

# HAMPSHIRE COLLEGE

## COURSE GUIDE SPRING TERM 1981

### REGISTRATION AND COURSE SELECTION

Check the course descriptions and schedule of classes thoroughly for enrollment methods. Some courses will hold lotteries the first day of classes; others will either have sign-up sheets or interviews. On day Monday, February 2, will be available for course interviews, where specified. Some faculty may be available prior to this; however, all faculty will have office hours posted for some time to be available for interviews (where enrollment is limited) prior to the beginning of classes.

After attending classes for a week, you should be ready to decide in which ones you wish to be enrolled. Class list forms, provided by Central Records, will be distributed the second week of classes. Sign the list for each course in which you wish to be enrolled. The lists will be forwarded to Central Records, and they will do the rest of the work.

**CLEARLY PRINT YOUR FULL NAME—first/middle/last—NO NICKNAMES!** Students taking ASTPC courses at the other schools, and Division III students taking no courses, should sign the appropriate lists at Central Records.

**NOTES:**

Five College Interchange applications are available at Central Records. Be sure they are completely filled out and have all the necessary signatures (if they are incomplete they may have to be returned to you, causing delays which might affect your ability to get into a particular course). The deadline for filing Interchange applications is Friday, February 27. No Five College courses may be added after this date. Familiarize yourself with all the rules, regulations and penalties associated with Five College Interchange. They are all listed in the Student Handbook, and it is your responsibility to be aware of them.

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

IF YOU HAVE ANY QUESTIONS REGARDING THIS PROCEDURE, PLEASE CONTACT CENTRAL RECORDS, EXTENSION 420.

**NOTE TO FIVE COLLEGE STUDENTS:**

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

Students will be offered to interchange students unless otherwise noted in the course description. Interchange students should discuss this with the instructor during first week of classes. Although Five College students may participate in lotteries and sign class lists (clearly indicating their home institution), they are still responsible for filing the Five College Interchange form at their own school.

**STATEMENT OF AFFIRMATIVE ACTION**

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

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

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

In all areas of education and employment, the College seeks to comply with all applicable federal and state laws and guidelines including Title VI and VII of the Civil Rights Act of 1964; Executive Order 11246 or 1965 as amended by Executive Order 11375 of 1967; Title IX of the Education Amendments Act of 1972 and Section 504 of the Rehabilitation Act of 1973, as amended.

### REGISTRATION DATES AND CALENDAR

**SPRING TERM 1981**

New students arrive/matriculate	Sat. Jan. 31
New students' program	Sat. Jan. 31 - Mon. Feb. 2
Returning students arrive/matriculate	Mon. Feb. 2
Course interview day	Mon. Feb. 2
Classes begin	Tue. Feb. 3
Course selection period	Tue. Feb. 3 - Fri. Feb. 13
Five College add deadline	Fri. Feb. 13
Tutorial days	Mon. Mar. 2 - Tue. Mar. 3
Spring break	Sat. Mar. 21 - Sun. Mar. 29
Leave notification deadline	Fri. Apr. 10
Parents' weekend	Fri. Apr. 10 - Sun. Apr. 12
Five College preregistration/advising	Mon. Apr. 20 - Fri. Apr. 24
Tutorial days	Wed. Apr. 22 - Fri. Apr. 24
Last day of classes	Fri. May 15
Examination period	Mon. May 18 - Tue. May 26
Evaluation period (no exams)	Wed. May 27 - Fri. May 29
Commencement (residence class Sat. May 30 at 4:00 P.M.)	Sat. May 30

### ACADEMIC PROGRAM

**DIVISIONS:**

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

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

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

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

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

**ADVISING:**

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

The Options Office (Franklin Patterson Hall G 13) offers advice and assistance in the areas of career counseling, graduate school applications, field study and study abroad. The School Advising Center, the Whole Woman Center, and the Third World Advising Center are sources of assistance for formulating Division I exams and Division II and III contracts, as well as for more general advice on the academic programs available at Hampshire and at the other colleges in the Valley.

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SCHEDULE OF CLASSES, SPRING 1981	CENTERFOLD

### SCHEDULE OF CLASSES ON PULL-OUT CENTERFOLD

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HAMPSHIRE COLLEGE NOVEMBER 1980 VOLUME 7 ISSUE 3

Published quarterly by Hampshire College, 105 Cole Science Center, Amherst, Massachusetts 01002. Second class postage (422690) paid at Amherst, Massachusetts 01002. Postmaster: Send address changes to the Admissions Office, Hampshire College, Amherst, Massachusetts 01002

**SCHOOL OF HUMANITIES AND ARTS CURRICULUM STATEMENT**

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

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

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

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

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

**LIST OF COURSES**

DIVISION I	
EAR TRAINING FOR MUSICIANS NA 102	Swafford
TRAINING FOR THE BEGINNING PERFORMER NA 103	Jenkins Neale
COLOR NA 108	Hoener
GRAPHIC DESIGN NA 109	Weter
FILM WORKSHOP I NA 110	Ravett
DESIGN RESPONSE II NA 112	Kramer
BEGINNING MODERN DANCE NA 113	McClellan Weichmann
THREE RUSSIAN WRITERS: PUSHKIN, GOOL AND DOSTOEVSKI NA 130	J. Hubbs
COLLEGE WRITING: THE IRISH VOICE IN ENGLISH NA 134a	F. Smith
COLLEGE WRITING: AMERICAN 20th CENTURY FICTION NA 134b	F. Smith
THE PLEASURE OF THE TEXT: AN INTRODUCTION TO LITERATURE AND TEXTUAL ANALYSIS NA 135	Russo
THE MAN-MADE ENVIRONMENT: THE PHYSICAL DETERMINANTS OF FORM NA 136	Juster Pope
MARK TWAIN'S AMERICA NA 137	Metlack
FIVE SOUTHERN WRITERS: ISOLATION, HUNGER, A SENSE OF PLACE? NA 139	Kennedy
PAINTING, COLLAGE AND MODEST CONSTRUCTIONS NA 146	Murray
STILL PHOTOGRAPHY WORKSHOP NA 150	TBA
ARISTOTLE: THE DE ANIMA AND THE METAPHYSICS NA 155	Bradt
DIVISIONS I AND II	
MAKING TRACKS—THE CREATIVE USE OF FILM SOUND NA 104/794	Swafford
INTERMEDIATE DIRECTING NA 106/206	Jenkins
WRITING NA 114/214	Payne
POETRY WRITING WORKSHOP NA 131/231a	Salkey
PROSE WORKSHOP: FICTION/NON-FICTION NA 138/238	L. Goldensohn
FICTION WRITING WORKSHOP NA 163/263	Salkey
HERE AND NOW: AN EXPERIMENTAL AND THEO- RETICAL INTRODUCTION TO GESTALT THERAPY NA 181/281	L. Gordon C. Gordon

CREATIVE MUSIC: ITS THEORY AND APPLICATION NA 184/284	Wiggins
DIVISION II	
AMERICAN LANDSCAPES NA 201	D. Smith
SCIENTIFIC FOUNDATIONS OF DANCE NA 202	Skinner
ADVANCED STUDIO FORUM NA 207	Hoener
DANCEWORK: CREATIVE PROCESS IN MOVEMENT NA 209	McClellan
FILM WORKSHOP II NA 210	Liebling
FILM/PHOTOGRAPHY STUDIES: INDIVIDUAL PROBLEMS IN FILM MAKING, PHOTOGRAPHY AND RELATED MEDIA NA 220	Mayes Ravett
PHOTOGRAPHY WORKSHOP II NA 225	Mayes
TOLSTOI, CHERNOV, AND THE EMERGENCE OF MODERNISM NA 229	C. Hubbs J. Hubbs
POETRY WRITING WORKSHOP NA 231b	B. Goldensohn
THE GREEK THEATER NA 232	Meagher
LITERARY AND THEATRICAL ELEMENTS IN 16th AND 17th CENTURY DRAMA NA 234	Cohan Kennedy
PHOTOGRAPHY WORKSHOP, ADVANCED NA 235	Liebling
SEMINAR ON RECENT AMERICAN FICTION NA 237	C. Hubbs
TECHNICAL SKILLS WORKSHOP NA 250	Mayes Ravett
REGEL II NA 252	Bradt
AFRO-AMERICAN CHAMBER ENSEMBLE NA 253	Copeland
RADICAL EDUCATION IN RETROSPECT: BLACK STUDIES AND THE CHALLENGE TO AMERICAN HIGHER EDUCATION NA 254 (SS 254)	Frya Davidson
FROM THIS MOMENT ON: AN ECLECTIC DANCE TECHNIQUE DIMENSION COURSE NA 259	Neale
PROBLEMS IN ENVIRONMENTAL DESIGN NA 273	Juster Pope
THE CREATIVE ART OF DENOVIATIONISM NA 277	Copeland
STUDIO ART CRITIQUE NA 280	Murray
CREATIVE MUSIC: ADVANCED SECTION NA 286	Wiggins
SHELLEY AND HER CIRCLE NA 292	Russo
COMPOSITION SEMINAR NA 294	Swafford
ADVANCED PLAYWRIGHT'S WORKSHOP NA 299a	Cohan

**SCHOOL OF LANGUAGE AND COMMUNICATION CURRICULUM STATEMENT**

The concept of a School of Language and Communication is unique to Hampshire College. The School represents a synthesis of disciplines concerned with the forms and nature of symbolic activity. These are some of the most vital areas of study in current intellectual life, and their emerging interconnections are among the most important interdisciplinary developments in this century: only at Hampshire are they grouped together and taught as a central part of a liberal arts education. The School's curriculum is wide-ranging. The areas of study described here make significant contact with most of the major questions in intellectual life and with most students' interests.

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

integrated set of courses in cognitive studies that draws on linguistics, psychology, computer science, mathematics, philosophy, and education. This interdisciplinary area offers one of the major perspectives on human nature.

**Language, Culture, and Society.** Symbolic forms are the medium of communication as well as of mind. The use of language, our richest instrument of communication, reflects, maintains, and creates social structures and cultural forms. The issues that are addressed in the School's courses range from the role of social relationships in two-person conversation, to the way in which literary artists exploit the structure of language to create aesthetic effects, to the interplay between social structure and language use in societies that are bilingual or multilingual. In all such phenomena are studied using theories of the fundamental and universal aspects of language structure and use. Linguistics is the central discipline in this area of study, and it is combined with parts of anthropology, sociology, and psychology.

**Mass Communications.** Communication has been fundamentally altered by the invention of instruments for the mass distribution of pictorial and linguistic forms and their subsequent control and exploitation by certain social institutions. The influence of this new force on advanced societies is the subject of the School's courses on mass communications theory and research. Methods are drawn from the social sciences, including sociology, psychology, and economics. The School also offers applied courses in journalism and television production.

**LIST OF COURSES**

DIVISION I	
BOOLE'S ALGEBRAS AND THE LOGIC OF COMPUTERS LC 101	Marsh
CHILD'S PLAY LC 103	Gearhart
COOKE, ESCHER, AND BACH LC 102 (MS 106)	Garfield Hoffman
LANGUAGE AND THE HUMAN ANIMAL LC 109	Fainstein Berthman
TELEVISION: SOCIAL PROBLEM OR ELECTRONIC SCANDAL? LC 110	Carverth Miller
IMMATERIALITY LC 111	Flynn
TELEVISION AND SOCIAL REALITY LC 119	Carverth
PROBLEM SOLVING LC 143	Knapp
COMPUTER PROGRAMMING LC 153	Poella
NONVERBAL COMMUNICATION LC 196	Wylie
DIVISION II	
A HISTORY OF THE PRESS IN THE UNITED STATES LC 201 (SS 201)	Kerr
THE DEVELOPMENT OF MORALITY: LC 204	Gearhart
STETIS LC 209	Garfield
HEARING LC 214	Flynn
NATURAL AND ARTIFICIAL INTELLIGENCE LC 217	Poella
THE CRAFT OF JOURNALISTIC INTERVIEWING LC 218	Young
COGNITIVE DEVELOPMENT: THE EVOLUTION OF MIND LC 229	Knapp
LANGUAGE, CULTURE, AND POLITICS LC 231	Fainstein Glick
PHILOSOPHY IN ENGLAND BETWEEN THE TWO WARS LC 232	A. Lazerowitz M. Lazerowitz
COGNITIVE PSYCHOLOGY: THE MIND AND ITS PSYCHOLOGICAL CORRELATES LC 246	Stillings
VISUAL LITERACY AND VIDEO PRODUCTION LC 253	Jones
RESEARCH METHODS IN PSYCHOLOGY LC 272	Stillings
FOREIGN LANGUAGES	
FRENCH II FL 103	Loete
SPANISH II FL 104	Histo
FRENCH III FL 105	Loete
SPANISH III FL 106	Histo

**SCHOOL OF NATURAL SCIENCE CURRICULUM STATEMENT**

Natural Science courses come in a variety of forms: lecture series; field and laboratory projects; and seminars. There are courses for students who are excited by science and ready to plunge into their subject and for students who are skeptical about the value of science.

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

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

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

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

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

**LIST OF COURSES**

<b>DIVISION I:</b>	
HISTORY OF ASTRONOMY ASTFC 34	K. Gordon
BLACK HOLES, AND THE UNIVERSE NS 102	C. Gordon K. Gordon
THE SCIENCE AND ART OF HOLOGRAPHY NS 104	Van Blerkom
COOBL, ESCHER, & BACH NS 106 (LC 102)	Garfield Hoffman
THE CLIMATE OF THE CONNECTICUT RIVER VALLEY NS 116	Reid Foster
DEANAG GENETICS: THE EVOLUTION OF GENETICS NS 126	Miller Hoffman
NEUROBIOLOGY NS 132	Al Woodhull
BIOPHYSICS NS 138	Gross
USABLE MATHEMATICS NS 139	Hoffman
THE BIOLOGY OF WOMEN NS 142	Goddard
SOLAR AQUACULTURE NS 148	Van Raalte Lew
HAZARDOUS WASTES IN THE ENVIRONMENT NS 168	Williams
TOPICS IN CANCER RESEARCH NS 175	Oyewole
QUANTUM MECHANICS FOR THE MYRIAD NS 183	Bernstein
ANIMAL BEHAVIOR NS 186	Coppinger
THE ECOGEOLOGY OF CENTRAL NEW ENGLAND NS 193	Reid Coppinger
FAST OR FEAST: LEAN OR FAT NS 196	Bruno
<b>DIVISION II:</b>	
COSMOLOGY ASTFC 20	To be announced
INTRODUCTION TO ASTRONOMY AND ASTROPHYSICS II ASTFC 22	To be announced
OBSERVATIONAL RADIO ASTRONOMY ASTFC 38	To be announced

ASTROPHYSICS II--RELATIVISTIC ASTROPHYSICS ASTFC 44	To be announced
ECOLOGY NS 204	Van Raalte Wentling
ORGANIC CHEMISTRY NS 212	Lowry
CURRENT ISSUES IN CONTRACEPTIVE TECHNOLOGY NS 218	Goddard
ENZYMES: LABORATORY EXPERIENCE IN BASIC BIOCHEMISTRY NS 227	Foster
THE GENETICS OF EVOLUTION: ALTRUISTIC GENES? NS 228 (mint)	Miller Sutherland
DIVISION II BIOLOGY SEMINAR NS 230	Ann Woodhull
ENERGY TECHNOLOGY SEMINAR NS 235	Williams
ENVIRONMENTAL BOOKS SEMINAR NS 238	Lutts
MATH FOR SCIENTISTS AND SOCIAL SCIENTISTS NS 261 (SS 260)	Sutherland
LINEAR ANALYSIS AND DIFFERENTIAL EQUATIONS NS 267	Hoffman
THE NATURAL HISTORY GATHERING NS 271 (IN 255)	Hoffman Van Raalte
BOOK SEMINAR IN PHYSICS NS 281	Van Blerkom
THE ENTERPRISE OF SCIENCE: CASE STUDIES IN THE HISTORICAL DEVELOPMENT AND THE SOCIAL AND ETHICAL RELATIONSHIPS OF THE INSTITUTION OF SCIENCE TO OTHER INSTITUTIONS IN WESTERN CULTURE NS 287	Goldberg Gross Rissard

**SCHOOL OF SOCIAL SCIENCE CURRICULUM STATEMENT**

The faculty of the School of Social Science have worked to create a curriculum based on critical inquiry in a variety of problem areas which reflect their interest in social institutions and social change. The aim of such inquiry is not simply to describe society, but to understand the historic and philosophic bases as well as current values and structures. Accordingly, we have focused on overlapping interdisciplinary areas such as: political economy and history; psychology and individual development; social institutions; and women's studies. Although we also provide much of what is considered a traditional disciplinary curriculum, the clear direction of the School is to teach beyond the disciplines to a concept of social science that is a broader analytic approach to understanding societies and social change than any one discipline can offer.

Our faculty come from a variety of disciplinary backgrounds—anthropology, economics, history, law, political science, psychology, and sociology. However, the School's identity is shaped much more by emerging constellations of thematic interests and cooperative teaching than by traditional academic patterns. Most of us teach with faculty of different disciplinary backgrounds within the School of Social Science, from other Schools in the College and from outside the College, as well as with students. As a result, faculty and students can bring a variety of perspectives to bear on issues which are not common in academic structures limited by the disciplinary allegiance of their members. We have begun to understand the limits of the single discipline, and can claim success in interdisciplinary teaching. We are not yet able to present all the various disciplines in a meaningful synthesis, but that is an ideal that is reflected in our efforts to develop a broad and interesting range of courses.

**LIST OF COURSES**

<b>DIVISION I</b>	
POVERTY AND WEALTH SS 102	Nisonoff
WOMEN, WORK AND HOME: A HISTORICAL AND CONTEMPORARY PERSPECTIVE SS 104	Glater Sletzer
RACE TO POWER: THE STRUGGLE FOR SOUTHERN AFRICA SS 110	Bengelesdorf
ECONOMIC PERSPECTIVES ON WOMEN SS 114	Nisonoff
THE HOLOCAUST SS 118	Glick
MODELS OF HEALTH CARE DELIVERY SS 121	von der Lippe
POWER AND AUTHORITY SS 122	Landes Rakoff
INTRODUCTION TO THE CLASSICS OF POLITICAL ECONOMY SS 126	Hogan
AFRICA ON MY MIND: BACK-TO-AFRICA MOVEMENTS IN THE NEW WORLD SS 130	White

"DOING HISTORY": EDUCATION AND HISTORICAL STUDIES SS 138	Shea
CURRENT CRISES IN AMERICAN POLITICS SS 142	Ford Holmquist
HUMAN AGGRESSION SS 157	Poe
<b>DIVISION II</b>	
FAMILY IN CROSS CULTURAL PERSPECTIVE SS 207	Cerullo Johnson White
INTRODUCTORY ECONOMICS SS 210	Weaver
CLASS AND POLITICS: THE WORKING CLASS AND NEW SOCIAL MOVEMENTS SS 216	Cerullo
LAW, JUSTICE AND EDUCATION SS 220	Rose
BLACK AMERICANS IN A CAPITALIST SOCIETY SS 223	Hogan
LANGUAGE, CULTURE AND POLITICS SS 231 (LC 231)	Feinstein Glick
IMPERIALISM AND UNDERDEVELOPMENT IN THE THIRD WORLD SS 232	Bengelesdorf Bartford Johnson
INFLATION SS 238	Warner
THE POLITICAL ECONOMY OF COMMUNITIES: A WORKSHOP SS 246	Breitbart Fitch Holmquist
THE HISTORY AND PHILOSOPHY OF ALTERNATIVE EDUCATION IN AMERICA SS 248	Shea
FEMINIST AND OTHER SOCIAL MOVEMENTS IN EUROPE AND AMERICA SS 251	Fitch Landes
RADICAL EDUCATION IN RETROSPECT: BLACK STUDIES AND THE CHALLENGE TO AMERICAN HIGHER EDUCATION SS 254 (HA 254)	Davidson Frye
LAW AND LABOR IN AMERICAN HISTORY SS 258	Nason Warner
MATH FOR SCIENTISTS AND SOCIAL SCIENTISTS SS 260 (SS 261)	Sutherland
STATISTICS AND DATA ANALYSIS SS 272	Poe
ABNORMAL PSYCHOLOGY SS 286	Farnham
ANTHONY AND COMMUNITY: THE DEVELOPMENT OF THE SELF AND SOCIAL INTERACTION SS 292	Nahoney

## 1981 SPRING TERM COURSE DESCRIPTIONS

### SCHOOL OF HUMANITIES AND ARTS

#### HA 102 EAR TRAINING FOR MUSICIANS

Jan Swafford

A laboratory course in sight-singing, reading, rhythm and dictation. Open to anyone with basic music-reading skills.

Class will meet twice a week for one-hour sessions.

#### HA 103 TRAINING FOR THE BEGINNING PERFORMER

Janet S. Jenkins and Sandra Neels

The most interesting performers are those who have discovered and nourished their individuality and perceptions and are able to bring them to the stage. Their resources for creativity are found within themselves. This course, which is a continuation of HA 101, intends to develop the mind/body/senses/emotions into a vital instrument for the stage.

We will be working with text, dance, and voice, employing exercises geared toward sharpening awareness and sensitivity, broadening the emotional range and freeing the performer's impulses.

It is our goal in this class to redefine and rejuvenate the performer's sense of self and to bring him/her an understanding of just how varied and vital a good performer's resources are.

This class will meet twice weekly for two-hour sessions. Enrollment is limited to 12. Admission is based on interview and permission of the instructors. Those students who have taken HA 101 or have had comparable training will be considered.

#### HA 108 COLOR

Arthur Hoener

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

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

The class will meet twice a week for 1 1/2 hour sessions and will involve outside assignments. Each student will be responsible for his/her personal art supplies, which are available through local dealers.

Enrollment is limited to 30 on a first-come, first-served basis.

#### HA 109 GRAPHIC DESIGN

Debra Vester

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

The course will be structured around graphics equipment, including the letterpress (i.e., handset type), the silkscreen, and the copy camera. We will use this equipment to learn some basics about design. There will be exercises in which we will discuss each others work in terms of texture, line, color, form and its relationship to the content. We hope to have graphics professionals come in and share their opinions.

