

# HAMPSHIRE COLLEGE

AMHERST, MASSACHUSETTS 01002

## FALL 1982 COURSE GUIDE

### ACADEMIC PROGRAM

#### DIVISIONS:

Students at Hampshire College progress through three sequential divisions: Basic Studies (Division I), Concentration (Division II) and Advanced Studies (Division III), moving steadily toward greater independence in study. This divisional framework, which replaces the conventional freshman-sophomore 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 addressing the method of inquiry. Students in the first division learn how best to inquire into subject matter, how to understand their own education needs and obligations, and how to develop the arts of self-instruction as they apply to their own style of learning. Students must pass a Division I examination in each school.

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

Entering students are encouraged to enroll in Division I courses, particularly proseminars.

**DIVISION II:** In the Concentration, the student develops a program of studies in one or more fields while continuing to explore other areas. Students determine with their faculty adviser what they want to achieve in their 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 linkages among disciplines. The Division II examination includes evaluation of the work done in the Concentration and the student's readiness to proceed to advanced independent work.

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

#### ADVISING:

New students at Hampshire are assigned to an adviser from one of the schools for advice on choices of courses and other academic matters. If this initial assignment is not satisfactory, students may choose a new adviser. Changing of advisers is a relatively simple process done in consultation with the Associate Dean for Advising, 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 offers advice and assistance in the areas of career counseling, graduate school applications, field study and study abroad. The School Advising Centers, the Whole

Woman Center, and the Third World Advising Center are sources of assistance for formalizing Division I exams and Division II and III contracts, as well as for more general advice on the academic programs available at Hampshire and at the other colleges in the Valley.

### REGISTRATION

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. One day, Thursday, September 9, will be used for course interviews, where specified. Some faculty may be available prior to this; however, all faculty will have office hours posted for some time to be available for interviews (where enrollment is limited) prior to the beginning of classes.

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

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

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

#### NOTES:

Five College Interchange applications are available at Central Records. Be sure they are completely filled out and have all the necessary signatures; if they are incomplete they may have to be returned to you, causing delays which might affect your ability to get into a particular course. The deadline for filing Interchange applications is Friday, September 24. No Five College courses may be added after this date. Familiarize yourself with all the rules, regulations and penalties associated with Five College Interchange. They are all listed in the Student Handbook and it is your responsibility to be aware of them.

Independent Study Forms are available at Central Records. They should be completed during the first two weeks of fall term 1982.

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

#### NOTE TO FIVE COLLEGE STUDENTS:

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

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

### CALENDAR

#### FALL TERM 1982

Students arrive	Mon. Sep 6
New student matriculation	Tue. Sep 7
Returning student matriculation	Wed. Sep 8
Course interview day	Thu. Sep 9
Classes begin	Mon. Sep 13
Five College add deadline	Fri. Sep 24
Course selection period	Mon. Sep 13 - Fri. Sep 24
Advising/Exam day	Tue. Sep 28
October Weekend	Fri. Oct 8 - Sun. Oct 10
Jan Term proposal deadline	Mon. Oct 11
Advising/Exam day	Thu. Oct 21
Advising/Exam day	Wed. Nov 10
Five College preregistration	Mon. Nov 15 - Fri. Nov 19
Leave notification deadline	Fri. Nov 12
Thanksgiving break	Wed. Nov 24 - Sun. Nov 28
Jan Term registration	Mon. Nov 29 - Fri. Dec 3
Advising/Exam day	Wed. Dec 1
Last day of classes	Fri. Dec 10
Exam/Evaluation period	Mon. Dec 13 - Fri. Dec 17
Winter recess	Sat. Dec 18 - Sun. Jan 2

#### JANUARY TERM 1982

Students arrive	Sun. Jan 2 (noon)
Jan Term classes begin	Mon. Jan 3
Commencement	Sun. Jan 23
Last day of classes	Tue. Jan 26
Recess between terms	Wed. Jan 26 - Sat. Jan 29

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#### STATEMENT ON AFFIRMATIVE ACTION

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

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

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

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

Please note: a supplement to this Course Guide will be issued at matriculation in September listing all additions and deletions of courses, changes in class schedules, and course revisions. Please confirm your initial selections using this supplement.

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

## SCHOOL OF HUMANITIES AND ARTS CURRICULUM STATEMENT

Course offerings in the Humanities and Arts may appear to differ markedly from those arranged at other colleges through departments, and so they do. Each of the great, traditional disciplines of inquiry (English, History, Philosophy, Music, etc.), rather than being the province of one department and being treated as a closed system of knowledge in itself, is treated as a perspective on the disciplines of inquiry, discovery, and creation. Often the study of a topic in one discipline is illuminated by its connection with another. Our courses reflect an interest in making those connections. Thus, for example, a course on Burlesque will from the outset develop the clear parallels between late 5th century Athens and late 20th century America, a study of contemporary Latin-American poets examines the relationship between the poetry and "the historical imperatives to which the poet's work" is a response, a study of 20th century French literature "explores questions concerning the construction of subjective consciousness, the significance of sexuality, and... the subversion of social order," and a course called "American Landscapes" makes connections between American writing and American cultural attitudes towards land, landscape and environment.

Likewise, our courses often deliberately make connections between the Humanities and the Arts, or between one of the visual or performing arts and another. Thus a course in modern drama will focus on the phenomenon of dramatic performance, a course on "Stage Play" is co-taught by a humanist/artist and an artist/humanist, and courses are offered combining aspects of film, video, or theatre production.

Division I offerings address initial questions of the different ways artists and humanists (as contrasted, say, with scientists), approach their subjects of study. In Division II, the courses, as indicated above, reflect the interplay of the humanities and the arts. Division III integrative seminars speak to Hampshire's requirements for advanced students where the aim is to integrate study and practice in more than a single discipline, reflecting an attempt to share with others one's own work in a community of interdisciplinary interests in the humanities and the arts.

### LIST OF COURSES

DIVISION I	
DRAWING ONE-ON-ONE HA 101	Superior
DESIGN AND ILLUSIONISTIC SYSTEMS HA 107	Honer
FILM WORKSHOP I HA 110	TBA
STILL PHOTOGRAPHY WORKSHOP HA 111a/b	TBA
STUDIO EXPERIENCE IN DANCE HA 113	TAB
HISTORY OF THE DOCUMENTARY TRADITION HA 117	Ravett
IMAGES OF RURAL LIFE IN AMERICA+ (Proseminar) HA 123	D. Smith Freudgott
COLLEGE WRITING: THE IRISH VOICE IN LITERATURE (Proseminar)+ HA 134a	F. Smith
COLLEGE WRITING: AMERICAN 20TH CENTURY FICTION (Proseminar)+ HA 134b	F. Smith
THE PRACTICE OF WRITING (Proseminar)+ HA 144	Payne
DANCE IMPROVISATION HA 151	TBA
ODDS, BEAST AND MORTALS: THE BEGINNINGS & THE END OF POLITICAL THEORY (Proseminar)+ HA 152	Meagher
THE MAN-MADE ENVIRONMENT: THEY PHYSICAL DETERMINANTS OF FORM HA 160	Juster Pope
THE MUSIC PRIMER- PART I HA 185	R. McClellan
WORKSHOP IN SIGHT SINGING HA 187	R. McClellan
THEATRE THREE HA 195	Jenkins Krazer
DIVISION I AND II	
POETRY WRITING WORKSHOP HA 131/231	Salkey
FICTION WRITING WORKSHOP HA 137/237	Salkey
WRITING HA 140/240	Payne
BIBLICAL AND HOMERIC NARRATIVE: A STUDY IN INTERPRETATION HA 167/267 (LC 157/257)	Meagher Gea
THE BASICS OF THEATRICAL DIRECTING HA 191/291	Jenkins
DIVISION II	
DRAWING HA 201	Murray

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STUDIO ART CRITIQUE HA 203	Murray
ADVANCED STUDIO FORM HA 207	Honer
MAKING PLACES: THE EXPERIENCE OF DESIGN HA 209	Juster Pope
FILM WORKSHOP II HA 210	Ravett
PHOTOGRAPHY WORKSHOP II HA 211	TBA
INTERMEDIATE MODERN DANCE TECHNIQUE HA 215	TBA
PHOTOGRAPHY - CRITICAL ISSUES HA 216	TBA
HIGH INTERMEDIATE/ADVANCED MODERN DANCE TECHNIQUE HA 218	TBA
THE SOCIAL AND CULTURAL HISTORY OF THE CARIBBEAN HA 227	Márquez
ORIGINS OF ROMANTICISM HA 230	J. Hubbs
READING TEXTS: A CONCENTRATOR'S SEMINAR HA 232	Kennedy D. Smith
CONTEMPORARY CARIBBEAN FICTION: V.S. NAIPPAUL, GEORGE LAMMING, SIMONE SEMWAZ-BART, AND ALJEO CARPENTIER HA 247	Márquez
FREUD AND DOSTOEVSKI: PSYCHOANALYSIS OR LITERATURE HA 249/ SS 261	J. Hubbs
AMERICAN ROMANTICISM: EMERSON & THOREAU HA 250	Lyon
INNER & OUTER WORLDS: THE EARLY ENGLISH NOVEL HA 251	Neary
"PRIMITIVES" AND MODERNS HA 253	C. Hubbs
THE JAMES FAMILY HA 259	Boettiger Lyon
CHALLENGERS AND CHAMPIONS OF AUTHORITY: EARLY MODERN EUROPE HA 260/ SS 202/ NS 279	Kennedy Kinard Slater
CREATIVE MUSIC: 175 THEORY AND APPLICATION HA 284	Wiggins
EFFORT/SHAPE: LABAN MOVEMENT ANALYSIS HA 285	T. McClellan
CREATIVE MUSIC: ADVANCED SECTION HA 286	Wiggins
THE CREATIVE ART OF IMPROVISATION HA 288	Copeland
AFRO-AMERICAN CHAMBER ENSEMBLE HA 289	Copeland

## SCHOOL OF LANGUAGE AND COMMUNICATION

### CURRICULUM STATEMENT

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

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

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

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

### LIST OF COURSES

DIVISION I	
LIVING WITH TECHNOLOGY (Coordinated Basic Studies Program)+ CBS 101	Bruno Muller Poe

BOOLE'S ALGEBRAS & THE LOGIC OF COM- PUTERS (Proseminar)+ LC 101	Harsh
ABORTION: PERSONS, MORALITY, AND THE LAW (Proseminar)+ LC 102/ SS 195	Garfield Hemecay
ANIMAL COMMUNICATION LC 109	Feinstein
GOVERNMENT BY PUBLICITY (Proseminar)+ LC 111	J. Miller
THE TELEVISION DOCUMENTARY LC 114	Douglas
ROOTS OF LANGUAGE LC 127	Gea
IMAGES OF MEN & WOMEN IN POPULAR CULTURE (Proseminar)+ LC 131	Douglas Weiss
LEARNING & MOTIVATION IN THE CLASS- ROOM (Proseminar)+ LC 132	French
TOPICS IN EXPERIMENTAL DESIGN & QUANTA- TUM THINKING LC 162	Sutherland
MINDS, BRAINS, MACHINES LC 184	Iba Rothenbaum Stilling
PHILOSOPHIES OF ART: PLATO TO THE PRESENT (Proseminar)+ LC 193	Witherspoon

### DIVISION II AND III

BIBLICAL AND HOMERIC NARRATIVE: A STUDY IN INTERPRETATION LC 157/257 / HA 167/267	Gea Meagher
DIVISION II	
DEVELOPMENTAL PSYCHOLOGY LC 209/ SS 209	French Mahoney
EPISTEMOLOGY & METAPHYSICS: CONTEMPORARY ISSUES/PHILOSOPHY CONCENTRATOR'S SEMINAR LC 210	Witherspoon
THEORY OF LANGUAGE LC 231	Lineberger
BRAIN AND BEHAVIOR LC 234	Rothenbaum
POPULAR CULTURE: A CRITICAL SURVEY LC 236	J. Miller
COMPUTER PROGRAMMING IN PASCAL LC 246/ NS 246	Harsh Williams
THE NEWS MEDIA AND VIETNAM: AN HISTORICAL RESEARCH SEMINAR LC 252	Kerr
PHILOSOPHY OF PSYCHOLOGY: BEHAVIORISM TO COGNITIVE SCIENCE LC 254	Garfield Stilling
COMPUTATION STRUCTURES LC 258/ NS 258	Iba Al Woodhall

## 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 introductory courses at other colleges, are Division II courses. These courses are intended to give Division II students the skills they need to pursue their work. These courses are usually not well suited to introducing students to the strategy and tactics of science, and thus do not readily lead to Division II exams. Division I students with strong backgrounds may, with the instructor's permission, enroll in a Division II course. However, this should generally be with the understanding that who is already prepared to do a Division I Natural Science exam and will complete it during the semester.

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

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

**LIST OF COURSES**

**DIVISION I**

LIVING WITH TECHNOLOGY (Coordinated Basic Studies Program) CBS 101	Bruno Muller Poe
THE SOLAR SYSTEM ASTFC 13	Dent*
EXTRATERRESTRIAL INTELLIGENCE NS 101	C.Gordon K.Gordon
OPTICS AND HOLOGRAPHY NS 104	Hafner
EVOLUTION OF THE EARTH NS 107	Reid
LITERALLY POISONED NS 112	Lovry A.M.Woodhull
BIOFEEDBACK (proseminar)+ NS 118	A.S.Woodhull
CLINICAL CHEMISTRY PROJECTS NS 119	Foster
CANCER (proseminar)+ NS 120	Rinard Foster
MALE & FEMALE REPRODUCTIVE FUNCTION NS 125	Goddard
NATURAL HABITATS OF NEW ENGLAND (proseminar)+ NS 147	Van Raalte
TOPICS IN THE HISTORY OF ELEMENTARY MATHEMATICS NS 157	Kelly
THE NUCLEAR AGE (proseminar)+ NS 172	Krass
DYING TO WORK: OCCUPATIONAL DISEASE IN AMERICA NS 176	Henfin
QUANTUM MECHANICS FOR THE HYRIAD NS 183	Bernstein
EVER SINCE DARWIN (proseminar)+ NS 198	Miller
<b>DIVISION II</b>	
PLANETARY SCIENCE ASTFC 19	Schloerb*
STARS ASTFC 21	Greenstein Dennis
OPTICAL ASTRONOMICAL OBSERVATION ASTFC 37	Gordon Dennis
ASTROPHYSICS I ASTFC 43	Harrison*
MARINE ECOLOGY/MARINE BIOLOGY NS 206	Van Raalte Goddard
ORGANIC CHEMISTRY NS 211	Lovry
BEHAVIORAL ECOLOGY: SOME CONTROVERSIAL CONCEPTS NS 234	Sargent
ENVIRONMENTALIST'S TOOL KIT: ISSUES & IDEAS IN ENVIRONMENTAL STUDIES NS 237	Lutts
COMPUTER PROGRAMMING IN PASCAL NS 246/LC 246	Williams Marah
CELL BIOLOGY NS 247	L. Miller
BIOLOGY DIVISION II SEMINAR NS 250	Henfin
COMPUTATION STRUCTURES NS 258 (LC 258)	A.S.Woodhull Iba
THE CALCULUS NS 260	Kelly
INTRODUCTION TO CALCULUS AND COMPUTER MODELING FOR SCIENTISTS AND SOCIAL SCIENTISTS NS 261	Hoffman
BOOK SEMINARS IN MATHEMATICS NS 266	Kelly
CHALLENGERS & CHAMPIONS OF AUTHORITY: EARLY MODERN EUROPE NS 279 (SS 202, HA 260)	Kennedy Rinard Slater
BOOK SEMINAR IN PHYSICS NS 281	Bernstein
THE GEOMORPHOLOGY & FLUID DYNAMICS OF RIVERS NS 297	Reid

\*Five College Astronomy Department faculty

**SCHOOL OF SOCIAL SCIENCE  
CURRICULUM STATEMENT**

The faculty of the School of Social Science have worked to create a curriculum based on critical inquiry in a variety of problem areas which reflect their interest in social institu-

tions and social change. The aim of such inquiry is not simply to describe society, but to understand the historic and philo-  
sophic bases as well as current values and structures. Accord-  
ingly, we have focused on overlapping interdisciplinary areas  
such as: political economy and history; psychology and individ-  
ual development; social institutions; and women's studies. Al-  
though we also provide much of what is considered a traditional  
disciplinary curriculum, the clear direction of the School is  
to reach beyond the disciplines to a concept of social science  
that is a broader analytic approach to understanding societies  
and social change than any one discipline can offer.

