall term, but will be on leave during January and spring terms.

SUSAN DOUGLAS: assistant professor of mass communication in L & C, was graduated from Elmira College and earned her masters and doctoral degrees in American civilization at Brown with specialization in mass media. She worked as historian for the Division of Electricity at the Smithsonian before coming to Hampshire.

NANCY FITCH: will be on leave during the fall and January terms, but will be teaching in the spring.

LUCIA FRENCH: assistant professor of cognitive development in L & C. She was graduated from the University of Illinois where she also took her advanced degrees in developmental psychology. She did two years of post-doctoral work at CUNY.

LYNNE HAWLEY: Visiting assistant professor of literature and writing in H.I.A. was graduated from Cornell, took her masters at Columbia, and earned a doctorate in English from UCal, Berkeley. Her fields are English and American literature, the novel, composition and creative writing, and women's studies.

LINDA HARRISON: will be taking Kate Stanne's place as Sports Instructor in Recreational Athletics. She was graduated from the University of Delaware with a B.S. in Physical Education as an Athletic Trainer.

MARY SUE HENIFIN: Visiting assistant professor of biology. She was graduated from Harvard and received her master of public health from Columbia. She has most recently been coordinator of the Women's Occupational Health Resource Center at Columbia, co-producer of a radio show on women's occupational health, and science and health editor of "Womannews" an NYC feminist newspaper.

ALLEN HUNTER: visiting assistant professor of sociology, was graduated from UCal, Santa Cruz, holds a masters in education from Antioch, and a masters in sociology from Brandeis, where he is a Ph.D. candidate.

GLORIA JOSEPH: will be on leave during the fall and January terms but will return for spring term.

GLENN IBA: assistant professor of computer science in L & C, received his bachelors and masters in math at MIT where he is also completing his doctorate; his dissertation is in artificial intelligence.

ANTHONY LAKE: Five College Professor in International Relations, received his Ph. D. in international relations from Princeton. Prior to serving as Director



of Policy Planning for the Department of State during the Carter administration, he was a foreign service officer (1962-1970) and special assistant to national security adviser Henry Kissinger (1969).

**KAY MATTHEW:** visiting assistant professor of film and photography. She was graduated from Brandeis with a degree in sociology and received her masters in film at BU. She also studied painting and photography at the College of San Mateo. Kay has worked as a cinematographer, film instructor, and freelance editor.

**REBECCA NORDSTROM:** visiting assistant professor of dance and movement. She was graduated from Antioch, studied at American University Academy for the Performing Arts, and took an MFA in dance at Smith. She was co-founder of Collaboration Danceworks in Brattleboro and taught dance at Windham and Smith.

**DAVID ROSENBAUM:** assistant professor of cognitive science in L & C. He was graduated from Swarthmore and took his Ph. D. in psychology at Stanford. He was previously employed at Bell Labs in its Human Information Processing Research Department.

**EDWARD SHANAHAN:** adjunct assistant professor of journalism, has been editor of the Daily Hampshire Gazette in Northampton for the past ten years. His BA is from Harvard College and he has had experience as writer and editor on various newspapers throughout the country since 1961.

**CHRISTINE SHEA:** visiting assistant professor of history of education, holds a Ph. D. in history of education and an MA in comparative education from the University of Illinois, Urbana, an MAT from the University of Rochester, and an MS in urban education from the State University of New York at Geneseo. She has been an elementary school teacher and Peace Corps volunteer in Tunisia. Her teaching interests include the history of American education and American educational thought; historical study of mental health; American liberal social theory and social science; psychiatry, psychology, and therapeutic models of education.

**SUSAN TRACY:** visiting assistant professor of history and women's studies, received a BA in English and MA in history from the University of Massachusetts/Amherst, and is a Ph. D. candidate in history at Rutgers. Her primary interests are in American social and intellectual history, particularly labor history, Afro-American history, and women's history.

**GEARY GRAVEL:** faculty associate in American Sign Language, is an interpreter for deaf students and staff at the University of Massachusetts. He has a BA from the University in English literature and is a member of the Massachusetts Registry of Interpreters for the Deaf and of the National R.I.D.