The course is project-oriented. I will give demonstrations as well as a slide presentation on the historical evolution of graphic design--where it is now and where it is going.

There will be one three-hour session a week for demonstrations and critiques. In addition, I will be available on Fridays from 1:00 to 2:30 for assistance. Students are expected to supply their own silkscreens and a few other items. Enrollment is limited to 15 on a first-come, first-served basis.

#### HA 110 FILM WORKSHOP I

Abraham Ravett

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

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

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

A \$20 laboratory fee is charged for this course. The College supplies equipment, special materials, and general laboratory supplies. The student provides his/her own film.

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

#### HA 112 DESIGN RESPONSE II

Wayne Kramer

Recommended as a follow-through course after HA 111, Design Response. A design course for theatre students interested in continuing their exploration of the design process. The course

will focus on design projects and critiquing in the three major design areas: lights, scenery, costumes. Attention will be given to tools and techniques.

Enrollment is limited to 15. Instructor permission necessary.

#### HA 115 BEGINNING MODERN DANCE

Francis McLellan  
Eva Welchman \*

This course will serve as an introduction to some of the basic elements of modern technique. We will work on intricate-gritty issues such as stretch and strength. Necessarily, we will develop a vocabulary with which to talk about dance. Primarily, I would like to build an atmosphere where people can extend both their range of movement ability and also their confidence/enjoyment of using their bodies.

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

\*Eva Welchman is a Division III student concentrating in dance technique, choreography, and performance.

#### HA 130 THREE RUSSIAN WRITERS: PUSHKIN, GOOL AND DOSTOEVSKY

Joanna Hubbs

"By the shores of a bay there is a green oak-trap; there is a golden chain on that oak; and day and night a lone cat, tirelessly walks around on that chain; as it moves to the right, it strikes up a song; as it moves to the left, it tells a story.

There are marvels there: the woodsprite rooms, a mermaid site in the branches; there are tracks of strange animals on mysterious paths; a hut on hen's legs stands there, without windows or doors; ... a sorcerer, by looking a knight through the clouds, across forests and seas; a princess flies away in prison, and a brown wolf serves her faithfully; a mortar with a Baba Yaga (witch) in it walks along by itself; ... there is a Russian odor and there ... it smells of Russia! And I was there, I drank mad, I saw the green oak-trap by the sea and sat under it, while the learned cat told me its stories..." Pushkin, Prologue from *Ruslan and Lyudmila*

"And you, Russia--aren't you racing headlong like the fastest troika imaginable? The road smokes under you, bridges rattle, and everything falls behind... And where do you fly, Russia? Answer me!... She doesn't answer. The carriage bells break into an enchanting tinkling, the air is torn to shreds and turns into wind; everything on earth flashes past, and creaking worried, sidelong glances other nations and countries step out of her way." Gogol, *Dead Souls*

"... But God will save his people, for Russia is great in her humility." Dostoevsky, *The Brothers Karamazov*

This is a course in Russian cultural history. Pushkin and Gogol are the first great nineteenth-century Russian writers to give full expression to the vitality, richness, and paradox of the culture in which they live. Dostoevsky, of a later generation broods over its images and meanings. Our concern in this seminar will be to explore this obsession which Russia and its three writers share, by looking at their major works in the light of certain aspects of Russian culture, primarily its religious and mythological heritage.

Books will include: Pushkin, *Eugene Onegin*, *The Captain's Daughter*, *Tales of Belkin*, *The Queen of Spades*; Gogol, *Dead Souls*, *The Overcoat*; "The Nose," "Diary of a Mad-Man," other short stories; Dostoevsky, *Notes from Underground*, *The Brothers Karamazov*, *The Pushkin Sketch*.

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

#### HA 134a COLLEGE WRITING: THE IRISH VOICE, IN ENGLISH

Francis Smith

Certain social and cultural concerns recur constantly in Irish writing. We will read some Irish stories, essays, poems or plays or a novel or two, to try to discern what we can of the patterns of Irish culture visible there. Joyce, Shaw, O'Casey and others, from Swift to Murdoch, will be read. The emphasis of our work and writing will be on reading cultural history through literature.

In our writing, we will stress the elements of style, research, and writing necessary to good college work. We will search, and write exercises to develop such basic skills as organizing an argument, writing persuasively, analyzing and abstracting complex written materials, and researching and documenting a thesis.

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

#### HA 134b COLLEGE WRITING: AMERICAN 20th CENTURY FICTION

Francis Smith

We will read some American short fiction written since about 1920. Certain of these stories will be acknowledged "classics," some will be chosen for their ordinariness. Our constant effort will be to try to see American culture through the eyes of its writers. It is as such a course in cultural history as in literary criticism.

This is, however, primarily a course in writing. The elements of style and other rhetorical concerns, including how to produce a long research paper, will be fundamental matters for us.

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

#### HA 135 THE PLEASURE OF THE TEXT: AN INTRODUCTION TO LITERATURE AND TEXTUAL ANALYSIS

Mary Russo

Reading is a rigorous and creative practice. Reading literature is a complex activity which draws upon intellectual expertise of all kinds. The encounter with a literary text is emotional, as well; the relationship with the text is as fraught with ambivalence, fear, hope, anger, tenderness, and frustration

as other relations in art and life, but the relationship with the text--reading--takes place within a field of great formality. The rules of the game are intricate and often hard to find. The purpose of this course is to introduce students to literature and reading as demanding but joyful play. For discussion, I have chosen two authors who have reflected greatly on literature in their imaginative and critical work: Gustave Flaubert and Vladimir Nabokov.

Much reading and rereading is required. For evaluation, students are to submit three papers and class reports.

Class will meet once a week for two hours. Enrollment is limited to 20.

#### HA 136 THE MAN-MADE ENVIRONMENT: THE PHYSICAL DETERMINANTS OF FORM

Norton Juster and Earl Pope

This Spring Term course will be concerned with structures and form--that is, the external determinants which give form to our environment. More specifically, it will deal with intuitive approaches to structure, the nature of building materials, and environmental systems. The material will be structured around design projects within a studio format.

Visual presentations, both two-dimensional and three-dimensional models, will be required but no prior technical knowledge or drawing skills are necessary.

The class will be limited to 12 students and will meet twice a week for 2 1/2 hour sessions.

#### HA 137 MARK TWAIN'S AMERICA

James Metlack

Twain is the most comprehensive and representative American writer in the period between the Civil War and 1900. His life and his work encompass the major social, political, literary, and aesthetic issues of the era. Twain was a truly "popular" artist who reached a mass audience, yet whose best writing deserves close scrutiny and appreciation. He romped from the frontier West to the general East, touched the "international Thesaurus," probed the recesses of childhood, struggled to be the nation's well-loved clown yet to write honestly and still to be socially respectable. Toward the end of his career Twain's social and social commentary moved to deepening pessimism and personal tragedy that illuminate by contrast the brighter aspects of his own America's cultural assumptions and values.

This course will require extensive reading of Twain's works. Background readings in relevant areas of student interest will be suggested and encouraged in the attempt to explore the broad context of American society and its historical, political, economic, and cultural development through the half-century of Twain's fame. Short writing assignments and one longer paper project will be assigned with specific attention to research techniques and location of resources as well as effective writing. Class will rely on discussion format.

Two meetings per week for 1 1/2 hours. Enrollment limited to 25.

#### HA 139 FIVE SOUTHERN WRITERS: ISOLATION, HONOR, A SENSE OF PLACE

L. Brown Kennedy

This is a working seminar on the fiction of Eudora Welty, James Agee, Carson McCullers, William Faulkner, and Alice Walker.

How does a literature seminar define itself? Often, the teacher selects a reading list, with some unity of historical period, genre, or theme in mind, and a priori assumption. Obviously, the act of selecting a group of authors, as I have done, implies a point of view. But the goal of the seminar will not be to cast whether my conclusion about these writers is accurate, but rather to learn how an approach to a body of literary works can be evolved inductively and refined critically.

During the first part of the course we will discuss together one work by each of these writers, seeing what questions "ways of reading" appear to us important. Then in the concluding weeks we will select one writer and return to try to apply what we've discovered to several of her/his works.

As for my point of view--the possible questions or kinds of unity I had in mind in choosing these particular writers--is it of significance that three of these authors are women and two are men? Does their sex or their race define the segment of human experience they choose to depict? Of what importance is it that they are all Southerners? Is regionalism a useful criterion in thinking about literature? If not, in what other ways can one talk about the sense of place--of land and of community--most of the five seem to evoke in their writing? What can one make of the insistence one finds in many of their works on loneliness and on the physically and psychologically grotesque--on dwarfs, deaf-mutes, or madmen?

Enrollment will be limited to 15 students. The class will meet twice weekly for 1 1/2-hour sessions.

#### HA 146 PAINTING, COLLAGE AND MODEST CONSTRUCTIONS

Joan Murray

This course will focus primarily on two-dimensional painting in the media of watercolor, acrylic, and oil. However, many ways will be encouraged to incorporate collage elements as well as three dimensional material where it seems appropriate. I will emphasize assigned problems in order to help students understand technical, conceptual and visual aspects stand some importance should be encouraged to workshop and critique. Students may also feel free to pursue personal painting concerns they might have in addition to the assigned problems. Classes will be a combination of workshop and critique. Everyone should anticipate doing the major part of their work outside of class. Students will need to provide their own supplies including canvas, stretchers, painting tools, etc.

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

#### HA 150 STILL PHOTOGRAPHY WORKSHOP

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

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

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

A \$20 Laboratory fee is charged for this course. The College will supply chemicals, laboratory supplies, and special materials and equipment. The student will provide her/his own film and paper.

The class will meet once a week for four hours plus lab time to be arranged. Enrollment is limited to 15 students. There will be two sections of this course.

**HA 155 ARISTOTLE: THE DE ANIMA AND THE METAPHYSICS**

Rayon Bradt

This course is to be an introductory study of Aristotle, through two of his major works, the *De Anima* and the *Metaphysics*. The intention of the course is to study these works individually and in their relation to one another, and through them to develop an initial conception of both the form and the content of Aristotelian thought.

The course is to meet for one and one-half hours twice weekly. Enrollment is open.

**DIVISION I/II COURSES**

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

**HA 104/204 MAKING TRACKS--THE CREATIVE USE OF FILM SOUND**

Jan Swafford

The sound track is the most unnoticed and neglected aspect of film art, yet it has immense influence on the whole effect of the work. The primary subject of this course will be the use of music in film and its antecedents in drama and opera; in examining the subject I will draw on my own experience in writing for film. In addition, we will consider the other parts of the sound track, such as music and sound effects, and the effects tracks demand as much imagination and care as the visual images. During the term we will analyze as many films as possible and will do projects in selecting and/or composing sound for film sequences; on route, we will cover the technical aspects of recording and mixing for film.

The class is limited to 16, preference given to Division II film and video students, and to composers interested in writing for film. Class will meet twice a week for 1 1/2 hour sessions.

**HA 106/206 INTERMEDIATE DIRECTING**

Janet Jenkins

This is a continuation of Introduction to Directing (HA 106). The class will focus on text analysis and conceptualization. Students will bring their own scripts to their in-class workshop and each will direct a one-act play to be performed in the Monday Afternoon Workshop Series.

Enrollment is limited to 10. Permission of the instructor is required. Students who have taken Introduction to Directing or its equivalent in another college will be considered. The class will meet twice weekly for two-hour sessions.

**HA 114/214 WRITING**

Nina Payne

By means of exercises that draw on personal history, family anecdotes, life experiences in general, students will spend class time in the process of writing. The work will be intense in quality and varied in form. Emphasis will be on stretching one's own resources as a writer and deepening their awareness of their own resources as a writer and deepening their awareness of their own resources as a writer and deepening their awareness of their own resources as a writer.

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

**HA 131/231a POETRY WRITING WORKSHOP**

Andrew Salkey

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

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

We will strive to respect the talents of the poets and resist all inducements to make them write like their mentor (that is, either like the external model or like their own). Suggested parallel readings will come from the full range of contemporary writing in verse.

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

**HA 136/236 PROSE WORKSHOP: FICTION/NON-FICTION**

Lorrie Goldensohn

The basic work of this class will be shaping experience, whether real-life or not, into a prose obeying the laws of fiction. Description of persons and places, concern with point of view, selection of timing and sequence--the whole battery of technical devices--will be our subject to pick over, exploit, and extend. The aim of the workshop will be to support experimentation in a wide variety of means, while encouraging members to develop a personal style. Limited to 15 persons, the group will be small enough to allow extensive discussion of each person's work. Class members will be expected to function as critics; as both readers and writers. In addition to writing regularly, there will also be a certain amount of reading, from both fiction and non-fictional sources. In ignoring the distinction between fiction and non-fiction, or in focusing on works that patrol the boundary between these differing varieties of reality, it is my hope that each writer-reader will discover the structuring principles of her or his own seeing. Learning to work within the inevitability of interpretation, we gain the possibility of circumventing it.

Classes will meet twice weekly for 1 1/2 hours. Admission by consent of instructor.

**HA 163/263 FICTION WRITING WORKSHOP**

Andrew Salkey

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

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

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

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

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

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

**HA 181/281 NERF AND NON: AN EXPERIMENTAL AND THEORETICAL INTRODUCTION TO GESTALT THERAPY**

Linda and Graham Gordon

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

We will meet twice a week for two-hour sessions, and the group will be limited to 16 members. Entrance to the class will be by interview with one of the instructors.

**HA 184/284 CREATIVE MUSIC: ITS THEORY AND APPLICATION**

Roland Higgins

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

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

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

Enrollment is limited to 15, and instructor permission is required. The class will meet twice weekly for two-hour sessions.

**HA 201 AMERICAN LANDSCAPES**

David Smith

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

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

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

**HA 202 SCIENTIFIC FOUNDATIONS OF DANCE**

Margaret Skrine

A lecture-laboratory course of selected anatomy, physiology, and kinesiology materials. Emphasis is placed on those aspects most relevant to dancers. Attention is paid to the scientific principles contributing to injury prevention, health maintenance, and efficient training of dancers.

No prerequisites. Class will meet once a week for two hours. Enrollment is open.

\*Margaret Skrine, M.S., Asst. Prof. of Anatomy and Kinesiology in Dance at Mc.Holyoke College (Five-College Program).

**HA 207 ADVANCED STUDIO FORUM**

Arthur Hoenar

This course is intended for students with a highly developed level of visual understanding which can be clearly exemplified in their own work. The continued growth of critical understanding will be one of the major purposes of the course. There will be brief slide presentations on relevant art movements. The students' own work will presumably continue in conjunction with whatever is assigned as part of the class, neither replacing the other.

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

The class will meet once a week for 2 1/2 hours. Enrollment is limited to 15 students, and an interview with the instructor is required.

**HA 209 DANCEWORK: CREATIVE PROCESS IN MOVEMENT**

Francis McEllan

This class will explore movement as an expressive and communicative language. Assignments and exercises will be purposefully directed to free creative imagination, expand range of movement choices, develop perception and observation skills, accumulate awareness of dance as art, develop independent aesthetic criteria. Exposure to a wide range of approaches to composition and varied sources for motivation and clarification will be used.

Class members will be expected to complete weekly assignments and several projects. Students with previous composition experience encouraged to work on additional projects concurrent with class. The class will hopefully provide a supportive forum for monthly (or bi-weekly) performance/composition opportunities. Class will meet twice weekly for one and one-half hour sessions. Enrollment limited to 15, by permission of instructor.

**HA 210 FILM WORKSHOP II**

Jeffrey Lieblich

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

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

There will be a lab fee of \$20. The class will meet once a week for four hours. Enrollment is limited to 12.

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

Elaine Hayes and Abraham Ravett

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

The class will attempt to integrate the procedural and formal concentration requirements of the College with the creative work produced by each student. It will offer a forum for meaningful criticism, exchange, and exposure to each other. In addition, various specific kinds of group experience will be offered: field trips to museums, galleries, and other environments; a guest lecture and workshop series; and encounters with student guest lecturers and artists from the Puritans through Faulkner, Frost, Rufus Weyl, Miller, and John McPhee.

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

There will be a lab fee of \$20. The class will meet once a week for five hours.

**BA225 PHOTOGRAPHY WORKSHOP II**  
 Elaine Hayes

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

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

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

There will be a lab fee of \$20. The class will meet once a week for four hours. Enrollment is limited to 12 students.

**BA 229 TOLSTOY, CHEKHOV, AND THE EMERGENCE OF MODERNISM**  
 Clay and Joanna Hubbs

The emergence of modernism involves nothing less than the birth of a new conception of the human mind and its relation to objective reality. As a literary style modernism is characterized by a disregard for traditional social values and a turn inward--both in form and content. The nineteenth and early twentieth century writers who we call the moderns saw the contemporary world as a chaotic muddle, lacking order. Virginia Woolf believed that the important thing for the artist to express is private experience, her vision of what life subjectively is.

The movement from outer to inner resulted from social change and cultural dislocation (from religious to scientific; from feudal to bourgeois) in Western society--a process dramatically accelerated in Russia where the intellectual values and social structures elaborated in the 18th and early 19th centuries collide with those of a traditional society. In that respect the Russian experience of dislocation and alienation precedes and perhaps exceeds that of Europe in intensity as well as scope.

In the last of the 19th century Russian society was in the throes of intensified "modernization" brought about by autocratic fiat and the growing creation of a western educated intelligentsia. The process of radical change of an agrarian and traditional society to fit into western social, economic, and intellectual structures naturally produced great tension among Russian writers and artists who assumed a political function and as prophets of the emerging social order and as critics and defenders of the one threatened with destruction. Writers expressed the alienation fostered by western education on the part of the educated classes from the traditional collectivity and their ambivalence about the lonely and isolating individualism which they found in the western philosophical tradition of the preceding century and which formed the basis even of socialist theory.

All Russian writers--from Pushkin to Dostoevsky--expressed their doubts about the introduction of this new western order while at the same time remaining ambivalent about the old. But none foresaw with greater clarity the price of western individualism and the loss of a sense of human community and continuity than the writer Tolstoy; and none evoked the condition of the westernized and alienated educated classes more fully than Chekhov.

In this course we will examine the way in which these two writers regarded changes in perception concerning the value and ordering of the human collectivity and the relationship of the individual to it, and the role of literature in this changing perception. But we will go further.

The process of modernization is not unique to Russia though it appears there in its starkest forms. All of Europe in the 19th century feels the gradual substitution of philosophy and science for religion; and of industrial and rationally created social orders for agrarian and family structures. The result is a vision of human life and its relationship to nature as a mechanistic rather than an organic, "familial" one. And all of European literature and thought reflects the fears and anxieties of this redefinition of humanity and collectivity.

We will examine how this tension expresses in the literary and artistic tradition called modernism; we will concentrate on the Russians whose sense of dislocation anticipates the European crisis in consciousness. Beginning with Tolstoy's vision of Christ as the source of salvation to the westernized gentry and intelligentsia, we will move to Chekhov's depiction of the "bourgeois" peasant (Kulak) as a threat to those same groups; and moving to the West, we will end with D. H. Lawrence's haphazard vision of a "modernized" society and alienated humanity. Our discussions will be informed by a wide range of readings in European literature, philosophy, and psychology.

Class will meet twice a week for 1 1/2 hours per session. Open enrollment.

**BA 231b POETRY WRITING WORKSHOP**  
 Barry Goldenshohn

This course will be a group independent study with a double commitment--to both writing and criticism. In practice this means that workshop members have as profound a commitment to reading one another's works as to their own. The goal of this is to develop a critical attitude toward one's own writing since we are notorious for seeing faults and occasionally strengths in others before we see them in ourselves. We learn indirectly, but we do learn.

Poems will appear on worksheets that will be available a few days before each class. Work is due each week. Readings will be assigned. A critical essay on a subject of the student's choice is required.

The class will meet twice weekly for 1 1/2 hours. Enrollment is limited to 12 and instructor approval is required. Students wishing to enroll should submit a manuscript to the instructor during the course interview period. Division I students may be admitted with the instructor's permission.

**BA 232 THE GREEK THEATRE**  
 Robert Mosher

The Greek theatre (chætrou) was, as its name suggested, a "seeing place," a place where people gathered to see with a fullness and a clarity which they found in no other place. This class will strive to participate in the character, the scope, and the truth of that vision perhaps peculiar to the Greek theatre. The central work of the class will be to read the entire corpus of classical Attic tragedy, i.e. all the extant works of Aeschylus, Sophocles, and Euripides, as well as several comedies of Aristophanes. A reading of the *Ilíad* and the *Odyssey* is assumed in advance but there is no further requirement of prior study or experience in theatre or in classical Greek literature. Since drama is public poetry written to be projected up and out of the masked parades of a people's deepest character, the least class of this sort might do is to read it aloud with spirit. Consequently, the class will meet once a week to read one play together and then to discuss it and the other readings for that week. In addition to these it and the other readings for that week, the class might, as a shared project, prepare one drama for presentation in the Spring to the college community.

Enrollment is unlimited.

**BA 234 LITERARY AND THEATRICAL ELEMENTS IN 16TH AND 17TH CENTURY DRAMA**  
 Brown Kennedy and David Cohen

An advanced Division II course designed to foster an understanding of dramatic literature as a form which is simultaneously literary and theatrical.

Shakespeare's theater was called the Globe--a deliberate allusion to the fact that the period underwood theater as being both a reflection of the world (a "mirror held up to nature") and a world in itself. In that respect the physical unit and a world in itself, in terms that are highly theatrical, man and woman are "barely players," all human action is in good part acting.

Because of this self-conscious theatricality, their vivid language and audacious stagecraft, the plays of this period provide an excellent case study for the type of cross-disciplinary work we propose. Areas to be considered include: contemporary theatrical practice; the evolution of dramatic structure in which the changing definition of heroic action reflects changing social roles and political situations.

We bring to the course our backgrounds in criticism, playwriting, directing, and intellectual history; and while the class is open to other qualified Division II students, we have designed it to meet literature students who are particularly interested in with both theater and literature concerns particularly in performance activities, while theater students will be urged to develop their skills in critical writing. All students will be responsible for participating in group projects and presentations for two short critical essays, and for one substantial research paper.

Texts will include several Roman and medieval plays, to be read as background, and selected works of Kyd, Marlowe, Shakespeare, Jonson, Tourneur, Beaumont and Fletcher, Webster, and Ford.