Our faculty come from a variety of disciplinary backgrounds--  
anthropology, economics, history, law, political science, psy-  
chology, and sociology. However, the School's identity is  
shaped much more by emerging constellations of thematic inter-  
ests and cooperative teaching than by traditional academic pat-  
terns. 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 inter-  
esting range of courses.

**LIST OF COURSES**

**DIVISION I**

COORDINATED BASIC STUDIES PROGRAMS: LIVING WITH TECHNOLOGY + CBS 101	Bruno Muller Poe
CHANGE IN THE LEGAL PROFESSION: PERSPECTIVES IN LAWYERING SS 109	Fowlkes
HEALTH MAINTENANCE SS 111	von der Lippe
PROBLEMS IN URBAN POLITICAL ECONOMY SS 113	Hogan
POLITICAL JUSTICE (proseminar)+ SS 115	Mazor
POLITICS OF EDUCATION SS 119	Rose
SOCIAL ORDER--SOCIAL DISORDER SS 123	von der Lippe
WOMEN'S PLACE IN THE CITY SS 129	Breitbart
AFRICAN WOMEN: AN HISTORICAL PERSPECTIVE SS 131	White
THE THIRTIES: DECADE OF DEPRESSION AND CHANGE (proseminar)+ SS 133	Berman Nisonoff
PEASANTS IN THE MAKING OF THE MODERN WORLD (proseminar)+ SS 141	Fitch Holmquist
THE AMERICAN CENTURY: WHAT HAPPENED? SS 143	Bengelard Krass
FROM MONASTERIES...TO MEDICAL SCHOOLS: STUDIES OF VOLUNTARY AND INVOLUNTARY TOTAL INSTITUTIONS SS 175	Fowlkes
ABORTION: PERSONS, MORALITY, AND THE LAW (proseminar)+ SS 193 (LC 102)	Garfield Hennessey

**DIVISION II**

SS 201-210 are designed as introductions to some of the  
issues, ideas, and subject matter vitally important as  
background for advanced work in Social Science. They are  
open to all but first-semester Division I students.

CAPITALISM AND EMPIRE: THE THIRD WORLD SS 201	Bengelard Ford Holmquist White
CHALLENGERS AND CHAMPIONS OF AUTHORITY: EARLY MODERN EUROPE SS 202 (HA 260, NS 279)	Kennedy Rinard Slater
THE TRANSITION FROM FEUDALISM TO CAPITALISM SS 203	Fitch Slater
LABOR AND COMMUNITY SS 204	Breitbart Nisonoff
IMMIGRANTS AND THEIR DESCENDANTS: ETHNICITY AND CLASS IN AMERICA SS 207	Berman
DEVELOPMENTAL PSYCHOLOGY SS 209 (LC 209)	French Mahoney
INTRODUCTORY ECONOMICS SS 210	Weaver
YOUTH CULTURE AND YOUTH PROTEST IN EUROPE AND THE UNITED STATES SINCE 1968 SS 215	Carullo
UNITY AND DIVERSITY: PARADIGMS OF DEVELOPMENT SS 225	Mahoney Yngvesson
BREAKING THE SILENCE ON DOMESTIC VIOLENCE SS 229	Joseph
FEMINIST THEORY SS 235	Carullo
WORKPLACE DEMOCRACY SS 259	Benello Warner

FREUD AND DOSTOEVSKY: PSYCHOANALYSIS OR LITERATURE SS 261 (HA 249)	Ferhan J. Hubbs
THE LEGAL PROCESS: WOMEN AND CHILDREN UNDER THE LAW SS 277	Mazor
THE DYNAMICS OF HUMAN POPULATION GROWTH intro-course SS 279a	Hogan

\*Descriptions for these courses can be found in the sections entitled PROSEMINARS and COORDINATED BASIC STUDIES

## 1982 FALL TERM COURSE DESCRIPTIONS

### SCHOOL OF HUMANITIES AND ARTS

#### HA 101 DRAWING ONE-ON-ONE

Roy Superior

An introductory, basic, elementary, beginning, primary, and initial investigation of fundamental, preliminary, rudimentary, simplified, maybe even remedial studies of the art of drawing, as investigated via exercises both timeless and innovative.

Starting with the question of what is a pencil, we will rapidly move to what is a piece of paper and then face the complex issue of what is a MARK. Through exercises (diligently performed) we will explore aspects of: line quality, contour, modeling of form, illusions of space, pictorial organization, and elements of simple perspective.

In addition to motor control coordination betwixt hand and eye, drawing involves the brain. Therefore, some exercises will deal with processes of thought and imagination. Emphasis will be given to perceiving whether or not the visual intent coincides with the graphic result.

Many exercises must be approached more than once to be effective, so the students will be expected to have faith and energy to work hard outside of the class meetings which, incidentally, will be twice a week for two hours. Of course, you must provide your own materials and initiative.

Although intended mainly for the novice, some advanced students should not rule out the possibility of having their batteries recharged. There will be group critiques and portfolio review for evaluation. Enrollment is open.

#### HA 107 DESIGN AND ILLUSTRATION SYSTEMS

Arthur Hoener

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

This course will meet twice weekly for 1 1/2 hour sessions. Enrollment is open. Students will be responsible for their personal art supplies which are available through local dealers.

#### HA 110 FILM WORKSHOP I

TBA

This workshop is concerned with film as personal vision and public communication. It is a film production course that will cover basic motion picture camera and film editing skills. Students will be involved in all stages of production: the development of treatment, script or storyboard, direction, cinematography, the editing process, and making titles. Basic lighting and sound recording will also be covered.

In addition there will be weekly screenings of student films or other filmmakers' work, and some discussion of cinema history, theory and aesthetics.

All work and personal projects will be produced in Super-8 format. A \$35 lab fee is charged for this course. The College will supply equipment, but students will provide their own film and editing supplies.

The class will meet once a week for four hours. Enrollment is limited to 12, by lottery if necessary.

#### HA 111a Still Photography Workshop

TBA

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

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

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

A \$35 lab 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, by lottery if necessary. There will be two sections of this course.

#### HA 113 STUDIO EXPERIENCE IN DANCE

TBA

This beginning course in modern dance technique will deal primarily with the physical discipline behind dance and movement, and the physicality of relaxation and release within movement.

The class will meet twice weekly for 1 1/2 hour sessions. Enrollment is limited to 30 on a first-come, first-served basis.

#### HA 117 HISTORY OF THE DOCUMENTARY TRADITION

Abraham Ravett

Beginning with Lumiere and concluding with the autobiographical diary format, we will examine an extensive selection of films, tapes, and critical writings which explore the evolution of the documentary tradition. Students will have the option of a writing project or a presentation of examples of their own documentary work.

Class will meet once a week for four hours and is open to all.

#### HA 151 IMPROVISATION

TBA

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

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

#### HA 160 THE MAN-MADE ENVIRONMENT: THE PHYSICAL DETERMINANTS OF FORM

Morton Juster and Earl Pope

This 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 by instructor permission and will meet twice weekly for 2 1/2 hour sessions.

#### HA 185 THE MUSIC PRIMER - PART I

Randall McClellan

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

During the Fall semester we will begin by learning the principles of rhythmic and pitch notation as it has developed in the European tradition. We will then devote the remainder of the first semester to the study of rhythmic design in one, two, and three part voicings. In this process we will consider the influence of spatial concepts and the significance of silence as an underlying background of musical gesture.

In the Spring semester we will review pitch notation as a prelude to learning pitch intervals and scale construction. We will then study the process of melodic design, the shaping of musical form and proceed to the study of two-voice counterpoint and textural design.

Throughout both semesters we will meet three times per week for 1 1/2 hours each. One class per week will be devoted exclusively to sight-singing practice; first semester will stress rhythmic practice, second semester will concentrate on melodic practice.

The format of the class will be primarily lecture, demonstration and discussion. Technical writing assignments will be given regularly and all students will be expected to complete them. Emphasis will be toward application of principles of musical expression, design and technique. There will be a required theory text and sight-singing text with supplemental writings by Susan Sanger, Leonard Meyer, Anton Bruckner, and David Beck. There will be, in addition, regular listening assignments.

Enrollment is limited to 20 on a first-come basis.

#### HA 187 WORKSHOP IN SIGHT SINGING

Randall McClellan

In this course we will gain facility in melodic sight reading and intervallic-pitch memorization. Class time will be devoted exclusively to singing a series of progressive exercises written in standard musical notation. Class work will be supplemented by assigned technical exercises which students will be expected to practice between class times. The progression from the simple to the moderately complex will be fairly complex and will require preparation outside of class.

Students who wish to take this course will be expected to be able to read musical notation and be familiar with key signatures - both major and minor - as there will be little time for theoretical discussion.

Class will meet twice weekly for 1 1/2 hours each. Enrollment is open.

#### HA 195 THEATRE THREE

Janet Sonnenberg Jenkins, Wayne Kramer, third faculty TBA

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

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

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

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

Four class hours weekly, plus weekly workshops.

#### 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 131/231 POETRY WRITING WORKSHOP

Andrew Salkey

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

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

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

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

#### HA 137/237 FICTION WRITING WORKSHOP

Andrew Salkey

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

The workshop will be a forum for the relaxed reading of short stories produced by its members. We will introduce and develop the necessary skills with which our writers will learn to regard, examine, and write fiction as a display of the imagination; and those elements will be studied closely, not so much from approved external models as from the written work of our own class.

We will try to demonstrate that the practice of fiction ought to be manifestly about the creative description of human relationships in society.

We will encourage both one-on-one oral critical analysis and more considered manuscript-reviewing. We will, at all times, allow the writing and lively analytical discussion of all forms of literary composition within the genre of fiction, and our 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. Bring sample of work to the interview.

#### HA 140/240 WRITING

Nina Payne

This class will meet once a week for three hours with the intensive of engaging students in the practice of writing, its pleasures and its demands. Work will be intense in quality and varied in form. Class exercises will draw on autobiographical materials and will gradually include the study of prose and poetic forms and their requirements, the means by which writing goes beyond purely personal expression. There will be readings from the work of poets, writers, visual artists, performing artists and, when they choose, members of the class. Tutorials will be available to all participants.

Enrollment is limited to 16 and the instructor's permission is required.

#### HA 167/267 BIBLICAL AND HOMERIC NARRATIVE: (LC 157/257) A STUDY IN INTERPRETATION

James Paul Gee and Robert Hoagber

Narrative is a form through which humans have for millennia interpreted their experience and the world around them. And yet any narrative stands in need of interpretation at every stage of its existence, whether through the construction of new variants of the original narrative or of commentaries (which themselves stand in need of interpretation). This paradox of

interpretation is only one of the problems that arise in the study of the interpretation of any text: how many layers of meaning does a text have? How many meanings vary from place to place and person to person? What constitutes, for a particular institution or culture, a well-formed narrative? What is the relation of narrative to history and fact? Where does meaning reside—in the text, the writer, or the reader?

The Bible and the ancient Homeric epics are ideal texts for the study of narrative structure and the interpretive process. In fact, the history of the practice and theory of interpretation of texts is closely tied to Biblical exegesis. Both Biblical scholars and Homeric scholars have raised fundamental questions about the nature and possibility of interpretation, including questions about how the process of interpretation is affected by the lapse of time between writing and interpreting, how the narrative texts relate to an original fable or myth, the relation of the text to oral tradition and cultural beliefs and practices, and the extent to which such narratives can express individual creativity over against shared cultural frameworks of understanding.

However, the questions raised by these texts turn out to be relevant to the study of narrative and interpretation in all texts. The issues raised are at the heart of current concerns in literary criticism, semiotics, philosophy, and the linguistics of narrative. We will use tools from each of these disciplines, as well as the formal and structuralist methods of folklore, oral literature, myth, modern narrative in fiction and nonfiction, and the breakdown of narrative and sequence in contemporary literature and art to carry out our study of narrative and the interpretive process.

The class should be of interest to students in literary criticism, philosophy, theology, linguistics, and anthropology. Division I students will focus on an analytic approach to texts and the process of interpretation, learning to read and write analytically and critically. Division II students will supplement this methodological focus with additional readings in a variety of areas to be determined by their personal interests, whether it be in structuralism, semiotics, literary criticism, narratology, discourse studies, exegesis, philology, or the anthropology or linguistics of the ancient texts. The class will meet twice weekly for 1 1/2 hours each time. Enrollment is limited to 20, with permission of the instructors.

HA 101/201 THE BASICS OF THEATRICAL DIRECTING

Janet Sonnenberg Jenkins

An examination of the directorial process and the acquisition of its basic techniques will be the main work of this class. Scene-work and exercises will focus on the rendering of narrative, dramatic action, text analysis, and working process with actors.

Enrollment is limited to 10, by permission of the instructor. Preference will be given to those students who have had experience in acting classes and/or a working knowledge of structure and dramatic literature.

HA 202 DRAWING

Joan Murray

This course will emphasize the combining of drawing skills with seeing and thinking. It will be based on problem resolution in regard to the use of line, tone, shape, implied form, site relationships, implied weight, etc. There will be more or less equal attention given to realistic and abstract drawing attitudes.

The class will be limited to 30 students who will be expected to supply their own materials. It will meet twice weekly for 1 1/2 hour sessions.

HA 203 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 students only. Outside critics will be invited to participate if the quality and quantity of work warrants it.

The class will meet once a week for three hours. Enrollment is limited to 15 by permission of the instructor.

HA 207 ADVANCED STUDIO PORTRAIT

Arthur Hoener

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 MAKING PLACES: THE EXPERIENCE OF DESIGN

Horton Juster and Earl Popp

This is a design course. It concerns itself with the making of architectural form and the design of the built environment. It is a design studio course organized to provide a broad overview of design issues and skills necessary for the engagement of environmental design problems. Students will have the opportunity to explore and investigate the experience and methodology of environmental design.

A series of design projects, varied in scope and complexity, will be given and student work will be rigorously critiqued. Class discussion will center on approach, design analysis, functional response, expression and symbols.

The course will provide an intense design experience for those

seriously interested in environmental design, or interested in defining their interest. It is a logical extension of the Div I courses and builds upon them. Interested students should have some background (which need not be extensive) in this area.

Permission of the instructors is required. It is the student's responsibility to arrange for interviews with the instructors. The class will meet twice a week for 1 1/2 hour sessions.

HA 210 FILM WORKSHOP II

Abraham Ravett

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

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

There will be a lab fee of \$35. The class will meet once a week for four hours. Enrollment is limited to 12 by permission of the instructor.

HA 211 PHOTOGRAPHY WORKSHOP II

TBA

A workshop to help students continue to develop their creative potential and extend the scope of their conceptions in dealing with photography as personal concentration, 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 a wide variety of 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 \$35. The class will meet once a week for four hours. Enrollment is limited to 12 students by permission of the instructor.

HA 215 INTERMEDIATE MODERN TECHNIQUE

TBA

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

The class will meet twice weekly for 1 1/2 hour sessions. Enrollment is limited to 20 on a first-come basis, with a prerequisite of 2 semesters or equivalent of beginning modern technique.

HA 216 PHOTOGRAPHY - CRITICAL ISSUES

TBA

Starting with an historical survey of the history of photography (19th and 20th century), using standard texts by Beaumont Newhall, John Szarkowski, Helmut Gernsheim, Aaron Scharf and others, the course will then concentrate on more critical issues concerning the role and use of photography in society.

Some of these issues will include: photography and its use in "art," "reportage," documentary, advertising, "family album," and the implications of these forms on the contemporary scene. Readings will include Benjamin, Sontag, and the many anthologies of critical essays. Films and slide lectures of various aspects of photography will also be included. Student discussion and assignments will be part of the course.

The class will meet once a week for four hours. Enrollment is open.

HA 218 HIGH INTERMEDIATE/ADVANCED MODERN TECHNIQUE

TBA

For dance students with a strong technical background in modern dance.

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

HA 227 THE SOCIAL AND CULTURAL HISTORY OF THE CARIBBEAN

Roberto Márquez

This course aims to examine the historical and cultural development of the Caribbean from the period of slavery through the decline of European colonialism, the assertion of American imperial designs on the area after 1898, and the emergence of mass-oriented nationalist movements of more recent times. We will be particularly concerned with the specific ways in which each of the three major language areas—Spanish-speaking, English-speaking, and French-speaking—have responded to common historical experience and with the impact this has had on the individual islands and the region as a whole. Though our interests will be with the Caribbean seen as a whole, we will be focusing on the islands of Haiti, Jamaica, and Puerto Rico as examples of general trends in the region.