CODES

ARB Arts Building  
 CSC Cole Science Center  
 EDH Emily Dickinson Hall  
 FPH Franklin Patterson Hall  
 MDB Music & 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

SCHEDULE OF CLASS MEETING TIMES  
FALL TERM 1981

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	1st Come	35	MW 1030-12	ARB
HA 109	Visual Communication	D. Weier	1st Come	35	MW 1030-12	ARB
HA 110	Film Workshop I	K. Matthew	Lottery	12	Th 9-1230	PFB
HA 111a	Still Photo Workshop	TBA	Lottery	15	ThF 1030-1230	PFB
HA 111b	Still Photo Workshop	K. Matthew	Lottery	15	TW 1030-1230	PFB
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	A. Salkey	InstrPer	16	T 130-3	EDH 15
HA 124	Women's Worlds	L. Hanley	1st Come	25	MW 9-1030	FPH 107
HA 134a	College Writing-Irish	F. Smith	ProSem	20	MWF 830-930	FPH 108
HA 134b	College Writing-American	F. Smith	ProSem	20	TTh 830-930	FPH 108
HA 1/237	Fiction Writing Workshop	A. Salkey	InstrPer	16	Th 130-3	EDH 15
HA 1/240	Writing	N. Payne	InstrPer	15	T 9-12	Kiva
HA 151	Gods/Beasts/Mortals	R. Meagher	ProSem	20	TTh 830-1030	FPH 105
HA 162	Sense of Place/Self	D. Smith, etal	1st Come	15	MWF 1030-12	Blair
HA 164	Life Stories	CANCELLED				
HA 165	Places/Spaces	N. Juster/E. Pope	Lottery	12	TF 930-12	CSC 3rd Fl
HA 168a	American Families/Homes	J. Boettiger/D. Smith	ProSem	16	MW 830-1030	DH Masters
HA 168b	American Families/Homes	J. Boettiger/D. Smith	ProSem	16	TTh 1-3	DH Masters
HA 170	Beg Modern Technique	R. Nordstrom	Open	None	MWF 1030-12	MDB Dance
HA 175	Dance Improvisation	R. Nordstrom	Open	None	MW 3-430	MDB Dance
HA 182	Math and Music	CANCELLED				
HA 185	Music Primer	R. McClellan	Open	None	MW 1030-12	MDB
HA 190	Improvisation Ensemble	R. McClellan	InstrPer	10	TTh 1-230	MDB
HA 1/291	Intro-Directing	J. Jenkins	InstrPer	10	MW 1-3	Div 4
HA 195	Theatre Three	D. Cohen, etal	Open	None	TTh 10-12/W 1030-12	PAC
HA 202	Adv Visual Communication	D. Weier	1st Come	25	MW 1-3	ARB
HA 203	Studio Art Critique	A. Hoener	InstrPer	15	W 130-430	ARB
HA 207	Adv Studio Forum	J. Murray	InstrPer	15	W 130-4	ARB
HA 210	Film Workshop II	A. Ravett	1st Come	12	T 9-1	PFB
HA 211	Photo Workshop II	J. Liebling	InstrPer	12	W 1-5	PFB
HA 215	Photography-Issues	J. Liebling	Open	None	T 1-5	PFB
HA 219	Fiction of History	R. Marquez	Open	None	TTh 130-3	CSC 126
HA 221	Violence-Amer Fiction	J. Matlack	1st Come	20	TTh 1030-12	EDH 15
HA 224	Literary Progress	M. Russo	InstrPer	None	W 3-5	FPH 104

SCHOOL OF HUMANITIES AND ARTS, Contd.