The class will meet twice a week for two hours. There will also be occasional evening sessions to watch films or, when possible, attend performances. Enrollment is open; however, since the course will not be offered without a minimum enrollment of 12, students who are interested must see one of the instructors before Christmas vacation.

**BA 235 PHOTOGRAPHY WORKSHOP, ADVANCED**  
 Jerry Lieblich

This workshop is for students who have had Phot I and II or equivalent background. We will deal with problems in contemporary photography. We will include extensive field work, individual and group projects, discussion and critiques.

The class will meet once a week for three and one-half hour sessions. Enrollment by permission of instructor.

**BA 237 SEMINAR ON RECENT AMERICAN FICTION**  
 Clay Hubbs

The format of the course will be similar to my past seminars in modern literature: each participant will assist in choosing the texts (ten works by major contemporary American writers), write a seminar paper, and lead a discussion. In addition, students will write short weekly papers on fictional aesthetics and contemporary fiction.

The class will meet twice weekly. Enrollment limit is 10. Interested students should sign the list on my door and meet with me during the course selection period.

**BA 250 TECHNICAL SKILL WORKSHOP**  
 Elaine Hayes and Abraham Ravett

These workshops are designed to introduce and to teach various technical skills in both filmmaking and photography. The emphasis will be in those areas not ordinarily covered in other film and photography classes. The objective is to broaden the participants' overall ability and extend the potential aesthetic choices available to the participants. The areas covered will be:

**Skill Photography** -- Color developing, color printing, presentation: matting, mounting, spotting, studio lighting, view camera techniques, non-over processes, photographic restoration.

**Filmmaking** -- Optical printing, animation, lighting for location, lense sound sync, flatbed editing, sound recording and transfer.

Prerequisite will be enrollment in a filmmaking or photography class. Enrollment is by permission of the instructor, and is limited to 15. Class will meet once a week for four hours.

**BA 252 HEGEL II**  
 R. Kenyon Bradt

This course is to be a continuation of the Fall term course, Hegel I. Whereas the primary study of the Fall term was of Hegel's *Phenomenology of Spirit*, the primary study of the Spring term is to be of Hegel's *Science of Logic* and *Encyclopedia of the Philosophical Sciences*.

The course is to meet for one and one half hours twice weekly. Enrollment is open.

**BA 253 AFRO-AMERICAN CHAMBER ENSEMBLE**  
 Ray Copeland

The Chamber Ensemble will focus on the interpretation, articulation, and performance of specifically designed orchestration featuring compositions by Duke Ellington, Thelonius Monk, Randy Weston, Quincy Jones, and other contemporary American composers. Besides concentration on sax training, instrumental proficiency 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 improvisational 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 complete instrumentalists ranging from a medium sized combo to a big band. For continued development, evaluation and/or grading, instrumentalists of comparable ability and "jazz" orientation will be encouraged to participate in BA 277 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 jazz performance on a professional and competitive level.

Auditions will be required in addition to a complete questionnaire from each applicant; forms may be obtained in the Music Building office. Maximum enrollment would consist of a conventional jazz section of five saxophones (including flutes, trombones, 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 rehearsal.

**BA 259 FROM THIS MOMENT ON: AN ECLECTIC DANCE TECHNIQUE DIMENSION COURSE**  
 Sandra Neels

This course was created from the feeling on the part of the instructor that new energy needs to be developed in the technical training of dancers. This effort will involve an eclectic fusion of dance techniques for the purpose of modernizing the ultimate goal of moving through time and space with sound. Step will no longer be stationary, and ballet, modern, and jazz will no longer be soundless. These forms will meet on a plane of longer without sound. These forms will meet on a plane of available rhythm and whole body movement. Students will be encouraged to use visualization and the senses of hearing and seeing in order to accomplish this technique.

Participants will be required to have had some previous serious training in one or all of the following: ballet, modern, jazz, or tap. The class will meet four times a week for an hour and a half. Please check with the instructor about specific shoes and equipment for this technique. Enrollment will be limited to 20. Admission is by permission of the instructor. (This is a continuation of BA 259 offered during Fall term.)

**BA 273 PROBLEMS IN ENVIRONMENTAL DESIGN**  
 Morton Jucarz and Earl Pope

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

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

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

The class will meet once a week for two hours. Enrollment in the course is limited to 10 students, and permission of the instructors is needed. It is the responsibility of the student to arrange for interviews with the instructors.

**BA 277 THE CREATIVE ART OF IMPROVISATION**  
 Ray Copeland

The perennially evasive and perplexing question, "How do you teach jazz..." has doubtlessly baffled music educators since times such as Louis Armstrong, Duke Ellington, Lucille Parker, John Coltrane, Stan Kenton (all deceased), and Thelonius Monk, Miles Davis, Dizzy Gillespie, Al Hirt, Stan Getz, Benny Goodman, have emerged as innovators of our independent 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 MA 253 Afro-American Chamber Ensemble. MA 277 didactic seminars (open to visitors) and closed sessions of from 15 to 20 hours will be presented each week on a rotating basis with the Chamber Ensemble. Members of the ensemble will be encouraged to participate in MA 277 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 ensembles 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, turnback progressions, patterns, clichés, 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.

Students interested in enrolling in this course should obtain questionnaires from the Music Building office. Additional information 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 unlimited.

HA 280 STUDIO ART CRITIQUE

Joan Murray

This class will focus on faculty-student discussion of Division II studio art work. The level of competence will be that of Division II concentration. Outside critics will be invited to participate in the quality and quantity of work warrants it. The class will meet once a week for three hours. Enrollment is limited to 15.

HA 286 CREATIVE MUSIC: ADVANCED SECTION

Roland Higgins

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

Enrollment is limited to 15, and an interview with the instructor is required. The class will meet twice weekly for two-hour sessions.

HA 292 SHELLEY AND HER CIRCLE

Mary Russo

This course on literary women in the 19th century will begin with a consideration of the life and work of Mary Wollstonecraft with a consideration of the life and work of Mary Shelley, the author of *Frankenstein*. The case of Mary Shelley has emerged as a kind of paradigm of the difficulties of the woman writer in relation to society, cultural tradition, and family members. Shelley's literary and social connections, to her feminist mother, Mary Wollstonecraft, author of *A Vindication of the Rights of Women* (1792), her radical father, William Godwin, her husband, Percy Bysshe Shelley and numerous friends, including Lord Byron will be emphasized. The larger questions of genre (women and the "epic"), themes (women and nature, women and love), and literary history (women and romanticism) will also be central to course discussion.

A second case for consideration will be the life and work of Margaret Fuller, the American literary figure associated with Hawthorne, Poe, Emerson and the transcendentalist circle in the United States, and Mazzini, George Sand, and Carlyle in Europe where she became a radical activist. Fuller's life and work struggles parallel those of Shelley as a public figure to represent her mythic reputation as a public figure has come to represent the particular difficulties of the American development of social ideas and of American women within our political culture.

Enrollment for this course is open to all students interested in literature and the 19th century. Reading will include biographical, historical, and critical works in addition to literary material. Class will meet once a week for two hours.

HA 294 COMPOSITION SEMINAR

Jan Swofford

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

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

HA 299a ADVANCED PLAYWRITES' WORKSHOP

David Cohen

This course will focus on advanced techniques of writing for performance.

Functioning as a workshop, we will attempt to foster a supportive yet critical atmosphere for our writing. A large part of the learning will be a direct result of weekly readings of new script pages. Readings (plays, theory, etc.) will be assigned but the emphasis is on the actual writing. Plays by

members of the workshop (as well as by former members) will receive primary consideration for production during the NEW PLAY FESTIVAL in April.

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

HAMPSHIRE COLLEGE CHORUS

Ann Kearns

Rehearsals Tuesday and Thursday, 4-6 p.m., Recital Hall, Music Building. Concerts: April 19, Parents' Weekend; Concert; April 24-25, projected Boston tour.

For audition, sign up at Chorus office, Music Building, by February 3.

SCHOOL OF LANGUAGE AND COMMUNICATION

LC 101 BOOLE'S ALGEBRAS AND THE LOGIC OF COMPUTERS

William Marsh

George Boole's developing of a logical calculus on the model of arithmetic, done at the middle of the nineteenth century, began the first advances in formal logic after the work done by the direct followers of Aristotle and the Stoics. We will read an exposition of the laws of thought, then look at the modern theory of Boolean algebras and their use in logic and set theory. This part of the course will culminate in the Stone Representation Theorem. The rest of the course will be spent on the use of Boolean algebra in the design of computer circuitry. We will work a little with wires, switches, and other circuitry. We will work the course by taking a thing in the "real" world, we will and the course by taking a systematically critical look at G. Spenser Brown's *The Law of Form*.

While most of the work in this seminar will be in mathematics, each student will write a short term paper on some topic in the history of the material done in class. The class will meet for one hour three times a week. Enrollment is limited to 16, by lottery if necessary.

LC 103 CHILD'S PLAY

Maryl Gearhart

In this course we will examine play and its role in cognitive and social development. The course will involve observation of children at play and interpretation of those observations in view of the following issues brought out in class readings, lecture, and discussions.

What is play? In order to observe it we will have to define it.

Is play a factor in cognitive and/or social development? Much of the interest in play stems from concerns with other behavioral developments, including problem-solving, creativity in symbolic domains, social relationships, communicative competence, and cultural differences in play across sexes, societies. Are there differences in play across sexes, societies, and cultures? And could these differences help explain differences in cognitive and social growth?

Is play a domain of behavior to be investigated in its own right? Most research tends to reduce play to the same cognitive and social abilities necessary in "real work." But there appear to be competencies peculiar to play, such as transformations of the "real" into the "pretend," which may have their own developmental history.

Classes will mix lectures and discussions. There will be several observation assignments and a final course paper exploring a specific research topic. Enrollment is open. Class will meet for 1 1/2 hours twice a week.

LC 102 CODEL, ECHNER, AND BACH

(NS 106)

Jay Garfield and Kenneth Hoffman

In this course we will read Douglas Hofstadter's *Gödel, Escher, and Bach*. The book is about minds and machines, music, logic, mathematics, art, meaning, and the relations among these, but prominently about *intentionality*—the relation of awareness of the cognitive power of the concept of isomorphism as a tool for forging interdisciplinary links and for developing "cool" for forging interdisciplinary links and for developing deeper insights into the results and methods of these diverse fields of inquiry. Along the way we will explore issues in a number of related fields, especially the philosophy of mind, artificial intelligence, and logic, but also mathematics, music theory, aesthetics, and computer programming. The course will be taught as a seminar, and students will undertake several projects to be shared with the class.

Enrollment is limited to 20; with permission of the instructors. The class will meet for 3 hours once a week.

LC 105 LANGUAGE AND THE HUMAN ANIMAL

Mark Feinstein and Deborah Berkman

"What makes human beings unique in the animal world" has long been a central question in human inquiry for scientists and humanists alike. The answers are various: our tool-making ability, our complex social organization, our ability to control the environment, human language, the capacity for thought, and so on. In this the soul, artistic creativity, nothing, and so on. In this course we will explore one of these answers in depth, namely human language.

We will be concerned with a cluster of interrelated questions: that exemplify the approach of contemporary linguistic science: What are the basic design features of human language? How much of human language are found in the natural communication systems of other animals? Are animals like apes and dolphins capable of learning human language? Is our linguistic ability a biological trait or a product of culture? Do other aspects of our humanity crucially depend on language—for instance,

does language determine the nature of our thinking processes? Are social organization and cooperation necessarily built on linguistic interaction?

We will confront these issues in two weekly seminar meetings of 1 1/2 hours each. One meeting will be an informal lecture format. The second will involve students in reading a piece of primary literature in relevant fields and preparing written critiques and class discussion of the material. This writing component will be an important part of the course. Deborah Berkman will lead group discussions of the course. Seminars and, where appropriate, will make individual writing instruction available. Enrollment is limited to 20 on a first come, first served basis.

LC 110 TELEVISION: SOCIAL PROBLEM OR ELECTRONIC SCAPGOAT?

Rodney Carveth and Richard Miller

Over the past few years a number of popular books have appeared that have been acutely critical of the impact that television has had on our daily lives. The charges leveled by these authors have ranged from television's causing aggressive behavior in children to creating distortion in the audience's perceptions of the world. Almost unanimously these authors have recommended that limitations be imposed upon the content and viewing of television. The central questions of the course, then, are: To what extent, if at all, should controls be placed on television? Or is the free speech provision of the First Amendment too precious a right to be abridged?

We will be reading several of these critical works: *Manhattan* and *Sverdlov's Secret Control*, Mander's *Four Arguments for the Elimination of Television*, Golden's *The Show and Tell Machine*, and *Winn's The Machine Gun*. The arguments and solutions proposed by each author will be examined for their strengths and weaknesses according to available research evidence.

Three short critical papers are required in the course as well as informed class discussion. The class will meet for 1 1/2 hours twice a week. Enrollment is open.

LC 111 INNATNESS

Michael Flynn

In one of Plato's dialogues Socrates maintains that "inquiring and learning are nothing but recollection." That is, when we think we have learned something, what we really do is simply remember it from past life; we've been born with all knowledge remembered in our souls. Just that we experience great difficulty in bringing it to remembrance. Two millennia later the British philosopher John Locke registered an opposing view: the character of an idea, as we say, white paper, void of all characters, without any ideas—how comes it to be furnished... To this I answer, in one word, from Experience. "At birth we know nothing."

Plato and Locke can be regarded as holding down the opposite poles of a dispute that has never been reemerged as a hotly debated issue in the philosophy of mind. The essential question is this: To what extent is the character of the things we learn determined before we learn them by virtue of the way our bodies and minds are constructed?

In this course we will attempt to unravel the complicated strands of this issue by focusing on one facet of human cognition: knowledge of a language. We will look at the achievement of various theories of human psychology to this problem with an eye to their philosophical underpinnings and their implications for the nature of human cognitive ability. Through our principal emphasis will be on such contemporary theorists as Chomsky, Skinner, and Piaget, there will be occasional digressions of varying length into classical and 17th and 18th century philosophers and into other branches of contemporary psychology. We will also give some substance to theoretical perspectives by learning some technical aspects of linguistic theory. No background in linguistics, psychology, or philosophy will be presupposed. The class will meet twice a week for 1 1/2 hours each time. Students wishing to be evaluated will be asked to write three papers totaling more than 20 pages and to do several shorter assignments. Enrollment is limited to 15; first come, first served.

LC 119 TELEVISION AND SOCIAL REALITY

Rodney Carveth

In 1922 Walter Lippmann, in his classic work *Public Opinion*, described the process of how the media organize "pictures in our heads" about the outside world. Since we can't experience most of the environment directly, Lippmann argued, we depend upon information about the world that is provided by the media. As television is the most pervasive of the media, it is the medium we depend on most for our understanding of what the world is about.

In this course we will examine how both television news and entertainment influences our notions about the world around us. Topics will include: the "agenda" set for news events; the impact on our knowledge of the political process; the perpetuation of stereotypes of women, minorities, and the aged; and the creation of cultural myths.

Reading for the course will include Greenberg's *Life on TV*, Stein's *The View from Sunset Boulevard*, Tuchman's *Halking Hears*, and several articles. Two short (3-5 page) critical essays will be required as well as a somewhat longer (8-10 page) research paper. Class participation is also expected. Enrollment for the course is open, and Division II students are welcome to attend. The class will meet for 1 1/2 hours twice a week.

LC 143 PROBLEM SOLVING

Deborah Knapp

Efficient thinking can be learned—that is the premise of this course. It is a course, not about a body of factual material, but about methods—how to set goals, how to gather information, how to organize and use new fields of study, and how to reason through difficult problems. We will focus on a number of subskills involved in efficient thinking, to include: building concentration power, recognizing fallacies (informal logic), memory, introspection, overcoming emotional blocks, and getting new ideas.

Students are asked to come to the first class with a statement of what they consider to be their greatest difficulties in





ional informal sessions will be arranged. Enrollment will be limited to 15, chosen by the instructors at the first class meeting.

**2C 246 COGNITIVE PSYCHOLOGY: THE MIND AND ITS PHYSIOLOGICAL CORRELATES**  
Neil Stillings

This course treats three fundamental topics in cognitive psychology through a critical survey of the literature and laboratory exercises. Together, the topics constitute an integrated survey of current approaches to the basic capacities of the human mind. By concentrating on a few central problems and ignoring such else, considerable depth is achieved in each of the topics. The actual and potential relationships between cognitive psychology and neuroscience are also discussed extensively.

**Consciousness and attention.** In recent years, powerful and interesting theories of the basic properties of conscious awareness have been constructed. We study in detail the capacities and limitations of awareness and its role in the learning and performance of complex mental and physical skills.

**Memory.** Psychological and physiological studies concerning the distinction between short-term and long-term memory are critically reviewed. We go on to study recent work in psychology on the organization of long-term memory and its role in acquiring complex knowledge and using it in situations that demand flexible recall, such as expert problem solving.

**Modes of thought.** Many research programs in cognitive psychology have been devoted to distinguishing between qualitatively different mental processes. Proposed distinctions between analytic and intuitive thinking have been particularly important. Some neuropsychologists have argued that certain modes of thought are physiologically localized in the right or the left hemisphere. We assess the psychological and physiological evidence for these theories.

This is an advanced core course on central mental processes. Its subject matter is complementary to that of courses at Hampshire and the other four colleges in psycholinguistics, visual and auditory perception, cognitive development, and physical and cognitive psychology. Students with little or no relevant background can take the course successfully if they are willing to put in extra time early in the term. There will be a steady diet of rather technical reading from textbooks and reports, and a final laboratory exercises including written reports, and a final paper that critically reviews some research and proposes a new experiment. The class will meet twice a week for 1 1/2 hours each session. Work in the laboratory will require an additional 16 session. Work in the laboratory will be flexibly scheduled. Enrollment is limited to 20 on a first-come basis.

**LC 253 VISUAL LITERACY AND VIDEO PRODUCTION**  
Gregory Jones

This course will assist participants in becoming critical consumers and competent creators of video programs. Through an analysis of art, photographs, and advertisements, a common vocabulary will be developed for describing "how images mean." Natural, cultural, psychological, and technical aspects of the aesthetics will be considered in an attempt to discover the artistic rationales behind selected still images; such rigorous evaluations will be based on the hypothesis that "nothing in a picture happens by accident."

The course will move from an analysis of aesthetics to a consideration of synesthesia, or the sense of taste sequences and the interplay between sight and sound. Film and television segments will be evaluated on the basis of form, denotation, connotation, and primary, secondary, and tertiary movement. The principle subject of analysis for this unit will be an uncut half-hour television program excerpt containing the condensed cluster of the film *Network*, advertisements, and the headline stories from a local newspaper.

The next course unit will explore the creative and organizational potential of each person's internal video network. "Using untapped, unlimited budget, nonstop medium of the mind." Using poems, dramatic dialogues, or song lyrics as program content, participants will develop treatments, storyboards, and direct scripts as a demonstration of the creative and organizational and organizational production. Short slide and sound shows may also be created during this unit.

The balance of the course will be devoted to video production. Work will begin with training exercises in the use of portable television equipment. Approaches to directing, performance, lighting, and editing will be demonstrated. Class members will decide whether they wish to produce independent programming or work as a production ensemble on a common theme or topic. There will be a possibility of producing programs in conjunction with the local cable television studios. The ultimate goal of the course will be to give participants the perspective and experience necessary to produce compelling programming for public consumption. At the least, the course will lead to an appreciation of the incredible effort that must go into video production and the "writing for govt."

The class will meet once a week for 3 1/2 hours and once a week for 1 1/2 hours. Enrollment limit is 12, by permission of instructor.

**LC 272 RESEARCH METHODS IN PSYCHOLOGY**  
Neil Stillings

This course is an intensive introduction to research in psychology. It is intended for students in all areas of psychology and education who intend to study and to do empirical research in Divisions II and III. A methods course makes a crucial contribution to the student's ability to critically understand and contribute to research, and it is an important and often required aspect of preparation for graduate study. The course is also suitable for students in the life sciences whose primary interests are in animal behavior or the physiology of behavior. The emphasis is on learning the skills needed to collect interpretable data, the formal analysis of data, using quantitative statistics, and the analysis of the accompanying course, SS 272 Statistics and Data Analysis, taught by Donald Poe. Students are encouraged to take both courses simultaneously for a comprehensive introduction to data collection and analysis. The courses may also be taken in separate terms in either order, however.

There are four major topics in this course: (1) A brief critical analysis of psychology as a scientific enterprise carried out

in contemporary society, including consideration of the psychologist's ethical obligations to the profession, society, and the people who are studied. (2) The nature of psychological measurement. We will study techniques for measuring phenomena ranging from reaction times to attitudes, and we will look at approaches to deciding on the number and diversity of people to include in a given investigation. (3) Principles of research design. We will compare experimental and nonexperimental methods, survey the use of experimental designs to produce interpretable results, and study techniques for preventing the contamination of results with the researcher's biases and preconceptions. (4) Writing research proposals and reports.

A number of research problems and exercises will be assigned during the term, including a research proposal. Students near the end of Division II will be encouraged to write proposals for their Division III projects. The class will meet for 1 1/2 hours twice a week. Enrollment is limited to 25 with preference given to students who are entering Division III.

**FOREIGN LANGUAGES**  
**FL 103 FRENCH II**  
Elisabeth Leete

This course is designed for students who have completed an elementary French course (including FL 101) or its equivalent. Class time will focus on conversation, using current events, literary works, magazines, newspaper articles, and films as well as points of departure. Language structure and usage will also be dealt with directly in class, keyed to texts and other instructional materials. Active class participation is required. Enrollment is limited to 15, by interview with the instructor at first class meeting.

**FL 104 SPANISH II**  
Angel Nieto

The second term of Spanish will continue to stress listening and speaking skills, with increased grammatical content. In the second half of the course, the student will be introduced to the reading and writing exercises in prose and poetry, with discussion and written exercises in Spanish. Students who are not sure if this level is appropriate should consult with the instructor at the first meeting of the class.

The class will meet twice a week for 1 1/2 hours each session. Enrollment is limited to 20, by interview with the instructor at first class meeting.