The course will meet twice a week for one-and-one-half hours. Enrollment will be limited to twenty-five on a first-come, first-served basis. No foreign language proficiency is required.

HA 230 ORIGINS OF ROMANTICISM

Joanna Hubbs

The counter-culture of the 1960's popularized the challenge of the irrational—the intuitive and emotional aspects of human nature—to the autocratic hegemony of rationality, of "law and order." In many of its manifestations—the search for esoteric wisdom, the turn toward Oriental religions, magical practices, and the general adulation of creative faculties—this rebellion against established order took many of its guiding precepts and expressed aspirations from an earlier revolution which had also recoiled from the constraints of reason.

Our concern in this seminar will be to look at the relationship of eighteenth-century (Enlightenment) thought, rooted in a quest for certainties arrived at through reason alone, to the Romantic movement with its stress on the creative, the individual, and the transcendental, which succeeded the Enlightenment. Our approach to a study of the relationship of these two movements will be through an examination of the philosophical thought of the eighteenth century as reflected in the French and German novel. We will consider this then-emerging literary genre first as a vehicle for the ideas of Enlightenment thinkers and then for their Romantic successors. We will consider the extent to which attempts at building a world view on the basis of rationalism and empiricism alone led to the "irrational" conclusions of the Romantic rebellion.

Reading list: Montesquieu, *Persian Letters*; Voltaire, *Candide*; Rousseau, *Nouvelle Héloïse*; Laclous, *Missions Dangereuses*; Sade, *Justine*; Goethe, *Sorrows of the Young Werther*; Faust; Chateaubriand; Hegel; Guy, *The Enlightenment*; Becker; the *Novels of the Eighteenth-Century*; Philonophos; Henspen, *A Cultural History of the Enlightenment*; Casimir, *Rousseau, Kant and Goethe*.

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

HA 232 READING TEXTS: A CONCENTRATOR'S SEMINAR

L. Brown Kennedy and David Smith

A course intended primarily for students who are in the process of forming a Division II concentration in some aspect of literary studies. Potential Humanities concentrators are welcome and encouraged to speak to us, even if "literary studies" doesn't quite define your expected work.

The seminar/workshop has two major purposes. We will limit ourselves to a small number of important texts in order to discuss them fairly intensively, using both close textual analysis and a variety of critical and theoretical approaches in our reading and background material. The authors we have in mind are Shakespeare, Defoe, Daily Dickinson, and Virginia Woolf. While making no pretense of offering this as a survey course, we will give you a sampling of ways of entering the study of three or four major periods in British/American literary-cultural study.

A second purpose of this course is to provide you a suitable place in which to share your ideas about your concentration in the Humanities. Workshops will be specifically scheduled for this purpose. The organization of the term, therefore, is as follows:

First 2 weeks: Introductory meetings of the seminar; Next 3-4 weeks: basically a reading period, but including meetings with instructors and Division II workshops; Last 8 weeks: once-weekly meetings (evenings) with in-depth discussions of the texts.

Enrollment is by permission of the instructors. Please get in touch with us as early as possible if you are interested in writing as a note. Class will meet once a week for four hours; enrollment limited to 16.

HA 247 CONTEMPORARY CARIBBEAN FICTION: V.S. NAIPUL, GEORGE LAMMING, SIMONE SMARTT-SMART, AND ALBERT CAMPBELL

Roberto Márquez

The consequences of colonialism, its effects and ambiguities, its dense and permanent legacies, give a particular edge to the "temper of our times." The literary depiction of its several and often subtle dimensions—and of the full challenge posed by the process of decolonization—necessarily extends beyond certain cultural outlook and assumption. The latter, in fact, may become more significantly important and compelling. The work of V.S. Naipaul (Trinidad), George Lamming (Barbados), Simone Smartt-Smart (Martinique), and Alcide Carpentier (Cuba) represent, from their varying and sometimes radically different perspectives, so many responses to colonialism and decolonization in the Caribbean. It will be the aim of this course to examine their fiction in the context of a developing "national consciousness" and, within a specifically regional and more broadly international framework, to explore the implications of their evolving canon.

Possible readings will include: *A House for Mr. Biswas*, *The Mystic Mobs*, *In a Free State*, *In the Castle of My Skin*, *The Emigrants*, *Native of My Town*, *The Bridge of Beyond*, *Between Two Worlds*, *The Lost Steps* and *Explosion in a Cathedral*.

The course will meet twice a week for one-and-one-half hours and enrollment is open.

HA 249 FRIEDRICH DOSTOEVSKY: PSYCHOANALYSIS OR LITERATURE

SS 261

Joanna Hubbs and Louise Farnham

In this course we will explore the uses and misuses of the psychoanalytic method as it is applied to literature—specifically to the writings of a novelist famous for his lively and often subtle disquisitions—and of the full challenge posed by the process of decolonization—necessarily extends beyond certain cultural outlook and assumption. The latter, in fact, may become more significantly important and compelling. The work of V.S. Naipaul (Trinidad), George Lamming (Barbados), Simone Smartt-Smart (Martinique), and Alcide Carpentier (Cuba) represent, from their varying and sometimes radically different perspectives, so many responses to colonialism and decolonization in the Caribbean. It will be the aim of this course to examine their fiction in the context of a developing "national consciousness" and, within a specifically regional and more broadly international framework, to explore the implications of their evolving canon.

The class will meet twice weekly for 1 1/2 hours. There will be two papers required of all participants. Enrollment is open.

HA 250 AMERICAN ROMANTICISM: EMERSON AND THOREAU

Richard Lyon

These two early nineteenth-century citizens of Concord were radicals in their own time. They proposed to their fellow citizens that they emancipate themselves from the "pale negations" of their inherited Unitarian religion, from the acquisitive habits and commercial morality which increasingly cast the shadow of the dollar sign over all human relations, from cliché and imitation in language and the arts. The alternatives they proposed are probably as revolutionary for our time as for their own: the return to nature which they recommended may still challenge our presuppositions and allegiances and fears.

We will examine the meanings and implications for them of "nature" and "symbol," their views of the spirit or "seeing it," their standards for the authentic life, and their conceptions of the inter-relationships of self and society, conformity and individualism, ideas and actions. The differences in character and style of the two men will have to be looked at, together with the social and philosophical contexts of their careers.

The class will meet twice weekly for 1 1/2 hour sessions. Three short papers will be assigned. Enrollment is open.

HA 251 INNER AND OUTER WORLDS: THE EARLY ENGLISH NOVEL

John Henry

The English novel is a paradoxical genre. Originating among the bourgeoisie rather than among the literary intelligentsia, the novel has always been an art form for the masses, recording social relationships and mores; this avowedly social scope is enhanced by the broad canvas that a long prose narrative can employ. But the novel—unlike poetry or drama, in neither sung nor performed—can also be an intensely private art form. It allows for an analytical or imaginative exploration of people's inner lives.

In our examination of the early English novel, we will be paying particular attention to this often uneasy balance of introversion and extroversion of the private self and the public world. The reading list will be substantial, including the following: *Moll Flanders*, Daniel Defoe; *Pamela*, Samuel Richardson; *Joselyn Andrews*, Henry Fielding; *Tristram Shandy*, Laurence Sterne; *Humphrey Clinker*, Tobias Smollett; *Emma*, Jane Austen. (The course will be continued second semester, moving through the Victorians to the moderns.)

This is primarily a reading/discussion class, and students will be asked to commit themselves to regular attendance. They will also be required to write a series of relatively brief analytical essays.

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

HA 253 "PRIMITIVE" AND MODERNISM

Clay Hubbs

In his 1923 review of Joyce's *Ulysses*, T. S. Eliot said that the literary forms which had sufficed for dealing with the relatively coherent society of the nineteenth century were useless as a means of ordering the chaos of the twentieth—"the immense panorama of futility and anarchy which is contemporary history." Bourgeois individualism, with its optimistic belief in progress and the intelligibility of experience, could no longer be accepted as an explanation of history. Joyce, in exchanging the "narrative method" for the "mythical method"—the manipulation of a continuous parallel between contemporaneity and antiquity—had taken "a step toward making the modern world possible for art."

Modern (20th century) fiction shifted the focus from "the objective unfolding of events to the subjective experiencing of events," the assumption being that the writer cannot hope to understand the modern world; he can only hope to "order" it by arranging its components in structural patterns.

In our study of the development of modern fiction from nineteenth century realism to modernism and post-modernism, our focus will be on "the manipulation of a continuous parallel between contemporaneity and antiquity," the turn to ancient myth and mythic patterns as a creative method and intellectual strategy (and the mystery of this strategy in recent works) by writers ranging from Conrad and Joyce to Barth and Barthelme. The writer to receive most attention will be D. H. Lawrence. Background readings will include selections from the major source book for twentieth century literature, Sir James Fraser's *The Golden Bough*.

In addition to short exercises in "literary anthropology" and one oral presentation, students will be expected to write a carefully researched term paper.

Enrollment is not limited but students must have the instructor's permission. The class will meet twice weekly for 1 1/2 hour sessions.

HA 259 THE JAMES FAMILY

John Boettlinger and Richard Lyon

"The James Family—that is to say, Henry James, Senior, his wife Mary Walsh, and their five children, notably William, Henry Junior and Alice—constitute one of the most vivid and varied groups that our American nineteenth century produced... After listening to the Family's discussions of religion and philosophy and literature and politics and society, we may feel that we have gained a fairly full index to American intellectual history from the time of Emerson to that of the First World War. At least we shall have shared intimately in what one remarkably sensitive and alert Family group thought and talked and argued about."

So writes F. O. Matthiessen in his preface to *The James Family: A Group Biography*, a collection of writings by the members of the Family which will be the central text for the course. These letters and journals and essays reflect the extraordinary range of the Family's interests, their spirited, articulate responses to people and events and ideas, and (not least) their sympathetic responses to each other. To observe the interplay of their personalities and the inter-relationships of their ideas will be one of our main purposes. Discovering as we go the individual aims and problems of each member of the family and the character of the family itself. At the same time we will examine their ideas and some of the writings by which the world knows them. This will

lead us to issues in philosophy, psychology, religion, and the theory and practice of literature.

In addition to the Matthiessen collection, reading will include portions of biographies of William, Henry Junior, and Alice, several short stories by Henry, and extracts from books by William. Short papers will be assigned as well as a somewhat longer paper due at the end of the term. Classes will meet twice weekly for 1 1/2 hours during the first part of the term, and will later shift to weekly Monday evening meetings of three hours for student group reports on individual members of the family. Enrollment is by permission of the instructors.

HA 260 CHALLENGERS AND CHAMPIONS OF AUTHORITY: EARLY MODERN EUROPE

Brown Kennedy, Ruth Rinard, Miriam Slater

We believe that the 17th century is critical to understanding the modern world. We will discuss the challenges to authority which upset the religious, political, and scientific assumptions of the later Renaissance. An interdisciplinary approach will be employed in addressing the following problems: the emergence of the modern state; the redefinition of a public and private life; the crises of certitude posed by the Reformation and new modes of scientific inquiry; belief in the idea of the latter half of the period which have significantly shaped the challenges during the 17th century to traditional forms of authority and the resultant reformulations of all, since in the major outlines of the modern world. Some of the readings will include: K. Thomas, *Religion and the Decline of Magic*; M. Walzer, *The Revolution and the Welfare State*; J. Schilling, *Scientific Revolution and the New Science*; B. Stone, *Marriage, Sex, and the Family*; Max Weber, *The Protestant Ethic and the Spirit of Capitalism*. We will also read selections from a variety of primary sources, including Calvin, Luther, Shakespeare, Newton, Hobbes, Milton, Donne, and Defoe.

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

HA 264 CREATIVE MUSIC: ITS THEORY AND APPLICATION

Roland Wiggins

This lecture class will focus on the interrelationship found in the conventional, non-conventional and indigenous styles of music as viewed from a Western tonal basis. Students will be offered analytic techniques for personal inventories as melodic, harmonic, and rhythmic behaviors. We will also read selections from a variety of primary sources, including Calvin, Luther, Shakespeare, Newton, Hobbes, Milton, Donne, and Defoe. The class will be explored in juxtaposition with the creative music of Charlie Parker, Dizzy Gillespie, Thad Jones, and John Coltrane. Outside reading and listening experiences are mandatory.

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

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

Instructor permission is required. The class will meet twice weekly for two-hour sessions. Although this is a Division II course, Division I students may enroll with permission of the instructor.

HA 265 EFFORT/SHAPE: LABAN MOVEMENT ANALYSIS

Tara McCellan

"Movement is a reciprocal link between man's mental, spiritual, and physical life... (it) is more than a component of the world around him, chain that links man's inner activity and the world around him. It is the medium through which he actualizes his responses. It is through the movement of other people and objects that man refines and expands his knowledge of the world... Thus the study of movement is essentially concerned with a person in relation to the world and the people around him." Thornton on Laban.

Effort/Shape analysis: -is a technique for describing, measuring, and classifying human movement; -describes patterns of movement which are constant for an individual and which distinguish her/him from others; -delineates a behavioral dimension related to neurophysiological and psychological processes.

The work in this course will allow students to begin work with the elements of movement and will also provide the class with basic tools of movement analysis, observation, and notation. In addition to becoming familiar with basic Effort/Shape parameters of movement, efforts and effort states, students will be able to discover and examine their personal movement preferences with the potential for expanding their own repertoire and understanding how their movement serves them (alone and with others).

The course will hopefully bring together students from varied disciplines. We will combine theoretical research and experiential work with the application of this knowledge (during the last month) in an area of relevance (for example, movement in education, non-verbal communication, movement therapy) to the students participating in this course. Throughout the term, readings and observation projects will be assigned.

The class will meet twice weekly for 1 1/2 hour sessions. Enrollment is limited to 15 and discussion with the instructor is required.

HA 266 CREATIVE MUSIC: ADVANCED SECTION

Roland Wiggins

This course is offered to students who have completed HA 264 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. Interview with the instructor is required. The class will meet

weekly for two-hour sessions. Division I students may enroll with special permission.

HA 268 THE CREATIVE ART OF IMPROVISATION

Ray Copeland

The perennially evasive and perplexing question, "How do you teach jazz..." has undoubtedly baffled most music educators since titans such as Louis Armstrong, Duke Ellington, Charlie Parker, John Coltrane, Stan Kenton (all deceased), and Thelonious Monk, Miles Davis, Dizzy Gillespie, Al Hirt, Stan Getz, Benny Goodman, have emerged as innovators of our indigenous American art form entailing musical self-expression and creativity. Consequently, and in consummation of doctoral accreditation in this comparatively new discipline in music education, the instructor has compiled more than 600 pages of documented methodology in implementation of the Fundamentals of Jazz performance within school systems, improvisational workshops, clinics, and seminars.

The Creative Art of Improvisation (A Methodological Approach to Performance and "Jazz Education") is now an official supplement to the HA 269 Afro-American Chamber Ensemble. HA 268 didactic seminars (open to visitors) and closed sessions of from 1 1/2 to 2 hours will be presented each week on a rotating basis with the Chamber Ensemble. Members of the ensemble will be encouraged to participate in HA 268 seminars for continued development, evaluation and/or grading. Five College music students who aspire to be music educators are particularly invited to attend open seminars, either as official enrollees or as spectators. Hence 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 3rd production and playback. Didactic (sonal) and chorale aspects of phrasing, 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. Auditions will not be required, although a written/audible final examination—based on the Afro-American tradition—will be administered to official enrollees at the end of the semester. Course enrollment is unlimited.

HA 269 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. Emphasis will be placed on concentration on ear training, instrumental facility, reading music notation in the Afro-American idiom, and creativity in ad-lib jazz performance. Additional aspects of the course will provide insights toward orchestration and composition to be acquired from "All Things Combined" work booklets utilized during collective 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 wind instruments ranging from a medium sized combo to a big band. For continued development, evaluation and/or grading, instrumentalists of comparable ability and "Jazz motivation" will be encouraged to participate in HA 268 open or closed seminars which will be presented in conjunction with the main ensemble rehearsal each week. Ultimately, the Chamber Ensemble will refine the techniques essential to contemporary music performance on a professional and competitive level.

Auditions will be required in addition to a complete questionnaire from each applicant; forms may be obtained in the Music Building office. Maximum enrollment will consist of a conventional reed section of five saxophones (including flutes, clarinets, etc.), seven to eight brass (trumpet, flugelhorn, trombone, French horn, euphonium, tuba, etc.) and two rhythm sections (including auxiliary percussion), if available.

