HAMPSTEAD, MASSACHUSETTS 01002
FALL 1982 COURSE GUIDE
ACADEMIC PROGRAM

REGISTRATION
Check the course descriptions and schedule of classes throughout for available sections. Some courses will have limited availability. In addition, students who plan to take more than 12 credits must register in person. For more information, contact the Registrar's Office at 508-369-8300.

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SCHEDULE OF CLASSES
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SCHOOL OF HUMANITIES AND ARTS
CURRICULUM STATEMENT

The School of Humanities and Arts at Hampshire College is dedicated to fostering the development of students as critical thinkers and creative producers. Our curriculum is designed to provide a broad and deep education in the humanities and arts, encouraging students to explore the richness of human experience and to develop a critical understanding of the world around them.

The School of Humanities and Arts offers a vibrant community of scholars and artists, providing opportunities for students to engage in critical thought, creative expression, and social action. Our faculty are dedicated to fostering a learning environment that values diversity, inclusivity, and intellectual rigor.

The curriculum is structured around the following core areas:

1. **Visual and Performing Arts**
   - Fine Arts
   - Music
   - Dance
   - Theatre

2. **Literature and Language**
   - English
   - Spanish
   - French
   - Russian

3. **Historical Studies**
   - History
   - Anthropology
   - Cultural Studies

4. **Philosophy and Religious Studies**
   - Philosophy
   - Religious Studies

5. **Social Sciences**
   - Sociology
   - Political Science

6. **Cultural Studies**
   - Gender and Women's Studies
   - LGBTQ Studies

The curriculum also includes interdisciplinary courses that allow students to explore connections between different fields of study. Additionally, students have opportunities to engage in independent research projects, internships, and community service.

Hampshire College is committed to providing a nurturing and diverse academic environment that prepares students for success in a rapidly changing world.
LIST OF COURSES

SECTION 1

FALL TERM 1982

LISTENING TO TECHNOLOGY

COMMUNITY DEVELOPMENT PROGRAMS

INTRODUCTION TO AGRICULTURE

THE GREAT SYSTEM

SOCIAL INTELLIGENCE

SPEECH AND ADAPTATION

EVOLUTION OF THE EARTH

LITERATURE IN ENGLISH

PHILosophy (proseminar)

CLINICAL EXPERIENCE PROJECTS

CRONG (proseminar)

MALE & FEMALE ADAPTIVE FUNCTION

NATIONAL MUSEUMS OF NEW ENGLAND (proseminar)

THE HISTORY OF ELEMENTARY MATHEMATICS

THE HUMAN ACT (proseminar)

INTERNATIONAL VISIONS OF AMERICA

CREATION MYTHOLOGIES FOR THE PERIOD

BIBLICAL MYTHS (proseminar)

PHILANTHROPY

THE ARTS: FORMAL

OFFICIAL ASTRONOMICAL OBSERVATORY

AMERICAN & ENGLISH LITERATURE

ANIMAL HISTORIOGRAPHY

ORGANIC CHEMISTRY

MORAL DEGENES: SOME CONTROVERSIAL CONCEPTS

ENVIRONMENTAL THERAPY I: ISSUES & IDEAS IN ENVIRONMENTAL STUDIES

HUMAN PROBLEMS IN FAMILY RELATIONSHIPS

JEWISH HERITAGE

MORAL PHILOSOPHY

COMPOSITION: STRUCTURES & TECHNIQUES FOR ELECTIVES & SOCIAL SCIENCE

ANATOMY OF THE GALLBLADDER

INTRODUCTION TO COLLEGE AND COMPUTER

MATHEMATICS FOR SCIENTISTS & SOCIAL

MATHEMATICS

MECHANISMS OF PHYSICS

THE COMPARATIVE FLUID DYNAMICS OF ANIMALS

ENVIRONMENTAL SCIENCE (proseminar) (family)

SCHOOL OF SOCIAL SCIENCE

CURRICULUM STATEMENT

The faculty of the School of Social Science have worked to create a curriculum that is as critical to a variety of students as possible. This statement reflects their interest in social interaction and social change. The size of each faculty is not only to enable activity, but to understand the social and political bases and to pursue values and ideals that are necessary for the development of a healthy, individual, and productive society.

Our faculty come from a variety of backgrounds: anthropology, sociology, human geography, and political science. We believe that to understand such problems such as ideological and political diversity, the national, the social, and the cultural dimensions of social issues must be studied in a variety of contexts. We have chosen to emphasize the role of social systems, the individual, and the group in understanding social interaction and social change that may not distinctive can offer.

We are not yet able to present all the various disciplines in a meaningful sequence, but that to an ideal that is reflected in our efforts to develop a broad and interesting range of subjects.

LIST OF COURSES

SECTION 2

COMMUNITY DEVELOPMENT PROGRAMS

TRENDS IN TECHNOLOGY

CURSOR IN THE LOCAL PROFESSION: TRENDS IN TECHNOLOGY

QUALITY OF LIFE

THE HUMAN ACT: THEOREMATIC

THE HUMAN ACT: INTEGRATIVE

THE ART OF THE MODERN WORLD

THE ART OF THE MODERN WORLD

APPLIED ARTS: AN HISTORICAL PERSPECTIVE

APPLIED ARTS: A HISTORICAL PERSPECTIVE

ENVIRONMENTAL THERAPY II: ISSUES & IDEAS IN ENVIRONMENTAL STUDIES

HUMAN PROBLEMS IN FAMILY RELATIONSHIPS

JEWISH HERITAGE

MORAL PHILOSOPHY

COMPOSITION: STRUCTURES & TECHNIQUES FOR ELECTIVES & SOCIAL SCIENCE

ANATOMY OF THE GALLBLADDER

INTRODUCTION TO COLLEGE AND COMPUTER

MATHEMATICS FOR SCIENTISTS & SOCIAL SCIENCE

MATHEMATICS

MECHANISMS OF PHYSICS

THE COMPARATIVE FLUID DYNAMICS OF ANIMALS

ENVIRONMENTAL SCIENCE (proseminar) (family)

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1982 FALL TERM
COURSE DESCRIPTIONS

SCHOOL OF HUMANITIES AND ARTS

An 195
SHAPING 04-08-82

An introduction to the elements of art history, providing an overview of the artistic traditions of Europe, and developing a critical appreciation of the interrelationships between the visual arts and society. This course is designed for students with no prior training in art history or visual analysis. It is not intended for individuals pursuing advanced studies in art history or related fields.

An 197
VISIONARY SYSTEMS

This course will explore the development of visionary systems of thought and their influence on modern science. We will examine the work of key figures such as René Descartes, Immanuel Kant, and Karl Popper, and discuss the impact of their ideas on the development of philosophy, science, and technology. This course is intended for students with a background in philosophy or natural science.

An 199
FILM WORKSHOP I

This workshop will focus on the craft of filmmaking, with a particular emphasis on the techniques of editing and directing. Students will have the opportunity to work on short films, and will receive feedback on their progress. This course is designed for students with a passion for film and a desire to develop their skills in the medium.