**FL 105 FRENCH III**  
Elisabeth Leete

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

The class will meet twice a week for 1 1/2 hours each session. Enrollment is limited to 15, by permission of the instructor.

**FL 106 SPANISH III**  
Angel Nieto

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

The class will meet twice a week for 1 1/2 hours each session. Enrollment is limited to 15, by permission of the instructor.

**SCHOOL OF NATURAL SCIENCE**

**ENERGY INTEREST GROUP**

Merle Bruno, Lloyd Williams, A. Cindy Morgan, et al.

A growing number of faculty, students, and administrators at Hampshire College are becoming involved in projects relating to the world's energy crisis and to Hampshire's rapidly increasing energy costs. The Energy Interest Group will provide a forum for those people. This Spring, the Energy Interest Group will sponsor three activities: a lecture/workshop series, a Division II course in Energy Technology, and a Division III Integrative Seminar. In addition, if there is sufficient interest, a regular brainstorming and critiquing session will be held for people working on division I exams. See K. Bruno if you are interested.

- Lecture/workshop series. This group will meet every other Monday evening alternating with the Monday evening meetings of the Natural History Gathering. Speakers and workshop leaders will be chosen from the Hampshire community and will address a variety of topics including energy education, public policy, appropriate technology, and non-profit energy organizations. This series is open to the entire Hampshire community and evaluations will be written unless special arrangements are made with the series organizer. If people are interested, we will meet over a pot luck dinner with the speakers.
- Energy Technology Seminar. Division II. See NS 235 for description.
- Energy at Hampshire College. Division III. See IN 305 for description.

**DIVISION I:**

**ASTF 34 HISTORY OF ASTRONOMY**  
Kurtis Gordon

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

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

**NS 103 BLACK HOLES AND THE UNIVERSE**  
Courtney and Kurtis Gordon

Questions about the origin and structure of the universe have puzzled humanity for ages. Within the universe, nature performs experiments under extreme conditions which we can never hope to duplicate on earth—but which we can and may try to understand. From the smallest and densest black holes to the enormity of the universe itself, the theory of relativity finds application. A qualitative understanding of the theory is accessible to students with very little scientific background or facility with equations—which is required is a willingness to explore and to think rigorously.

Expected student input: short paper during first 6 weeks, major paper or other project during second half of term, report to class on the project during final two weeks.

Class meetings: Two 1-1/2 hour meetings per week for first 6 and last 2 weeks of the term, with intervening time to be spent on projects.

**NS 104 THE SCIENCE AND ART OF HOLOGRAPHY**  
Janet Van Blerkom

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

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

**NS 110 THE CLIMATE OF THE CONNECTICUT RIVER VALLEY**  
John Reid and John Foster

New England is a battleground for the weather, where cold air from the Arctic, warm moist air from the Gulf of Mexico, and the chilly raw air from the Atlantic all collide. In addition the hills along the valley produce atmospheric inversions and other local phenomena peculiar to the region. The unique properties of water, and the way it interacts with the ground and with the air, have a lot to do with the local climate.

Many weather phenomena are reproduced on a small scale in various parts of the valley, so that by poking around in ketrikliphas, hillsides, sheltered spots, ponds and open fields "micro-climates" whose behavior can then be used to understand larger weather systems. This course will be a combination of field and laboratory study of the details of the local climate. We can measure temperature inversions on a wireless night, photograph ice crystals on a frosty windopause, look for first lab and watch a thunderstorm sweep across the valley. Opportunities for student projects abound.

Class will meet for 1-1/2 hours twice a week plus an afternoon lab.

**GENETICS LISTINGS**

Five minicourses with genetics as a central topic are offered on a regular schedule at Hampshire College. These courses and times are:

Spring 1981  
NS 126 Beanbag Genetics First six weeks  
NS 228 Genetics of Evolution Second six weeks

Fall 1981  
NS 127 Human Genetics First six weeks  
NS 229 Behavioral Genetics Second six weeks

Spring 1982  
NS 236 Informational Macromolecules First six weeks  
The sequence will repeat beginning Fall 1982

The courses given in a single term are so arranged that students may take a full semester course in genetics or take any one minicourse. Each minicourse should require about ten hours of reading each week for a typical college student as well as the six hours of class time.

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

**NS 126 BEANBAG GENETICS: THE EVOLUTION OF GENETICS**  
Lynn Miller with Kenneth Hoffman

This course is intended to be an introduction to the history and the concepts of genetics. We will spend the first six weeks of the class time reading and discussing some of the original research papers from the early days of modern genetics. We will try to do four things in this period:

- learn to analyze genetic research papers;
- learn to think mathematically about genetics;

- (3) learn to think about the historical and social context of modern genetics;
- (4) start to work on individual or group projects in areas of genetics of interest to the students in the class.

One class each week will be led by Ken Hoffman, who will help students with the mathematics of genetics.

Students who complete the course and wish to work on Division I natural science exams will be able to work with the instructors during the last six weeks of the semester.

Class will meet three times a week for two hours each.

Limit 16: First come.

**NS 132 NEUROBIOLOGY**

Albert S. Woodhull

We will study the nervous system by reading reports of scientific research and by attempting some of the techniques ourselves in the laboratory. The class will meet for 3 hours each week with the time divided flexibly between laboratories and lecture-discussion. Students should expect to spend additional time on laboratory work and a longer report on a project will be required.

The instructor is especially interested in vision and prefers to do experimental work on animals with simple nervous systems. These factors will influence the choice of laboratory and reading assignments.

Enrollment limit is 12, first come first served.

**NS 138 BIOPOLITICS**

Michael Gross

Participants in this course will become critics, editors, and researchers contributing to a book with the same title. Its subject is the application of various biological concepts and theories to social theory and public policy, in relation to such topics as population and food supply, race and intelligence, sociobiology, sex differences and homosexuality, hyperactivity. In each of these areas, scientific results have been applied to, or alleged to bear on, questions of social and political significance. The book has two purposes: to discuss the validity of the scientific conclusions, and to evaluate their relevance to the sociopolitical questions.

The course will run for a full year; the topics covered each semester will be announced at the beginning of the semester. Students enrolled during the Fall semester may, after discussion with the instructor, wish to continue. Students may enroll in the Spring without having taken the first half of the course, the previous semester.

As to format, I will distribute, periodically, drafts of portions of the manuscript. Since the intended audience is the educated layperson (rather than specialists), you will be the ideal critical readers. As Division I students, you will be learning how to do research by helping to fill in the gaps—the areas where the manuscript needs expansion or clarification. You will help deal with needs ranging from tracking down a particular source, to developing a bibliography, to writing up summaries or critiques of particular papers. In this way, I anticipate that topics suitable for materials. In this way, I anticipate that topics suitable for development into Division I projects that emerge from the questions which arise in the written drafts I present. Also, you will have the opportunity to see a piece of written work evolve—become reorganized, expanded or revised, and rephrased.

Most of the readings will be library materials or handouts, but I recommend strongly that you purchase and read Peter Elbow's *Writing Without Teachers*.

Written work will to some extent depend on how much you choose to undertake, but expect to produce some thirty pages during the semester. Evaluation will be based upon participation in various aspects of the course: involvement in participating in discussions following through on tasks you agree to undertake, and development of your own research and writing skills.

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

**NS 139 USABLE MATHEMATICS**

Kenneth Hoffman

In this course we will work on developing the student's proficiency in and fondness for mathematics by working through a selection of topics in elementary applied mathematics. This course is designed primarily for those who are unsure of their mathematical background and ability and want to do something about it; better prepared students are advised to consider one of the other Division I math courses. Some of the topics we will cover are:

- Surveying and mapping
- Celestial navigation
- Mathematics of carpentry
- Introductory computer programming
- How to read and use graphs

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

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

**NS 142 THE BIOLOGY OF WOMEN**

Nancy Goddard

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

Students will be expected to read from text materials and

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

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

**NS 148 SOLAR AQUACULTURE**

Charlene Van Raalte and Thomas Leue\*

We will use the new solar pond in the Enfield greenhouse as the focus for this course. Students will learn about the theory and operation of greenhouse fish culture and hydroponics (growing plants in water). Through discussions, hands-on work, and readings, we will study the biological and ecological principles of solar aquaculture—water chemistry, growth and interactions of bacteria, algae and fish, hydroponics. We will also construct a new solar pond. There will be several field trips to aquaculture projects, and we will bring in outside speakers.

Class will meet once a week for three hours.

Limit 15: First come.

\*Natural Science Lab technician

**NS 168 HAZARDOUS WASTES IN THE ENVIRONMENT**

Lloyd Williams and Ken Adler\*

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

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

Limit 15: First come.

\*Ken Adler is a Division III student working on toxic waste disposal.

**NS 175 TOPICS IN CANCER RESEARCH**

Sandra Oyevalle

Volumes of publications on cancer-related research give us an opportunity to examine the approaches that are being used to tackle the problem of cancer, the number two killer in the United States. We will discuss the epidemiology of cancer and mechanisms of carcinogenesis, as well as some relevant cellular biology. Some emphasis will be placed on viral agents which have been implicated in cancer. The format will be a combination of lectures and discussions of scientific articles.

For evaluation, in addition to doing the assigned reading, students will be required to write a research paper and make an oral presentation before the class based on published research articles.

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

**NS 183 QUANTUM MECHANICS FOR THE MYRIAD**

Herbert Bernstein

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

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

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

**NS 186 ANIMAL BEHAVIOR**

Raymond Coppinger

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

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

Books for this course will cost about thirty dollars.

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

**NS 193 THE EDGEWOLD OF CENTRAL NEW ENGLAND**

John Reid and Raymond Coppinger\*

This course is designed to investigate the relationship between the surficial geology of the Connecticut Valley area and its surficial geology. Specifically, we will study the nature of the ground created by continental glaciers, and by rivers and lakes. We will then examine the controls placed on the distribution of plants—trees in particular—by the type of land they grow in.

A central theme through the course will be the effects of a new geologic force—human agricultural activity—on the face of New England over the last 300 years.

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

**NS 196**

fast or FEAST: lean or FAT

Merle Bruno

The students in this seminar will learn to read and evaluate some of the research done on how the body handles excess calories and on how it survives when it gets too few calories. For the first six weeks we will read research papers, learn our own dietary intakes, and measure our metabolic rates.

During the last six weeks we will meet less formally; students will work on individual or group projects. At the end of this period, students will report the results of their work to the rest of the class.

Enrollment is limited to 16. First come.

Class meets for 1-1/2 hours three times each week.

**DIVISION II:**

**ASTFC 20 COSMOLOGY**

To be announced

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

**ASTFC 22 INTRODUCTION TO ASTRONOMY AND ASTROPHYSICS II**

To be announced

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

**ASTFC 38 OBSERVATIONAL RADIO ASTRONOMY**

To be announced

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

**ASTFC 44 ASTROPHYSICS II—RELATIVISTIC ASTROPHYSICS**

To be announced

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

**PHYSICS AT HAMPSHIRE**

The study of "real physics" at Hampshire will be structured around an introductory two-term sequence. Basic Physics (with its attendant laboratory experiences) and advanced follow-up courses. Basic Physics is team taught by all the faculty who have an interest in physics. The next Basic Physics sequence will begin in the Fall of 1981. Physics requires a strong mathematical background including algebra, trigonometry, and calculus. It is not essential to have taken the calculus before starting physics, but it is essential that the calculus be taken at least concurrently with the first semester of Basic Physics. Therefore, students who have not had the calculus should plan on taking both Physics and the Calculus in the Fall of 1981.

**NS 204 ECOLOGY**

Charlene Van Raalte and Arthur Weising

A study of the relationship of plants and animals with their living and non-living environment, with major emphasis on temperate-zone aquatic and terrestrial ecosystems. The curriculum includes succession, nutrient cycling, population interactions, biogeography, soils, microbial ecology, and evolution. The laboratory work consists of field trips as well as indoor and outdoor exercises, meant primarily to acquaint the student with some of the concepts, techniques, and tools of ecological research.

Students are expected to attend class (both lecture and lab) regularly and to participate fully in the discussions and exercises. Readings will be largely from a basic textbook (Odum's "Fundamentals of Ecology"), but these will be supplemented by others from the scientific literature. Two reports will be required, one based on laboratory work.

Division II level; prerequisite: one semester each of Biology and chemistry; no enrollment limit; grades available for Five College students.

The class will meet for two 1-1/2 hour lectures and one four hour lab per week.

**NS 212 ORGANIC CHEMISTRY (SPRING)**

Nancy Lourey

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

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

# HAMPSHIRE COLLEGE

## SCHEDULE OF CLASSES

### SPRING TERM 1981

**CODES**

ARB	Arts Building	DH	Dakin House	ELH	East Lecture Hall
CSC	Cole Science Center	EH	Enfield House	MLH	Main Lecture Hall
EDH	Emily Dickinson Hall	GH	Greenwich House	WLH	West Lecture Hall
FPH	Franklin Patterson Hall	MH	Merrill House	Donut	Greenwich House - Center Room
FPB	Film/Photography Building	PH	Prescott House	BKSEM	Book Seminar
MDB	Music/Dance Building				
RCC	Robert Crown Center				
LIB	Harold F. Johnson Library				

TBA To Be Announced or Arranged  
 \* Course is not term-long, see course description

**SCHOOL OF HUMANITIES AND ARTS**

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
HA 102	Ear Training	J. Stafford	Open	None	TBA
HA 103	Training-Beg Performer	J. Jenkins/S. Neels	InstrPer	12	MW 1-3
HA 1/204	Creatv Use/Film Sound	J. Stafford	InstrPer	16	TBA
HA 1/206	Intermediate Directing	J. Jenkins	InstrPer	10	TTH 1030-1230
HA 108	Color	A. Hoener	1st Come	30	MW 1030-12
HA 109	Graphic Design	D. Weier	1st Come	15	W 1030-1
HA 110	Film Workshop I	A. Ravett	1st Come	12	T 9-1230
HA 112	Design Response II	W. Kramer	InstrPer	15	TTH 1030-12
HA 1/214	Writing	N. Payne	InstrPer	15	T 9-12
HA 115	Beg Modern Dance	E. Welchman	InstrPer	20	MW 9-1030
HA 1/226	Improv-Move Wkshp	F. McClellan	InstrPer	30	TTH 1-230
HA 130	3 Russian Writers	J. Hubbs	Open	None	MW 1030-12
HA 131/231a	Poetry Writing Wkshp	A. Salkey	InstrPer	16	T 130-3
HA 134a	College Writing-Irish	F. Smith	1st Come	25	MW 830-930
HA 134b	College Writing-Amer	F. Smith	1st Come	25	TTH 830-930
HA 135	Intro-Lit/Text Analysis	M. Russo	1st Come	18	TH 1-3
HA 136	Man-Made Environment	N. Juster/E. Pope	1st Come	12	TF 930-12
HA 137	Mark Twain's Amer	J. Matlack	1st Come	25	TTH 1030-12
HA 1/238	Prose Workshop	L. Goldensohn	InstrPer	15	TTH 1-230
HA 139	5 Southern Writers	L.B. Kennedy	1st Come	15	TTH 9-1030
HA 146	Painting/Collage/Const	J. Murray	Open	None	TTH 1030-1230
HA 150a/b	Still Photo Wkshp	TBA	1st Come	15/15	TBA
HA 155	Aristotle	R.K. Bradt	Open	None	WF 1030-12
HA 1/263	Fiction Writing Wkshp	A. Salkey	InstrPer	16	TH 130-3
HA 1/281	Here/Now-Gestalt	L./G. Gordon	InstrPer	16	T 9-12
HA 1/284	Creative Music	R. Wiggins	InstrPer	15	MW 3-5
HA 1/286	Creative Music-Adv	R. Wiggins	InstrPer	15	TTH 1-3
HA 201	American Landscapes	D. Smith	InstrPer	25	MW 830-1030
HA 202	Scient Foundtns-Dance	M. Skrinar	Open	None	TH 830-1030
HA 207	Adv Studio Forum	A. Hoener	InstrPer	15	W 1-4
HA 209	Dance Wkshp	F. McClellan	InstrPer	15	MW 1-3
HA 210	Film Workshop II	J. Liebling	1st Come	12	T 1-5
HA 220	Film/Photo Studios	E. Mayes/A. Ravett	Concentrtors	None	W 130-5
HA 225	Photo Workshop II	E. Mayes	1st Come	12	T 1-5
HA 229	Tolstoi/Chekhov/Modern	C./J. Hubbs	Open	None	MW 130-3
HA 231b	Poetry Writing Wkshp	B. Goldensohn	InstrPer	12	MW 1030-12
HA 232	Greek Theatre	R. Meagher	Open	None	M 1-4
HA 234	16/17th Cent Drama	L.B. Kennedy/D. Cohen	InstrPer	12	TTH 1-3
HA 235	Photo Workshop-Adv	J. Liebling	InstrPer	None	MW 10-12
HA 237	Seminar-Amer Fiction	C. Hubbs	InstrPer	10	MW 1030-12
HA 250	Tech Skill Worksp	E. Mayes/A. Ravett	InstrPer	15	W 9-1230
HA 252	Hegel II	R.K. Bradt	Open	None	WF 1230-2
HA 253	Afro-Am Chamber Ens	R. Copeland	Auditions	None	TBA
HA 254	Radical Ed-Black Studies	C. Frye/ D. Davidson	InstrPer	None	W 930-1230
HA 259	Eclectic Dance Tech	S. Neels	InstrPer	20	MTWTH 1030-12

HA 273	Probs-EnvironDesign	N. Juster/E. Pope	InstrPer	10	T 1-3	CSC 302
HA 277	CreativeArt-Improv	R. Copeland	Open	None	TBA	ARB
HA 280	Studio Art Critique	J. Murray	1st Come	15	T 1230-3	PH D-1
HA 292	Shelley & Circle	M. Russo	Open	None	M 3-5	
HA 294	Composition Seminar	J. Swafford	InstrPer	8	TBA	Kiva
HA 299a	Adv Playwright's Wkshp HC Chorus	D. Cohen A. Kearns	InstrPer Audition	12 None	W 1-4 TTh 4-6	MDB
Reading and Writing Skills			InstrPer	15	M 4-5	FPH 106

**SCHOOL OF LANGUAGE AND COMMUNICATION**

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE	
LC 101	Boole's Algebra	W. Marsh	1st Come	16	MWF 1030-1130	FPH 103
LC 103	Child's Play	M. Gearhart	Open	None	TTH 9-1030	FPH 104
LC 107	Godel/Escher/Bach	J. Garfield/K. Hoffman	InstrPer	20	W 3-6	FPH 102
LC 109	Language/Human Animal	M. Feinstein/D. Berkman	1st Come	20	MW 1030-12	FPH 105
LC 110	TV-Problem/Scapegoat?	R. Carveth/R. Muller	Open	None	TTH 130-3	FPH 105
LC 111	Innateness	M. Flynn	1st Come	15	TTH 1030-12	PH D-1
LC 119	TV & Social Reality	R. Carveth	Open	None	TTH 1030-12	FPH 105
LC 143	Problem Solving	D. Knapp	Lottery	20	TTH 1-230	FPH 104
LC 193	Computer Programming	H. Peelle	1st Come	30	MW 1030-12	FPH 108
LC 196	Nonverbal Communication	L. Wylie	Lottery	20	MW 130-3	FPH 105
LC 201	History-Press in U.S.	D. Kerr	Open	None	MW 9-1030	FPH 107
LC 204	Development-Morality	M. Gearhart	Open	None	TTH 1030-12	FPH 104
LC 209	Ethics	J. Garfield	InstrPer	20	TTH 130-3	PH D-1
LC 214	Meaning	M. Flynn	InstrPer	15	MW 1030-12	PH D-1
LC 217	Nat'l/Artfcl Intell	H. Peelle	1st Come	15	TTH 130-3	FPH 107
LC 218	Journalistic Interview	M. Young	InstrPer	12	MW 1030-12	EDH 15
LC 229	Cognitive Development	D. Knapp	Lottery	20	MW 1-230	FPH 104
LC 231	Lang/Culture/Politics	M. Feinstein/L. Glick	Open	None	MW 130-3	FPH ELH
LC 232	Philo in England	A./M. Lazerowitz	InstrPer	15	MW 3-5	FPH 104
LC 246	Cognitive Psychology	N. Stillings	1st Come	20	MW 3-430	FPH 105
LC 253	Visual Literacy/Video	G. Jones	InstrPer	12	W 130-5/F 130-3	TV Class
LC 272	Research-Psychology	N. Stillings	1st Come	25	TTh 9-1030	FPH 105

**FOREIGN LANGUAGES**

FL 103	French II	E. Leete	InstrPer	15	TTH 1030-12	EDH 17
FL 104	Spanish II	A. Nieto	InstrPer	20	MW 1-230	PH A-1
FL 105	French III	E. Leete	InstrPer	15	TTH 1030-12	EDH 17
FL 106	Spanish III	A. Nieto	InstrPer	15	MW 3-430	PH A-1

**SCHOOL OF NATURAL SCIENCE**

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE	
NS 103	Black Holes/Universe	C./K. Gordon	Open	None	MW 9-1030	CSC 114
NS 104	Holography	J. Van Blerkom	Open	None	MF 1-230	CSC 302
NS 106	Godel/Escher & Bach	J. Garfield/K. Hoffman	InstrPer	20	W 3-6	FPH 102
NS 116	Climate-C.R.V.	J. Reid/J. Foster	Open	None	MW 830-10/T 1-3	CSC 202/Lab
NS 126	Beanbag Genetics	L. Miller/K. Hoffman	1st Come	16	MWF 830-1030	FPH 105
NS 132	Neurobiology	A. Woodhull	1st Come	12	TTH 1-3	CSC Lab
NS 138	Biopolitics	M. Gross	Open	None	TTH 1030-12	PH B-1
NS 139	Usable Math	K. Hoffman	Open	None	MWF 1030-1130	FPH 102
NS 142	Biology of Women	N. Goddard	Open	None	TTH 130-3	CSC 202
NS 148	Solar Aquaculture	C. Van Raalte/T. Leue	1st Come	15	W 130-430	PH B-1
NS 168	Hazardous Wastes	L. Williams/K. Adler	1st Come	15	MW 1030-12	CSC 126
NS 175	Cancer Research	S. Oyewole	Open	None	TTH 1030-12	CSC 202
NS 183	Quantum Mechanics	H. Bernstein	Open	None	MWF 9-1030	PH A-1
NS 186	Animal Behavior	R. Coppinger	Open	None	MW 1030-12	FPH WLH
NS 193	Ecogeology-Central N.E.	J. Reid/R. Coppinger	Open	None	M 130-5/W 130-3	FPH 108
NS 196	fast/Feast-lean/Fat	M. Bruno	1st Come	16	MWF 1030-12	EDH 16
NS 204	Ecology	C. Van Raalte/A. Westing	Prereq	None	TTH 1030-12/TH 1-5	CSC 114/Lab
NS 212	Organic Chemistry	N. Lowry	Open	None	MWF 1030-12/MF 1-3	CSC 114/Lab
NS 218	Contraceptive Tech	N. Goddard	InstrPer	15	W 1030-12	CSC 202
NS 227	Enzymes/Lab/Biochem	J. Foster	InstrPer/DI	None	W 1-5	CSC Lab