<u>COURSE</u>	<u>INSTRUCTOR</u>	<u>ENROLLMENT METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>	
HA 227	History of Caribbean	R. Marquez	1st Come	25	TTh 1030-12	PH D-1
HA 228	Observer/Observed	D. Smith/B. Yngvesson	Open	None	TTh 1030-12	Blair
HA 230	Origins of Romanticism	J. Hubbs	Open	None	MW 2-3	Blair
HA 233	Visionary Writers	C. Hubbs	1st Come	20	MW 1030-12	EDH 17
HA 239	Advanced Writing Seminar	N. Payne	InstrPer	15	Th 930-12	Kiva
HA 244	Black Philosophy	C. Frye	1st Come	18	W 930-1230	EH Masters
HA 255	Camus	R. Meagher	Open	None	TTh 1-3	EDH 17
HA 256	Word and World	CANCELLED				Warner 7
HA 257	Theology	R.K. Bradt	Open	None	TBA	Warner 7
HA 258	Hegel's Logic	R.K. Bradt	Open	None	TTh 1-230	FPH 106
HA 260	Authority-Europe	L.B. Kennedy, etal	Open	None	T 1-330	CSC 3rd Fl
HA 261	Probs-EnvDesign	N. Juster/E. Pope	InstrPer	10	MW 3-4	MDB Dance
HA 270	Int Modern Technique	R. Nordstrom	Open	None	MW 1-3	MDB Dance
HA 272	Effort/Shape	T. McClellan	InstrPer	15	TBA	MDB
HA 282	Contemp Orchestration	R. Copeland	InstrPer	12	MW 1-3	MDB
HA 284	Creative Music	R. Wiggins	InstrPer	15	TTh 1030-12	MDB
HA 287	Whole Earth Music	R. McClellan	1st Come	10	TBA	MDB
HA 288	Art of Improvisation	R. Copeland	Open	None	F: TBA	MDB
HA 289	AfroAm Chamber Ensemble	R. Copeland	Audition		W 1-4	Kiva
HA 299	Playwrights' Workshop	D. Cohen	InstrPer	12	MW 4-6	MDB
	Hampshire College Chorus	A. Kearns	Audition			

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SCHOOL OF LANGUAGE AND COMMUNICATION

LC 130	<u>LANGUAGE SCIENCES PROGRAM</u>	CANCELLED				PH D-1
LC 102	Philo/Affirmative Action	J. Garfield	InstrPer	20	TTh 130-3	EDH 16
LC 109	Animal Communication	M. Feinstein	ProSem	20	MW 1030-12	FPH 104
LC 113	Muckrake Era	D. Kerr	ProSem	None	MW 9-1030	FPH 104/TV Studio
LC 114	TV Documentary	R. Muller	1st Come	15	M 1-3/W 1-4	FPH 106
LC 115	Images of Women	S. Douglas/J. Miller	Lottery	20	TTh 1030-12	FPH 103
LC 116	Visual Literacy/Media	G. Jones	Lottery	20	TTh 1-3	FPH 108
LC 118	X-Cultrl Psychology	L. French	1st Come	20	TTh 1030-12	
LC 123	Language/Culture/Society	CANCELLED				FPH ELH
LC 125	Computers & Education	G. Iba / R. Muller	1st Come	25	MW 1030-12	FPH 103
LC 1/235	Psych of Skill	N. Stillings/D. Rosenbaum	1st Come	20	MW 1-3	FPH 108
LC 161	Puzzle Solving	G. Iba / D. Kelly	Open	None	MW 3-430	FPH 102
LC 162	Exp Design/Quant Think	M. Sutherland	Open	None	MF 3-430	FPH 103
LC 170	ASL Linguistics	J. Gee	1st Come	20	MW 9-1030	FPH ELH
LC 187	Psych-Human Intell	N. Stillings	1st Come	20	TTh 1-3	FPH ELH
LC 192	Philosophical Problems	C. Witherspoon	Lottery	20	WF 9-1030	Blair
LC 218	Journalist Interview	M. Young	InstrPer	15	MW 9-1030	

SCHOOL OF LANGUAGE AND COMMUNICATION, Contd.

<u>COURSE</u>	<u>INSTRUCTOR</u>	<u>ENROLLMENT METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>
LC 222 Computer Program/Logic	W. Marsh/K. Gordon	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	Kiva
LC 225 Info Tech & Education	CANCELLED				
LC 227 History of Broadcasting	S. Douglas	1st Come	25	MW 1-3	FPH 106
LC 228 Daily Newspaper	E. Shanahan	InstrPer	15	MW 4-530	FPH 103
LC 229 Behavior Genetics Seminar	R. Coppinger, etal	Open	None	TTh 1-3	FPH 108
LC 234 Brain & Behavior	D. Rosenbaum	1st Come	20	MW 3-5	FPH 105
LC 236 Comm Competence-Relation	G. Jones	Lottery	20	WF 130-3	FPH 107
LC 237 Developmental Psychology	L. French	1st Come	25	MW 1030-12	FPH 102
LC 238 Phonetics/Phonology	M. Feinstein	1st Come	20	TTh 1030-12	FPH 103
LC 244 Microcomputer Lab	Al Woodhull/M. Sutherland	Open	None	TBA - See Instructors	
LC 271 Stylistics/Semiotics	J. Gee	1st Come	20	MW 1030-12	FPH 103