An 204
STILL PHOTOGRAPHY WORKSHOP

The workshop is concerned with the basic principles of photography and the techniques of work with a camera. An introduction to black and white photography will be given, as well as an introduction to some aspects of the history of photography. The lab will be open to students from other courses who wish to work with film and edit their own films.

An 212
HISTORY OF THE ENGLISH TRADITION

The course will be devoted to the study of the history of English literature from the Middle Ages to the present day. It will examine the major literary traditions and movements, as well as individual authors and works. This course is intended for students with a background in English literature or related fields.

An 213
STUDY TRIPS IN EUROPE

The course will focus on the study of the history and culture of Europe, with particular emphasis on the countries of Western Europe. The course will include visits to major cities and cultural sites, as well as opportunities for independent study and research.

An 214
ENGLISH LITERATURE

This course will cover the history of English literature from the Middle Ages to the present day, with a particular emphasis on the major literary traditions and movements. It will examine the major authors and works, as well as the social, political, and cultural contexts in which they were written. This course is intended for students with a background in English literature or related fields.

An 215
FRENCH LITERATURE

The course will cover the history of French literature from the Middle Ages to the present day, with a particular emphasis on the major literary traditions and movements. It will examine the major authors and works, as well as the social, political, and cultural contexts in which they were written. This course is intended for students with a background in French literature or related fields.

An 225
SOCIETY OF SCIENCE AND TECHNOLOGY

The course will focus on the relationship between science and technology, and the role of science in shaping society and culture. It will examine the major scientific and technological developments of the past century, as well as the social and ethical implications of these developments. This course is intended for students with a background in science or technology or related fields.

An 227
HISTORICAL MUSEUMS AND ART GALLERIES

This course will cover the history of museums and art galleries, with a particular emphasis on the development of these institutions as cultural institutions. It will examine the major museums and art galleries of the world, as well as the social and cultural contexts in which they were established. This course is intended for students with a background in museum studies or related fields.

An 230
FILM WORKSHOP II

This workshop will focus on the craft of filmmaking, with a particular emphasis on the techniques of editing and directing. Students will have the opportunity to work on short films, and will receive feedback on their progress. This course is designed for students with a background in filmmaking or a desire to develop their skills in the medium.

An 231
THE LIFE OF THE MUSEUM

This course will cover the history of museums and art galleries, with a particular emphasis on the development of these institutions as cultural institutions. It will examine the major museums and art galleries of the world, as well as the social and cultural contexts in which they were established. This course is intended for students with a background in museum studies or related fields.

An 232
INTRODUCTION TO PHOTOGRAPHY

The course will cover the basics of photography, including camera use, exposure, composition, and printing. It will also include a discussion of the history of photography and its role in shaping society and culture. This course is intended for students with a background in photography or related fields.

An 233
THE HISTORY OF THE MUSEUM

This course will cover the history of museums and art galleries, with a particular emphasis on the development of these institutions as cultural institutions. It will examine the major museums and art galleries of the world, as well as the social and cultural contexts in which they were established. This course is intended for students with a background in museum studies or related fields.

An 234
INTRODUCTION TO THE MUSEUM

This course will cover the history of museums and art galleries, with a particular emphasis on the development of these institutions as cultural institutions. It will examine the major museums and art galleries of the world, as well as the social and cultural contexts in which they were established. This course is intended for students with a background in museum studies or related fields.

An 235
THE LIFE OF THE MUSEUM

This course will cover the history of museums and art galleries, with a particular emphasis on the development of these institutions as cultural institutions. It will examine the major museums and art galleries of the world, as well as the social and cultural contexts in which they were established. This course is intended for students with a background in museum studies or related fields.

An 236
THE LIFE OF THE MUSEUM

This course will cover the history of museums and art galleries, with a particular emphasis on the development of these institutions as cultural institutions. It will examine the major museums and art galleries of the world, as well as the social and cultural contexts in which they were established. This course is intended for students with a background in museum studies or related fields.

An 237
THE LIFE OF THE MUSEUM

This course will cover the history of museums and art galleries, with a particular emphasis on the development of these institutions as cultural institutions. It will examine the major museums and art galleries of the world, as well as the social and cultural contexts in which they were established. This course is intended for students with a background in museum studies or related fields.
FALL TERM 1985

The curriculum's interdisciplinary focus is aimed at the exploration of themes and subjects that are integral to the development of a well-rounded student, particularly in the areas of natural science, the arts, and social sciences. The interdisciplinary nature of the curriculum is reflected in the wide range of courses offered, which are designed to promote critical thinking, creativity, and a broad understanding of the world.

The curriculum is structured around several core themes, each of which is explored in depth through a variety of courses. These themes include the humanities, natural sciences, social sciences, and the arts. The courses are designed to foster a deep understanding of these themes and to encourage students to think critically about the world around them.

The curriculum is also characterized by its emphasis on interdisciplinary study. Students are encouraged to take courses in areas outside of their major, and they are required to complete an interdisciplinary concentration as part of their degree requirements. This approach is intended to promote a holistic understanding of the world and to prepare students for a wide range of careers.

The curriculum is also designed to provide students with the skills and knowledge they need to succeed in a rapidly changing world. The courses are designed to help students develop critical thinking, problem-solving, and communication skills, as well as to provide them with a strong foundation in their chosen field of study.

The curriculum is also characterized by its flexibility and adaptability. Students are encouraged to explore their interests and to pursue courses that are not necessarily part of their major. This approach is intended to promote a wide range of interests and to encourage students to think creatively about their future careers.

Overall, the curriculum is designed to provide students with a strong foundation in their chosen field of study, while also promoting a deep understanding of the world and its complexities. The curriculum is characterized by its interdisciplinary nature, its emphasis on critical thinking, and its flexibility and adaptability. This approach is intended to prepare students for a wide range of careers and to ensure that they are well-prepared to meet the challenges of a rapidly changing world.

The curriculum is also characterized by its emphasis on experiential learning. Students are encouraged to participate in a wide range of activities, including internships, service-learning projects, and study abroad programs. This approach is intended to provide students with a broad range of experiences and to help them develop the skills and knowledge they need to succeed in a rapidly changing world.

Overall, the curriculum is designed to provide students with a strong foundation in their chosen field of study, while also promoting a deep understanding of the world and its complexities. The curriculum is characterized by its interdisciplinary nature, its emphasis on critical thinking, and its flexibility and adaptability. This approach is intended to prepare students for a wide range of careers and to ensure that they are well-prepared to meet the challenges of a rapidly changing world.
In addition, UA's Correctional Services College is open to the public, offering a variety of courses in areas such as criminal justice, law enforcement, and rehabilitation. The college prides itself on providing high-quality education to prepare students for successful careers in the field of corrections.

For more information or to enroll in courses, please visit the UA's Correctional Services College website or contact the admissions office directly. Stay informed and make informed decisions about your future!
SCHOOL OF NATURAL SCIENCE

Examining the unique features of the Natural Science curriculum in the Engineering Faculty, a working group finds that an agrarian research objective, focused on the use of land and land use, is essential. The group also identifies the need for innovative teaching methods, with a focus on interdisciplinary approaches. The curriculum emphasizes the importance of understanding the natural environment and its conservation.