*NS 228	Genetics of Evolution	L. Miller/M. Sutherland	Open	None	MWF 830-1030	FPH 105
NS 230	Div II Bio Seminar	Ann Woodhull	Open	None	M 12-3	Kiva
NS 235	Energy Tech Seminar	L. Williams	InstrPer	15	M 3-5	CSC 202
NS 238	Environmental Bks Sem	R. Lutts	Open	None	T 1-3	CSC 114
NS 261	Math-Scnts/Scl Sntsts	M: Sutherland	Open	None	MWF 3-5	FPH 103
NS 267	Linear Analysis/Diff Equat	K. Hoffman	Open	None	TTH 1030-12	FPH 102
NS 271	Natural Hist Gathering	K. Hoffman/C. Van Raalte	InstrPer	None	TBA	
NS 281	BKSEM: Physics	J. Van Blerkom	InstrPer	None	See Course Description	
NS 287	Enterprise of Science	S. Goldberg, etal	InstrPer	None	TTH 130-3	Red Barn
ASTFC 034	History of Astronomy	K. Gordon	Open	None	MW 3-430	CSC 126
ASTFC 020	Cosmology	TBA	Prereq	None	TBA	
ASTFC 022	Intro-Astron/Astrophys	TBA	Prereq	None	TBA	
ASTFC 038	Obs Radio Astronomy	TBA	Prereq	None	TBA	
ASTFC 044	Astrophysics II	TBA	Prereq	None	TBA	

**SCHOOL OF SOCIAL SCIENCE**

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE	
SS 102	Poverty & Wealth	L. Nisonoff	1st Come	18	TTH 1030-12	FPH 108
SS 104	Men/Women/Work	P. Glazer/M. Slater	1st Come	20	MW 130-3	CSC 126
SS 110	Race to Power	C. Bengelsdorf	1st Come	16	MW 3-430	FPH 107
SS 114	Econ Pers-Women	L. Nisonoff	1st Come	18	TTH 130-3	FPH 108
SS 118	The Holocaust	L. Glick	1st Come	25	MF 9-1030	FPH ELH
SS 121	Health Care Delivery	R. von der Lippe	1st Come	20	TTH 1030-12	PH A-1
SS 122	Power & Authority	J. Landes/R. Rakoff	1st Come	20	TTH 1030-12	CSC 126
SS 126	Intro-Political Economy	L. Hogan	1st Come	20	TTH 1-3	FPH 106
SS 130	Back-to-Africa Moves	E.F. White	Open	None	MW 1030-12	FPH 104
SS 138	Ed/Historical Studies	C.M. Shea	1st Come	20	MF 9-1030	PH D-1
SS 142	Curr Crises-Amer Politic	M. Ford/F. Holmquist	1st Come	25	TTH 9-1030	FPH ELH
SS 157	Human Aggression	D. Poe	Open	None	TTH 1030-12	FPH ELH
SS 207	Family-X-Cultural	H. Cerullo, etal	Open	None	TTH 1030-12	FPH 106
SS 210	Intro-Economics	F. Weaver	Open	None	MWF 9-1030	FPH 104
SS 214	Class and Politics	M. Cerullo	Open	None	W 1-3	FPH 106
SS 220	Law/Justice/Education	H. Rose	Open	None	DivII/III MW 1030-12	FPH 106
SS 223	Black Amers-Cap Society	L. Hogan	1st Come	20	TTH 1030-12	FPH 107
SS 231	Lang/Culture/Politics	M. Feinstein/L. Glick	Open	None	MW 130-3	FPH ELH
SS 232	Imperialism/Underlevel	C. Bengelsdorf, etal	Open	None	TTH 130-3	FPH ELH
SS 238	Inflation/Lib Econ	S. Warner	Open	None	TTH 1030-12	GH Masters
SS 246	Pol Econ-Communities	M. Breitbart, etal	Open	None	MW 1030-12	FPH MLH
SS 248	Philo-Alternative Ed	C.M. Shea	Open	None	MW 3-430	FPH ELH
SS 251	Feminist/Social Moves	N. Fitch/J. Landes	1st Come	20	W 130-330	CSC 114
SS 254	Radical Ed-Black Studies	D. Davidson/C. Frye	InstrPer	None	W 930-1230	EDH 4
SS 258	Law/Labor-Amer History	L. Mazor	Open	None	MW 1030-12	FPH 107
SS 260	Math-Scntsts/Scl Scntsts	M. Sutherland	Open	None	MWF 3-5	FPH 103
SS 272	Statistics/Data Analysis	D. Poe	1st Come	25	MW 130-3	FPH 102
SS 286	Abnormal Psychology	L. Farnham	Open	None	WF 1030-12	FPH ELH
SS 292	Autonomy/Community	M. Mahoney	1st Come	20	TH 1030-1	FPH 103

**DIVISION III INTEGRATIVE SEMINARS**

IN 301	Psychoan Theory/Lit	L. Farnham	Open	None	W 7-10pm	TBA
IN 303	Social Theory/Policy	R. Rakoff	InstrPer	None	TBA	
IN 304	Women/Environment	M. Breitbart	InstrPer	15	Th 1-3	FPH WLH
IN 305	Energy at Hampshire	M. Bruno/A.C. Morgan	Open	None	T 2-5	Kiva
IN 306	Law & Literature	D. Smith/L. Mazor	InstrPer	16	Th 6-10pm	TBA
IN 307	Athens	R. Meagher	Open	None	W 1-3	EDH 17
IN 325	Natural Hist. Gathering	K. Hoffman/C. Van Raalte	InstrPer	None	TBA	
IN 345	Genetic Engineering	S. Oyewole	InstrPer	15	TBA	
IN 347	Technology/Human Values	R. Muller	1st Come	20	W 7-9pm	TBA
IN 349	People Studying People	R. von der Lippe	1st Come	16	M 3-6	PH B-1

**OUTDOORS PROGRAM**

<u>COURSE</u>	<u>INSTRUCTOR</u>	<u>ENROLLMENT METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>	
OP 106	Beg Top Rope Climb	G. Newth	1st Come	12	T 1245-530	Outdoors
OP 111	Beg Top Rope Climb	J. Rankin	1st Come	12	TH 1245-530	Outdoors
*OP 132	Cross-Country Skiing	J. Rankin	1st Come	12	T 1230-6pm	Outdoors
*OP 137	Navigation-Map/Compass	S. Anderson	1st Come	15	W 1-4	PH C-1
*OP 138	Bike Tour/Maintenance	S. Anderson	1st Come	12	W 1-4	Outdoors
*OP 139	Cycling-Training	S. Anderson	1st Come	12	MTWThF 4-530	Outdoors
*OP 140	Explore-Winter Woods	A. Ayvazian	1st Come	12	T 1-5	Outdoors
OP 142	Public Land/Wild/You	S. Anderson	1st Come	12	TBA	Outdoors
*OP 143	Climbing Ice	B. Garmirian	InstrPer	6	TH 12-6pm	RCC
*OP 205	Adv Rock Climbing	B. Garmirian	InstrPer	14	I:W 1-330	Outdoors-
		G. Newth	InstrPer	14	II:W 12-530	PH C-1
OP 218	Outdoor Ed/Leadership	A. Ayvazian/S. Anderson	InstrPer	12	WF 1030-12	PH C-1
OP 256	Women Ascending-Outdoors	A. Ayvazian	1st Come	12	TH 1-5	PH C-1

**RECREATIONAL ATHLETICS**

RA 102	Int Shotokan Karate I	M. Taylor	Prereq	None	MWF 3-420	So Lounge
RA 103	Int Shotokan Karate II	M. Taylor	Prereq	None	TTHSUN 7-9pm	So Lounge
RA 104	Adv Shotokan Karate	M. Taylor	Prereq	None	SUN 3-5	So Lounge
RA 105	Aikido	P. Sylvain	InstrPer	None	TBA	
RA 106	Beg Hatha Yoga	S. Morley	Open	None	M 2-315	Donut 4
RA 107	Cont Hatha Yoga	S. Morley	Open	None	M 330-445	Donut 4
RA 108	Tai Chi	P. Gallagher	Open	None	M 630-745pm	So Lounge
RA 109	Cont Tai Chi	P. Gallagher	Open	None	M 8-930pm	So Lounge
RA 112	Women's Basketball	K. Stanne	Open	None	TBA	
RA 113	Volleyball	K. Stanne	Open	None	TBA	
RA 114	All the Games	K. Stanne	InstrPer	None	TBA	
RA 115	Adv Lifesave/CPR	K. Stanne	InstrPer	15	TTH 6-815pm	Pool
RA 116	Condition-Swimming	K. Stanne	InstrPer	12	TBA	
RA 117	Beg Kayaking	B. Judd	Open	None	TH 1030-12/*T 1-6	Pool/River
RA 118	Kayak Rolling	B. Judd	Open	None	W 6-730/730-815pm	Pool
RA 119	Int Kayaking	B. Judd	Open	None	TH 1-4/*1-6	Pool/River
RA 120	Impro Body Movement	M. Cajolel	InstrPer	None	TBA	
RA 121	Fencing	W. Weber	Open	None	TBA	
RA 122	Physical Fitness Class	R. Rikkers	Open	None	TF 12-1	RCC

**NS 218 CURRENT ISSUES IN CONTRACEPTIVE TECHNOLOGY**  
 Nancy L. Goddard

This group will meet weekly to explore current research on contraceptive technology. Students are expected to have a basic knowledge of reproductive biology and the ability to read and discuss scientific literature. Emphasis will be placed on discussion of the most recent technological developments. Evaluation will be based upon extent and quality of input into these discussions.

Limited to 15 Division II students. Interview with instructor required.

Class will meet once a week for two hours.

**NS 227 ENZYMES: LABORATORY EXPERIENCE IN BASIC BIOCHEMISTRY**  
 John Foster

Almost all chemical changes in living cells involve the action of enzymes. What is an enzyme? How does it function? What does one look like and how do you measure it? This course will take a look at various aspects of enzymes and enzymology. It will be divided into two distinct units:

**Enzymes as catalysts:** An enzyme reveals itself to the novice biochemist by the reaction it catalyzes. This unit will focus on the technique of enzyme assays and the nature of enzyme catalysis. Having learned the assay you can then use it to look at some of the properties of an enzyme (its kinetics, binding constants, response to environmental factors, etc.) without actually seeing the enzyme itself.

**Enzymes as proteins:** An opportunity to purify your favorite enzyme from some suitable source, so that with a little luck you can actually see what it looks like. Since enzymes are proteins, purifying one means getting into some protein chemistry. Into methods of separating large molecules from one another (salt fractionation, gel filtration, affinity chromatography, electrophoresis, etc.).

Both units will emphasize careful and quantitative laboratory work, as we will use your own data to develop the theoretical basis of enzyme behavior. Getting good data will require a substantial commitment of time. The weekly laboratory period will begin after lunch and continue as far into the evening as necessary. The class will work in groups so that unavoidable time conflicts can be accommodated by sharing the work to be done.

While the primary emphasis will be on the laboratory work there will also be a weekly 90-minute seminar to discuss biochemical principles to be derived from the laboratory results and, as the seminar progresses, to discuss papers from the research literature which apply enzymological principles to some interesting biological problems. Prerequisites: None mandatory, but some background in chemistry will make life easier.

Division I students must secure the permission of the instructor.

**NS 228 THE GENETICS OF EVOLUTION: ALTRUISTIC GENES?**  
 Lynn Miller and Michael Sutherland

This course is designed for students interested in current ideas of the mechanism of evolution. We will read and discuss Dobzhansky's *Genetics of the Evolutionary Process* and Lewontin's *The Genetic Basis of Evolutionary Change*. Much of our time will be used to become familiar with some of the mathematical concepts that have been used to describe evolutionary processes. We will read the papers of Hamilton, Trivers, and other workers in the subjects of group selection, altruistic genes, and the models of sociobiology. Students will be expected to lead individual sessions. We will produce substantive written or other analytical work. Students who do not know elementary genetic theory should enroll in NS 126 Mendel Genetics, which runs the first half of the term.

Class will meet three times a week for two hours each. This course will meet for six weeks beginning the week of March 30.

**NS 230 DIVISION II BIOLOGY SEMINAR**  
 Ann Woodhull

The first purpose of this seminar is to read and discuss recent papers in many areas of biology: zoology, biochemistry, botany, agriculture, human physiology, ecology, and so forth. Each week we will read one such research paper. A panel of students will be responsible for the discussion of the paper, including ferreting out background information and presenting it clearly. Sometimes we will invite other faculty or students who are expert in an area to aid the discussion of a particular paper.

A second aim of the seminar is to provide a place for Division II students to discuss their own work. Part of each meeting will be devoted to discussion of Division II work and Division II planning. We will try to find means whereby students can collaborate on their concentrations.

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

**NS 235 ENERGY TECHNOLOGY SEMINAR**  
 Lloyd Williams

This seminar will focus on the technical aspects of generation, collection, and storage for both conventional and alternative sources of energy. We will also explore the physics of heat transfer and energy conversion. Our goals will be to learn about various energy technologies and develop an energy technology bibliography. Students will be expected to take major responsibility for literature searches on each technology and to be expected to write critiques of research papers, monographs, and texts. Each participant will prepare a class presentation and lead a discussion on an aspect of energy production or conversion.

Students enrolled in this seminar should have had both the Calculus and Basic Physics. Limit of 15 students by permission of instructor.

Class will meet once a week for two hours.

**NS 238 ENVIRONMENTAL BOOKS SEMINAR**  
 Ralph H. Lutz

This seminar provides an opportunity for people interested in environmental studies from a variety of perspectives to gather together, meet each other, and engage in some interesting conversations. This weekly seminar will focus upon a number of books and articles that bridge across disciplines. Among the books that we will discuss are *The Comedy of Survival* by Joseph Beeker, *The Arrogance of Humanism* by David Ehrenfeld, *The Stanship and the Canoe* by Kenneth Brower, and *Steps Toward an Ecology of Mind* by Gregory Bateson. There will be an opportunity for the seminar group to select some of the literature that it will use. What do you want to read? What do you want to discuss?

Participants should expect to do a great deal of reading and to engage in the group discussions. They will each be asked to assist in conducting one of the seminar meetings. Five college students may join this seminar on a Pass/Fail basis.

Class will meet once a week for two hours.

**NS 261 MATH FOR SCIENTISTS AND SOCIAL SCIENTISTS (SS 260)**  
 Michael Sutherland

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

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

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

Classes will meet three times a week for 1 hour each session; additional evening problem sessions will be scheduled using on-campus teaching assistants. Regular substantial problem sets will be assigned and will constitute the heart of the course work.

**NS 267 LINEAR ANALYSIS AND DIFFERENTIAL EQUATIONS:**  
 Kenneth Hoffman

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

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

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

**NS 271 THE NATURAL HISTORY GATHERING (IN 312)**  
 Kenneth Hoffman and Charlene Van Raalte

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

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

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

Enrollment is by permission of the instructor.

**NS 281 BOOK SEMINAR IN PHYSICS**  
 Janet Van Blerkom

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 the 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.

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

Organizational meeting Monday, 8 December, 2 p.m., CSC 304, or see J. Van Blerkom prior to that date.

**NS 287 THE ENTERPRISE OF SCIENCE: CASE STUDIES IN THE HISTORICAL DEVELOPMENT AND THE SOCIAL AND ETHICAL RELATIONSHIPS OF THE INSTITUTION OF SCIENCE TO OTHER INSTITUTIONS IN WESTERN CULTURE**  
 Goldberg, Gross, and Rinard

In recent years the scientific community has been held responsible for the creation of a number of crises within our culture.

One example is the development of insecticides, fungicides, and herbicides of immense power and the subsequent contamination of the world's land and water resources. Any other examples could be cited in such diverse fields as agriculture, medicine, geology, genetics, physics, chemistry, and a host of others.

Thirty years ago, the picture was much different. At the end of World War II, science was seen as providing the solutions to problems which had never been solvable: it was through the application of science that the world would rid itself of all the cares of survival.

In this full year course, we seek to understand the niche that science occupies within the culture and how attitudes toward science from within and without the scientific community are formed and change. To this end we seek to understand the relationship between science and technology and the relationship between theory, evidence, values and ethics. In pursuing our goal we will examine the following topics:

- Full Term:**
1. The Sixteenth and Seventeenth Centuries
  2. The Scientific Revolution and the Emergence of Scientific Organizations.
  3. The Relationship Between the Scientific Revolution and the Industrial Revolution.
  4. The First Energy Crisis: The Denuding of European Forests.
  5. The Eighteenth Century
  6. The Notion of Progress: Science in the Enlightenment Era.
  7. The Steam Engine and the Theory of Heat.
- Spring Term:**
8. Case Studies from the Nineteenth and Twentieth Centuries
  9. Evolutionary Theory and Social Darwinism.
  10. Evolutionary Theory, Uniformitarianism & Velokovsky's Catastrophism.
  11. The Theory of Relativity and Social Relativity.
  12. Structural Chemistry, Chemical Technology and the Pharmaceutical Industry.
  13. Structural Theory, Molecular Biology, and Recombinant DNA
  14. Theories of Personality and the Technology of Therapy.
  15. Objectivity and the Social Sciences: The Case of Intelligence Testing.
  16. Ecological Theory, Game Management and Social Responsibility.
  17. Understanding the Human Body and Medical Technology.
  18. Human Engineering and Medical Ethics.
- With the permission of an instructor students may enroll in the Spring Term without having taken the first half of the course in the previous semester.
- The course will meet 1-1/2 hours twice a week for lecture and discussion. Each student will be expected to write a major paper on a topic of his or her choice from within the framework of the focus of the course.

**SCHOOL OF SOCIAL SCIENCE**

**SS 102 POVERTY AND WEALTH**  
 Laurie Nisonoff

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

"Contrary to what many believe, poor people are not poor because they are naturally lazy and stupid or because they have too many children. Nor is it because there aren't enough jobs to go around or because poverty is a 'natural' condition of society... (There is in America) a business elite that has historically kept certain elements of society poor for the benefit of the rich and powerful." - P. Roby.

Who gets the money in America and why doesn't? Why is there poverty in the richest country in history? Although often sanctified by economic theorists in oblique formulas, the state of poverty and the character of wealth go to the heart of what it is to live in America. In this spirit then, what are the human factors of the economic activity known colloquially as "income distribution"? This course is designed to encourage inquiry into a hard accounting of this contemporary social and economic reality. That a problem even exists is often muted by the dominant ethos of American industrialism's childhood, that (as expressed by W. G. Sumner) "it is not wicket to be richer than one's neighbor."

There will be thematic units such as: federal income measurement--its facts and its fictions, the business elite, taxation, family and social inequality and race, health care and genetic endowment, aging, education and the history of social welfare programs and charity. With the goal of forming an understanding of the way income inequality is perceived and measured, we will also examine three paradigms in economic inquiry: the radical, the liberal, and the conservative. Readings will include: David Gordon (ed.), *Problems in Political Economy*; Herman P. Miller, *Rich Man Poor Man*; Pamela Roby (ed.), *The Poverty Ethic*; and James G. Scoville (ed.), *Perspectives on Poverty and Income Distribution*; Helen Ginsburg (ed.), *Poverty, Economics and Society*.

Evaluation will be based on class participation and several problem sets and themes assigned throughout the semester. The class meets for 1-1/2 hours twice a week. Enrollment is limited to 18; first come, first served.

**SS 104 MEN, WOMEN AND WORK: A HISTORICAL AND CONTEMPORARY PERSPECTIVE**  
 Penina Glezer, Miriam Slater

This course will examine work and the workplace in modern society. We will look at the range of occupations from unskilled and poorly paid labor to highly trained and rewarded professions. In addition to studying the nature of work, we will analyze the relationship between work and career, career and profession. The course will address questions concerning psychological and social effects of various kinds of work from both a historical and contemporary perspective.

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

**SS 110 RACE TO POWER: THE STRUGGLE FOR SOUTHERN AFRICA**  
 Carol Bengelsdorf

The war in Indochina was the world's major conflict in the last decade. The escalating conflict in southern Africa threatens





Manston, York and Dissent; Winthrop Jordan, *White Man's Burden*.

Class meets for 2 hours once a week. Open enrollment.

SS 220 LAW, JUSTICE AND EDUCATION  
Hedvig Rose

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

In this course we will examine some of the current topics confronting American education with an eye toward understanding the historical context in which the role of law emerged to educate teachers and students; compulsory schooling; the rights of teachers and students; compulsory schooling; the separation of Church and State; equal educational opportunity as concept and law; and finally, we will analyze the function of the law and the school in a democratic society and the function of the law in educational policy.

Students are expected to attend classes and prepare readings, short and long papers/projects, do observations, and participate fully in the inquiry. Format will insure seminar-style participation, but this will be alternated with lectures by faculty as well as invited guests. Because of the number and variety of readings all required assignments as well as most of the suggested materials will be available on reserve at the library. A bibliography containing these and other titles will accompany the syllabus.

Class meets for 1-1/2 hours twice a week. Students with interests in law, education and social policy will be given preference. Five college grades will be given.