Auditions will be scheduled at the mutual convenience of the instructor and such enrollees. The Chamber Ensemble will convene on Fridays for two hours. The exact time will be designated prior to the beginning of rehearsals.

HAMPSHIRE COLLEGE CHORUS

The Chorus will meet on Monday and Wednesday, 4-6 PM, in the Recital Hall of the Music Building. Our season will include such cantatas with full orchestra and soloists, a joint performance with the Five College Early Music Program, and a brief spring tour. Faculty and staff are welcome. New members sign up for audition at the Chorus office by Friday, September 10. First rehearsal Monday, September 13.

Writing is a critical skill for work in every School at Hampshire. For additional writing courses, please refer to the Writing/Reading Program description under PROSEMINARS.

SCHOOL OF LANGUAGE AND COMMUNICATION

LC 109 ANIMAL COMMUNICATION

Mark Fetscherin

The claim that language is the exclusive property of the human species has lately come under fire. Researchers have analyzed the dances of bees, calls and songs of birds, chimp vocalizations, wolf postures, and dolphin clicks. They have discovered that such phenomena do seem to function as means of communication. Whether they are anything like "languages" in the human sense remains an open and exciting question. In an attempt to answer that question—more precisely, the question



## 8 HAMPSHIRE COLLEGE

Proceeding from this background we will devote the major portion of our time to developing research questions and designing and carrying out research projects on the coverage in American news media of the war in Vietnam.

We will have access to a wide variety of resources including newspaper and magazine accounts, videotapes of network news broadcasts, documentary films, memoirs, eyewitness and participant accounts, guest speakers, and the findings of recent research.

Students in this course, separately or working in teams, will be expected to complete and write reports of their research projects.

The course is open to Hampshire students who have completed their Language and Communication and Social Science Division I examinations. Five College students should be at the junior level or above. All students who enroll in this course must read the following three books prior to the first class meeting: *Fire in the Lake* by Francis Fitzgerald, *The Ten Thousand Day War: Vietnam, 1945-1975* by Michael Maclear, and *Dispatches* by Michael Herr.

The class will meet twice a week for 1 1/2 hours each session. Enrollment is open to those who meet the above requirements.

### LC 254 PHILOSOPHY OF PSYCHOLOGY: BEHAVIORISM TO COGNITIVE SCIENCE

Jay Garfield and Neil Stollings

Psychology occupies a unique position among the sciences. Few sciences are as methodologically and substantively volatile as psychology. Few have been, in recent times, as much influenced by philosophy and have had as much influence on philosophy as psychology. No science offers the range of philosophical problems, both metaphysical and metascientific, that psychology presents.

In this course we will be primarily concerned with philosophical issues surrounding the two major approaches to twentieth century psychology—the behavioral and the cognitive. We will attempt to extract the methodological and empirical commitments these two traditions and presuppose that metaphysical issues they suggest regarding the ontology of psychology and the philosophy of mind, and attempt some philosophical assessment of these enterprises.

This course will hence be historical as well as philosophical. We will discuss the work of such major behaviorist figures as Watson, Hull, Tolman, and Skinner and of researchers in cognitive psychology and artificial intelligence including Newell and Simon, Minsky, Winograd, Schank and Abelson, and J. Anderson, as well as relevant philosophical discussions of these psychologists' work and research programs.

The course will be taught through a combination of lectures and discussions. Students' projects for the course will be determined in consultation with the instructor. These generally will involve one or two medium-length papers. This is an advanced seminar and presupposes a strong background in either psychology, philosophy, or the history of science. Students unaware of their background should consult the instructor. The class will meet once or twice a week for 1 1/2 hours each session.

### LC 259 COMPUTATION STRUCTURES

NS 258

Glenn Isa and Albert Woodhull

In this course we will explore the many levels of organization in computer languages up to high level programming languages such as LISP or Pascal. Hierarchy and modularity will emerge as key principles of organization, together providing a powerful intellectual tool for dealing with complexity in both the design process and that of understanding.

We will explore the relationships between levels of organization in computer systems, and do projects involving the key elements of each level. The course will include a fair amount of lab work. A good working knowledge of some computer programming language will be required. We will meet for two hours twice a week. Enrollment is limited to 20.

Writing is a critical skill for work in every School at Hampshire. For additional writing courses, please refer to the Writing/Reading Program description under PROSEMINARS.

## SCHOOL OF NATURAL SCIENCE

### NEW ENGLAND FARM CENTER

One of the unique features of the Natural Science curriculum is the New England Farm Center, a working sheep farm and an agricultural research station, located on two hundred acres of land adjacent to campus. It includes pastures, a barn, and a farm house. Offices are in the farm house which is the next house down from Thorpe and easily accessible to students.

The Farm's goals are two-fold: to teach agriculture within the liberal arts setting of Hampshire and the Five College community; and to revitalize agriculture in New England enabling farmers to stay on their land, making farming more energy efficient, and increasing New England's production of food, fiber, and fuel.

The Farm Center is presently engaged in three primary projects. The first is breeding and testing imported livestock guarding dogs from Europe and Asia Minor as a humane and ecologically sound means of predator control. The second is research on the use of alder as an alternative source of fodder. Alders are of interest because they are fast-growing, shrubby trees which are palatable to sheep, high in protein, acid tolerant, perennial, and fix nitrogen. Finally, the Farm is studying various breeds of sheep, including unusual "hairy" sheep, to develop a low-care flock that can survive in the forest and be part of a multiple-use system of forest management.

Several faculty members lead courses and research projects related to the Farm. This year Ray Coppinger will be on leave; Lorna Coppinger, Lynn Miller, and two new faculty members, a plant physiologist and a reproductive physiologist, will lead research projects and assist students with their own projects.

There are also a shepherd, a special research assistant for the dog research, and a small number of work-study students, some of whom are hired for the summer. Some of the resources include a small agricultural library located in the farm house, a PLATO computer terminal, sheep, dogs, and extensive contact with sheep farmers. Many students do exams at the Farm Center with sheep farmers.

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

### ASTFC 13 THE SOLAR SYSTEM

William Dent

An introductory course dealing with civilization's evolving perception of our nearest neighbors in the universe. Slightly more advanced than introductory survey courses in astronomy and intended for students who desire a deeper understanding of ancient and classical conceptions of the sky; the Copernican revolution; the many motions of the Earth and planets; their causes and consequences; the tides and their influence; the surfaces, atmospheres, and interiors of the planets and their satellites; minor objects in the solar system; and the origin and evolution of the Earth and other planets.

Prerequisite: High school algebra.

Text: *Exploration of the Universe* by George Abell.

### NS 101 EXTRATERRESTRIAL INTELLIGENCE

Kristina Gordon & Courtney Gordon

Since the Copernican revolution, our concept of the size of the universe has continuously increased while our concept of the uniqueness of our place in the universe has been repeatedly diminished. The idea that intelligent beings may exist on other worlds has fascinated mankind for hundreds of years. We are at last close to the time when extraterrestrial communication may be possible. How can we communicate? Are there other worlds ready to receive our messages? Have other worlds already tried to communicate with us? Our search will lead us to consider:

- a) the astronomical evidence - What factors determine how many planets are suitable for life, and how close to earth the nearest one may be?
- b) the biological evidence - What constitutes life on earth? How did it evolve? What conditions and how much time are necessary for intelligence to emerge?
- c) the nature of communication - What kind of a message must we send to show we are intelligent? How successful have we been at deciphering the communications of bees, dolphins, or other nonhuman species?
- d) philosophical implications - Should we transmit? or just listen?

Readings will include selections from textbooks and articles in current journals. The course will meet for 1-1/2 hours twice a week for the first 10 weeks of the semester. In the intervening time, the students will be expected to complete individual or group projects, which will be presented to the class during the latter part of the term and which may be developed into Division I exams. In past terms, student projects have included: re-creation of the classic experiment to produce amino acids from inorganic compounds under conditions believed to have existed on the primitive earth; examination of the evidence, for detection of planets around nearby stars; discussion of the impact of the Orson Welles *War of the Worlds* radio broadcast; evaluation of physical, biological (and psychological?) impediments to human-dolphin communication, and attempts to overcome them.

### NS 104 OPTICS AND HOLOGRAPHY

Everett Hafner

An elementary treatment of ray, wave and quantum optics, leading to the theory and special techniques of optical holography. During the first half of the term, lecture-demonstrations serve to lay the background of the science. During the second half, students carry out laboratory projects on an individual tutorial basis. A paper on a selected topic in optics is required for successful completion of the course. No previous study of physics is necessary.

Enrollment is limited to the first 16 students to apply.

Class will meet once a week for 3 hours.

### NS 107 EVOLUTION OF THE EARTH

John Reid

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

Assignments will include readings from both a text and the original literature. Students will be expected to complete an independent research project related to the coursework.

Enrollment limit: 20 students. Two 1-1/2 hour class meetings plus one 3 hour field trip/lab per week. Enrollment is on a first come, first served basis.

### NS 112 LITERALLY POISONED

Nancy Lovry and Ann Woodhull

As the writers of mystery stories have discovered, most poisons leave distinctive "signatures," and it is not so easy to poison someone without a trace. There is also a lot of chemistry and physiology in the understanding of how poisons do their ghastly work. For example, the deadliest poison (in terms of how few micrograms it takes to kill a person) has a complex molecular toxin that it is used to help in the exploration of how nerves work. In the subtle chemical artifice of nature, plants elude animal hormones and animals develop paralytic poisons to lure and subdue their prey.

We will read mystery stories for edification. We will also read what the scientists have published about the chemistry and actions of some poisons, mostly natural ones. There will be no lab.

Students are expected to read the assignments, to participate in classes, and to write two short summaries of scientific papers. The main assignment will be to research a topic, give a report on it to the class, and to write it up. These reports can be developed into Division I exams.

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

### HUMAN BIOLOGY PROGRAM

The following courses all touch on human physiology and biochemistry, and the results are expected to be of interest to all participants. The first two courses will focus on laboratory work and will meet jointly twice a week for the first five or six weeks of the semester. During that time there will be: -A series of informal lectures to enable all to learn the physiology and biochemistry they will need to pursue more specialized interests. -Intensive laboratory training sessions to teach a number of techniques (blood chemistry, hematology, electrocardiography, pulmonary function, urinalysis) and the use of several laboratory instruments (spectrophotometer, ultracentrifuge, polygraph, electroforests), including the use of the computer for data gathering, control, and analysis.

At the end of the semester a minisymposium will be scheduled in which all students will be able to report the results of their own projects to a larger audience.

### NS 119 CLINICAL CHEMISTRY PROJECTS

John M. Foster

Modern techniques of medical diagnosis employ the full range of chemical, enzymatic, radiological, immunological, and instrumental analysis used in medical research. Thus, by studying to learn a wide range of laboratory skills and to learn how the resulting data are applied to the diagnosis and treatment of disease. The course will consist of the following:

1. An initial shared preparation period, described above under Human Biology.
  2. The skills learned will then be applied to clinical projects. For example: -Effect of hyperventilation, exercise, smoking, etc. on blood chemistry. -Effect of diet on blood sugar, cholesterol, nitrogen balance, metabolic rate, etc. -Effects of exercise, stress, training, etc., on heart and muscle physiology.
  3. "Clinical-chemistry conferences", in which physicians will be invited to present and discuss case material illustrating the use of these methods in their own clinical practice.
  4. The minisymposium described under Human Biology, above.
- Class and laboratory time will be arranged to suit individual projects.

In addition to the laboratory courses the program includes the following seminars. Students taking one of the seminars need not participate in the laboratory courses, but are encouraged to attend the informal lectures, the clinical-chemistry conferences and the end-of-semester symposium.

Cancer  
Male & Female Reproductive Function  
New physiology course (to be offered by new reproductive physiologist)

### NS 125 MALE AND FEMALE REPRODUCTIVE FUNCTION

Nancy Goddard

What are the biological bases of sexuality? What factors influence one's sex drive, sexual behavior, ability to successfully reproduce (or to avoid it, for that matter)? Are there biological events that happen to a person even before birth that greatly affect one's sexuality as an adult? What determines "maleness" or "femaleness", anyway? Are there effective means of correcting nature's caprice; that is, how far can we go toward changing the nature of one's sex through genetic surgery; through transsexual operations? These are some of the questions that will be addressed in this course. The intent is mainly twofold: 1) to provide persons with basic working knowledge of those systems directly concerned with one's sexuality; 2) to introduce students to the mode of inquiry used in science and facilitate use of the tools needed to answer certain questions.

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

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

### MATH EXERCISE CLASS

David Kelly

Do your mathematical muscles feel soft and limby? Tired of having math lock types kick intellectual and in your face? Then you owe it to yourself to come work out once a week to keep in shape. A complete well-rounded exercise program, involving solving equations (single and simultaneous), graphing,



**Logarithms, (check):** word problems, etc. will be available. We will meet once a week to review systematically the high points of algebraic methodology and techniques. Three or four review problems will be distributed each time and a short set of pages of notes will be distributed for participants to work on between sessions. Designed for students currently in quantitative oriented NS or SS courses, or students who simply need to keep up their math skills. Will assume at least a reviewable memory of Algebra I from high school. Not suitable for math whizzes, nor probably for students needing substantial up specific needs students are encountering in their courses or readings.

Class will meet for one hour once a week.

**NS 157 TOPICS IN THE HISTORY OF ELEMENTARY MATHEMATICS**  
David Kelly

Early numeration and measurement, Pythagorean mysticism, Euclidean geometry and its later rivals, and the inventions of algebra, logarithms, analytic geometry, and the calculus will be considered in this course—which requires only a modest background in high school mathematics. We'll read and discuss a few original sources and investigate the role of mathematical thinking in sciences and societies. The course will conclude with an analysis of the "new mathematics" and its impact on the contemporary teaching of elementary mathematics.

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

**NS 176 DYING TO WORK: OCCUPATIONAL DISEASE IN AMERICA**  
Mary Sue Henifin

Each year job-related diseases cause more than 100,000 deaths, and workplace accidents account for more than 14,000 deaths and a million injuries. Workers usually receive the greatest exposure to industrial environmental pollutants, and workers are often the guinea pigs on which the health effects of these substances are tested.

This course will examine how workplace conditions cause disease. Topics include chemical carcinogenesis, stress and coronary heart disease; occupational reproductive hazards to men and women; and health hazards to artists, office workers, and hospital personnel. We will discuss the politics of occupational health including state and federal legislation, the role of labor unions, and current controversies over cost/benefit analysis and "susceptible" workers.

Students are expected to participate in class meetings, attend a field trip to an industrial workplace, read from assigned text materials and the primary scientific literature, write a paper on the health hazards of a particular job, and make a presentation to the class. Evaluations will be based on all of the above.

Enrollment: Instructor's permission by interview, limited to 20.

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, and five with potential interest to specialize in science, and five with potential interest to specialize in philosophy.

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

**ASTFC 19 PLANETARY SCIENCE**  
Peter Schloerb

Planetary science is a unique field within astronomy since the use of spacecraft has opened up the entire solar system to direct exploration. As a result, progress in planetary science has relied on a variety of scientific techniques in addition to those of traditional astronomy, and basic principles of geology, geophysics, meteorology, and biology are often called upon to explain and understand the planetary data. Thus, the interdisciplinary nature of the field provides a good introduction to the way that different disciplines approach problems.

ASTFC 19 is an introductory course in planetary science for physical science majors with an interest in the solar system. It is intended to be a part of the ASTFC 21-22 series of courses for astronomy majors, but it is independent of those courses and may be taken at any time. The course will survey current knowledge of the interiors, surface features and surface histories of the terrestrial planets and planetary satellites; the structure, composition, origin, and evolution of the atmospheres of the terrestrial planets; asteroids; comets; planets; the terrestrial and Jovian planets; interstellar dust; planetary rings; and the origin of the solar system. Special emphasis will be placed on the results of recent spacecraft missions to Venus, Jupiter, and Saturn. We especially encourage science students from outside of astronomy to take the course. This is a Division II course.

Class will meet Tuesdays and Thursdays. Prerequisites are one semester of calculus and one semester of some physical science (physics, astronomy, or geology). Some familiarity with physics is essential.

**ASTFC 21 STARS**  
George Greenstein (lectures)  
Tom Dennis (labs)

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

Prerequisites: one semester of calculus, one semester of some physical science, and an elementary knowledge of computer programming. This is a Division II course.

This course will meet Tuesdays and Thursdays 7:30 to 3:45 PM. Labs are open five nights a week at Mount Holyoke College.