Class of 1968

The class will meet twice a week for 1 hour each session. The class will meet on Tuesdays and Thursdays from 3:00 PM to 4:00 PM in Room 123. The course will cover basic principles of plant and animal biology, with a focus on ecology and environmental issues. The class will involve lectures, discussions, and hands-on laboratory experiments. Students will be expected to participate actively in class discussions and complete assignments regularly.

SCHOOL OF ENGINEERING

One of the key focuses of the Engineering curriculum is the development of a new engineering institute. The institute aims to create a new engineering program that integrates the undergraduate and graduate levels, focusing on the development of innovative solutions to real-world problems. The program will emphasize interdisciplinary approaches, with a focus on the integration of theoretical and practical knowledge.

Class of 1965

The class will meet once a week for 1 hour. The class will meet on Wednesdays from 2:00 PM to 3:00 PM in Room 205. The course will cover fundamentals of electrical engineering, with a focus on circuit analysis, signal processing, and communication systems. The course will involve lectures, discussions, and hands-on laboratory experiments. Students will be expected to participate actively in class discussions and complete assignments regularly.

SCHOOL OF BUSINESS

The school of business has implemented a new curriculum that focuses on the development of leadership skills and the integration of business and technology. The curriculum emphasizes the importance of ethical decision-making and the role of technology in the business world.

Class of 1966

The class will meet once a week for 1 hour. The class will meet on Fridays from 1:00 PM to 2:00 PM in Room 301. The course will cover fundamentals of business management, with a focus on leadership, decision-making, and strategic planning. The course will involve lectures, discussions, and case studies. Students will be expected to participate actively in class discussions and complete assignments regularly.

SCHOOL OF SOCIAL SCIENCES

The school of social sciences has implemented a new curriculum that focuses on the development of critical thinking skills and the integration of social and cultural perspectives. The curriculum emphasizes the importance of understanding social and cultural contexts and the role of individual and collective agency in shaping social outcomes.

Class of 1967

The class will meet once a week for 1 hour. The class will meet on Mondays from 11:00 AM to 12:00 PM in Room 401. The course will cover fundamentals of social science research methods, with a focus on qualitative and quantitative research techniques. The course will involve lectures, discussions, and hands-on laboratory experiments. Students will be expected to participate actively in class discussions and complete assignments regularly.

SCHOOL OF THE ARTS

The school of the arts has implemented a new curriculum that focuses on the development of creative thinking and the integration of art and design. The curriculum emphasizes the importance of understanding the role of art in society and the role of art in shaping cultural and social outcomes.

Class of 1968

The class will meet once a week for 1 hour. The class will meet on Fridays from 3:00 PM to 4:00 PM in Room 501. The course will cover fundamentals of art and design, with a focus on creative thinking, critical analysis, and the integration of art and design in society. The course will involve lectures, discussions, and hands-on laboratory experiments. Students will be expected to participate actively in class discussions and complete assignments regularly.

SCHOOL OF EDUCATION

The school of education has implemented a new curriculum that focuses on the development of teaching skills and the integration of educational research. The curriculum emphasizes the importance of understanding the role of education in society and the role of education in shaping social outcomes.

Class of 1969

The class will meet once a week for 1 hour. The class will meet on Thursdays from 2:00 PM to 3:00 PM in Room 601. The course will cover fundamentals of educational research, with a focus on qualitative and quantitative research techniques. The course will involve lectures, discussions, and hands-on laboratory experiments. Students will be expected to participate actively in class discussions and complete assignments regularly.
Class will meet for one hour each week.

577  TOPICS IN THE HISTORY OF ELEMENTARY MATHEMATICS
David Katy
Early numeration and measurement, Ptolemaic astronomy, Indian numerals and the large rings, and the invention of algebra. Required reading and the collection will be considered in this course—each student will receive a module prepared by high school students. The basic goals of this course are to acquaint students with the history of mathematics, to show the relations of mathematics to science and society, and to provide background and motivation for the elementary teaching of elementary mathematics.

Class will meet once a week for 11/2-hour each.

578  STUDY TO WORK: OCCUPATIONAL DISEASE TO AGRICULTURE
Mary Sue Hultin
Each year prevalent distance causes more than 100,000 deaths, and agricultural accidents are a major cause of injury in the United States. This course is intended for students who are interested in agricultural safety and health. It will cover the causes of occupational injury and disease in agriculture, and will also examine the role of public health in agricultural communities.

Class will meet once a week for 11/2-hour each.

579  QUANTITATIVE METHODS FOR THE SOCIAL SCIENCE
Glen D. Sibul
This course will survey the applications of a number of statistical methods in the social sciences. Both qualitative and quantitative methods will be covered, with emphasis on the use of statistical tools for analyzing and interpreting data. Students will be required to complete a project and present their findings.

Class will meet once a week for 11/2-hour each.

574  HANDICAPS EDUCATION GUIDES
Charles Van Tilburg and Harry Endick
This full-year course is designed for those students entering the field of special education. It will cover the basics of assessment, intervention, and supervision of special education programs. The course will also cover the legal and ethical issues surrounding special education.

Class will meet once a week for 2-hour each.

510  GEOGRAPHY FOR ZOOLOGISTS
Harry Spath
This course will cover the basic principles of geography and their application to the study of zoology. It will cover topics such as the distribution of animals, the role of geography in the evolution of species, and the impact of human activities on the environment.

Class will meet once a week for 1-hour each.

511  SOCIAL STRUCTURE (PSYCHOLOGY)
Hans Lewin
The course will cover the basic principles of social psychology, with an emphasis on the role of social influence in the behavior of individuals. It will cover topics such as social perception, social cognition, and social influence.

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

512  ETHNOLOGY: COMPARATIVE CULTURAL CONCEPTS
Leonard Buechler
This course will provide an overview of ethnomethodology, with an emphasis on the role of language in the construction of social reality. It will cover topics such as the nature of social order, the role of language in the construction of social reality, and the role of language in the construction of social identity.

Class will meet once a week for 1-hour each.

551  INTERMEDIATE BIOLOGY
Henry G. Egan
This course is designed for students who have completed introductory biology and are looking to expand their knowledge of the natural sciences. It will cover topics such as genetics, ecology, and molecular biology.

Class will meet once a week for 2-hour each.
HOUSE OF COMMONS AND SCHOOLS

SCHOOL OF SCIENCE

SCHOOL OF BUSINESS

SCHOOL OF ARTS

SCHOOL OF EDUCATION
250 CAPITALISM AND THE THIRD WORLD
Coral Bengueda, Michael Fied, Ralph Blankenstein.

The course will begin by defining capitalism and its role in the Third World. We will then discuss the impact of capital on the environment. The course will end with an examination of the role of Third World countries in the global economy. The course will engage with the history of capitalism and its impact on the Third World. The course will also consider the role of capital in the environmental crisis.

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

251 URBANISM AND THE LOCAL STATE: CITY AND COMMUNITY
L. S. Rupp, Thomas Hohman.

The course will focus on the relationship between urbanism and the local state. We will explore the role of the local state in shaping urban environments and the impact of urban planning on the local state. The course will engage with the history of urbanism and its impact on the local state. The course will also consider the role of the local state in the environmental crisis.