SS 223 BLACK AMERICANS IN A CAPITALIST SOCIETY  
Lloyd Hogan

The basic objective of the course is to critically examine the nature of the forces governing the interrelationship among Blacks as well as the relationships between Blacks and Whites in the processes of production, distribution, consumption, and accumulation of wealth in the United States. Alternative methods of modifying these forces to bring about permanent improvements in the economic wellbeing of the black population are explored and analyzed.

As a means of achieving the objective a general conceptual framework of the United States economy is developed. This framework is then specialized to the black population as a central focus. Current as well as historical data are presented by way of illuminating the dynamics of black economic activity. Gaps in empirical data and in theoretical understanding are identified and subjected to critical speculations. Finally, the framework is used as a basis for analyzing both short and long run policies designed to enhance the relative economic position of Blacks.

An important section of the course examines the economics of slavery, the post-slavery war economy, reconstruction of the cotton South under a system of sharecropping, the great migration from the land, the formation of a black urban proletariat, and the impact of these phenomena on the subsequent development of American capitalism. A systematic check through the course is the fundamental nature of black population dynamics during the various economic formations of the last 350 years in the United States.

A wide selection of readings are done from standard economic texts, from Marx and radical economists, from the "economists", and from recent contributions in the *Review of Black Political Economy*. Three books of special importance are used widely in the course: *Capitalism and Contradiction: Blacks in the American Economy, 1865-1914* by Robert Higgs; *One Kind of Freedom: The Economic Consequences of Slavery* by Henry F. Ransom and Richard Sutch; *The Inequality of Pay* by Roger Phelps Brown.

Classes meet twice a week for lectures and discussion. The lectures are designed to supplement and give organization to the readings. Active participation in class discussion is encouraged to help reinforce the student's ability to articulate a consistent theoretical framework of black economic activity. Each student will be required to prepare a paper on a topic of personal interest, but of significant relevance to the course material. The final paper should be of a minimum quality which will encounter in this course. Your aim, however, should be to prepare a paper of suitable quality for possible publication in a journal such as the *Review of Black Political Economy*. As an example of the quality of paper, please refer to the article by William Darity in *RPE*, Vol. V, No. 3, 1975.

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

SS 231 LANGUAGE, CULTURE AND POLITICS  
(LC 231) Mark Feinstein, Leonard Glick

Diversity in language and culture is a pivotal factor in the political life of many contemporary nations. People who differ in language, values and historical identity must come to terms with one another, as intersecting parts of a single political whole. In some cases they cooperate; in many more, they engage in serious conflict over national goals and priorities. We will approach this question from the interrelated perspectives of anthropology and sociolinguistics. Basically we will discuss three major topics, each illustrated with case studies: (1) the politics of diversity in post-colonial nations (Malaysia, India, Nigeria); (2) Marxism and the national question (Soviet Union and China); (3) Language and social inequality (Canada, Mexico, United States, the Caribbean, Sri Lanka).

We will pay special attention to strategies and conflicts relating to choice of national language; language and social status; language planning; and the impact of political change on language change.

Enrollment is open. Class meets for 1-1/2 hours twice a week.

SS 232 IMPERIALISM AND UNDERDEVELOPMENT IN THE THIRD WORLD  
MURIEL

Carol Bengelsdorf, Kathleen Hartford (Amherst College), Kay Johnson

The course examines the evolving relationship between Western powers (particularly the U.S.) and the Third World from a historical and political-economic perspective. It begins with a survey of the historical bases of European and American mercantile and colonial imperialism, and their impact upon colonized societies. The bulk of the course will then focus in depth on case studies (chosen from among Indonesia, Iran, Brazil, sub-Saharan Africa, and the Caribbean, depending upon student interests). In concentrating on these areas the course will explore the changing role of U.S. policy, of unilateral and multilateral aid, foreign investment, foreign trade, and indigenous development policies as these shape paths of development, relations of dependency, and the formation of Third World class structures. Special attention will be paid to the question of whether and under what conditions Third World countries may break out of a dependent relationship. We will also be exploring the question of how American power in the Third World has been affected by recent changes in the world economy and by the rise of primary producer organizations such as OPEC.

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

SS 238 INFLATION AND THE CRISIS OF LIBERAL ECONOMIC THEORY  
Stanley Warner

In the early 1960s liberal economists persuaded John F. Kennedy that the economic crisis in post-war America could be solved by a matter of "fine-tuning" and that the new challenge was long-term economic growth. In Kennedy's repeated phrase, to "get the country moving again" is the able but not for controlling the economy has clearly emerged. Inflation and how inflation is to be explained are at the core of that crisis.

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

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

No text captures the current desarray; our reading will emphasize recently published articles that accept partial explanations. Some acquaintance with economics is desirable but not essential. There will be problems to solve, short written assignments, and a longer research project.

Class meets for 1-1/2 hours twice a week. Open enrollment.

SS 246 THE POLITICAL ECONOMY OF COMMUNITIES: A WORKSHOP  
Myra Breitbart, Nancy Fitch, Frank Holmquist

Based on the assumption that American political, economic problems and history can best be taught through the experiences of people in local communities, this course will make use of class-people and fieldwork exercises that draw on empirical evidence gathered on local committees in New England, as well as the theoretical perspectives derived from that evidence. In particular, we will attempt to analyze the historical roots and implications of three contemporary problems: (1) the crisis in New England agriculture, (2) the crisis in New England industry, especially the problem of run-down towns, and (3) the centralization of government in the United States as it affects New England.

The class is designed for students wishing to develop research and fieldwork skills in studies of communities. These skills include research design, work in archives, oral history, quantitative data analysis, etc. The class will generally meet twice a week for lectures and discussion, although students are encouraged to discuss specific components of the course with any of the listed instructors prior to the first class meeting.

Class meets for 1-1/2 hours twice a week. Open enrollment.

SS 248 THE HISTORY AND PHILOSOPHY OF ALTERNATIVE EDUCATION IN AMERICA  
Christine M. Shea

Americans suffer from a peculiar historical amnesia. The facility by which the alternative movement of the 60s and 70s has been co-opted by liberal public schools, actions seriously the conservative right-wing or forces of educational organization and academic opportunism. The struggle to change the routines of everyday life and work through new forms of educational organization remains. A careful retrospective analysis of the history and philosophy of the alternative school movement in 19th and 20th century America can help us to understand the victories or mistakes of similar efforts in the past, and provide a theoretical framework for the development of more humane, egalitarian, and just (i.e., truly radical) alternative educational institutions in the future.

In the first part of the course, we will take a close look at the range of empirical, conceptual, and normative problems involved in any attempt to use alternative schools as a basis for restructuring of American educational institutions. We will study selected examples of alternative schools in 19th and 20th century America in relation to questions such as: social class; cultural pluralism; racism; sexism; social stratification; concepts of individual autonomy; social conformity; community, etc. In the main body of the course, we will consider selected topics in alternative education. Topics for "mini-courses" might well

focus on issues such as: "Alternative Education Within Alternative Organizations and Life-styles" (co-ops, communes, collectives); "Legal Issues Involved in Alternative Schooling"; "How to Start Your Own School"; "Financing Alternative Schools"; "Alternatives in Curriculum and Media"; "Future Goals/Classifications"; "Alternative School Models" (the Liberal, Marxist, Anarchist, Psychoanalytic Responses); "Students and Alternative Schools" (children teaching children, student power/rights); "Teaching in Alternative Schools"; or "Parents and Alternative Schools" (The case for home schooling vs. community schools vs. parent cooperatives, etc.). Mini-courses will be developed and organized during the January term. Students interested in participating are encouraged to contact the professor before leaving for Christmas break.

In the final weeks of the course, we will meet again as a main body to share some of the insights and strategies developed in conjunction with the mini-courses. We will attempt to generate collectively some tentative theoretical conclusions and practical recommendations concerning future goals and directions of an alternative school movement. We will then apply some of these insights and understandings to "the Hampshire experience." We will read *The Making of a College* and its theoretical companion, Daniel Bell's *The Reforming of General Education*. Discussions will focus on the sense in which Hampshire College can be considered a "radical alternative".

Class meets for 1-1/2 hours twice a week. Open enrollment.

SS 251 FEMINIST AND OTHER SOCIAL MOVEMENTS IN EUROPE AND AMERICA  
Nancy Fitch and Joan Landes

This course will compare the women's movement and its relationship to socialist politics in capitalist societies. In particular, we will consider the United States, Germany, and Britain, and treat more briefly Italy, France, and Spain. We intend to trace women's movements historically and then turn to examine their place in contemporary Europe and the United States.

The purpose of this course is to address three themes: the place of women's movements in related struggles vs. capitalism and in socialist revolution; the relationship between socialist and non-socialist women; and the impact of class and racial divisions between women on the politics of respective social movements. The following topics will be considered within these themes: women's suffrage and equal rights; the rights of women workers; personal relationships and sexual politics; class struggles; and the connections between urbanization and feminism and the women's liberal movement in the present period. We will use the original documents, historical materials, and autobiographical accounts.

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

SS 254 RADICAL EDUCATION IN RETROSPECT: BLACK STUDIES AND THE CHALLENGE TO AMERICAN HIGHER EDUCATION  
(SA 254)

Douglas Davidson, Charles Frye

This course will summarize the history and philosophy of radical, black education in America and the rise of Black Studies. It will also critique "Movement" psychology and its impact on educational strategies in the context of the Civil Rights and Black Power Movements. Discussions will also include an assessment of the Michelle Wallace (Black Macho) controversy. Readings will also include Ford's *Black Studies: Threat or Challenge?*; Robinson's *Black Studies in the University: Jencks and Riessman's The Academic Revolution*; Louis' *And We Are Not Saved: A History of the Movement as People*; and Frye's *Impact of Black Studies*.

Class meets for 3 hours once a week. No class limit, but permission of instructor required.

SS 258 LAW AND LABOR IN AMERICAN HISTORY  
Lester Masor, Stanley Warner

How can we account for the present--and in comparative terms--a peculiar position of American labor both as a class and as a movement? To explore that question we will focus on the historical development of the position of labor in American law, as an axis for understanding issues of social change. We will address such topics as legal barriers to occupational mobility, occupational safety laws and workers' compensation, the legal "protection" of women and children, the legal status of trade unions, federal intervention in strikes from Pullman to Truman, and changes in occupational structure suggested by the debate about the "old" and the "new" working class. The organization of topics will proceed historically, tracing the transition from agriculture into successive stages of industrial development, with particular attention to textiles, apparel, railroads, steel, autos, and the expansion of government service sectors. A return full circle to the struggle of farm workers will complete the historical round.

This is a new course, with its organization and reading materials still in development. Intended to meet the needs of students with interests in economics, politics, law and American history. The course will include films, invited speakers, and some field trips.

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

SS 272 STATISTICS AND DATA ANALYSIS  
Donald Poe

This course is an introduction to formal data analysis. It is intended for students who are doing experiments as part of their Division III and/or who intend to apply to graduate programs in psychology or sociology. It is meant to also function as a data analysis part of Well Stilling's course in research design being given concurrently (LC 272) but may also be taken separately.

Obviously any time data are collected, they must be analyzed and interpreted. This course is designed to give students the skills to make intelligent interpretations of data. The course will cover data description, probability theory, hypothesis testing, correlations, various parametric and non-parametric tests of significance, and corrections for multiple comparisons. At each stage students will interact with the computer to gain confidence in that area of data analysis as well. Students do not need any computer background nor any previous



**BEGINNING TOP ROPE CLIMBING**  
OF 106 North

**BEGINNING TOP CLIMBING**  
OF 111 Rankin

**CROSS-COUNTRY SKIING**  
OF 132 Rankin

**NAVIGATION WITH MAP AND COMPASS**  
OF 137 Anderson

**BICYCLE TOURING/BICYCLE MAINTENANCE**  
OF 138 Anderson

**CYCLING: TRAINING RIDES**  
OF 139 Anderson

**EXPLORING THE WINTER WOODS**  
OF 140 Ayvazian

**PUBLIC LANDS, WILDERNESS, AND YOU**  
OF 142 Anderson

**CLIMBING ICE**  
OF 143 Garwin

**ADVANCED ROCK CLIMBING**  
OF 205 Garwin

**OUTDOOR EDUCATION AND LEADERSHIP: AN OVERVIEW**  
OF 218 Anderson

**WOMEN ASCENDING: AN EXPLORATION OF WOMEN IN THE OUTDOORS**  
OF 256 Ayvazian

**OP 106 BEGINNING TOP ROPE CLIMBING**  
Greg Neuth

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

Class meets Tuesday afternoons from 12:45 to 5:30 P.M. and is limited to 12. Sign-up at the O.P. office.

**OP 111 BEGINNING TOP ROPE CLIMBING**  
Jack Rankin

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

Class meets Thursday afternoons from 12:45 to 5:30 P.M. and is limited to 12. Sign-up at the O.P. office.

**OP 132 CROSS-COUNTRY SKIING**  
Jack Rankin

This course is open to skiers of any competence level. The emphasis of the course is to get out and have a good time; however, there will be about 10 discussions and demonstrations on: selection of skis; tuning and waxing; proper clothing; the layered effect; and basic ski techniques.

We will be driving to Cumington Farms or Northfield Touring Centers where there are maintained cross-country trails. There will be an optional ski touring week end in New Hampshire toward the latter part of the course. The course ends at Spring Break or when the snow goes which ever comes first.

Enrollment limit to twelve. Class will meet Tuesdays 12:30 to 6:00 P.M. Sign-up at the O.P. office.

**OP 137 NAVIGATION WITH MAP AND COMPASS**  
Steve Anderson

This course is open to men and women with either intermediate or beginning level wilderness navigation skills. My goal is to help you become adept and confident at navigating on or off trails in the wildland of places. Most of our time will be spent in the field, on snow shoes, cross-country skis, or hiking on foot, depending on the conditions and terrain.

Class meets once a week for three hours until Spring Break, Wednesday 1:00 to 4:00 p.m. and is limited to 13. Sign-up at the O.P. office.

**OP 138 BICYCLE TOURING/BICYCLE MAINTENANCE**  
Steve Anderson

If you have never toured, or if you have some experience and would like to explore the Hampshire environs by energy-efficient, non-polluting transportation as spring unfolds, this course is for you. Safety on the road will be emphasized. Many days will be devoted to maintenance and repair. As a class project, we will continue compiling a pamphlet of one day tours originating from Hampshire.

Class meets once a week for three hours, starting after Spring Break, Wednesday 1:00 to 4:00 p.m. and is limited to 12. Sign-up at the O.P. office.

**OP 139 CYCLING: TRAINING RIDES**  
Steve Anderson

Come ride with the pack! We'll ride fast, but with an atmosphere of mutual support. Come as often as you can.

We'll meet five days a week for 1 1/2 hours, starting after Spring Break. Sign up at the O.P. office. Class meets 4:00 to 5:30 p.m. and is limited to 12.

**OP 140 EXPLORING THE WINTER WOODS**  
Andrea Ayvazian

This course will explore and enjoy local "wilderness" areas

in the wintertime. Afternoon hikes will include parts of the Holyoke Range, the Quabbin Reservoir, Mt. Tom, Northfield Mountain and Mt. Toby.

We will discuss the natural history of the area, share our knowledge of animal tracks, birds, tree buds, and snow crystals. Snowshoeing and cross-country skiing are also possibilities for our winter exploration should the weather cooperate. This mini-course ends at Spring break.

**OP 142 PUBLIC LANDS, WILDERNESS, AND YOU**  
Steve Anderson

Enrollment is limited to twelve. Class will meet from 1:00 to 5:00 P.M. Tuesday afternoons. Sign-up at the O.P. office.

**OP 143 CLIMBING ICE**  
Bob Garwin

The purpose of this course is to explore several questions of concern to recreational users of public land that is considered "wild." Among the questions to be addressed are: What is wilderness? What does it mean to you? Why save it? Do we have enough? Is it a paradox to "manage" it? Who manages it? Is it managed in the public interest? What is carrying capacity? Can the concept be applied to national parks? Should users of backcountry areas be licensed or certified? Is our wilderness experience being spoiled by too many rules and regulations?

In order to explore our own personal philosophies of the wilderness experience and to observe and evaluate first hand the management of a public wild land, the course will include an overnight winter camping trip in early February and a backpacking trip during Spring break to the Great Smoky Mountain National Park.

Class meets twice a week, Tuesday and Thursday, from 10:30 a.m. to 12:00 noon, and is limited to 12. Sign-up at the O.P. office.

**OP 205 ADVANCED ROCK CLIMBING**  
Bob Garwin and Greg Neuth

This course will be offered in two segments. Part I is open to people who have a solid background in top rope climbing but who lack a complete understanding of the technical aspects of climbing (including first-hand experience) of the areas covered in Part I. Anyone successfully completing Part I may take Part II. The goal of this course is to prepare people to be competent ascenders for multi-pitch climbs and to provide instruction in lead climbing.

Both sections are by permission of instructor and limited to 14.

**Part I TECHNICAL INTRODUCTION**  
Bob Garwin

This section will introduce the rope rope climber to rope management, anchors, belaying the leader, prusiking, shockcraft, selection of equipment, rappelling, and dynamics of belay systems. The course will take place on the climbing wall in the Crown Center.

Class meets Wednesdays, 1:00 to 3:30 p.m. and runs February 4 through March 18.

**Part II TECHNICAL CLIMBING**  
Greg Neuth and Bob Garwin

The major emphasis of this section will be to actuate the theories covered in Part I. Students who are able may start to lead climbs as part of the course. The class will travel to many of the local cliffs including Crow Hill and Ragged Mountain.

Class meets Wednesdays, 12:00 to 5:30 p.m. and runs April 1 through May 13.

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

In this course we will examine and discuss a variety of topics important to those persons interested in the field of outdoor education and leadership. These topics will include teaching skills, group leadership, ethical and legal considerations, safety considerations for outdoor leaders, and natural history. The main focus of the course is to assist students in developing both the basic technical skills and the understanding of group dynamics necessary to be competent, effective leaders. Students will be expected to participate in class discussions and activities, maintain a "leader's notebook" and co-lead a trip that is appropriate to their interests and skills. This course is strongly recommended for prospective pre-college trip leaders. This course is a pre-requisite for co-leading a January Term or Spring break trip.

Enrollment is limited to 12. Sign up at the O.P. office. Permission of the instructors necessary. Class meets twice a week for 1 1/2 hours, Wednesday and Friday 10:30 a.m. to noon.

**OP 256 WOMEN ASCENDING: AN EXPLORATION OF WOMEN IN THE OUTDOORS**  
Andrea Ayvazian

This course will explore women in the outdoors on two levels: a content level and an experiential level. We will study women in the outdoors through readings and discussions focusing on women athletes/outdoors women and the history of women and sports and we will jointly engage in a variety of outdoor activities.

We will be discussing women and body image, and how we perceive our own strength. We will use a combination of running, swimming, weight training and other activities to set personal

goals and push our physical limits. The course will include one weekend backpacking trip together as well as other one day outdoor experiences used to explore our physical potential.

Enrollment is limited to twelve. Class will meet one afternoon a week from 1:00 to 5:00 Thursday. Sign-up at the O.P. office.

**RECREATIONAL ATHLETICS**

**INTERMEDIATE SHOTOKAN KARATE I**  
RA 102 Taylor

**INTERMEDIATE SHOTOKAN KARATE II**  
RA 103 Taylor

**ADVANCED SHOTOKAN KARATE**  
RA 104 Taylor

**AIKIDO**  
RA 105 Sylvain

**BEGINNING HATHA YOGA**  
RA 106 Morley

**CONTINUING HATHA YOGA**  
RA 107 Morley

**T'AI CHI: FOHM YANG STYLE**  
RA 108 Gallagher

**CONTINUING T'AI CHI**  
RA 109 Gallagher

**WOMEN'S BASKETBALL**  
RA 112 Stanne

**VOLLEYBALL**  
RA 113 Stanne

**ALL THE GAMES YOU PLAYED AS A KID AND WANT TO PLAY NOW**  
RA 114 Stanne

**ADVANCED LIFESAVING AND CPR**  
RA 115 Stanne

**CONDITIONING THROUGH SWIMMING**  
RA 116 Stanne

**BEGINNING WHITEWATER RIVER KAYAKING**  
RA 117 Judd

**KAYAK ROLLING AND POOL KAYAKING**  
RA 118 Judd

**INTERMEDIATE WHITEWATER KAYAKING**  
RA 119 Judd

**IMPROVISATIONAL BODY MOVEMENT**  
RA 120 Cajolet

**FENCING**  
RA 121 Weber

**PHYSICAL FITNESS CLASS (THE EXERCISTS)**  
RA 122 Rikersa

**RA 102 INTERMEDIATE SHOTOKAN KARATE I**  
Marion Taylor

This course is for students who have completed Beginning Karate and/or the equivalent.

The class will meet Monday, Wednesday and Friday: 3:00 to 4:30 p.m. in the South Lounge of the Crown Center.

**RA 103 INTERMEDIATE SHOTOKAN KARATE II**  
Marion Taylor

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

**RA 104 ADVANCED SHOTOKAN KARATE**  
Marion Taylor

This course is for students who have attained the rank of brown belt or black belt. Class will meet Sundays, from 3:00 to 5:00 P.M. in the South Lounge, RCC.

**RA 105 AIKIDO**  
Paul Sylvain

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

The class will meet Tuesday and Thursday from 10 to 12, in the South Lounge, RCC.

**RA 106 BEGINNING HATHA YOGA**  
Susan Morley

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

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

**RA 107 CONTINUING BATHA YOGA**

Susan Morley  
This class builds on the work of the first class, deepening experience with the postures and introducing meditation. The class will meet on Mondays from 3:30 to 4:45 in domed 4, center room.

**RA 108 T'AI CHI: FORN YANG STYLE**

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

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

**RA 109 CONTINUING T'AI CHI**

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

**RA 112 WOMEN'S BASKETBALL**

Kate Stanne  
This class is an extension of the January Term course. It is for any women interested in learning to play the game as well as for experienced players. Other times will be established for those people interested in more advanced play.

The time for this class is TBA.

**RA 113 VOLLEYBALL**

Kate Stanne  
This class is a continuation of what was offered during January Term. It is for anyone interested in playing volleyball for fun. Some instruction will be given regarding rules and skills. For anyone interested in more advanced play, additional times will be scheduled.

The time for this course is TBA.