**ASTFC 37 OPTICAL ASTRONOMICAL OBSERVATION**  
Tom Dennis and Kurtiss Gordon

Basic astronomical techniques (photographic photometry, photoelectric photometry, spectral classification, and radial-velocity determination) and the use of astronomical catalogs and literature as applied to astronomical problems: physical and dynamical properties of stars, spectroscopic binaries, star clusters. Readings will include selected journal articles.

Class will meet Mondays and Wednesdays.

**ASTFC 43 ASTROPHYSICS I**  
E. R. Harrison

Basic topics in astronomy and astrophysics. Gravitational equilibrium configurations, virial theorem, polytropes, hydrodynamics, thermodynamics, radiation transfer, convective and radiative equilibrium, stellar and planetary atmospheres, and equations of stellar structure. The physics of stellar and galactic structure. Prerequisite: ASTFC 21-22 and the physics sequence, or permission of the instructor. This is a Division II course. Class will meet Mondays and Fridays.

**NS 206 MARINE ECOLOGY/MARINE BIOLOGY**  
Charlene Van Raalte and Nancy Oddard

This full term course is divided into three sections. During the first third of the course students will study marine ecology through lectures, discussions of papers and field work. This unit will end with three-four days at Hampshire's marine station where trips to marine habitats and taxonomy of marine organisms will be emphasized. A field trip fee will be charged (this does not include room and board at MMSI). The focus of the next topic—marine biology—will be comparative physiology of marine organisms; experimental laboratory work will complement lectures/seminars. In the final third of the course students will present papers. This will provide preparation for field work in the Gortogeyn. This will provide preparation for field work in the Gortogeyn. This will provide preparation for field work in the Gortogeyn.

Class will meet 1 1/2 hours twice a week for lectures and on afternoons a week for lab or field work. Class is limited to 20, first come first served.

**NS 211 ORGANIC CHEMISTRY (FALL)**  
Nancy Lowry

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

Text: Morrison and Boyd, *Organic Chemistry*, Third Edition. A high school introduction to chemistry is essential. Division I students may take the course if they check with the instructor. Class will meet three evenings a week for 1-1/2 hours, plus one lab per week. Open enrollment.

**NS 234 BEHAVIORAL ECOLOGY: SOME CONTROVERSIAL CONCEPTS**  
Theodore Sargent

An overview of the emerging discipline of behavioral ecology, with emphasis on current analyses of foraging, mating systems, communication, and aggression. Included are critical examinations of (1) the current controversy over sociobiology, and (2) the question of whether animals behave optimally, and (3) the provocative notion of "selfish" genes. The text will be an introduction to *Behavioral Ecology* by J. R. Krebs and N. B. Davies.

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

**NS 237 ENVIRONMENTALIST'S TOOL KIT: ISSUES & IDEAS IN ENVIRONMENTAL STUDIES**  
Ralph H. Lutts

There are a variety of issues and ideas in environmental studies with which environmentalists should be familiar. This course will examine a number of these historical, educational, philosophical and social topics. This course is divided into modules and students may participate in any or all of these modules. Everyone, though, should attend the introductory meeting.

Sept 1: Introductory Meeting (all attend—reading list for semester will be distributed)  
Sept 2: *Pinchot vs. The Pinchot-Bullinger Controversy*  
Sept 21, Oct 5 & 12: *The Pinchot-Bullinger Controversy*  
Over 70 years ago Theodore G. Pinchot's Secretary of the Interior, Bullinger, was accused of being too great a friend of business interests. Pinchot, a founder of the conservation movement, attacked him for failing to protect the nation's resources. This generated a major national public and political controversy. We will examine the history of this issue and also, take a look at what Sec. Watt is up to.  
Oct 19 & 26: *Is Environmental Education a Fraudulent Revolution?*  
The environmental education movement has made grand claims about

the role it can play in changing our society. Are these claims well founded or are they false? We will examine what is EE, in both theory and practice, and the validity of its pronouncements about itself. We will touch upon EE, nature study, outdoor education, adventure education, and other allied approaches.

Nov 9, 16, 23 & 30: *The Domination of Nature*  
Many people argue that our culture is oriented toward dominating or controlling nature. What does this mean? We will examine a variety of literature on the topic, including that pointing a finger at the Judeo-Christian tradition. We will also examine the relationship of other cultures with their environment.

Dec 16: *Division II Exams in Environmental Studies*  
Options and ideas for putting together exam proposals related to environmental studies. An emphasis on the practical aspects of designing a program of study.

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

**NS 246 COMPUTER PROGRAMMING IN PASCAL**  
LC 246 William Marsh and Lloyd Williams

See Language & Communication section for the description of this course.

**NS 247 CELL BIOLOGY**  
Lynn Miller

This course is part of the three course biology sequence (also including physiology and ecology) and is an introduction to cell structure and function. Topics include genetics, metabolism, nutritional requirements, and biochemistry. Students will work with faculty on research projects related to cell biology, e.g., photosynthesis, nitrogen fixation, microbial genetics.

The course is structured as two 1-1/2 hour lectures, a 1-1/2 hour discussion period, and an afternoon lab each week.

**NS 250 BIOLOGY DIVISION II SEMINAR**  
Ann Woodhull and Mary Sue Henifin

This seminar is designed to help students develop the sense of community that all scientists need and to develop intellectual coherence during the Division II process.

We will critically read and discuss recent research papers weekly in class from many different areas of biology from ecology, biochemistry, and botany to agriculture, human physiology, and ecology. A panel of students will be responsible for ground material and social connections of the research. We will regularly invite faculty members and other students to participate in the seminar as discussor or lecturer. A major aim of the seminar is to facilitate the Division II process. We have developed several exercises to help students in planning and writing up Division II contrast.

This seminar can serve both beginning Division II students who need to plan and file a contract and advanced students who can join the discussions of papers and also present their own work. Students will be expected to do the weekly readings, assume responsibility for two or more class discussions, and complete two or more written assignments.

Class will meet once a week for two hours.

**NS 258 COMPUTATION STRUCTURES**  
LC 258 Al Woodhull and Glenn Iba

See Language & Communication section for the description of this course.

**NS 260 THE CALCULUS**  
David Kelly

The calculus provides the language and some powerful tools for the study of change. We'll avoid the paradoxes of infinity and still talk of instantaneous velocities, infinite sums, and ratios of infinitesimals. Differentiation and integration will be defined and applied to the study of tangent lines, slopes of curves, areas, volumes, free fall and other motion, periodicity, exponential growth and decay, carbon dating, the spread of rumors, and inflationary spirals.

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

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

**NS 261 INTRODUCTION TO CALCULUS AND COMPUTER MODELING FOR SCIENTISTS AND SOCIAL SCIENTISTS**  
Kenneth Hoffman

Traditionally, the mathematical preparation for scientists and quantitatively-minded social scientists begins with a year or two of 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 interactive statistical programs to save, modify and analyze data)

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

Classes will meet 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 266 BOOK SEMINARS IN MATHEMATICS

David Kelly

Whenever a group of students decide that they'd like to learn a certain piece of mathematics, they are encouraged to meet with one of Hampshire's mathematical faculty members to arrange a book seminar.

Students in a book seminar will meet with an instructor for one hour each week and amongst themselves several hours each week.

Topics which have been proposed for book seminars include:

**Modern Algebra:** The study of algebraic structures such as groups and fields, with applications to number theory, geometry, physics, and puzzles.  
**Div. Grad. Calc.:** Basic tools and results of multivariable calculus useful for the study of electric and magnetic fields.  
**Probability:** The mathematics of chance and theoretical background for statistics.

NS 279 CHALLENGERS AND CHAMPIONS OF AUTHORITY: EARLY MODERN EUROPE

L. Brown Kennedy, Ruth Rinard, Miriam Slater

See description under HA 260

PHYSICAL SCIENCES AT HAMPSHIRE

If you are taking physical sciences (including physics, geology, chemistry, astronomy, etc.) for upper division work, for post-graduate requirements, or for support of upper division work in related fields, you should contact the physical sciences coordinator, Professor Herbert Bernstein. He will help you plan your physics and physical science coursework, and, in turn, you will be helping to structure Hampshire's physical science offerings. He can advise—or direct you to those who can advise—about proper sequences, appropriate five college courses, mathematics requirements, etc. Either he or Professor Alton Kraus can give you advice on Basic Physics courses.

NS 281 BOOK SEMINAR IN PHYSICS

Herbert Bernstein

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, relativity, thermal physics, quantum theory, optics, acoustics or fluid mechanics. The choice of book and subject matter will be made by the students themselves. Students who have not taken one year of Basic Physics or the equivalent should not take this course.

Class will meet once a week for three hours or so.

NS 297 THE GEOMORPHOLOGY & FLUID DYNAMICS OF RIVERS

John Reid

This course will involve a detailed investigation of the processes of rivers with particular emphasis on the evolution of floodplains. We will look most closely at the processes active on the floodplain of the Connecticut River both from the point of view of its geomorphology and of the fluid dynamics of the river itself. Each participant will be expected to design and carry out an investigation concerning some aspect of floodplain evolution. We will attempt as a group to understand the several environments on the Connecticut River where deposition is occurring on the concave bank of river bends, a little-studied floodplain process. The text will be *The Floodplain System* by Schumm.

Prerequisites: Physical geology, Basic Physics.

Class will meet twice a week for 1-1/2 hours each, plus an afternoon field trip.

Writing is a critical skill for work in every School at Hampshire. For additional writing courses, please refer to the Writing/Reading Program description under PROSEMINARS.

SCHOOL OF SOCIAL SCIENCE

SS 109 CHANGE IN THE LEGAL PROFESSION: PERSPECTIVES IN LAWYERING

Oliver Fowlkes

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

Among course readings the following books will be considered:

Auerbach, *Unequal Justice*; Block (ed.), *The Radical Lawyers*; Corbin, *Lawyer's Ethics*; Kewenau, *Lawyer-Client*; Kwo's *Charges*; and Sargent, *The Wall Street Lawyers*. This Division I course will require a fair amount of reading and paper writing and is designed to raise issues which will be investigated and parlayed into Division I exam topics; the instructor will supervise course participants in a special workshop for developing and completing Division I exams.

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

SS 111 HEALTH MAINTENANCE

Robert von der Lippe

In this seminar we will move from a consideration of the concept of health and how it has been viewed historically and cross-culturally to the various individual and organizational responses to those conceptual developments. After the conceptual review and study, we will review the ways in which human populations have tried to keep healthy. This central segment of the course will look at how individuals and then societies have responded to illness. We propose to go beyond the reliance of much of society upon the medical profession and medical science to also look at other cultural and social responses to an absence of health care which is depicted as the mechanistic relationship and the social factors of control, compliance, and social beliefs. This attention will move from individuals and their voluntary responses to similar efforts to medical healers and societies' responses to similar efforts to keep its members healthy. In the final section of the course we will study current American society and the organizational effort to change health care delivery in the form of Health Maintenance Organizations.

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

SS 113 PROBLEMS IN URBAN POLITICAL ECONOMY

Lloyd Hogan

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

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

SS 119 POLITICS OF EDUCATION

Hedwig Rose

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

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

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

SS 123 SOCIAL ORDER—SOCIAL DISORDER

Robert von der Lippe

Is it "normal" for societies to be ordered? When it happens, how does it come about? Are societies ever disordered and what are the factors that lead to this condition when it occurs? In this seminar we will concentrate on American society and try to understand how the concepts of norms, roles, status, class, authority, power, and social organization play a part in the maintenance of order and the occurrence of disorder. Readings will run from classic to current analyses of American society and will try to represent sociology's historical and current concerns with this subject. Students will engage in their own studies of their society here at Hampshire to first find examples of either order or disorder and then develop plans for an analysis of these findings. A final paper will be expected of each participant as well as a number of shorter works which will lead up to the final project.

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

SS 129 WOMEN'S PLACE IN THE CITY

Myra Breitbart

This course will examine urban design and the urban-suburban experience from the viewpoint of women. Drawing primarily on U.S. cities, we will consider how historically specific forms of production and social reproduction have become embodied in the spatial patterning of urban areas, and how this in turn

relates to women's role and position in society. By examining recent research from several disciplinary perspectives and by employing a wide variety of additional tools (stimulations, fictional writing, fieldwork, movies, environmental design, etc.) we will attempt to improve our understanding of women's often simultaneous experience as prisoners, mothers, and shapers of city life. Specific topics to be addressed include: (1) explanations for the patriarchal structuring of urban social and physical space; (2) "masculine city" female work sub-urban, including a concern for the space and time constraints of women of different ages, classes and races face in metropolitan areas; separations of public and private spheres of life under capitalism and their particular impact on women in the home and neighborhood organizing campaigns and urban self-help networks—what do these activities reflect about women's place in the city and the possibilities for social change? and (3) women in the architectural and planning professions, women as vernacular builders and designers, women's fiction—how have women creatively conceptualized an alternative use and patterning of city space and urban life?

Exploitation of these topics will be facilitated by the availability of a number of exciting new books and articles. These include but are in no way limited to: Dolores Hayden, *The Grand Domestic Revolution: The History of Feminist Housing*; Gerda Wehrle et al., *New Spaces for Women: Women and the American City*; a special issue of *Signs*, Spring 1980; Doris Cole, *From Trial to Skyscraper*; Lillian Rubin, *Worlds of Pain: Susan Sontag, Women in Architecture*; forthcoming special issue of *Antipode: A Radical Journal of Geography* entitled "Women and Environment."

This class will combine lecture and discussion formats and create opportunities will be provided for writing and other creative means of expression. Class will meet twice a week for 1-1/2 hours each session. Enrollment is limited to 20; first come, first served.

SS 131 AFRICAN WOMEN: AN HISTORICAL PERSPECTIVE

E. Frances White

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

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

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

SS 145 THE AMERICAN CENTURY: WHAT HAPPENED?

Carol Bengeludorf, Allan Kraus

The United States emerged from World War II as the preeminent power world militarily, economically and politically. This power rested on four main pillars: strategic nuclear superiority over the Soviet Union, economic and political hegemony over Western Europe and Japan, a capability to intervene militarily and dominate economically in the Third World, and a domestic foreign policy consensus that argued that "politics stops at the water's edge."

What happened? This course will focus on these four pillars of American foreign policy in an attempt to understand why all of them have been seriously weakened in the 37 years since 1945. To what extent was this weakening caused by U.S. actions; to what extent by the actions of others; and to what extent by irresistible forces beyond the control of any nation?

The course will be organized around four study groups, each of which will focus its major effort on one of the four pillars. Each group will meet with one of the instructors once a week for discussion and work on individual research projects. The entire class will meet together once a week for lectures. The course will terminate in a student conference on the nature and direction of U.S. foreign policy. Preference in enrollment will be given to students who have not yet completed a Social Science Division I exam. Enrollment is limited to 20; instructor permission.

SS 175 FROM INDUSTRIES... TO MEDICAL SCHOOLS: STUDIES OF VOLUNTARY AND INVOLUNTARY TOTAL INSTITUTIONS

Oliver Fowlkes

This course is designed to study monasteries, boarding and professional schools, military organizations, mental hospitals, prisons, concentration camps and other total institutions in order to understand their underlying social structure and patterns of interaction which take place within them. The course, which is not for beginning students, is focused on integrating readings and class discussions with student group-oriented projects leading to Division I Social Science exams.

The following issues will be considered, in addition to others which might emerge from the subject matter: differences between voluntary, involuntary, coercive and non-coercive total institutions; the relationship of formal structure to coercion and outside world affects institutional functions; effects of total institutions on participants' concept self; goals of the institution on participants' success in accomplishing these goals.

After an introduction to the course material, students will be expected to join a course study group to carefully examine one total institution, write a paper on it and present their findings to the class. Course participants will be expected to do a good bit of reading and project research and to go on field trips where appropriate. Lectures, discussions, movies, and student presentations will be utilized for Division I examinations.

Class meets twice a week for 1-1/2 hours each session. Enrollment is limited to 16; lottery.

SS 201-210 are designed as introductions to some of the ideas, and subject matter typically important to some background for advanced work in Social Science. THEY ARE OPEN TO ALL, BUT FIRST-SEMESTER DIVISION I STUDENTS.