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

252 ENVIRONMENTAL POLICY
L. S. Rupp, Thomas Hohman.

The course will focus on the role of environmental policy in shaping urban environments and the impact of urban planning on the environment. We will explore the role of the local state in shaping urban environments and the impact of urban planning on the local state. The course will engage with the history of environmental policy and its impact on the local state. The course will also consider the role of environmental policy in the environmental crisis.

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

253 MARGINALIZATION AND COMMUNITY
R. M. Pinto, John Hamann.

The course will focus on the role of marginalization in shaping urban environments and the impact of urban planning on the local state. We will explore the role of the local state in shaping urban environments and the impact of urban planning on the local state. The course will engage with the history of marginalization and its impact on the local state. The course will also consider the role of marginalization in the environmental crisis.

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

254 SHIFT AND DIVERGENCE: THE ROLE OF THE LOCAL STATE
Thomas Hohman, Ruth Turner.

The course will focus on the role of the local state in shaping urban environments and the impact of urban planning on the local state. We will explore the role of the local state in shaping urban environments and the impact of urban planning on the local state. The course will engage with the history of the local state and its impact on the local state. The course will also consider the role of the local state in the environmental crisis.

The class will meet once a week for 1/2 hours each session. Enrollment is open.
DIVISION I PROSEMINARS COORDINATED BASIC STUDIES PROGRAM

In order to meet the needs of a large student body which are divided into a number of sections, the program will be organized around a larger common theme. The theme selected for the fall semester is "The Design and Development of a Personal Computer." The scope of the theme will be broad, covering areas such as computer hardware, software, and applications. The seminar will consist of lectures, discussions, and group projects. Students will be expected to complete a final project that demonstrates their understanding of the theme.

Prospective students are encouraged to attend the orientation session to learn more about the seminar and the requirements for enrollment. The seminar will meet on Tuesdays and Thursdays, 1:00-2:00 PM, in Room 201.

Common Seminar: LIVING WITH TECHNOLOGY

In technology like the Personal Computer, a wide range of applications are available for use. The seminar will focus on the ethical and social implications of technology, as well as the impact of technology on society.

Prospective students are encouraged to attend the orientation session to learn more about the seminar and the requirements for enrollment. The seminar will meet on Tuesdays and Thursdays, 1:00-2:00 PM, in Room 201.

DIVISION II INTEGRATIVE SEMINARS

In order to meet the needs of a large student body which are divided into a number of sections, the program will be organized around a larger common theme. The theme selected for the fall semester is "The Design and Development of a Personal Computer." The scope of the theme will be broad, covering areas such as computer hardware, software, and applications. The seminar will consist of lectures, discussions, and group projects. Students will be expected to complete a final project that demonstrates their understanding of the theme.

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DIVISION III INTEGRATIVE SEMINARS

In order to meet the needs of a large student body which are divided into a number of sections, the program will be organized around a larger common theme. The theme selected for the fall semester is "The Design and Development of a Personal Computer." The scope of the theme will be broad, covering areas such as computer hardware, software, and applications. The seminar will consist of lectures, discussions, and group projects. Students will be expected to complete a final project that demonstrates their understanding of the theme.

Prospective students are encouraged to attend the orientation session to learn more about the seminar and the requirements for enrollment. The seminar will meet on Tuesdays and Thursdays, 1:00-2:00 PM, in Room 201.

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In technology like the Personal Computer, a wide range of applications are available for use. The seminar will focus on the ethical and social implications of technology, as well as the impact of technology on society.

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# SCHEDULE OF CLASSES, FALL 1982

## SCHEDULE OF CLASSES

## FALL 1982 COURSE GUIDE

### SCHOOL OF HUMANITIES AND ARTS

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<th>LIMIT</th>
<th>TIME</th>
<th>PLACE</th>
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</thead>
<tbody>
<tr>
<td>HA 101</td>
<td>Drawing 101</td>
<td>Open None</td>
<td>TBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HA 107</td>
<td>Design/Illusion</td>
<td>Open None</td>
<td>TBA</td>
<td></td>
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<tr>
<td>HA 110</td>
<td>Film Workshop I</td>
<td>1st Come 12</td>
<td>TBA</td>
<td></td>
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<tr>
<td>HA 111a/b</td>
<td>Still Photo Workshop</td>
<td>1st Come 30</td>
<td>TBA</td>
<td></td>
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</tr>
<tr>
<td>HA 113</td>
<td>Studio Exp-Dance</td>
<td>Open None</td>
<td>W 130-5</td>
<td>PPB</td>
<td></td>
</tr>
<tr>
<td>HA 117</td>
<td>Documentary Tradition</td>
<td>Open None</td>
<td>TBA</td>
<td></td>
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</tr>
<tr>
<td>HA 123</td>
<td>Rural Life in America</td>
<td>Open None</td>
<td>TBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HA 123</td>
<td>Poetry Writing Workshop</td>
<td>Open None</td>
<td>TBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HA 124</td>
<td>College Writing-Irish</td>
<td>Open None</td>
<td>TBA</td>
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</tr>
<tr>
<td>HA 124</td>
<td>College Writing-American</td>
<td>Open None</td>
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*Course is not term-long, see course description.*
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<td>SS 131 African Women</td>
<td>F. Nordicoff</td>
<td>1st Come</td>
<td>20</td>
<td>1030-12</td>
<td>FFR 105</td>
</tr>
<tr>
<td>SS 133 30's: Depression/Change</td>
<td>N. Fitch</td>
<td>1st Come</td>
<td>20</td>
<td>1030-12</td>
<td>FFR 106</td>
</tr>
<tr>
<td>SS 141 Peasants-Modern World</td>
<td>C. Bengelsdorf/A. Kaiser</td>
<td>1st Come</td>
<td>20</td>
<td>1030-12</td>
<td>FFR 107</td>
</tr>
<tr>
<td>SS 145 American Century</td>
<td>O. Fowles</td>
<td>1st Come</td>
<td>20</td>
<td>1030-12</td>
<td>FFR 108</td>
</tr>
<tr>
<td>SS 175 Total Institutions</td>
<td>L.S. Kennedy, etal</td>
<td>1st Come</td>
<td>20</td>
<td>1030-12</td>
<td>FFR 109</td>
</tr>
<tr>
<td>SS 201 Capitalism &amp; Empire</td>
<td>L.B. Franklin</td>
<td>1st Come</td>
<td>20</td>
<td>1030-12</td>
<td>FFR 110</td>
</tr>
<tr>
<td>SS 203 Feudalism to Capitalism</td>
<td>M. Breithart/L. Nordicoff</td>
<td>1st Come</td>
<td>20</td>
<td>1030-12</td>
<td>FFR 111</td>
</tr>
<tr>
<td>SS 204 Labor &amp; Community</td>
<td>A. Fagan</td>
<td>1st Come</td>
<td>20</td>
<td>1030-12</td>
<td>FFR 112</td>
</tr>
<tr>
<td>SS 207 Immigrants/Descendants</td>
<td>D. Mahoney</td>
<td>1st Come</td>
<td>20</td>
<td>1030-12</td>
<td>FFR 113</td>
</tr>
<tr>
<td>SS 209 Developmental Psychology</td>
<td>F. Weaver</td>
<td>1st Come</td>
<td>20</td>
<td>1030-12</td>
<td>FFR 114</td>
</tr>
<tr>
<td>SS 210 Introductory Economics</td>
<td>G. Mullen</td>
<td>1st Come</td>
<td>20</td>
<td>1030-12</td>
<td>FFR 115</td>
</tr>
<tr>
<td>SS 213 Youth Culture/Protest</td>
<td>M. Corliss</td>
<td>1st Come</td>
<td>20</td>
<td>1030-12</td>
<td>FFR 116</td>
</tr>
<tr>
<td>SS 215 University/Develop</td>
<td>F. H, J. Yagvesson</td>
<td>1st Come</td>
<td>20</td>
<td>1030-12</td>
<td>FFR 117</td>
</tr>
<tr>
<td>SS 221 Domestic Violence</td>
<td>G. Joseph</td>
<td>1st Come</td>
<td>20</td>
<td>1030-12</td>
<td>FFR 118</td>
</tr>
<tr>
<td>SS 235 Feminist Theory</td>
<td>J. Seidman/ S. Warner</td>
<td>1st Come</td>
<td>20</td>
<td>1030-12</td>
<td>FFR 119</td>
</tr>
<tr>
<td>SS 239 Workplace Democracy</td>
<td>L. Farnham</td>
<td>1st Come</td>
<td>20</td>
<td>1030-12</td>
<td>FFR 120</td>
</tr>
<tr>
<td>SS 231 Powwows &amp; Powwows</td>
<td>L. Hagen</td>
<td>1st Come</td>
<td>20</td>
<td>1030-12</td>
<td>FFR 121</td>
</tr>
<tr>
<td>SS 277 Women/Children-Law</td>
<td>L. Hagen</td>
<td>1st Come</td>
<td>20</td>
<td>1030-12</td>
<td>FFR 122</td>
</tr>
<tr>
<td>SS 279A Human Population-Growth</td>
<td>L. Hagen</td>
<td>1st Come</td>
<td>20</td>
<td>1030-12</td>
<td>FFR 123</td>
</tr>
</tbody>
</table>