**RA 114 ALL THE GAMES YOU PLAYED AS A KID AND WANT TO PLAY NOW**

Kate Stanne  
How long has it been since you've played jump rope, marbles, Laurie Monsonoff, Stan Warner, or Fred Weaver in designing your program of studies. Many students have used their liberal arts education and special resources at Hampshire successfully to prepare for business careers and for attending such business schools as Chicago, Columbia, Wharton, and others.

The time for the class is TBA.

**RA 115 ADVANCED LIFESAVING AND CPR**

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

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

**RA 116 CONDITIONING THROUGH SWIMMING**

Kate Stanne  
This class will explore different methods of training in swimming, which will provide various levels of conditioning depending on what the individual student is interested in. Requirement for the class is that the student be a fairly competent swimmer who is capable of swimming a good distance or is willing to work hard to build up their distance swimming.

The enrollment is limited to 12, and the time is TBA.

**RA 117 BEGINNING WHITEWATER RIVER KAYAKING**

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

Class meets Thursday, 10:30 a.m. to 12 noon in the pool until March 11. After March the class will meet twice weekly on Tuesday from 1:00 to 4:00 p.m. for a river trip and on Thursday from 10:30 a.m. to 12 noon in the pool. There is a limit of 9 students plus a waiting list.

**RA 118 KAYAK ROLLING AND POOL KAYAKING**

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

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

**RA 119 INTERMEDIATE WHITEWATER KAYAKING**

Becky Judd  
This class is for people with whitewater and eskimo roll experience. You will learn and perfect advanced

whitewater techniques on class III water.

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

**RA 120 IMPROVISATIONAL BODY MOVEMENT**

Meryljn Caljelet  
This is a course designed to encourage creative expression. It will be an experience in which participants are stimulated to explore movement possibilities guided by a leader who will suggest themes to be explored. At first, participants will work individually; later, in pairs, trios, and small groups; and finally in a large group. The purpose is for participants to enjoy creating their own movements—movements suited to their own bodies, their own temperaments, their own moods. There will not be pre-set patterns of movement to be copied. This is a method designed to get in touch with those people who yearn to dance but feel that they cannot or simply do not want to imitate a teacher. It is nontraditional nonperformance oriented approach to dance for all, established and described by Barbara Mettler of Tucson, Arizona. The experience of creative movement involves the total person physically, mentally, emotionally, creatively and socially, because it has a learning, healing, and nurturing value to the expansion.

No dance experience is necessary to join the class. Wear comfortable clothing. Class meets Mondays, Wednesdays, and Fridays, from 10:00 A.M. to 12:00 noon in the South Lounge, RDC. Enrollment is unlimited.

**RA 121 FENCING**

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

This course meets two evenings per week in the Robert Crown Center. Time to be announced.

**RA 122 PHYSICAL FITNESS CLASS (THE EXERCISITS)**

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

Class will meet on Tuesdays and Fridays from 12:00 to 1:00 P.M. in the Robert Crown Center.

**SPECIAL PROGRAMS**

**BUSINESS STUDIES**

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

**EDUCATION AND CHILD STUDIES**

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

Students desiring a concentration in this program are encouraged to use these inquiries as a guide and to both approach in their search for understanding. Following a broad liberal arts base, students are urged to select relevant courses and areas of concentration. In this way, students will be able to gain breadth and enough depth to develop firm grounding for more specific topics of their own choice.

Related courses are:

- RA 234/SS 234 Radical Education in Retrospect: Black Studies and the Challenge to American Higher Education
- LC 109 Child's Play
- LC 229 Cognitive Development: The Evolution of Mind
- LC 111 Immanence
- LC 143 Problem Solving
- LC 143 The Development of Morality
- LC 204 "Doing History": Education and Historical Studies
- SS 220 Law, Justice, and Education
- SS 248 The History and Philosophy of Alternative Education in American Society
- SS 292 Autonomy and Community: The Development of the Self and Social Interaction
- OP 218 Outdoor Education and Leadership

Other relevant offerings will vary with each student's special needs and/or interests. Students planning to enter the teaching field should be concerned with a sound preparation for teaching, which should include special courses in philosophy and psychology of education, some of the theoretical core and practical courses, and sufficient background to understand and teach a general school curriculum. Students preparing to assist in a secondary school must also be proficient in a specific field. See Hedwig Rose, coordinator of the program for assistance in planning a concentration and for information needed if certification is to be part of Division II. Watch for posted information meetings held several times during each academic year or call x715.

**ENVIRONMENTAL STUDIES AND PUBLIC POLICY**

Robert Rakoff, Faculty Coordinator

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

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

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

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

ESAPP also sponsors the Student Environmental Series. These weekly seminars are a forum in which students present work and ideas related to the environment. The usual format is one in which a student or group of students presents work done at Hampshire or while on leave. Often this work is part of Division II or III exams. The series has been especially valuable in bringing together students with interests in all aspects of our environment.

All are welcome to the seminars, which take place Monday evenings at 7:30 p.m. in the KIVA. People interested in presenting work should contact ESAPP.

**Related courses are:**

- IN 303 Social Theory and Policy Analysis
- IN 306 Women and Environment
- IN 305 Energy at Hampshire College
- IN 345 The Ethics, Politics and Biology of Genetic Engineering
- IN 347 Technology and Human Values
- SS 121 Models of Health Care Delivery
- SS 246 The Political Economy of Communities: A Workshop
- SS 116 The Climate of the Connecticut Valley
- NS 138 Biopittence
- NS 148 Solar Aquaculture
- NS 148 Hazardous Wastes in the Environment
- NS 193 The Ecology of Central New England
- NS 204 Ecology
- NS 235 Energy Technology Seminar
- NS 238 Environmental Books Seminar
- NS 271 The Natural History Gathering
- NS 287 The Enterprise of Science: Case Studies
- RA 136 The Man-Made Environment: The Physical Determinants of Form
- RA 201 American Landscapes
- RA 273 Problems in Environmental Design

**FEMINIST STUDIES**

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

**Humanities and Arts**  
L. Bronn Kennedy  
Jill Lewis (on leave)  
Harry Russo

**Language and Communication**  
Janet Tallman (on leave)

**Natural Science**  
Nancy Goddard  
Sandra Oyewole (on leave)  
Janice Raymond (on leave)  
Ann Woodhull

**Related courses are:**

- RA 292 Shelley and her Circle
- NS 142 The Biology of Women
- SS 104 Men, Women, and Work: A Historical and Contemporary Perspective
- SS 114 Economic Perspectives on Women
- SS 207 Family in Cross Cultural Perspective
- SS 251 Feminist and Other Social Movements in Europe and America
- IN 304 Women and Environment

**FOREIGN LANGUAGES/LANGUAGE STUDIES**

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

Courses in other languages and foreign language literature courses are available through Five College cooperation. Some

examples: Chinese and Japanese, as part of the Five College Asian Studies Program; Greek and Latin; Germanic languages, including Danish, Dutch, and Swedish; Slavic languages, including Russian and Polish; and Romance languages, including Italian and Portuguese.

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

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

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

Students can design concentrations on the social implications of bilingualism among Portuguese-American children; anthropological, linguistic, and philosophical problems of translation; the maintenance of the French language in New England; and many other areas. Good fieldwork opportunities exist in bilingual communities throughout the country and in the teaching of second languages.

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

- Courses relevant to the program include:
ES 231/EC 231 Language, Culture and Politics
LC 109 Language and the Human Animal
LC 111 Intercultural
ES 196 Nonverbal Communication
LC 214 Meaning
LC 267 Conversation Analysis, Part II
PL 103 French I
PL 104 Spanish II
PL 105 French III
PL 106 Spanish III

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

Law is a phenomenon which touches every aspect of our existence. The study of law, legal processes, legal ideas and events, provides a focus for the study of society. The range of activities possible within the scope of our Law Program is as broad as the interests of those participating in it. The Law Program is not designed as preparation for the legal profession. Although there is no overlap between the interests of students who want eventually to go to law school and those who want only to include the study of law in their undergraduate education, the Law Program as such is concerned only with the latter. (Pre-law consulting is done by Lester J. Masor and E. Oliver Fowlkes.)

The Division II courses are the core of the Law Program's content. Students who plan a concentration in law, or, as is often the case, a concentration which includes some aspect of law in it, should look to the Division II courses as the foundation and entry point for their work. The Law Program also offers courses in Hampshire's Division I, Basic Studies. Like all courses in Hampshire's Division I, these primary objectives of the course are to develop the student's understanding of the mode of inquiry of the school, and schools in which they are taught, and generally to contribute to the student's growth as a learner.

Independent study related to law may be done under the supervision of any of the faculty working in the Law Program. In particular, E. Oliver Fowlkes (on leave spring term) is especially interested in mental health, the legal profession, representation for the poor, and welfare law, and can provide assistance in arranging field work placement. Lester J. Masor is especially interested in legal history, philosophy of law, the legal profession, criminal law, labor law and family law. Students interested in dispute resolution and social control in cross-cultural contexts should contact Barbara Ferguson (on leave spring term). These interests include government policy and its implementation, politics and law should contact Robert Raboff. Students whose concentrations which draw very largely upon Law Program courses include students in the Law Program in law and education of students. These have included concentration in law and education, prisons, law and inequality, juvenile courts, and relevant portions of concentrations in politics, history, economics, sociology, environmental studies, women's studies, urban studies, and other fields. The Law Program regularly sponsors a number of other social events. Members of the Hampshire speakers, films and other social events which would be appropriate community who have been invited to the Law Program are encouraged to request sponsorship by the Law Program are encouraged to request support from the steering committee.

No formality of admission or membership is required for participation in the Law Program. The way to indicate your interest and to keep informed is by placing your name on the Law Program mailing list. This way you will receive notices of Law Program events and activities. This list is maintained in the Law Program Center where students working in the program may organize and conduct their activities.

- Related courses are:
IN305 Law and Literature
SS220 Law, Justice and Education
SS235 Law and Labor in American History

WRITING AND READING PROGRAM/ WRITING AND READING LABORATORY

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

Contact Deborah Berkman, director of the program. For appointments and additional information. Her office is located in Dakin House (D-104) and her extension is 531.

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

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

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

Library Work: The reference librarians and other members of the Library Center staff give assistance to individual students and work with the faculty to develop special instructional units on such typical research problems as location of sources and note taking. Contact Susan Dayall, media resources adviser, extension 561.

READING AND WRITING SKILLS

Will Ryan

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

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

FACULTY SCHOOL OF HUMANITIES AND ARTS

John R. Boettiger, professor of human development, joined the Hampshire planning staff in 1967. In those first years of the College's life he contributed to the early design of educational policy and academic programs. He is particularly interested in personal history, biography, family studies, psychoanalytic psychology, and psychotherapy. He taught at Amherst College from which he received a B.A. in 1969, conducted research for the Rand which he received a Ph.D. in 1970, and completed his Ph.D. in human development and psychotherapy. His publications include 'Women and American Foreign Policy' and a recent study in biography and family history, 'A Love in Shadow'. Professor Boettiger will be on leave for the 1980-81 academic year.

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

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

Lorrie Goldensohn, visiting associate professor of literature, is a poet and critic. Educated at Oberlin and The Writers Workshop at the University of Iowa, her work has appeared in a variety of leading journals from Poetry and The Yale Review to The New Yorker. Some of the journals in which her work will be forthcoming this year are The American Poetry Review, Salamundi, and The Massachusetts Review. Anthologies with Lorrie's poetry include The Yearbook of American Verse and The Poet's Prize. A new collection of poems from L'Esperance Press is entitled The Father, which gave it a start. Lorrie is planning a book of essays on 20th century American poetry. She is at present editing poetry and criticism for a large winter volume of Ploughshares, and has just finished a three-year stint as a literature panelist for the Massachusetts Arts Council.

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

Barry Goldensohn, dean of Humanities and Arts and professor of literature, holds a B.A. in philosophy from Oberlin College and an M.A. in English from the University of Wisconsin. His poetry has been widely published in periodicals and anthologies and is collected in St. Yvonne Frye and Uncovering the Block. He has taught at several colleges and universities, most recently at Goddard College and the Writer's Workshop at the University of Iowa.

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

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

Van B. Halsey, Jr., associate professor of American Studies, was associate director of admissions at Amherst College from 1956 to 1969 and came to Hampshire as director of the Center for the Study of the History of the United States. He holds a B.S. in education from the University of Pennsylvania. Professor Halsey will be on leave during the 1980-81 academic year.

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

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

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

Thomas Joslin, assistant professor of film, holds a B.A. in photography from the University of New Hampshire and an M.F.A. in film making from the Rhode Island School of Design. He has twice won awards from the National Endowment for the Arts for his work in film education. Professor Joslin will be on leave for the 1980-81 academic year.

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

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

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

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

Jill Lewis, assistant professor of literature, holds a B.A. from Norwich College, Cambridge, England, and is presently pursuing a Ph.D. at Cambridge University. She has been very active in the Women's Liberation Movement in Britain and active in the Women's Liberation Movement in literature and cultural France. Ms. Lewis teaches courses in literature and cultural history at Hampshire. She will be on leave for the 1980-81 academic year.

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

Richard Lyon, professor of English and American studies, holds a B.A. degree from Texas and Cambridge, an M.A. from Connecticut, and a Ph.D. in American Studies from Minnesota. He was formerly chairman of the American Studies curriculum at the University of North Carolina at Chapel Hill, and was Hampshire's first Dean of the School of Language and Communication. Professor Lyon will be on leave during the Spring term 1981.

Robert Marcus, professor of Hispanic-American literature, has worked for the World University Service in Paris and Venezuela, served as area coordinator of the migrant education program at Middlesex County in Massachusetts, and published translations of Latin American poetry. He holds a B.A. from Brandeis and a Ph.D. from Harvard. Professor Marcus will be on leave for the 1980-81 academic year.

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

**Elaine Meyer**, associate professor of film studies, has a B.A. in art from Stanford. She did graduate study in painting and photography at the University of Minnesota. Her photographic graphs have appeared in many exhibitions and publications.

**Francis McCellan**, associate professor of dance, received a B.S. in dance from the Juilliard School of Music and an M.Ed. from the University of Massachusetts. She was a member of the Joan Kerr Dance Company and the Anna Sokolow Dance Company; she has also assisted Jose Limon. She is certified as a teacher of Labanotation and as an Effort Shape Movement analyst. In addition to being a dancer and choreographer, she has reconstructed several works from Labanotation scores. Francis's current work is in observing the bodymind in motion—in everyday behavior and in symbolic expression. She will be chair of the Five College Dance Department for 1980-81.

**Randall McCellan**, associate professor of music, received his B.M. and M.M. from the University of Cincinnati and his Ph.D. from the Eastman School of Music. He has taught music theory and composition at West Chester State College, Pa., where he was also director of the electronic music studio. An active composer, he also enjoys singing in the style of North India. He is an originator of "sound awareness training" about which he has written a book, *The Soundness Sound*. His current studies include sensory awareness with Charlotte Selver and the music of non-Western cultures. Professor McCellan will be on leave for the 1980-81 academic year.

**Robert Meagher**, associate professor of philosophy of religion, has a B.A. from the University of Notre Dame and an M.A. from Chicago. His publications include *Personalities and Powers*, *Beckoning*, *Teaching Strains*, *Rethinking the Political*, *Gifts*, *Notes*, and *An Introduction to Augustine*. He has taught at the University of Notre Dame and at Indiana University.

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

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

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

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

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

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

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

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

**Roy Superior**, associate professor of art, earned his B.F.A. at the Pratt Institute in New York and his M.F.A. at Yale University. He has also studied at the Instituto Allende in Mexico. He has had several years of experience in teaching drawing, painting, and printmaking, and has exhibited his work at a number of northeastern colleges and museums.

**Jan Swafford**, visiting assistant professor of music, graduated from Yale School of Music with an MFA and from Harvard with a B.A. Jan also has been a fellowship composer at Tanglewood. He has conducted and played piano in numerous film recording sessions and has conducted performances of original pieces at Yale.

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

## SCHOOL OF LANGUAGE AND COMMUNICATION

**Rodney Gersteth**, visiting assistant professor of mass communications, has a B.A. in sociology from Yale University and an M.A. in communication studies from the University of Massachusetts where he is currently a doctoral candidate. His teaching experience includes courses in mass media in society and film history. His research interests are the impact of the media on the legal process, policy issues involving children's television, and media entertainment.

**Ellen Mark Conroy**, assistant professor of psychology, holds a B.A. from Radcliffe College and an Ed.D. in developmental psychology from the Harvard Graduate School of Education. She has worked as a predoctoral intern in child psychology at the Judge Taylor Guidance Center in Boston. Her interests are in cognitive-developmental theory, social and ego development, and applications of social-cognitive-developmental theory to clinical and educational practice. Mr. Conroy is on leave for the academic year 1980-81.

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

**Michael Flynn**, visiting assistant professor of linguistics, has a B.A. in English literature from the University of Notre Dame and is completing his Ph.D. in linguistics at the University of Massachusetts. He has taught at the University of New Hampshire and Reed College. His primary research interests include the syntax and semantics of natural language, linguistics and psychology, literary stylistics, and philosophy of science.

**Jay Garfield**, assistant professor of philosophy, received his B.A. from Oberlin College and his Ph.D. in philosophy from the University of Pittsburgh. His main teaching interests are in philosophy of psychology, philosophy of mind, and ethics. His research relates to social development and classroom interaction and its relation to cognitive development.

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

**James Paul Gee**, assistant professor of linguistics, holds a B.A. (philosophy) from the University of California, Santa Barbara, and an M.A. and Ph.D. (linguistics) from Stanford University. His research interests include syntactic and semantic theory, pragmatics, theories of grammar, linguistics and literary theory, and the structure of English, as well as sociolinguistics, discourse, and the theory of perception, intentionality, philosophy of language, and the philosophy of language as well as the philosophical history of analytic philosophy. Mr. Gee will be on leave Spring Term 1981.

**Gregory Jones**, adjunct assistant professor of communication, has an M.B. in theater from Dartmouth College and an M.F.A. in theater and speech from Smith College. He is currently completing doctoral study at the University of Massachusetts in the Department of Communication Studies Department. He has taught at the University of Massachusetts, and at Fitchburg State College, in the areas of photography and television production.

**David Kerr**, assistant professor of mass communications and Director of Merrill News and Public Affairs, is completing his M.Phil. in developmental psychology from the University of Ohio, an M.A. from Vanderbilt University, and is completing his Ph.D. at Indiana University. His teaching experience includes Ph.D. in communication research and the development of his educational interests include the radical press in America, how television affects the public, and communication law. He is currently researching the history of the liberation New Service.

**Deborah Knapp**, assistant professor of psychology, earned her B.A. in philosophy and psychology at Bernard College and has an M.A. in psychology from the University of California, San Diego. She completed her Ph.D. at the University of California, San Diego. She does research on child language and the development of intersubjectivity and problem-solving abilities. Her teaching interests include cognitive psychology, theory of education, and philosophical problems in psychology.

**Alice Barbara Lazarowitz**, visiting professor of philosophy, was a teacher and Austin Smith professor of philosophy at Smith College until her retirement in 1972. She holds Ph.D. degrees from the University of Wisconsin in philosophy and from Cambridge University in the foundations of mathematics. At Cambridge she was a student of Ludwig Wittgenstein, and she has written many books on these subjects, including *Logic and Language*, *Foundations of Symbolic Logic*, and *Logic: The Theory of Formal Inference*.

**Morris Lazarowitz**, visiting professor of philosophy, was Sophia and Austin Smith professor of philosophy at Smith College until his retirement in 1972. He holds a Ph.D. from the University of Michigan, and he did post-doctoral work at Harvard and at the University of Cambridge. His research interests include *Logic and Language*, *Foundations of Symbolic Logic*, and *Logic: The Theory of Formal Inference*.

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

**Richard Lyon** holds a joint appointment with the School of Humanities and Arts. Mr. Lyon will be on leave Spring Term 1981.

**William Marsh**, associate professor of mathematics, holds his B.A., M.A., and Ph.D. from Dartmouth, and his special interests include the foundations of mathematics and linguistics. Mr. Marsh is Dean of the School of Language and Communication.

**James Miller**, assistant professor of communications, holds an M.A. in mass communication from the University of Denver and is completing his Ph.D. at the Amherst School of Communications, University of Pennsylvania. He previously taught at Drexel University. His twin research and teaching interests are interdisciplinary approaches to human symbolic interaction and the social control of the media as mass communication. Mr. Miller will be on leave Spring Term 1981.

**Richard Miller**, associate professor of communication, has been director of instructional communications at the State University of New York at Binghamton and Syracuse. He holds a B.A. from Amherst College and a Ph.D. from Syracuse University.

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

**Howard Peelle**, visiting associate professor of computer science, is on leave from the School of Education at the State University of Massachusetts, where he is also an adjunct faculty member in the Department of Computer and Information Sciences. He received his B.S. in engineering from Swarthmore College and his Ph.D. in computer science from the University of Massachusetts. His research interests include: (a) use of programming languages as a conceptual framework for teaching children, and (b) languages as a conceptual framework for teaching children, and (c) use of artificial intelligence techniques in computer-assisted instruction.

**Judy Shepard-Kegl**, assistant professor of linguistics, has a B.A. in anthropology and an M.A. in linguistics from Brown University. Her research interests include the linguistics of American Sign Language, Slovenian phonology and bilingualism, other sign languages (Vai, Fula, and Fula), and anthropological linguistics. Ms. Shepard-Kegl will be on leave Spring Term 1981.

**Noel Skilling**, associate professor of psychology, has a B.A. from Amherst College and a Ph.D. in psychology from Stanford University. Much of his research and teaching concerns the psychology of language. He also has a substantial interest in other areas of cognition, such as memory, attention, visual and auditory perception, intelligence, and mental representation.

**Janet Tallman**, assistant professor of anthropology, received a B.A. from the University of Minnesota and a Ph.D. from the University of California, Berkeley. She conducted field work in Yugoslavia on social interaction patterns in rural and urban areas. She worked in an editorial capacity for the journal *Serbia* and worked in an editorial capacity for the journal *Anthropological Society Papers*. Ms. Tallman will be on leave Spring Term 1981.