**SS 201 CAPITALISM AND EMPIRE: THE THIRD WORLD**

Carol Bengelendorf, Michael Ford, Frank Holquist, Frances White

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

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

**SS 202 CHALLENGERS AND CHAMPIONS OF AUTHORITY: EARLY MODERN EUROPE**

L. Brown Kennedy, Ruth Rinard, Miriam Slater

See course description under HA 260

**SS 203 THE TRANSITION FROM FEUDALISM TO CAPITALISM**

Nancy Fitch, Miriam Slater

The rise to dominance of the capitalist mode of production has marked the history of the modern world. Supplanting most earlier forms of economic organization—peasant agriculture, feudal estates, and slave plantations—in Western Europe by the end of the eighteenth century it had drawn all continents into a world market and a world-wide division of labor that had completely undermined traditional economic and social structures. Precisely how this Eurocentric capitalism developed is controversial. At no point before the early modern period was Europe technologically more advanced than the rest of the world. Moreover, even within Europe, the economic development of countries differed widely. England and Holland developed early as capitalist powers, while France only emerged in the seventeenth century as an important challenger to British and Dutch commercial hegemony. Eastern Europe—most the center of world grain trade—remained feudal. Any explanation of capitalist development, then, must explain both the emergence of a world-wide economic system and the persistence of Medieval economic and social organizations in many areas.

In this course, we want to explore this transition by examining the history of Europe from 1200 to 1789. We will pay particular attention to changes in England, France, and Eastern Europe. By exploring how medieval society changed or persisted in each case, we hope to assess the relative impact of a number of factors: (1) demographic change, (2) the developments of towns and commerce, (3) peasant resistance and social change, (4) the emergence of Protestantism, and (5) the rise of the modern state. The course will draw on readings by Michael Poston (England), Emmanuel Le Roy Ladurie (France), F. O. Carsten (Prussia), and Perry Anderson (comparative). By the end of the course, students should have a sufficient background to allow them to evaluate the relative merits of the arguments presented by Immanuel Wallerstein and Robert Brenner and should have developed a solid foundation in Medieval and Early Modern History.

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

**SS 204 LABOR AND COMMUNITY**

Myrna Breitbart, Laurie Nisonoff

This course will explore the relationship between historical changes in the labor process under capitalism and the experience of workers in the workplace and larger community. We will also discuss contemporary alternatives, paying particular attention to movements for workers' control and decentralized socialism. Using an interdisciplinary approach, we will consider a number of themes and questions which focus on the changing nature of conflict between capital and labor: **Theme 1**—The relationship between the organization of the labor process and work environment in different stages of capitalism. **Theme 2**—The relationship between the capitalist mode of production and spatial organization (what roles does the patterning of built environments play in sustaining a particular mode of production? How are divisions between and within classes reflected and reinforced by spatial segregation?). **Theme 3**—The historical and contemporary responses of workers to changes in the labor process and the effects of work, alienation, and struggle upon community. Also, the major mechanisms (economic, political, legal, spatial, etc.) which capitalists have employed to defuse working class organization, both in the workplace and larger community.

Several issues and controversies facing labor today will also be addressed with special emphasis placed on the present economic situation in New England. Among the topics to be considered are: runaway shops and plant closing; worker participation, self-management and control; community/worker ownership; regional economic base analysis; dual labor market and labor market segmentation; human capital theory; and paid vs. unpaid labor. Even, *The Capitalist Conscience: Care and Humane Workers' Control: A Reader in Labor and Social Change*; Gutman, *Work and Control in Industrializing America: Nonunion Workers' Control in America*; Gordon, *Theories of Poverty and Underemployment*; Sennett and Cobb, *The Hidden Injuries of Class*; and Goodman, *The Last Entrepreneurs*.

Students will be encouraged to work on research and data gathering projects related to the topics of immediate relevance listed above. This course should therefore tie in well with other courses offered in the Five College Work and Democracy Program. Evaluation will be based on class discussion and papers.

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

**SS 207 IMMIGRANTS AND THEIR DESCENDANTS: ETHNICITY AND CLASS IN AMERICA**

Aaron Bernan

We will be concerned with the immigrant experience in America during the nineteenth and twentieth centuries. Particular attention will be given to the role immigrants played in the formation of the working class, and to changing American perceptions of immigration and foreigners. Topics to be discussed will include: adjustment and resistance to the factory system; unionization; strike activity; and immigrant participation in radical political movements. We will also examine how family and kinship ties affected the Americanization of immigrants, as well as the role immigrants and ethnicities have played in American politics. Nationalist and the repression of radical political groups will also be studied. The course will conclude with an analysis of contemporary immigration that will focus specifically on the problems "illegal aliens" face in the United States.

Readings will include both works of history and fiction that illustrate the immigrant and ethnic experience. Instruction will be given in the use of archival works. Students wishing to receive an evaluation will be expected to do several assignments.

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

**SS 209 DEVELOPMENTAL PSYCHOLOGY**

Lucia French, Maureen Mahoney

See course description LC 209

**SS 210 INTRODUCTORY ECONOMICS**

Frederick Weaver

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

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

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

**SS 215 YOUTH CULTURE AND YOUTH PROTEST IN EUROPE AND THE UNITED STATES SINCE 1950**

Margaret Cerullo

This course will examine the content and development of youth cultures and youth movements in the United States and Western Europe, including England, Italy, Switzerland and Germany. The central problem of the course will be to consider under what circumstances youth culture becomes political and under what circumstances it is absorbed by the system. Specifically, we will look at the relationship of youth to work, to consumption and mass culture, and to politics. We will consider the tensions and interactions between black and white youth cultures in England and the U.S., and raise the issue of the extent to which youth movements must be understood (until very recently, perhaps) as specifically male. We will put these questions into an historical and theoretical context by exploring the broad structural changes that have been associated with the emergence of a youth identity and youth movements in the advanced societies. We will look at how these changes have affected the timing of the emergence of youth movements in different countries, their social composition, and the content of youth culture and youth political demands. This should enable us to evaluate such questions as the political content of youth cultures, such as punk and reggae, and the political significance of the youth riots in Britain, the movements of European youth around housing, alternative social space and culture for youth identity in the United States since the 1960s.

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

**SS 225 UNITY AND DIVERSITY: PARADIGMS OF DEVELOPMENT**

Maureen Mahoney, Barbara Yegorson

Many theories of development, whether they seek to explain the evolution of society or the growth of the individual, postulate a trend toward increasing diversification and complexity. Theories of personality development speak of a shift from "bergence" with the mother to a state of separation and individuation. Similarly, social theory (Thönius, Durkheim) argues that the evolution of society has entailed a shift from social solidarity based on sameness to a social organization based on differentiation. Models such as these have had a widespread impact on popular as well as scientific literature and thinking; often they are linked to the implicit or explicit assumption that an increase in complexity is to be equated with "progress."

This seminar will explore paradigms of social and individual development, focusing in particular on their impact in the fields of anthropology, sociology and psychology. By comparing different theories, as well as by examining empirical data, we will develop a critique of these linear models and will consider the implications of this for our understanding of concepts of development and change. Co-taught by an anthropologist and a psychologist, the seminar should be of interest to students in a range of areas in the social and natural sciences.

The class will meet once a week for two hours. Enrollment is limited to 20; lottery.

**SS 229 BREAKING THE SILENCE ON DOMESTIC VIOLENCE**

Cloris Joseph

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

Readings for the course will include *Behind Closed Doors* by Murray Straus, Susan Steinfelt and Richard Gelles; *Sexle* (a magazine on ending violence against women); *Sweet Six* by Helen Vglsties; *Take Back the Night*, edited by Laura Lederer; and various feminist papers and periodicals.

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

**SS 235 FEMINIST THEORY**

Margaret Cerullo

As we face a political and cultural climate profoundly affected by the rise of the New Right, there is a crisis within feminism as to the terms of a political response adequate to these developments. This course will explore contemporary issues and debates in feminist theory in the light of the development of American feminism over the last fifteen years.

This will require understanding the relationship between feminism and the larger political, economic and cultural context in which it grows and to which it responds. We will trace the shifts in feminist thinking around four key areas which have defined recent American feminism: sexuality, family, race, and war/militarism/imperialism. Within these themes we will consider the struggle for abortion and reproductive rights, the politics of motherhood, lesbian feminism, the development of black and Third World feminism and its challenge to the women's liberation movement, feminist explorations of violence and the relationships between feminism and other political movements. This will involve recovering early feminist documents (both newspapers and pamphlets and those in published collections), as well as more extensive theoretical statements. We will also examine debates within French feminism as these shed light on issues in American feminism. Some of the authors we will consider are Margie Piercy, Gayle Rubin, Zillah Eisenstein, Chandra Mohanty, Rich, Alice Walker, Barbara Smith, Jill Lewis and Gloria Joseph, Delphy, Irigaray, and Kristeva.

Permission of the instructor is required. The class will meet for a three hour session one evening a week.

**SS 239 WORKPLACE DEMOCRACY**

George Bonello, Stanley Warner

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

The readings will include Shearer and Garroy's *Economic Democracy: Prospects for the Eighties*; Bowditch's *Workplace Democracy: Workers' Control in America*; Horvat, Marcovic, Sipek's *Self-Governing Socialism*; and Bernstein's *Workplace Democratization*. The course will feature a number of guest lectures, films, and occasional field trips. It is open to graduate students, who will be expected to research and lead discussions on special topics. A background in economics is helpful although not required.

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

**SS 261 FRIED AND DOSTOEVSKY: PSYCHOANALYSIS OR LITERATURE**

HA 249 Louise Farhan, Joanna Hubbs

See description under HA 249

**SS 277 THE LEGAL PROCESS: WOMEN AND CHILDREN UNDER THE LAW**

Lester Maxor

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

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

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

**SS 279 THE DYNAMICS OF HUMAN POPULATION GROWTH**  
mini-course  
Lloyd Hogan

This mini-course has two distinct parts. The first is for systematically organizing empirical materials on populations and population changes and for reviewing the data for key patterns. The second, theoretical part of the course is for formulating explanations of birth, death, and migration patterns involving special attention to the particular character of social relationships and stage of economic development in each nation.

Successful participation will be evaluated on the basis of a specific project that covers a different set of empirical materials from the ones used directly in the course but that critically replicates the methodology developed in the course.

The course will meet once a week for three or four hours. Enrollment is subject to the approval of the instructor. Class will meet the second four weeks of the semester.

Writing is a critical skill for work in every School at Hampshire. For additional writing courses, please refer to the Writing/Reading Program description under PROSEMINARS.

**DIVISION III INTEGRATIVE SEMINARS**

- ON DEATH AND DYING Farnham
- IN 301
- SCIENCE, SOCIAL POLICY, AND HUMAN POPULATION Hogan
- IN 302
- MOVEMENT/ART/DREAMS: EXPLORATION OF T. McLellan
- MOYAN SYMBOLMAKER T. McLellan
- IN 390

**ON DEATH AND DYING**  
Louise Farnham

The aim of this seminar will be to bring a variety of perspectives to the study of death and dying. Each member of the seminar will be responsible for a presentation to the group and for choosing appropriate materials for the group to read. There is no discipline or point of view that would be irrelevant.

The seminar will meet once each week for three hours. It will be limited to twelve Division III students, membership to be decided at the first meeting.

**SCIENCE, SOCIAL POLICY, AND HUMAN POPULATION DYNAMICS**  
Lloyd Hogan

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

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

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

**MOVEMENT/ART/DREAMS: EXPLORATION OF MOYAN SYMBOLMAKER**  
Tara McLellan

Some questions:  
What are the connections between an individual's response/synthesis to the world in which s/he lives and the forms and myths which are expressions of our common human experience? How have people and specific artists expressed this?

What are the personal and cultural conditionings/scripts which inform our artistic choices?

How deeply are we using our physical and mental capacities to nourish our own self-knowledge, restoring the balance between inner and outer space?

Much of the experiential work for this seminar will be drawn from the writings and research of C. G. Jung and Jean Houston. This class will provide a space/time for discovering, examining, and crystallizing personal and archetypal symbols as they appear in one's life and creative work (visual form, movement, poetry, prose, music).

This seminar will meet once a week for three hours. Enrollment is limited to 15 by permission of the instructor. (Students will be expected to complete a series of readings prior to attending the seminar. This will provide a common conceptual and philosophical framework.)

**DIVISION I PROSEMINARS COORDINATED BASIC STUDIES PROGRAM**

Hampshire College has two kinds of offerings this fall which are designed especially for students new to the College: Proseminars and a Coordinated Basic Studies Program (CBS).

**Coordinated Basic Studies**

In the CBS program, three faculty and about 50 entering students will form a small and fairly self-contained learning community within the larger college context. Work in the program will be organized around a common theme. Students will take all their fall term courses within the program; faculty will devote all their fall term teaching to these students. Consequently, all scheduling of activities is very flexible: week-long retreats, field trips, and other special academic events can be arranged readily for the entire group or for any subset of it.

Workshops and short courses will teach a wide range of skills appropriate for college work, from expository writing to library research and computer skills. Attention will also be made, making sure that each student fully understands the divisional exam process, the houses, and other distinctive features of the local landscape.

ENROLLING IN A COORDINATED BASIC STUDIES PROGRAM CONSTITUTES A FULL ACADEMIC LOAD FOR THE FALL TERM. NO OTHER COURSES SHOULD BE SELECTED IN ADDITION.

**Proseminars**

These Division I courses are designed especially for entering students. They are offered by faculty in all four schools. Proseminars are of substantial intellectual content and share the purpose of introducing students to the larger academic life of the College, including its basic structure of divisional examinations. The proseminars are intended also to develop some general intellectual skills essential to the pursuit of further learning (for example, how to work through an analytical process, assay evidence and inference, and organize an argument; how to read thoughtfully, critically, and imaginatively; how to write with clarity, economy, and some measure of grace; how to make efficient use of resources and tools of research and documentation, including the Hampshire and Five College library systems).

Faculty teaching proseminars have agreed to grant preference in enrollment to entering students. ADDITIONAL ENROLLMENT SPACES MAY BE AVAILABLE FOR MORE EXPERIENCED STUDENTS WHO ARE INTERESTED IN THE SUBJECT MATTER OF THE COURSE OR WHO BELIEVE THEIR LEARNING WOULD BE WELL-SERVED BY THE PROSEMINAR GOALS OUTLINED ABOVE.

**NOTE:** Entering students will have an opportunity to enroll either in the Coordinated Basic Studies program or in a proseminar in the summer before their arrival. Students who pre-register for a proseminar will select the rest of the fall term courses when they arrive on campus. Students who enroll in the CBS program will enroll in no other courses, since the program constitutes a full academic load.

**NOTE TO FIVE COLLEGE STUDENTS:** There will be no pre-registration in Proseminars for Five College students and no registration in the Coordinated Basic Studies Program for Five College students.

**CAS 101 LIVING WITH TECHNOLOGY: COORDINATED BASIC STUDY**  
Merle Bruno, Richard Muller, Donald Poe

This program will consist of regular weekly meetings of a Common Seminar, Special Interest Seminars, and many less formal workshops, short courses, and advising sessions. The content of these elements of the program is described below. Each student in the program will work on a project which, when completed, may serve as a division I exam in one of the four Schools.

Everyone in the program will participate in the Common Seminar which will meet three times a week and in which everyone will read and discuss the same materials in both large and small groups. These readings and discussions will be supplemented by lectures and presentations by program faculty, other members of the Hampshire community, and outside speakers.

Each student will also select one of the three Special Interest Seminars: COMPUTING WITHOUT NUMBERS; NUTRITION AND FITNESS; or INNOVATION AND SOCIAL CHANGE. These seminars will each focus on a particular set of issues and will be taught by a different faculty member in the program. These seminars will give students an opportunity to study a particular set of problems in some depth.

In addition to the Common Seminar and one Special Interest Seminar, each student will also attend a lecture series and participate in a number of short workshops and special activities; these will require a time commitment equivalent to the third course in a student's usual schedule.

These special sessions, open to all living with Technology participants will present opportunities to develop a range of skills including videotape editing, computer text editing and data processing, library research, and use of laboratory equipment. A weekly class for student-initiated presentations and activities is also scheduled.

**Common Seminar: LIVING WITH TECHNOLOGY**

Is technology like Frankenstein's monster—a benign force created by humankind but running out of control? Or does Prometheus, bearer of the gift of fire, provide a better metaphor?

In this seminar, we will examine some of the crucial issues which confront all of us who live in an age of rapidly proliferating technology. Nuclear power, computer data banks, medical technology, and the mass media all pose specific issues. But underlying these and many other specific technologies are some common questions about technology in general.

Is technology a force out of control? Are "things in the saddle and riding mankind?" Or can we still control our powerful creations? Does technology represent a social force which can be seen itself as progressive or regressive? Is technology value-free ("Dams don't kill people; people kill people")? Does technology alienate us from another? From Nature? Does political power gravitate toward those who understand and control technology? Are current technologies simply extensions of past innovations or are they—and questions about them—qualitatively different?