## DIVISION III INTEGRATIVE SEMINARS

<table>
<thead>
<tr>
<th>COURSE</th>
<th>INSTRUCTOR</th>
<th>ENROLLMENT METHOD</th>
<th>LIMIT</th>
<th>TIME</th>
<th>PLACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN 301 On Death &amp; Dying</td>
<td>L. Farnham</td>
<td>1st Come</td>
<td>15</td>
<td>12-DIVII</td>
<td>7-10pm</td>
</tr>
<tr>
<td>IN 302 Science/Social Policy</td>
<td>L. Hagen</td>
<td>1st Come</td>
<td>15</td>
<td>12-DIVII</td>
<td>7-10pm</td>
</tr>
<tr>
<td>IN 303 Rebellion</td>
<td>G. Joseph</td>
<td>1st Come</td>
<td>15</td>
<td>12-DIVII</td>
<td>7-10pm</td>
</tr>
<tr>
<td>IN 304 Movement/Art/Dreams</td>
<td>T. McClanen</td>
<td>1st Come</td>
<td>15</td>
<td>12-DIVII</td>
<td>7-10pm</td>
</tr>
</tbody>
</table>

## OUTDOORS PROGRAM

<table>
<thead>
<tr>
<th>COURSE</th>
<th>INSTRUCTOR</th>
<th>ENROLLMENT METHOD</th>
<th>LIMIT</th>
<th>TIME</th>
<th>PLACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 106 Top Rope Climbing I</td>
<td>B. Carripen</td>
<td>Open</td>
<td>None</td>
<td>T 1230-230</td>
<td>RCC</td>
</tr>
<tr>
<td>OP 111 Top Rope Climbing II</td>
<td>S. Anderson</td>
<td>Open</td>
<td>None</td>
<td>W 1230-230</td>
<td>RCC</td>
</tr>
<tr>
<td>OP 138 Bicycle Touring</td>
<td>A. Ayvazian/P. Kalota</td>
<td>Open</td>
<td>None</td>
<td>T 1230-230</td>
<td>RCC</td>
</tr>
<tr>
<td>OP 145 Flat-Water Canoeing</td>
<td>S. Anderson</td>
<td>Open</td>
<td>None</td>
<td>W 1230-230</td>
<td>RCC</td>
</tr>
<tr>
<td>OP 218 Outdoor Leadership</td>
<td>A. Ayvazian/B. McQueen</td>
<td>Open</td>
<td>None</td>
<td>T 1230-230</td>
<td>RCC</td>
</tr>
<tr>
<td>OP 235 All the Things</td>
<td>T. McQueen</td>
<td>Open</td>
<td>None</td>
<td>T 1230-230</td>
<td>RCC</td>
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</table>

## RECREATIONAL ATHLETICS

<table>
<thead>
<tr>
<th>COURSE</th>
<th>INSTRUCTOR</th>
<th>ENROLLMENT METHOD</th>
<th>LIMIT</th>
<th>TIME</th>
<th>PLACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>RA 101 Beg Shotokan Karate</td>
<td>M. Taylor</td>
<td>Open</td>
<td>None</td>
<td>T 1230-230</td>
<td>RCC</td>
</tr>
<tr>
<td>RA 106 Beg Hatha Yoga</td>
<td>C. Colby</td>
<td>Open</td>
<td>None</td>
<td>T 1230-230</td>
<td>RCC</td>
</tr>
<tr>
<td>RA 107 Cont Hatha Yoga</td>
<td>C. Colby</td>
<td>Open</td>
<td>None</td>
<td>T 1230-230</td>
<td>RCC</td>
</tr>
<tr>
<td>RA 109 Cont T'ai Chi</td>
<td>C. Colby</td>
<td>Open</td>
<td>None</td>
<td>T 1230-230</td>
<td>RCC</td>
</tr>
<tr>
<td>RA 110 Physical Fitness Class</td>
<td>C. Colby</td>
<td>Open</td>
<td>None</td>
<td>T 1230-230</td>
<td>RCC</td>
</tr>
<tr>
<td>RA 111 Feeding</td>
<td>M. Taylor</td>
<td>Open</td>
<td>None</td>
<td>T 1230-230</td>
<td>RCC</td>
</tr>
<tr>
<td>RA 112 Men's Soccer</td>
<td>C. Colby</td>
<td>Open</td>
<td>None</td>
<td>T 1230-230</td>
<td>RCC</td>
</tr>
<tr>
<td>RA 113 Women's Field Hockey</td>
<td>C. Colby</td>
<td>Open</td>
<td>None</td>
<td>T 1230-230</td>
<td>RCC</td>
</tr>
<tr>
<td>RA 114 Women's Soccer</td>
<td>C. Colby</td>
<td>Open</td>
<td>None</td>
<td>T 1230-230</td>
<td>RCC</td>
</tr>
<tr>
<td>RA 115 Kayak Rolling</td>
<td>C. Colby</td>
<td>Open</td>
<td>None</td>
<td>T 1230-230</td>
<td>RCC</td>
</tr>
<tr>
<td>RA 116 Beg Whitewater Kayak</td>
<td>C. Colby</td>
<td>Open</td>
<td>None</td>
<td>T 1230-230</td>
<td>RCC</td>
</tr>
<tr>
<td>RA 117 Snow Skiing</td>
<td>C. Colby</td>
<td>Open</td>
<td>None</td>
<td>T 1230-230</td>
<td>RCC</td>
</tr>
<tr>
<td>RA 118 Basic Scuba Cert</td>
<td>C. Colby</td>
<td>Open</td>
<td>None</td>
<td>T 1230-230</td>
<td>RCC</td>
</tr>
<tr>
<td>RA 119 Lifesaving</td>
<td>C. Colby</td>
<td>Open</td>
<td>None</td>
<td>T 1230-230</td>
<td>RCC</td>
</tr>
<tr>
<td>MONDAY</td>
<td>TUESDAY</td>
<td>WEDNESDAY</td>
<td>THURSDAY</td>
<td>FRIDAY</td>
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</tr>
</tbody>
</table>
FALL TERM 1982 • 17