**Christopher Witherpoon**, associate professor of philosophy, is completing his Ph.D. at the University of California, Berkeley, where he was a Dorothea Graduate Fellow and a teaching assistant. Both his thesis and a book in progress are in the philosophy of perception. His other research areas include philosophical psychology, the philosophy of language, and the philosophy of art. He has a B.A. from Arkansas Tech where most of his work was in music and literature. He taught at Knoxville College as a Woodrow Wilson Teaching Intern. Most of his current interdisciplinary work is in cognitive psychology and philosophy of perception. His other research areas include philosophy of art. Mr. Witherpoon will be on leave Spring Term 1981.

**Laurence Wylie**, adjunct professor of anthropology, is an emeritus professor of French civilization at Harvard University. He received his Ph.D. from Brown and has taught at Harvard and Paris as chairman of the Franco-American Committee on Cultural Exchange. Mr. Wylie has also been the recipient of the Prix Leonce de Lavergne and was a Fellow at Ford, Guggenheim, NEH, and Gernstein. Two of his books, *Willes in the Vanuatu* and *Willes in the Vanuatu*, are historical and sociological studies of European village life written by a participant observer.

**Mary Young**, adjunct assistant professor of journalism, is currently a staff writer for the *Valley Advocate* and a freelance contributor to other newspapers and magazines. Since receiving secondary school English and has conducted classes and workshops in journalistic interviewing at Mount Holyoke College and the University of Massachusetts.

## SCHOOL OF NATURAL SCIENCE

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

**Marie S. Bruno**, associate professor of biology, holds a B.A. from Syracuse University and a Ph.D. from Harvard. She has done post-doctoral research in sensory neurophysiology (especially vision) and elementary school science teaching. Recently she has been teaching how to do energy conservation analysis of homes, and she hopes that some Hampshire students will develop these techniques into curricula materials for high school students. Her work in neurophysiology has been supported by grants from N.H. and the Grass Foundation, and she is the author of additional to expertise in elementary science studies. She is also the co-author (together with Susan Goldhor) of a book on dating.

**Lorna L. Coppinger**, faculty associate in biology and outreach specialist in agriculture, holds an A.B. from Boston University and an M.A. from the University of Massachusetts. She has additional to expertise in wildlife, dog, Slavic languages, and writing. Lorna is also interested in photography. Lorna is involved primarily with the Farm Center.

**Raymond F. Coppinger**, professor of biology, has worked at the Woods Hole Oceanographic Institute, the Smithsonian Astrophysical Observatory in Cambridge, the U.S. Fish and Wildlife Service, and the Beba Tropical Research Station in the West Indies. He holds a 4-College Ph.D. (Amherst, Smith, Mount Holyoke, UMass.). Varied interests include philosophy, forest management, animal behavior, New England birds, monkeys in the Caribbean, African ecology, biological human adaptation (anthropology/ecology), and sensory theory (book in progress). Ray has been a past New England sled dog racing champion, and originated his own breed of sled dogs, and is currently active in the Farm Center.

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

**Nancy L. Goldard**, associate professor of biology, was previously chairperson of the department of natural science and chemistry at West Virginia State College. She obtained her Ph.D. from Ohio State University. Involved in teaching courses in human reproduction, health care for women, and endocrinology, she is also interested in field ecology, human and comparative anatomy, parasitology, marine biology, and tropical (Caribbean) ecology.

**Stanley Goldberg**, professor of the history of science, taught at Antioch College, a senior lecturer at the University of Massachusetts, and a post-doctoral fellow at the Smithsonian Institution. His Ph.D. is from Harvard. His teaching and research interests include the history of science (particularly early 20th century physics), science and public policy, and photography.

**Susan Goldhor**, visiting associate professor of biology and director of the Farm Center, received her A.B. from Barnard College, Columbia University, and her M.A. and Ph.D. from

Yale. She taught in the biology department of Hacettepe University in Turkey for two years and spent two years at Stanford University as a cancer researcher. In addition to expertise in embryology, and obesity and diet. She is co-authored a book with Marie Bruno on dieting, she is interested in science fiction, and agriculture, particularly sheep behavior and physiology.

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

**Kurtis J. Gordon**, associate professor of astronomy, received his B.S. in physics at Antioch College, and his M.A. and Ph.D. from the University of Michigan. His interests include time and space, relativity, (including the philosophy of time and space), cosmology, and the history of astronomy. He is a member of the Five College Astronomy Department.

**Michael Gross**, assistant professor of the history of science, received his B.S. in chemistry from Brooklyn College and his Ph.D. in the history of science from Princeton University. His interests include the history of biology, especially physiology and medical theory, evolution, embryology, and molecular biology. In addition, he teaches courses in the social structure of science, and the roles of scientific theory in political and social questions such as race and intelligence, population control and sexuality.

**Kenneth B. Hoffman**, associate professor of mathematics, has an M.A. from Harvard, where he also served as a teaching fellow. He taught mathematics at Yalloga College during 1965-70. In addition to his research in topology, mathematical work in the field of interest includes education, American Indians, natural history, and farming.

**David C. Kelly**, associate professor of mathematics, has taught at New College, Oberlin, and Yalloga College. He holds an S.M. from M.I.T. and an A.B. from Dartmouth. His interests are analysis, the history of mathematics, and the history of science. David will be away for the spring term.

**Allan P. Kraus**, professor of physics and science policy, was educated at Cornell and Stanford, where he received his Ph.D. in theoretical physics. He has taught at Princeton University, the University of California at Santa Barbara, and the University of Iowa, as well as the Open University in England. His interests include physics, science and the environment, where he has worked on flood control and nuclear energy. He coordinates the Environmental Studies and Public Policy Program at Hampshire. Allan will be away for the entire year.

**Henry Levy**, associate professor of chemistry, holds a Ph.D. from M.I.T. He has worked as a research associate at M.I.T. and at the University of California at Santa Barbara. He has taught at Smith College and the Cooley Dickinson School of Nursing. She has also coordinated a chemical analysis lab at the Hill River project in Northampton. Her interests include stereochemistry and molecular biology. Her research interests include non-organic molecules, environmental chemistry, science for non-scientists, toxic substances, and the history of science.

**Blair N. Lewis**, adjunct assistant professor of environmental studies, received his B.A. in biology from Trinity University and his M.D. from UMass, where he studied the theoretical foundations of environmental studies. He is lecturer at the Boston Hills Training Center in Milton, Massachusetts. Before Boston Hills Training Center, he was a curator at the Museum of Science, Boston. He is President of the New England Environmental Education Alliance. His interests include natural history, environmental education, and nature "literature." He is particularly interested in exploring ways of joining the sciences and humanities in our attempt to understand our environment and our relationships with it.

**Anthony M. Maitland**, adjunct associate professor of health sciences, holds a B.S. from King's College and an M.D. from the George Washington University. Tony has experience in family practice and orthopedic surgery and is very interested in bioethics and empirical medicine. He is the Director of Health Services at Hampshire College and an adjunct faculty member in the Department of Exercise Science at UMass where he is engaged in muscle fibre typing research.

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

**Sandra N. Orville**, associate professor of microbiology. Her research involves membrane development, structure, and function. In addition, she is interested in public health in developing countries, research on the microbial contribution to energy production, and cancer.

**Janice C. Raymond**, assistant professor of women's studies and medical ethics, received her Ph.D. from Boston College in addition to her M.A. from the New School for Social Research. She is interested in genetic technology, psychoanalysis, and issues connected with women's health care. Her recent book, *The Transsexual Empire*, was well reviewed. Jan will be away for the entire year.

**John B. Reid, Jr.**, associate professor of geology, has pursued his research with the surface and earth's interior at the Smithsonian Astrophysical Observatory, the Geochronology Laboratory at M.I.T., Bessie Coleman Polytechnic Institute, and Laboratory at M.I.T. His professional interests center around volcanology as a means of understanding the chemical evolution of the earth and the use of volcanism as a source of geothermal power. He is also interested in the geology of construction, nuclear waste disposal, timber-frame house substructure, nuclear waste disposal, timber-frame house construction, cabinet-making, home-staging, and canoeing.

**Ruth C. Rinear**, associate professor of the history of science and master of Prescott House, received her B.A. magna cum laude, from Milwaukee-Duane College, and her M.A. and Ph.D. from Cornell, where she concentrated in the history of science. She taught at Kirkland College, where she also held the position of assistant dean of academic affairs. Her interests include nineteenth century biology, science and religion, technology and society, and nineteenth century intellectual history.

**Michael R. Sutherland**, associate professor of statistics, holds an intercollegiate appointment in Natural Science and Social Science. Besides teaching a variety of courses related to statistical issues, he is an active consultant on computer assisted statistical analysis to members of the Five Colleges. His primary interests are his family: mathematics, computers, and the Five Colleges.

**Janet D. Van Blerkom**, assistant professor of physics, received her B.S. from M.I.T. (winning the Arthur Compton Prize) and her Ph.D. from the University of Colorado. She has taught at the University of Massachusetts, Smith College, and most recently at the Joint Institute for Laboratory Astrophysics. Her research interests include theoretical low energy particle physics, astrophysics, waves, optics, acoustics, and holography.

**Charlene D. Van Riper**, assistant professor of ecology, received her B.A. from York and her Ph.D. from Boston University. She has taught at the University of Nova Scotia. Her research has been in the area of salt marsh and estuarine ecology, nitrogen fixation, and the ecology of riverine wetlands.

**Arthur W. Westing**, professor of ecology and Dean of the School of Natural Science, received his A.S. from Columbia College and his M.F. and Ph.D. degrees from Yale. He has been a forester with the U.S. Forest Service, and has taught at the University of Massachusetts, Middlebury, and Purdue, the University of Massachusetts, Middlebury, and Middlebury, where he also chaired the biology department. He has been a trustee of the Vermont Wild Land Foundation, the Vermont Academy of Science, and the Rachel Carson Council. He has been a Senior Research Fellow at the Stockholm International Peace Research Institute and does research primarily on the environmental effects of war.

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

**Albert S. Woodhill**, assistant professor of biology, received his Ph.D. from the University of Washington. He has taught in the Peace Corps in Nigeria and has lectured at the University of Washington. His research interests are centered on the physiological bases of behavior and on the visual system in humans and animals. He also has a strong interest in electronics which finds an outlet in a homebuilt computer and industrial consulting.

**Ann M. Woodhill**, associate professor of biology, received her B.A. from Swarthmore and her Ph.D. from the University of Washington (physiology and biophysics). Her interests include human biology, physiology, neurobiology, and biological toxicology. For the last few years, Ann has been increasingly fascinated by the connections between science and human movement, and she has written two articles for *CONCORD Quarterly* about the biology and physics of movement.

**Five College Astronomy Department Faculty:**  
**Courtesy and Kurtis Gordon** (see above).

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

**Tom Demais** - associate professor of astronomy at Mount Holyoke College.

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

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

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

**C. Richard Huguenin** - chairman of the astronomy program at the University of Massachusetts and professor of astronomy and physics at the University of Massachusetts.

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

**Kristynee Janrowska** - instructor of astronomy at Smith College.

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

**Walter Seitzer** - professor of astronomy at Smith College.

**Eugene Tademary** - associate professor of astronomy at the University of Massachusetts.

**Joseph Taylor** - professor of astronomy at the University of Massachusetts.

**David Van Blerkom** - associate professor of astronomy at the University of Massachusetts.

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

**SCHOOL OF SOCIAL SCIENCE**

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

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

**Carol Bengeladorf**, assistant professor of political science, holds an A.B. from Cornell, studied Russian history at Harvard, and is working on a doctorate in political science from M.I.T. She is interested in political development in Southern Africa. She has conducted research in Algeria and other Third World areas. She has been a school teacher in Kenya, Cuba, and Peru, and has been a school teacher in Kenya and Honduras.

**Myrna Breitbar**, assistant professor of geography, has an A.B. from Clark University, an M.A. from Rutgers, and a Ph.D. in geography from Clark University. Her teaching and research interests include the social geography of work; economic, social, and political values as determinants of the built environment; and political values as determinants of alternative strategies for social and spatial implications of alternative development; and problems in providing urban housing, employment and social services.

**Margaret Cerullo**, assistant professor of sociology, has a B.A. from the University of Pennsylvania, a B.Phil. from Oxford University, and is presently a Ph.D. candidate at Brandeis University. Her particular areas of interest are the sociology of women and the family in America; political sociology; stratification; sociology of work and leisure; and European social theory.

**Douglas Davidson**, visiting assistant professor of sociology, is presently completing his Ph.D. work at the University of California, Berkeley. He received his B.S. from the Illinois Institute of Technology and his B.A. from Tougaloo. He has taught at the University of Massachusetts and at Boston College. His research interests are in the areas of colonialism and the black experience; College in the areas of colonialism and the black experience; College in the areas of colonialism and the black experience; and community; race and ethnic relations.

**Louise Farhau**, associate professor of psychology, has worked in child guidance and mental hygiene clinics in Minnesota and California, and has taught psychology at Yale, Stanford, and San Francisco State College. She holds a B.A. and Ph.D. from the University of Minnesota.

**Nancy Finch**, assistant professor of history, has a B.A. and M.A. from San Diego State University. She is completing her Ph.D. dissertation at the University of California, Los Angeles. Her teaching interests include European social and political history, 1500-1940, with emphasis on early modern European history, the old regime and the French Revolution, and Europe in the 19th century; women's history in a comparative perspective; agrarian and demographic history; and quantitative history.

**Michael Ford**, dean of student affairs and assistant professor of political science, earned a B.A. from Knox College and an M.A. in political science from Northwestern University, where he is completing his doctoral work. He has taught at the University of Massachusetts, Brown University, and Chicago City University in the areas of politics of East Africa, Sub-Saharan Africa, African governments, Black politics, and neocolonialism and underdevelopment.

**E. Oliver Foulkes**, assistant professor of law, received a B.A. from Southern College, Memphis, and a J.D. from Memphis State University School of Law. He has been engaged in a variety of legal projects involving civil liberties, welfare reciprocity, housing legislation, and mental hospitals. Professor Foulkes will be on leave during spring term 1981.

**Felina M. Glaser**, dean of faculty and associate professor of history, has a B.A. from Douglass College and a Ph.D. from Rutgers University where she held the Louis Reuther Fellowship. Her special interests include the intellectual history with emphasis on radical left wing movements in the United States during the 1940s.

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

**Liott Hogan**, associate professor of economics, has an M.A. from the University of Chicago and has done graduate work in public affairs at the State University of New York, Albany. He is editor of the *Review of Black Economy* and assistant director for research and public economist at the Black Economic Research Center. He is author of numerous articles and has taught at Amherst College and Harvard University.

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

**Kay Johnson**, assistant professor of Asian studies, has her B.A., M.A. and Ph.D. from the University of Wisconsin. Her teaching and research interests are Chinese politics; comparative politics of underdeveloped areas; women and development; international relations including American foreign policy, Chinese foreign policy and policy-making processes.

**Claris I. Joseph**, professor of education, has a B.S. from New York University and a Ph.D. from Cornell University. At the University of Massachusetts, where she was associate professor of education, she served as co-chairperson of the school's Committee on Combat Racism, and at Cornell she was assistant dean of students, director of the Committee on Special Educational Projects, counseling service, and associate professor in the African Studies and Research Center. Professor Joseph is on leave for academic year 1980-81.

**Jean Landes**, associate professor of political science, holds a B.A. from Cornell University and an M.A. and Ph.D. in political science from New York University. She taught at Bucknell University before coming to Hampshire. Her research interests include the theoretical foundations of the women's liberation movement. Her teaching interests are in the theory of political and social theory, American politics and women's studies.

**Barbara Harrison Linden**, associate professor of sociology, has a B.A. from Syracuse University and a Ph.D. from Columbia. She has also taught and served as architectural consultant where she also taught and served as architectural consultant for problems in college housing at the University. Her academic interests include urban blight and the sociology of education. Professor Linden will be on leave for academic year 1980-81.

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

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

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

**Donald Fox**, assistant professor of psychology, is completing his M.S. at the University of Massachusetts. His M.S. is in his doctoral requirements at Cornell University. He is from Virginia Polytechnic Institute and State University and his B.A. from Duke University. His major areas of interest are social psychology, environmental psychology, and statistics.

**Robert Kahoff**, assistant professor of political science, did his undergraduate work at Oberlin College. His M.A. and Ph.D. are from the University of Washington, where he was a lecturer before joining the Political Science Department at the University of Illinois, Chicago. His fields of interest include public policy analysis—evaluation and impact; political theory; American national politics; public administration and organizational theory; and politics of housing and mortgage finance policy.

**Madie Rose**, assistant professor of education and coordinator of education and child studies, has a B.A. from Cornell and an M.A. from Smith College, where she concentrated in comparative M.A. from Smith College, where she concentrated in the United States. She is presently a doctoral candidate at the University of Massachusetts. She was a supervisor of practice teaching at Smith College's Department of Education and Child Study and has worked with the Northampton public school system. Her academic interests include the history, philosophy, and sociology of education; the socialization process; comparative education; law; and teacher education.

**Christine Shea**, visiting assistant professor, has an M.A. in education, holds a Ph.D. in history of education and an M.A. in comparative education from the University of Illinois, Urbana, and an M.A.T. from the University of Rochester, and an M.S. 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.

**William Slater**, associate professor of history and master of Doherty House until 1974, received a Ph.D. from Princeton University, where he held the first Woodrow Wilson Fellowship designed to allow a woman with children to attend graduate school half time. Her undergraduate work was completed at Douglass College. Her research interests include history of the family, early modern Europe, Puritanism, and history of professionalism. She has just completed a book with P. Glasser on women's entrance into the professions in early 20th century America.

**Michael Sutherland** holds a joint appointment with the School of Natural Science.

**Robert von der Lippe**, associate professor of sociology, was director of the National Institute of Mental Health Graduate Training Program in the Sociology of Medicine and Mental Health at Brown University. He has also taught at Columbia University and Amherst College. His B.A., M.A., and Ph.D. degrees are from Stanford University.

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

**Frederick Weaver**, professor of economics and history, and dean of the School of Social Science, has a B.A. from the University of California at Berkeley and a Ph.D. from Cornell University. He has done research in Chile as a Foreign Area Fellow and has taught economics at Cornell and the University of Santa Cruz. His special interest is the historical study of economic development and underdevelopment.

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

**Barbara Yngvesson**, associate professor of anthropology, received her B.A. from Harvard College and her Ph.D. from the University of California at Berkeley. She specializes in the anthropology of law and social organization, and has done field work in Peru and Sweden. She has also worked for the Department of Native Affairs in Papua, New Guinea. Professor Yngvesson will be on leave during spring term 1981.

## FIVE COLLEGE COURSE OFFERINGS BY FIVE COLLEGE FACULTY

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

**Theatre 240. BEGINNING VOICE PRODUCTION.** A course in training the speaking voice, dealing with problems of breathing, projection of tone, resonance, and articulation. Selections of diction of tone, resonance, and articulation. Limited enrollment. Second Semester. University of Massachusetts.

**Theatre 315. THE VOICE AND SHAKESPEARE.** A study of the poetry and plays of Shakespeare as performable literature, with continued emphasis on vocal and physical expression of character and emotion and imagery. Prerequisite: Beginning Voice Production and permission of the instructor. Second Semester. Mount Holyoke College.

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

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

**EDMUNDO DESIMES**, Visiting Professor of Latin American Studies (at the University of Massachusetts under the Five College Program)

**Spanish & Portuguese 230b/Afro-American Studies 230b. SAVAGES, MOLES, AND CANNIBALS: THE WESTERN VIEW OF THE REST OF THE WORLD.** The image of the Third World in western painting from the Renaissance to our day. The historical and ideological background. Art and values; the expression of these values in the contemporary stereotypes of the developed world. 7-4:10 - 3:00 p.m., Th 3:10 - 5:00 p.m. Second Semester. Smith College.

**Latin American Studies 250. SECRET WEAPONS: MASS MEDIA MANIPULATION IN THE THIRD WORLD.** The mass media—advertisements, fashion, music, film and TV—as a subtle and developed means of introducing values and aspirations in underdeveloped countries, with special emphasis on Latin America. Images and representations of Third World countries in the U.S. media. Forms of resistance and counter-attack. M 3:00-5:30 p.m. credits. Second Semester. Mount Holyoke College.

**Comparative Literature 101D. SECRET WEAPONS: MASS MEDIA MANIPULATION IN THE THIRD WORLD** (same description as Latin American Studies 250 above). T, Th 1:00-2:15 p.m. Second Semester. University of Massachusetts.

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

The Five College Early Music Program, founded in 1979, seeks to provide educational and musical experience for those interested in the music of the Middle Ages, the Renaissance, and the Baroque era. A faculty of distinguished performers and scholars provides practical and theoretical experience in the performance of early music. An extensive collection of Medieval, Renaissance, and Baroque instruments is available to students for study and performance; and there are extensive holdings in the music libraries of the five colleges. Students interested in early music are encouraged to participate actively in one or more of the performing groups which meet regularly with a coach. Ensembles are organized at all levels of ability, from beginner to expert, to accommodate student progress throughout a four-year academic program. Concerts throughout the year by visiting artists and by faculty and student groups are presented by the Music Departments and the Early Music Program. For further information on the Early Music Program, please contact the Early Music Office, Smith College.

**J. MICHAEL RHODES**, Five College Associate Professor of Analytic Geochemistry (at the University of Massachusetts)

**Geology 590F. X-RAY FLUORESCENCE ANALYSIS.** Theoretical and practical application of x-ray fluorescence analysis in determining major and trace element abundances in geological materials. Prerequisite: Analytical Geochemistry recommended. Second Semester. University of Massachusetts.

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

**HA 202. SCIENTIFIC FOUNDATIONS OF DANCE.** A lecture-laboratory course of selected anatomy, physiology, and kinesiology material. Emphasis is placed on those aspects most relevant to dancers. Attention is paid to the scientific principles contributing to injury prevention, health maintenance, and efficient training of dancers. No prerequisite. Second Semester. Hampshire College.

**Dance 311b. MOTOR LEARNING AND MOVEMENT ANALYSIS FOR DANCE.** A lecture-laboratory course in selected motor learning principles as related to the learning and teaching of dance skills, followed by the development of skill analysis abilities. Prerequisite: Scientific Foundations of Dance (Anatomy/Kinesiology for Dance). Second Semester. Smith College.