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	MW 9-1030	EDH 16
FL 107 ASL	G. Gravel	1st Come	30	MW 3-5	FPH 106

SCHOOL OF NATURAL SCIENCE

NS 107 Evolution of Earth	J. Reid	1st Come	20	MW 1030-12/M 1-5	EDH 4/Lab
NS 127 Human Genetics	CANCELLED				
NS 133 Origins-Sex Hormones	N. Goddard/M. Gross	ProSem	25	TTh 1030-12	PH B-1
NS 139 Useable Math	CANCELLED				
*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. vonderLippe	1st Come	30	MW 830-10	PH B-1
NS 161 Puzzle Solving	G. Iba/D. Kelly	Open	None	MW 3-430	FPH 108
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	CANCELLED				
NS 195 N.E. Farm Forest	A. Westing	1st Come	18	TTh 1030-12/Th 130-5	CSC 114/Lab

SCHOOL OF NATURAL SCIENCE, Contd.

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
NS 198 Darwin	L. Miller	ProSem	20	MWF 9-1030	PH A-1
NS 201 Basic Chem Lab	L. Williams	Prereq		T 130-4	Lab
NS 202 Basic Chemistry I	L. Williams	InstrPer	25	MWF 9-1030	CSC 114
NS 211 Organic Chemistry	N. Lowry	Open	None	MWF 1030-12/MorF 130-330	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 Sem	R. Coppinger, etal	Open	None	TTh 1-3	FPH 108
NS 240 Energy Interest Group	M. Bruno	Open	None	M 2-5	Kiva
NS 244 Microcomputer Lab	Al Woodhull/M. Sutherland	Open	None	TBA - See Instructors	
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	CANCELLED				
NS 275 Disease/Medicine/History	M. Gross	InstrPer	25	Th 1-3	EDH 16
NS 279 Authority-Europe	L.B. Kennedy, etal	Open	None	TTh 1-230	FPH 106
NS 281 BKSEM-Physics	D. Gilden	Open	None	TTh 1030-12	CSC 202
NS 282 Basic Physics I	A. Krass/K. Gordon	Open	None	MWF 1030-12/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		TTh 230-345	Amherst
ASTFC 031 Space Science	P. Schloerb	Open	None	TTh 230-345	Smith
ASTFC 037 Astronomical Obs	T. Dennis/R. White	Prereq		MW 230-345	Smith
ASTFC 043 Astrophysics I	E.R. Harrison	Prereq		MF 125-320	GRC 534/U.Mass.
Math Exercise Group	K. Hoffman	Open	None	Th 130-230	FPH 102

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SCHOOL OF SOCIAL SCIENCE

SS 105 Humanity	L. Glick	ProSem	25	TTh 9-1030	FPH ELH
SS 109 Perspectives-Lawyerling	O. Fowlkes	1st Come	25	TTh 130-3	Blair
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 117 Observation/Analysis	D. Berkman/B. Yngvesson	ProSem	16	TTh 1-230	EDH 4
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	CANCELLED				
SS 131 African Women	E.F. White	1st Come	20	TTh 730-10pm	FPH 104
SS 132 Psychotherapy	L. Farnham	1st Come	20	WF 1030-12	FPH 105

SCHOOL OF SOCIAL SCIENCE, Contd.