WALTER'S ADDRESS AND THE LECTURE ON CONFLICT

LE 145

ASSOCIATE: PETERSON, MANLEY, T V SAW \nLE 170/175

SOCIETY OF PUBLICITY

LE 146

DINNER OF A WOMAN IN POPULAR CULTURE

LE 147

LEARNING AND MOTIVATION IN THE CLASSROOM

LE 148

PHILOSOPHIES OF ART: PLAYS TO THE PEOPLE

LE 149

EXPERIENCE AND NATURE OF NATIVE INDIANS

LE 150

CANCER

LE 151

THE NAIVETE OF ART HISTORY

LE 152

THE FUTURE AND THE NAIVETE OF ART HISTORY

LE 153

READINGS IN THE MAKING OF THE MODERN WORLD

LE 154

148: ISSUES OF RACIAL LIFE IN MEXICO

David Barton with Julia Freijmuth

As a progressive, militant-oriented, non-political faculty-student, this course will feature a discussion between a student and the faculty to explore the nature of racial identity and the way in which it impacts on the racial identity of the student. This discussion will be examined through the lenses of the faculty-student relationship and the faculty-student interaction, and this will be the basis of the discussion. The facilitator will be a faculty member who is familiar with the course content and the students. The facilitator will be a faculty member who is familiar with the course content and the students.

The class will meet twice weekly for 2 hours. Enrollment is limited to 20.

Dissertation alumni and alumni/programmer/set designer at the Park Center

149.366 CONFERENCE WORKSHOP: THE CREED OF LITERATURE

Francis Smith

Certain criteria and cultural concerns must eventually be brought to the reading. We will read some selected novels, modern, classic, pre- hisp Hữu a pole at an airport, and try to understand how each of the above criteria relates to the reading. We will read some selected novels, modern, classic, pre-hispanic, and try to understand how each of the above criteria relates to the reading.

In our writing, we will explore the elements of style, research, and writing methods that have been successful in the past, and will be absent in the future. We will study the elements of style, research, and writing methods that have been successful in the past, and will be absent in the future.

In the class, we will explore the elements of style, research, and writing methods that have been successful in the past, and will be absent in the future. We will study the elements of style, research, and writing methods that have been successful in the past, and will be absent in the future.

Resumé is limited to 20 students. We will meet twice weekly for two-hour seminar plus tutorials to be arranged.

150.366 COLLOQUIUM WINTER: AMERICAN ENRICHMENT PROJECT

Francis Smith

We will read fiction for the first time and fiction writers agree about what counts more than anything else in fiction. Stories of fiction should be good stories, and stories should be good stories. In this class, we will explore the elements of style, research, and writing methods that have been successful in the past, and will be absent in the future.

In our writing, we will explore the elements of style, research, and writing methods that have been successful in the past, and will be absent in the future. We will study the elements of style, research, and writing methods that have been successful in the past, and will be absent in the future.

We will explore the elements of style, research, and writing methods that have been successful in the past, and will be absent in the future. We will study the elements of style, research, and writing methods that have been successful in the past, and will be absent in the future.

Resumé is limited to 20 students. We will meet twice weekly for two-hour seminar plus tutorials to be arranged.

151.366 THE PRACTICE OF WRITING:

Renee Payne

The final goal of this seminar will be to experiment with the idea of writing as a way of thinking, writing as a way of writing, and writing as a way of communicating. This may involve working with any two of these areas or working with all three. We will explore the connection between the experience of the writer and the reader.

In addition to developing a sense of the use of language, this seminar will also be concerned with the exploration of writing as a way of thinking, writing as a way of writing, and writing as a way of communicating. This may involve working with any two of these areas or working with all three. We will explore the connection between the experience of the writer and the reader.

This seminar will also be concerned with the exploration of writing as a way of thinking, writing as a way of writing, and writing as a way of communicating. This may involve working with any two of these areas or working with all three. We will explore the connection between the experience of the writer and the reader.

In addition to developing a sense of the use of language, this seminar will also be concerned with the exploration of writing as a way of thinking, writing as a way of writing, and writing as a way of communicating. This may involve working with any two of these areas or working with all three. We will explore the connection between the experience of the writer and the reader.
RECREATIONAL ATHLETICS

RECREATING DANCE GROUP

TAYLOR

ADVANCED DANCE GROUP

MAY 13

MAY 13

MAY 13

MAY 13

MAY 13

MAY 13

Hockey

Water Polo

Field Hockey

Basketball

Track and Field

Softball

Tennis

BASKETBALL

Hockey

Softball

Tennis

Basketball

Tennis

Water Polo

Field Hockey

Basketball

Track and Field

Softball

Tennis

Basketball

Tennis

Water Polo

Field Hockey

Basketball

Track and Field

Softball

Tennis

Basketball

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Track and Field

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Basketball

Tennis

Water Polo

Field Hockey

Basketball

Track and Field

Softball

Tennis

Basketball

Tennis

Water Polo

Field Hockey

Basketball

Track and Field

Softball

Tennis

Basketball

Tennis
SPECIAL PROGRAMS

WORKSHOPS AND SOCIETY PROGRAM

As you are interested in pursuing a baccalaureate degree or intending to graduate school in both to arrange your program of study, Hampshire College offers workshops and society programs. These workshops and seminars are oriented toward specific areas of academic interest and offer an opportunity for students to explore these areas in depth.

COMPUTER PROGRAM

Senior year seminars in technology have made computer science one of the most exciting fields of study. Since many students will be using computers in a variety of courses, this program offers an excellent opportunity for students to become familiar with the major areas of computer science.

The goal of the Computer Science Program is to provide students with a basic understanding of the computer and its role in society. The program is designed to be flexible and to accommodate the needs of students who are interested in pursuing careers in computer science.

COMPUTING FACILITIES

Hampshire College offers a variety of computer facilities, including a mainframe computer, a minicomputer, and several microcomputers. Students have access to these facilities and can use them for their own research or for projects.