To consider questions like these, we will read and discuss articles written by a variety of critics and admirers of technology, and we will hear presentations by a number of Hampshire faculty and guests. We will also consider in detail some case studies of modern technology to discover to what extent they pose questions which are essentially the same and to what extent they are unique.

**Special Interest Seminars (choose one)**

**A. COMPUTING WITHOUT NUMBERS**—Richard Muller  
Have you ever wondered how a computer can be used to draw pictures, compose music, or teach a child arithmetic? In this seminar we will examine some computer applications in areas such as education, art, and music. Our goal will be to see what information technology can offer in fields which have traditionally not embraced quantitative thinking.

We will begin by examining some of the current writing about computer-assisted instruction with an emphasis on the work of Seymour Papert and others at the Artificial Intelligence Laboratory at Massachusetts Institute of Technology. We will go on to learn some basic computer programming and then experiment with making pictures—using a computer-driven plotter—and with making music—using a computer-driven music synthesizer.

If you are curious about computers, but have always thought you did not like math, then this course may be appealing to you. And if math comes easily, this could be a way to discover some new uses for those skills.

**B. NUTRITION AND FITNESS**—Merle Bruno  
Almost everyone has a favorite book about a diet or an exercise plan which promises to cure lassitude, stimulate creativity, slim a paunch, or increase your life expectancy. Anyone who has two such books is certain to find that they contradict each other. And, for every program you find that is thriving on a particular regimen, you can probably find someone following the same plan who is still lazy, pudgy, and dull.

We will examine some of the research on diet and fitness and learn to evaluate conflicting claims that are published in the literature. We will also devise ways to test some of the effects of certain diet or fitness programs on ourselves and others in the program—especially those who are embarking on a new personal fitness program or following a special diet. Among other things that will involve using a respirometer to measure metabolic rates and lung capacities, a sphygmomanometer to measure blood pressure, an electrical amplifier to measure electrocardiograms and electroencephalograms, and a spectrophotometer to analyze blood sugar levels. In addition, we will do a detailed nutritional analysis of our diets using data from USDA charts and a new computer data base. We will encounter many of the tools of modern medical technology and examine their usefulness and limitations.

**C. INNOVATION AND SOCIAL CHANGE**—Donald Poe  
Have you ever thought about the effects of inventions on human social life? Have you considered the ways that things we take for granted, such as the refrigeration of food, have tremendously changed family life in this country forever? Have you ever tried to understand the inescapable effects that have on our attitudes about the world? What impact is the computer revolution going to have on your life in the next twenty years?

We will examine the effects of technological innovations on social behavior in several ways. Readings from an historical perspective address the impact of apparently minor inventions throughout the world and give us a closer look at the technologies of the United States in the last 150 years. Studies from anthropology show the disastrous effects which can result from well-intentioned "gifts" of technology (e.g., automobiles to the Eskimos). We will examine in detail questions about specific current technologies such as the mass media (e.g., does watching television cause children to be violent?) and try to gain an understanding of the complex relationships between innovations and social behavior.

**PROSEMINARS**

- IMAGES OF RURAL LIFE IN AMERICA D. Smith  
Freedgood
- HA 123
- COLLEGE WRITING: THE IRISH VOICE IN F. Smith
- LITERATURE F. Smith
- HA 134a
- COLLEGE WRITING: AMERICAN 20TH CENTURY F. Smith
- FICTION F. Smith
- HA 134b
- THE PRACTICE OF WRITING Payne
- HA 144
- GODS, DEISTS AND MORTALS: THE BEGINNINGS Neagher
- AND THE END OF POLITICAL THEORY Neagher
- HA 152

# HAMP SHIRE COLLEGE

## SCHEDULE OF CLASSES FALL 1982 COURSE GUIDE

### CODES

ARB	Arts Building
CSC	Cole Science Center
EDH	Emily Dickinson Hall
FPH	Franklin Patterson Hall
MDB	Music and Dance Building
PFH	Photography and Film Building
RCC	Robert Crown Center
LIB	Harold F. Johnson Library
DH	Dakin House
EH	Enfield House
GH	Greenwich House
PH	Prescott House
ELH	East Lecture Hall
MLH	Main Lecture Hall
WLH	West Lecture Hall
Donut	Greenwich House - Center Room
PAC	Performing Arts Center
BKSEM	Book Seminar
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 101 Drawing 101	R. Superior	Open	None	TBA	
HA 107 Design/Illusion	A. Hoener	Open	None	MW 1030-12	ARB
HA 110 Film Workshop I	TBA	1st Come	12	TBA	
HA 111a/b Still Photo Workshop	TBA	1st Come	15/15	TBA	
HA 113 Studio Exp-Dance	TBA	1st Come	30	TBA	
HA 117 Documentary Tradition	A. Ravett	Open	None	W 130-5	PFH
HA 123 Rural Life in America	D. Smith/J. Freedgood	ProSem	20	MW 830-1030	Blair
HA 1/231 Poetry Writing Workshop	A. Salkey	InstrPer	16	T 130-3	EDH 15
HA 134a College Writing-Irish	F. Smith	ProSem	20	TTh 830-930	FPH 108
HA 134b College Writing-American	F. Smith	ProSem	20	MW 830-930	FPH 108
HA 1/237 Fiction Writing Workshop	A. Salkey	InstrPer	16	Th 130-3	EDH 15
HA 1/240 Writing	N. Payne	InstrPer	16	T 9-12	Kiva
HA 144 Practice of Writing	N. Payne	ProSem	15	MW 1030-12	Kiva
HA 151 Improvisation	TBA	Open	None	TBA	
HA 152 Gods/Beasts/Mortals	R. Meagher	ProSem	20	MW 1030-12	Blair
HA 160 Man-Made Environment	N. Juster/E. Pope	InstrPer	12	TF 930-12	CSC 3rd Fl
HA 1/267 Biblical/Homeric	J. Gee/R. Meagher	InstrPer	20	MW 9-1030	FPH 107
HA 185 Music Primer I	R. McClellan	1st Come	20	MWTh 9-1030	MDB Class
HA 187 Sight Singing	R. McClellan	Open	None	MW 1030-12	MDB Class
HA 1/291 Theatrical Directing	J. Jenkins	InstrPer	10	MW 1-3	EDH Div 4
HA 195 Theatre Three	J. Jenkins, etal	Open	None	TTh 930-12/M 3-5	EDH PAC/Div 4
HA 201 Drawing	J. Murray	1st Come	30	TTh 1030-12	ARB
HA 203 Studio Art Critique	J. Murray	InstrPer	15	W 130-4	ARB
HA 207 Adv Studio Forum	A. Hoener	InstrPer	15	W 130-430	ARB
HA 209 Experience of Design	N. Juster/E. Pope	InstrPer	None	TF 130-3	CSC 3rd Fl
HA 210 Film Workshop II	A. Ravett	InstrPer	12	M 1-5	PFH
HA 211 Photo Workshop II	TBA	InstrPer	12	TBA	
HA 215 Int Modern Tech	TBA	1st Come	20	TBA	
HA 216 Photography - Issues	TBA	Open	None	TBA	
HA 218 Hi Int/Adv Mod Tech	TBA	InstrPer	20	TBA	
HA 227 History of Caribbean	R. Marquez	1st Come	25	TTh 130-3	FPH 104
HA 230 Origins/Romanticism	J. Hubbs	Open	None	MW 1030-12	PH D-1
HA 232 Reading Texts	L.B. Kennedy/D. Smith	InstrPer	None	M 6-10pm	D. Smith Res.
HA 247 Caribbean Fiction	R. Marquez	Open	None	TTh 1030-12	FPH 105
HA 249 Freud & Dostoevsky	J. Hubbs/L. Farnham	Open	None	MW 130-3	Blair
HA 250 American Romanticism	R. Lyon	Open	None	MW 1-230	FPH 108
HA 251 Early English Novel	J. Neary	InstrPer	15	T 7-9pm	EH 69
HA 253 Primitives/Moderns	C. Hubbs	InstrPer	None	MW 1030-12	EDH 17
HA 259 James Family	J. Boettiger/R. Lyon	InstrPer	None	TTh 1030-12	DH Masters
HA 260 Early Modern Europe	L.B. Kennedy, etal	Open	None	MW 1-3	FPH 104
HA 284 Creative Music	R. Wiggins	InstrPer	None	MW 1-3	MDB Class
HA 285 Effort/Shape	T. McClellan	InstrPer	15	TTh 1-230	MDB Dance

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HA 286	Creative Music-Adv	R. Wiggins	InstrPer	None	TTh 1-3	MDB Class
HA 288	Art of Improvisation	R. Copeland	Open	None	TBA	FPH 102
HA 289	AfroAm Chamber Ensemble Hampshire College Chorus	R. Copeland A. Kearns	Audition Audition		F-TBA MW 4-6pm	MDB MDB

WRITING PROGRAM

WP 101	Writing Workshop	D. Berkman	InstrPer	20	MW 2-3	PH C-1
WP 102	Basic Writing Skills	W. Ryan	1st Come	15-DivI	MW 3-4	PH C-1

**SCHOOL OF LANGUAGE AND COMMUNICATION**

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE	
CBS 101	Living With Technology	M. Bruno, etal	1st Come	50-DivI	MWThF 930-12/MTW130-3+	EDH 4
LC 101	Boole's Algebras	W. Marsh	ProSem	20	MWF 2-3	FPH 102
LC 102	Abortion	J. Garfield/P. Hennessey	1st Come	15	TTh 9-1030	CSC 126
LC 109	Animal Communication	M. Feinstein	ProSem	20	TTh 1030-12	FPH 103
LC 111	Government by Publicity	J. Miller	ProSem	20	MW 830-1030	FPH 104
LC 114	TV Documentary	S. Douglas	1st Come	15	TTh 1-3	TV Class
LC 127	Roots of Language	J. Gee	InstrPer	15	MW 1030-12	FPH 107
LC 131	Men/Women-Pop Culture	S. Douglas/J. Weiss	ProSem	15	WF 1030-12	FPH 102
LC 132	Learning/Motivation	L. French	ProSem	20	TTh 730-9pm	FPH 104
LC 1/257	Biblical/Homeric	J. Gee/R. Meagher	InstrPer	20	MW 9-1030	FPH 107
LC 162	Exp Design/Quant Think	M. Sutherland	Open	None	TTh 1030-12	FPH 106
LC 184	Minds/Brains/Machines	G. Iba, etal	1st Come	60-DivI	MWF 1-3	FPH WLH
LC 193	Philosophies of Art	C. Witherspoon	ProSem	20	TWThF 130-3	PH D-1
LC 209	Developmental Psych	L. French/M. Mahoney	1st Come	20	TTh 130-3	FPH 107
LC 210	Epistemology/Metaphysics	C. Witherspoon	InstrPer	16	W 3-6pm	PH D-1
LC 231	Theory of Language	M. Linebarger	Open	None	TBA	
LC 234	Brain & Behavior	D. Rosenbaum	Open	None	MW 1030-12	FPH WLH
LC 236	Popular Culture	J. Miller	Open	None	TTh 1030-12	FPH 107
LC 246	Computer Programming	W. Marsh/L. Williams	Open	None	TBA	
LC 252	News Media/Vietnam	D. Kerr	Prereq	None	TTh 9-1030	FPH 104
LC 254	Philosophy of Psychology	J. Garfield/N. Stillings	Prereq	None	WF 3-5	CSC 114
LC 258	Computation Structures	G. Iba/Al Woodhull	1st Come	20	TTh 130-3	FPH 102

**SCHOOL OF NATURAL SCIENCE**

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE	
CBS 101	Living With Technology	M. Bruno, etal	1st Come	50-DivI	MWThF930-12/MTW 130-3+	EDH 4
NS 101	Extraterr Intell	K. Gordon/C. Gordon	Open	None	T 2-3/Th 1-3	FPH 108
NS 104	Optics & Holography	E. Hafner	1st Come	16	F 1-4	CSC 302
NS 107	Evolution of Earth	J. Reid	1st Come	20	MW 1030-12/M 1-5	Lib Film/Field
NS 112	Literally Poisoned	N. Lowry/Ann Woodhull	Open	None	TTh 1030-12	PH D-1
NS 118	Biofeedback	Al Woodhull	Open	None	TTh 1030-12/*MW 130-3	CSC 202/114
NS 119	Clinical Chem Projects	J. Foster	ProSem	20	*MW 130-3/TBA	CSC 114/Lab
NS 120	Cancer	R. Rinard/J. Foster	ProSem	20	TTh 1030-12	CSC 126
NS 125	Male/Female Reproduction	N. Goddard	Open	None	MW 130-3	CSC 126
NS 147	Natl Habitats-N.E.	C. Van Raalte	1st Come	15	MW 130-3/3-5	PH A-1/Lab
NS 157	Elementary Mathematics	D. Kelly	Open	None	TTh 1030-12	FPH 102
NS 172	Nuclear Age	A. Krass	ProSem	20	MWF 11-12	FPH 106
NS 176	Occupational Disease	M.S. Henifin	InstrPer	20	MW 330-5	CSC 126
NS 183	Quantum Mechanics	H. Bernstein	Open	None	MWF 130-3	PH B-1
NS 198	Darwin	L. Miller	ProSem	20	MWF 1030-12	FPH 105
NS 206	Marine Ecology/Biology	C. Van Raalte/N. Goddard	1st Come	20	TTh 1030-12/T 130-5	CSC 114/Lab
NS 211	Organic Chemistry	N. Lowry	Open	None	MWF 1030-12/MF 1-3	CSC 114/Lab
NS 234	Behavioral Ecology	T. Sargent	Open	None	MW 130-3	FPH 107
NS 237	Environmental Studies	R. Lutts	Open	None	T 130-3	CSC 114
NS 247	Cell Biology	L. Miller	Open	None	MWF 830-10/W 1-4	CSC 114/Lab
NS 246	Computer Programming	W. Marsh/L. Williams	Open	None	TBA	
NS 250	Bio Div II Seminar	Ann Woodhull/M.S. Henifin	Open	None	Th 2-430	CSC 202
NS 258	Computation Structures	Al Woodhull/G. Iba	1st Come	20	TTh 130-3	FPH 102
NS 260	The Calculus	D. Kelly	Open	None	MWF 830-10	FPH 102
NS 261	Intro-Calculus/Computer	K. Hoffman	Open	None	MWF 930-1030	FPH 103
NS 266	BKSEM: Mathematics	D. Kelly	Open	None	TBA	
NS 279	Early Modern Europe	L.B. Kennedy, etal	Open	None	MW 1-3	FPH 104
NS 281	BKSEM: Physics	H. Bernstein	Open	None	TBA	
NS 297	Geomorphology-Rivers	J. Reid	Prereq	None	MW 830-10/W 1-5	CSC 202/Field
	Math Exercise Class	D. Kelly	Open	None	Th 1230-130	FPH 102
ASTFC 013	Solar System	W. Dent	Prereq	None	TBA	U. Mass.
ASTFC 019	Planetary Science	P. Schloerb	Prereq	None	TBA	U. Mass.
ASTFC 021	Stars	G. Greenstein/T. Dennis	Prereq	None	TTh 230-345/+Lab	AC/MHC
ASTFC 037	Optical Astron Obs	T. Dennis/K. Gordon	Prereq	None	MW 230-345	MHC
ASTFC 043	Astrophysics I	E.R. Harrison	InstrPer	None	MF 125-320	GRC 534-U.M.