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE	
SS 146	Child-American Society	M. Mahoney	1st Come	25	TTh 1030-12	FPH 105
SS 151	World Food Crisis	R.Coppinger/F.Holmquist	Open	None	MW 130-3	FPH ELH
SS 153	Public Health-Settings	J.Foster/R.vonderLippe	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 191	Immigrants/Descendants	A. Berman	1st Come	25	MW 9-1030	PH D-1
SS 201	Capitalism & Empire	M. Ford, etal	Open	None	TTh 1030-12	FPH ELH
SS 202	Authority-Europe	L.B. Kennedy, etal	Open	None	TTh 1-230	FPH 106
SS 210	Intro-Economics	F. Weaver	Open	None	TTh 9-1030	FPH 102
SS 212	Amer Govt/Public Policy	R. Rakoff	Open	None	MW 130-3	FPH 105
SS 215	Youth Culture/Protest	M. Cerullo	Open	None	WF 1030-12	PH C-1
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	Environs/Human Behavior	D. Poe	1st Come	25	MW 130-3	FPH 108
SS 228	Observer/Observed	D. Smith/B. Yngvesson	Open	None	TTh 1030-12	Blair
SS 229	Domestic Violence	CANCELLED				
SS 259	Workplace Democracy	G. Benello/S. Warner	Open	None	TTh 1030-12	GH Masters
SS 276	Legal Process-Women/Chld	L. Mazar	Open	None	MW 130-3	FPH WLH
SS 281	Learning to Labor	C. Shea	Open	None	TTh 130-3	FPH WLH
SS 291	Zionism	A. Berman	Lottery	30	MW 3-430	FPH 107
SS 293	Vietnam/Amer Foreign Pol	A. Lake	Open	None	TTh 9-1030	FPH WLH
SS 294	Contemp Feminist Theory	S. Tracy	Open	None	TTh 130-3	FPH 107
SS 295	New Right	A. Hunter	Open	None	WF 1030-12	FPH MLH
SS 296	Capitalism & Slavery	S. Tracy	Open	None	TTh 9-1030	FPH 107
SS 297	Marx & Weber	A. Hunter	Open/InstrP	None/DivI	W 7-10pm	FPH 108

INTEGRATIVE SEMINARS

IN 315	Political Econ-Racism	CANCELLED	Open	None	M 2-5	Kiva
IN 316	Energy Interest Group	M. Bruno				
IN 317	Black/Women-Lib Moves	CANCELLED				
IN 319	Uses/Abuses-Math	D. Kelly	Open	None	W 130-3	FPH 102
IN 320	Move/Art/Dreams	T. 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 322	Women & Science	Ann Woodhull, etal	Open	None	M 12-130/Th 130-4	CSC 302/114
IN 323	Social Theory/Envs	M. Cerullo	InstrPer	None	W 7-10pm	FPH 104
IN 324	Science/Social Policy	L. Hogan/C. Shea	InstrPer	15	M 1-5	PH A-1
IN 325	Image/Woman-Language/Man	L.B. Kennedy/M. Russo	InstrPer	15	Th 930-12	PH A-1
IN 332	Idea of Nature	J. Raymond/M. Gross			TBA	

OUTDOORS PROGRAM

<u>COURSE</u>	<u>INSTRUCTOR</u>	<u>ENROLLMENT METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>
OP 106 Top Rope Climbing	B. Garmirian	1st Come	12	W 1230-530	RCC
OP 111 Top Rope Climbing	Staff	1st Come	12	T 1230-530	RCC
OP 138 Bicycle Touring	S. Anderson	1st Come	10	W 1-430	RCC
*OP 145 Flat-Water Canoeing	A. Ayvazian	1st Come	12	T 1-5	RCC
OP 146 Mountaineering	G. Newth/B. Garmirian	1st Come	10	Th 1230-6	RCC
OP 147 Yellowstone Discovery	S. Anderson/C. Dreiman	InstrPer	10	TTh 1-3	PH B-1
OP 162 Sense of Place/Self	D. Smith, etal	1st Come	15	MWF 1030-12	Blair
*OP 163 Rio Grande	B. Judd			T 3-5	RCC
OP 218 Outdoor Ed & Leadership	A. Ayvazian/S. Anderson	InstrPer	12	WF 1030-12	PH D-1
OP 235 All the Things To Do	G. Newth	1st Come	15	W 1-6	RCC
OP 256 Women Ascending	A. Ayvazian	1st Come	12	Th 1-5	PH C-1

RECREATIONAL ATHLETICS

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	Open	None	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. Cajolet	Open	None	F 1030-1230	So Lounge
RA 121 Cont Movement Explor	M. Cajolet	Prereq		F 1-230	So Lounge
*RA 122 Boat Building Clinic		See Course Description			
RA 123 Running for Fitness	B. Judd/K. Wilbur	Open	None	WF 4-5	RCC