For further information, contact the Office of Information Resources, 1110 Beach Road, Amherst, MA 01002.

WOMEN AND SCIENCE

Women and Science is an informal group with faculty and students, open to anyone interested in the science. The group is sponsored by the following members: Professor of Chemistry, Professor of Biology, and Professor of Physics. The group meets regularly to discuss scientific literature and to share ideas on the role of women in science.

For more information contact Ann Hasbrouck, Harvey Lassen, or Mary Sue Hasbrouck.

CUSTODIAL AND OTHER SERVICES

Hampshire College provides custodial services through the Campus Security Office. The campus is kept clean and safe by a team of skilled custodians. For further information, contact the Office of Information Resources, 1110 Beach Road, Amherst, MA 01002.

FACULTY

SCHOOL OF HUMANITIES AND ARTS

Erik R. Westberg, professor of German literature, directs the German Studies Program. He is a specialist in German literature and has published widely on the subject. His research focuses on the relationship between literature and society, and he is particularly interested in the role of the arts in shaping public opinion. Westberg is also an expert on the works of the German Expressionist movement, and he has written extensively on this topic. His current research involves the study of modern German literature, and he is particularly interested in the role of the arts in shaping public opinion.
HAMPDEN-SYDNEY COLLEGE

John E. Dugger, professor of biology, was recently granted a \$600 fellowship by the American Cancer Society. The funds will support his research on the biological action of some of the new anti-cancer drugs. Dr. Dugger has been working on this problem for several years and has made significant contributions to the field.

A. Lee Smith, associate professor of history, has been selected as the recipient of the 1987-1988 womankind award. The award is given annually to a distinguished woman for her contributions to the field of history. Dr. Smith's research on women's history has been recognized for its depth and breadth.

Charles A. Goddard, associate professor of art, has been invited to participate in a conference on contemporary art at the University of Chicago. His paper, "The Role of Art in Society," will be presented at the conference.

Gerald A. Gordon, associate professor of economics, has been named to the board of directors of the local bank. His expertise in financial management will be invaluable to the bank.

Franklin J. Gordon, associate professor of psychology, has been awarded a grant from the National Science Foundation. The grant will support his research on the effects of stress on psychological well-being.

Michael Green, assistant professor of philosophy, has published a new book on the philosophy of language. The book has received critical acclaim and is expected to become a seminal work in the field.

Sara H. Hoffman, associate professor of mathematics, has been selected as the recipient of the 1987-1988 womankind award. The award is given annually to a distinguished woman for her contributions to the field of mathematics. Dr. Hoffman's research on algebraic geometry has been recognized for its complexity and depth.

Mark E. Johnson, associate professor of political science, has been invited to participate in a conference on international relations at the University of Virginia. His paper, "The Role of Diplomacy in World Politics," will be presented at the conference.

David K. Judd, associate professor of chemistry, has been selected as the recipient of the 1987-1988 womankind award. The award is given annually to a distinguished woman for her contributions to the field of chemistry. Dr. Judd's research on organic synthesis has been recognized for its innovation and originality.

Edward S. Land, director of the Lincoln Laboratory, has been selected as the recipient of the 1987-1988 womankind award. The award is given annually to a distinguished woman for her contributions to the field of science. Dr. Land's research on optical technology has been recognized for its impact on society.

Donald L. Miller, associate professor of economics, has been selected as the recipient of the 1987-1988 womankind award. The award is given annually to a distinguished woman for her contributions to the field of economics. Dr. Miller's research on economic theory has been recognized for its rigor and depth.

James W. Smith, associate professor of psychology, has been selected as the recipient of the 1987-1988 womankind award. The award is given annually to a distinguished woman for her contributions to the field of psychology. Dr. Smith's research on cognitive psychology has been recognized for its innovative approach.

Robert J. Thompson, associate professor of English, has been selected as the recipient of the 1987-1988 womankind award. The award is given annually to a distinguished woman for her contributions to the field of English literature. Dr. Thompson's research on Shakespearean literature has been recognized for its depth and breadth.

School of Social Science

Ralph B. Dugger, associate professor of political science and chair of the School of Social Science, has been selected as the recipient of the 1987-1988 womankind award. The award is given annually to a distinguished woman for her contributions to the field of social science. Dr. Dugger's research on political theory has been recognized for its impact on society.

Tina A. Smith, associate professor of economics, has been selected as the recipient of the 1987-1988 womankind award. The award is given annually to a distinguished woman for her contributions to the field of economics. Dr. Smith's research on economic theory has been recognized for its rigor and depth.

School of Arts and Sciences

Mary E. Goddard, associate professor of English, has been selected as the recipient of the 1987-1988 womankind award. The award is given annually to a distinguished woman for her contributions to the field of English literature. Dr. Goddard's research on Shakespearean literature has been recognized for its depth and breadth.

Ann J. Johnson, associate professor of history, has been selected as the recipient of the 1987-1988 womankind award. The award is given annually to a distinguished woman for her contributions to the field of history. Dr. Johnson's research on women's history has been recognized for its complexity and depth.
1983 SPRING TERM PRELIMINARY COURSE DESCRIPTIONS

SCHOOL OF LANGUAGE AND COMMUNICATION

HUMANITIES

WOMEN IN THE WORKING CLASS, ENGLISH 118  
J. Miller

CONVERSATION AND SOCIETY

SCIENCE, TECHNOLOGY, AND COLLEGE LITERACY (presentation)  
120  
Francois Hesse

VISUAL DESIGN IN MASS AND COMPUTER  
121  
W. Rice

ARTS

SCIENCE, TECHNOLOGY, AND COLLEGE LITERACY (presentation)  
120  
Francois Hesse

PHILosophy

CULTURE, LANGUAGE, AND POLITICS  
122  
Beverly J. Miller

ARTIFICIAL INTELLIGENCE AND LANGUAGE  
123  
Michael Stone

Pennsylvania State University

FEMALE LEADERS IN QUESTION AND DEMOCRACY  
124  
John G. White

DESIGN, TECHNOLOGY, AND COLLEGE LITERACY (presentation)  
125  
Francois Hesse

POLITICAL SCIENCE

CHILDHOOD & YOUTH  
126  
L. Z. Miller

Humanities Professor of Humanities  
At North Carolina State University

ARTS

VOCATION IN THE WORKING CLASS, ENGLISH 118  
J. Miller

MUSIC

WOMEN IN THE WORKING CLASS, ENGLISH 118  
J. Miller

Vocational programs in music communication usually take a more specialized approach than the humanities programs, with the music major being more focused and the music minor offering a broader range of courses. Music programs often have their own distinct characteristics, which can be difficult to identify. From this perspective, the course descriptions provided here may not reflect the actual educational experiences available at the music major level. Each program has its own goals, emphasizing individualized learning approaches and specialized areas of interest. Therefore, students must carefully consider their own interests and goals when choosing a music program. 

125  
MUSIC INSTRUMENTS

David Borden

What can be a music synthesizer in the right light? What can be a synthesizer in a digital studio? What can be a synthesizer in a live performance? These are questions that must be answered by the student in order to fully understand the potential of the music synthesizer. The course will cover the history of the synthesizer, its development, and its role in music. The course will also explore the use of the synthesizer in various musical contexts, including live performance, recording, and electronic music. This course will provide students with a comprehensive understanding of the synthesizer and its role in contemporary music.
HAMPSTEAD COLLEGE

SCHOOL OF NATURAL SCIENCE

SECTION 2

HBS 122 BLACK AGES AND THE UNIVERSE

No 273 BLACK AGES AND THE UNIVERSE

Seymour and Barnett Garber

Questions about the origins and structure of the universe have puzzled humans for ages. With the advance, new scientific possibilities, we are beginning to understand the universe in ways that we never before, or even of the universe's structure and evolution, the search of a great deal of the universe's phenomena. A realistic understanding of the universe is necessary for the development of a realistic understanding of the universe. Therefore, it is essential for the student to be aware of the various phenomena, which are required to be understood for the student to become familiar with the various phenomena.

The student is expected to spend one hour each week for the first six weeks of the term, with the remaining time to be spent on projects.

HBS 116 THE CLIMATE OF THE EASTERN UNITED STATES

John McNeil and John Fox

New England is a background for the western areas, whereas cold air from the Arctic flows into the Gulf of Maine, and helps to influence the climate of the eastern United States. In addition, the climate along the eastern coast is influenced by the Atlantic Ocean, which shapes the climate of the eastern United States. The student will be able to understand the climate of this region by studying the various phenomena.

The student is expected to spend one hour each week for the first six weeks of the term, with the remaining time to be spent on projects.

HBS 124 BEHAVIOR GENETICS: THE EVOLUTION OF BEHAVIOR

L. Miller

This course is intended to be an introduction to the principles of genetics. It will cover the major areas of genetics, including the evolution of behavior, and the role of genetics in the evolution of behavior.

The student is expected to spend one hour each week for the first six weeks of the term, with the remaining time to be spent on projects.

HBS 129 BUSINESS ARITHMETIC

HBS 150 BUSINESS ARITHMETIC

D.J. Regan

The course is intended to be an introduction to business arithmetic. It will cover the major areas of business arithmetic, including the evolution of business arithmetic, and the role of business arithmetic in the evolution of business arithmetic.

The student is expected to spend one hour each week for the first six weeks of the term, with the remaining time to be spent on projects.

HBS 160 ECONOMICS

L. Miller

This course is intended to be an introduction to the principles of economics. It will cover the major areas of economics, including the evolution of economics, and the role of economics in the evolution of economics.

The student is expected to spend one hour each week for the first six weeks of the term, with the remaining time to be spent on projects.

HBS 170 GEOGRAPHY

L. Miller

The course is intended to be an introduction to the principles of geography. It will cover the major areas of geography, including the evolution of geography, and the role of geography in the evolution of geography.

The student is expected to spend one hour each week for the first six weeks of the term, with the remaining time to be spent on projects.

HBS 180 HISTORY

L. Miller

The course is intended to be an introduction to the principles of history. It will cover the major areas of history, including the evolution of history, and the role of history in the evolution of history.

The student is expected to spend one hour each week for the first six weeks of the term, with the remaining time to be spent on projects.

HBS 190 PSYCHOLOGY

L. Miller

This course is intended to be an introduction to the principles of psychology. It will cover the major areas of psychology, including the evolution of psychology, and the role of psychology in the evolution of psychology.

The student is expected to spend one hour each week for the first six weeks of the term, with the remaining time to be spent on projects.

HBS 200 SOCIOLOGY

L. Miller

This course is intended to be an introduction to the principles of sociology. It will cover the major areas of sociology, including the evolution of sociology, and the role of sociology in the evolution of sociology.

The student is expected to spend one hour each week for the first six weeks of the term, with the remaining time to be spent on projects.

HBS 210 POLITICAL SCIENCE

L. Miller

This course is intended to be an introduction to the principles of political science. It will cover the major areas of political science, including the evolution of political science, and the role of political science in the evolution of political science.

The student is expected to spend one hour each week for the first six weeks of the term, with the remaining time to be spent on projects.

HBS 220 ECONOMICS

L. Miller

This course is intended to be an introduction to the principles of economics. It will cover the major areas of economics, including the evolution of economics, and the role of economics in the evolution of economics.

The student is expected to spend one hour each week for the first six weeks of the term, with the remaining time to be spent on projects.
THE COURSE WILL CONTINUE THE ABOVE TOPICS WITH THE ADDITION OF...

The course will continue the above topics with the addition of...
28 HAMPSHIRE COLLEGE

The class will meet for 2 hours once a week. Entrance is limited to 15, by permission of the instructor.

221 \CREATING THE PAST: THE POLITICS OF HISTORY
Arvind Verma, Nancy Fitch

liberal historians argue for the illusion of objectivity. Historical works have challenged this liberal state view by
liberal academics to study the political economy of their
This course will examine the history and politics of several
major historians as an attempt to assess the effect of certain
political and philosophical concepts on their research. We will
consider the writings of several historians who have cited to deny the political nature of their work
in addition to their historical and intellectual works. Comparative studies include
the works of S. F. Thompson and the editors, Fred
Dil and the Association, Max Neufeld, Eugene Genovese and Doreen
Thompson, David Saks and Richard Hofstadter, Charles Beard and
Heidel Buren, and others. The course will include

222 \AMERICAN SOCIAL HISTORY IN THE 20TH CENTURY:
The Development of Professional Culture
Patricia Glazer, Marion Glazer


325 \NOTES AND SCIENCE
Nancy Lowry and Mary Sue Bonilla

This course will examine women's roles in science. The problems
will include the rise of women in science, the role of women scientists
in relevant historical contexts: the new women, female scientists
of different periods and roles in scientific and social contexts, and studies
of technology, the social and the intellectual. We will discuss
women's contributions to the field, and how society has responded to
women's contributions. What have women's contributions been?
What have we learned from women's contributions?

It is necessary for the participants to be committed to the
inclusion of women. Students will be expected to read one
everything you are interested in and to give a month presentation of work in progress.
The course will meet weekly for 2 hours only. The focus
in Science lectures continue every four weeks during the semester.

DIVISION I PROSEMINARS

224 \POLITICS, TECHNOLOGY, AND CHILDREN'S ART
French, Marjorie

225 \THE HISTORY OF THE FAMILY
Marilyn Elter

235 \POLITICS, TECHNOLOGY, AND CHILDREN'S ART
Sara R. Broach and William Meridith

245 \THE HISTORY OF THE FAMILY
Marilyn Elter, Michael Elter

How did the family get this way? A look at some recent research in the family. We will look at how children grow and how their
friends and parents interact. The course will be open to those interested in the history of the family, including those who wish to study
the history of the family. Meetings will include works by
Lester R. Brown, Edmund Bergler, Mary Ruth Braden, Elizabeth
Leach, Fredric Brandt, Marilyn Elter, and others. The focus
in Science lectures continue every four weeks during the semester.

The class will meet twice a week for 1-2 hours each session.
Enrollment is limited to 15.