**SCHOOL OF SOCIAL SCIENCE**

<u>COURSE</u>	<u>INSTRUCTOR</u>	<u>ENROLLMENT METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>
CBS 101 Living With Technology	M. Bruno, etal	1st Come	50-DivI	MWThF930-12/MTW 130-3+	EDH 4
SS 109 Perspectives-Lawyering	O. Fowlkes	1st Come	25	TTh 8301030	FPH 106
SS 111 Health Maintenance	R. von der Lippe	1st Come	25	MW 1030-12	PH B-1
SS 113 Urban Political Economy	L. Hogan	1st Come	20	TTh 1-3	FPH 106
SS 115 Political Justice	L. Mazor	ProSem	15	TTh 9-1030	FPH 107
SS 119 Politics of Education	H. Rose	1st Come	25	MW 1030-12	FPH 103
SS 123 Social Order/Disorder	R. von der Lippe	1st Come	15	TTh 9-1030	FPH 103
SS 129 Women's Place-City	M. Breitbart	1st Come	20	TTh 1030-12	FPH 104
SS 131 African Women	E.F. White	1st Come	20	W 7-10pm	FPH 104
SS 135 30's: Depression/Change	A. Berman/L. Nisonoff	ProSem	15	TTh 1030-12	PH B-1
SS 141 Peasants-Modern World	N. Fitch/F. Holmquist	ProSem	15	MW 130-3	FPH 103
SS 145 American Century	C. Bengelsdorf/A. Krass	InstrPer	20	TTh 130-3	FPH 105
SS 175 Total Institutions	O. Fowlkes	Lottery	16	MW 1-3	FPH ELH
SS 195 Abortion	J. Garfield/P. Hennessey	ProSem	15	TTh 9-1030	CSC 126
SS 201 Capitalism & Empire	C. Bengelsdorf, etal	Open	None	TTh 1030-12	FPH ELH
SS 202 Early Modern Europe	L.B. Kennedy, etal	Open	None	MW 1-3	FPH 104
SS 203 Feudalism to Capitalism	N. Fitch/M. Slater	Open	None	MW 1030-12	CSC 126
SS 204 Labor & Community	M. Breitbart/L. Nisonoff	Open	None	TTh 130-3	FPH WLH
SS 207 Immigrants/Descendants	A. Berman	Open	None	TTh 1-230	PH B-1
SS 209 Developmental Psychology	L. French/M. Mahoney	Open	None	TTh 130-3	FPH 107
SS 210 Introductory Economics	F. Weaver	Open	None	MWF 9-1030	FPH 106
SS 215 Youth Culture/Protest	M. Cerullo	Open	None	WF 1030-12	FPH 108
SS 225 Unity/Diversity-Develop	M. Mahoney/B. Yngvesson	Lottery	20	W 1030-1230	FPH 104
SS 229 Domestic Violence	G. Joseph	1st Come	20	TTh 1030-12	FPH 108
SS 235 Feminist Theory	M. Cerullo	InstrPer	15	W 7-10pm	FPH 103
SS 259 Workplace Democracy	G. Benello/S. Warner	Open	None	TTh 1030-12	GH Masters
SS 261 Freud & Dostoevsky	L. Farnham/J. Hubbs	Open	None	MW 130-3	Blair
SS 277 Women/Children-Law	L. Mazor	Open	None	WF 9-1030	FPH 105
*SS 279a Human Population-Growth	L. Hogan	InstrPer	10	M 1-5	PH D-1

**DIVISION III INTEGRATIVE SEMINARS**

<u>COURSE</u>	<u>INSTRUCTOR</u>	<u>ENROLLMENT METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>
IN 301 On Death & Dying	L. Farnham	1st Come	12-DivIII	T 7-10pm	FPH 103
IN 302 Science/Social Policy	L. Hogan	InstrPer	15	M 7-11pm	FPH 106
IN 303 Rebellion	G. Joseph	1st Come	20-DivIII	TTh 1-3	CSC 126
IN 304 Movement/Art/Dreams	T. McClellan	InstrPer	15	F 9-12	MDB Dance

**OUTDOORS PROGRAM**

<u>COURSE</u>	<u>INSTRUCTOR</u>	<u>ENROLLMENT METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>
OP 106 Top Rope Climbing I	B. Garmirian	Open	None	T 1230-530	RCC
OP 111 Top Rope Climbing	Staff	Open	None	W 1230-530	RCC
*OP 138 Bicycle Touring	S. Anderson	1st Come	10	Th 1-4	
*OP 145 Flat-Water Canoeing	A. Ayvazian/P. Kolota	1st Come	12	W 1230-5	Pool
OP 218 Outdoor Leadership	S. Anderson	InstrPer	12	WF 1030-12	PH A-1
OP 235 All the Things	S. Anderson	1st Come	15	T 1230-530	RCC
OP 256 Women's Bodies/Strength	A. Ayvazian/B. McQueen	1st Come	14	TTh 1-3	FPH 103

**RECREATIONAL ATHLETICS**

<u>COURSE</u>	<u>INSTRUCTOR</u>	<u>ENROLLMENT METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>
RA 101 Beg Shotokan Karate	M. Taylor	Open	None	MWF 230-415	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	Open	None	T 1230-2	So Lounge
RA 106 Beg Hatha Yoga	C. Colby	Open	None	M 2-315	Donut 4
RA 107 Cont Hatha Yoga	C. Colby	Open	None	M 330-445	Donut 4
RA 108 Beg T'ai Chi	P. Gallagher	Open	None	M 630-745pm	So Lounge
RA 109 Cont T'ai Chi	P. Gallagher	Prereq	None	M 8-930pm	So Lounge
RA 110 Physical Fitness Class	R. Ridders	Open	None	TF 1205-105	RCC
RA 111 Fencing	W. Weber	Open	None	TTh pm	RCC
RA 112 Men's Soccer	Staff	Open	None	MW 4-6pm	Field
RA 113 Women's Field Hockey	D. Chauve	Open	None	MW 4-5pm	RCC
RA 114 Women's Soccer	L. Harrison	Open	None	TTh 4-6pm	Field
RA 115 Kayak Rolling	B. Judd	1st Come	9	W 6-730	
RA 116 Beg Whitewater Kayak	B. Judd	1st Come	9	T 1230-630/Th 1030-12	Pool
RA 117 Novice Whitewater	B. Judd	1st Come	9	Th 1230-630	
RA 118 Basic Scuba Cert	T. Ryan	Prereq	None	TBA	
RA 119 Lifesaving	C. Parsons	Prereq	None	TBA	

# WORKSHEET

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

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**BOOLE'S ALGEBRAS AND THE LOGIC OF COMPUTERS**  
LC 101

Marsh

Lectures from artists at Hampshire and the community at large. Enrollment is limited to 15.

**ABORTION: PERSONS, MORALITY & THE LAW**  
LC 102/SS 195

Garfield Hennessey

**HA 152 CODE, BEATS AND MORTALS: THE BEGINNINGS AND THE END OF POLITICAL THEORY**  
Robert Neagher

In order to situate ourselves politically in a thoughtful manner, it is well to realize that, as historical mappings go, both the emergence and the demise of Western political theory lie behind us. Western political philosophy begins with the city, the Greek polis, a place for neither gods nor beasts but for men. According to Plato and Aristotle, one who is little more than an animal is unsuited for life in the city; whereas one who is little less than a god has no need for the life of the city. It is those whose lives fall with modesty and moderation between the madness of passion and the address of thought who require the city as a place of light and speech to illuminate and to articulate their lives and to bring them into being. From there our political path leads eventually to the denial of the primacy of the possibility of thought, and it remains only to calculate power and one's own immediate benefit. We will follow the rough outline of that path from vision to power, the path from the fundamental incompleteness of the human to the radical privacy of the human.

**GOVERNMENT BY PUBLICITY**  
LC 111

J. Miller

Our principal readings will be: Plato, *The Republic*; Thomas More, *Utopia*; Machiavelli, *The Prince*; Thomas Hobbes, *Leviathan*; Karl Marx, *Economic and Philosophical Manuscripts*; and *Nothing Stays*, *Nothing Lasts* by Robert Neagher. Our final aim will be to question both in theory and in practice whether it is responsible to speak of the end of political theory, or to let others speak of it, or to live as if the only appropriate or possible objects of political thought and speech are privately calculated and fully practicable benefits. However, this aim, if reached, will be the fruit of an arduous route through rewarding but wearying works.

**IMAGES OF MEN & WOMEN IN POPULAR CULTURE**  
LC 131

Douglas Weiss

This course will meet twice weekly for two-hour sessions. Enrollment is limited to 20.

**LEARNING AND MOTIVATION IN THE CLASSROOM**  
LC 132

French

**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 advance in formal logic after the work done by the direct followers of Aristotle and the Stoics. We will read *An Investigation 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 algebras in the design of computer circuitry. We will work a little with wires, switches, and other things in the "real" world. We will end the course by taking a sympathetically critical look at G. Spencer Brown's *The Laws 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 20.

**PHILOSOPHIES OF ART: PLATO TO THE PRESENT**  
LC 193

Witersapoon

**BIOFEEDBACK**  
NS 118

Albert Woodhull

**CANCER**  
NS 120

Rinard Foster

**NATURAL HABITATS OF NEW ENGLAND**  
NS 147

Van Baalite

**THE NUCLEAR AGE**  
NS 172

Krass

**EVER SINCE DARWIN**  
NS 198

L. Miller

**POLITICAL JUSTICE**  
SS 115

Nazor

**THE THIRTIES: DECADE OF DEPRESSION & CHANGE**  
SS 135

Besman Hisonoff

**PEASANTS IN THE MAKING OF THE MODERN WORLD**  
SS 141

Fitch Holquist

**HA 123 IMAGES OF RURAL LIFE IN AMERICA**

David Smith with Julia Freedgood\*

As a professor designed especially for entering first-year Hampshire students, this course will offer a balance between the subject matter of the title, and practice in Hampshire's ways of approaching your academic work. Since this is a Humanities and Arts course, our material will be drawn mostly from literature: fiction, poetry, essays, rather than, say, sociological studies. We will look at the reading and will introduce us to darker and more troubling implications too. Writers could range from Thoreau and Jefferson, or Edith Wharton, Edith Kelley, Robert Frost, Sarah Orne Jewett, to contemporaries like Mark Kramer (*Three Farms*), Wendell Berry (*The Unsettling of America*), and Robert Coles. You will be expected to write frequently in this course, both personal essays and analysis of what you're reading. Class sessions will be devoted not only to discussions of the reading, but to exercises designed to introduce you to Hampshire's examination system, the Divisions, and other aspects of the academic experience.

The class will meet twice weekly for 2 hours. Enrollment is limited to 16.

\*Hampshire alumna and office manager/programmer at the Farm Center

**HA 134a COLLEGE WRITING: THE IRISH VOICE IN LITERATURE**

Francis Smith

Certain social and cultural concerns recur constantly in Irish writing. We will read some Irish stories, essays, poems, perhaps a play or a novel or two, to try to discern what we can of the patterns of Irish culture visible there. Joyce, Yeats, 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 do daily as weekly 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 20 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 originality. 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 20 students. We will meet twice weekly for one-hour sessions plus tutorials to be arranged.

**HA 134 THE PRACTICE OF WRITING**

Rina Payne

The focus of this seminar will be to experiment with a variety of written forms on a relatively informal basis, to expand the resources of the imagination, and to strengthen the connection between the perception of experience and its written expression.

In addition to developing competence in the use of language, attention will be given to writing as a working/playing process with strong parallels in the visual and performing arts.

Class will meet twice weekly for 1½ hours and will include in-class writing, reading, and discussion, as well as guest

**LC 102 ABORTION: PERSONS, MORALITY, AND THE LAW**

SS 195

Jay Garfield and Patricia Hennessey

Abortion is perhaps the hardest moral problem. It seems to pit against each other two of our deepest ethical commitments: our commitment to individual liberty and to the sanctity of human life. Abortion presents difficult and profound legal problems as well. To what extent can legislators condition or restrict abortion? Should the Constitution ban or permit abortion? Is abortion a public or a private issue in the first place?

This seminar will address these complex legal and moral issues through studying the history and the philosophical essays on the abortion question. Each student will have the opportunity to argue both sides of the issue in written essays and in classroom presentations.

We will emphasize the development of the skills necessary to read, criticize, write, and discuss philosophical and legal arguments and will try to do some clear thinking about difficult issues. Enrollment is limited to 20. The class will meet twice weekly for 1½ hours each session.

**LC 111 GOVERNMENT BY PUBLICITY**

James Miller

A large portion of stories in "the news" concerns actions by government officials: the President holds a press conference, the mayor cuts a ribbon, Congress conducts a hearing, the secretary of such and such makes a speech. Events like these are considered newsworthy according to the conventions of mainstream journalism. Analysts have suggested that the attention paid this sort of political news tends over time to confirm the legitimacy of the authority exercised by government officials. More substantive policy decisions, which are not so public or dramatic, are given credence by these other events, which are far more accessible and even more desirable to the news media. Thus, even though a ribbon-cutting story is trivial in itself, the publicity it generates may contribute to maintaining the power of governmental authorities.

In this course we will investigate how "government by publicity" works. We will explore the federal government's press operations in the executive and legislative branches. And we will examine the routines and ethics of newsmaking shared by journalists who cover governmental activities. Focus will be on national and general interest events between press and government, two ostensible adversarial groups.

Students will be responsible for a series of short assignments. Readings may include *Best of the Washington Reporters*, Sigal, *Reporters and Officials*, Helms, *Minimum Disclosure*, and Grossman and Kumar, *Portraying the President*. The class will meet for 1½ hours twice a week. Enrollment is limited to 20.

**LC 131 IMAGES OF MEN AND WOMEN IN POPULAR CULTURE**

Susan Douglas and Julie Weiss\*

This course will examine the various images of men and women in American popular culture over the past forty years and how those images have changed. What behavioral prescriptions have those images exhorted men and women to follow? How do portrayals in the various media differ, and why? Have economic and social changes affected the media's definition and reflection of men and women in a variety of media ranging from magazine advertising to movies and television programs. Students will also be introduced to recent studies of sex-role portrayals published in academic journals such as the *Journal of Communication*, the *Journal of Broadcasting*, and learn about methods for systematically analyzing media content.

The course will meet twice a week for 1½ hours each session; regular class participation, several short papers, and a final project will be expected. Enrollment limit is 20.

\*Julie Weiss is a Division III student.

**LC 132 LEARNING AND MOTIVATION IN THE CLASSROOM**

Lucia French

Everyone would probably agree that "basic intelligence" is a factor in school success. But is it the only factor? Why do some children perform better in traditional than in open classrooms? Why are girls less likely than boys to succeed in math? What is the difference between "learning to learn" and "learning facts"? Why do minority children generally perform more poorly than middle-class children? Can grades destroy motivation? Does anxiety boost or hinder performance?

These and other questions will be addressed as we explore sex differences in learning and motivation, the effects of various styles, the interaction of a student's basic personality characteristics with classroom structure, the difference between everyday and academic intelligence, and a variety of other topics relevant to the question of what factors in addition to basic intelligence contribute to school success.

The research and examples we discuss will concern primarily elementary school children. However, students interested in their personal reactions to various teaching styles, to failure, to certain topics of study, and in their motivation or the lack of it in the Hampshire setting may find that the issues discussed in this course help them to understand their own motivation and learning more fully. This course will have a lecture/discussion format and will meet two times a week for ninety minutes. Course requirements will include occasional observations in classrooms in local schools and weekly reading and writing assignments. Enrollment is limited to 20.

**LC 193 PHILOSOPHIES OF ART: PLATO TO THE PRESENT**

Christopher Wittersapoon

Important issues concerning art—its nature, its value, its creation, our experience of it, its proper place in human life—have been addressed throughout the Western philosophical tradition, and most of the great philosophers have made significant contributions to these discussions.

In this intensive seminar we will study several of the great philosophical theories of art, and we will give special attention to the connections between these theories and both the metaphysical theories advanced by the philosophers and their accounts of mind and action. We will read, in significant excerpts from the following: Plato, Aristotle, Rume, Casirer and Langer, Wittgenstein, Dewey, and Nelson Goodman. We will use extensively at least three volumes of W. T. Jones' *History and Philosophy of Western Philosophy and Frederick Cress' The Random House Handbook*.

Each member of the seminar will present several short seminar papers and will write a 12-20 page final paper as part of her/his Division I examination work. Readings may run over 300 pages per week; interested students should plan accordingly. Enrollment is limited to 20.

**NS 118 BIOFEEDBACK**

Albert S. Woodhull

Not many years ago physiologists and psychologists would have agreed that many body functions could not be brought under conscious control. The old ideas have been modified extensively as a result of discoveries made in the last fifteen years. At first it was just a curiosity that subjects in experiments could learn to modify their brain-wave patterns or blood pressure, but the potential benefits of such procedures quickly attracted interest. Biofeedback techniques are still controversial, however.

We will look at biofeedback through critical examination of scientific studies of its effectiveness and through our own experiments. To prepare there will be a series of shared lectures and laboratories, as described under Human Biology. We'll also examine psychologists' theories of learning in these weeks.

During the middle part of the semester formal class meetings will be replaced by individual or small group conferences with the instructor, with the goal being development of projects which can be completed by the end of the semester.

The course will require readings from both texts and original scientific reports. Students will be expected to learn how to find additional source materials using the Five College library. There will be several written assignments, including a project proposal and a final report, which may be based on either a laboratory or a library project. Oral presentation of reports in the symposium will be encouraged.

In addition to the Human Biology shared meetings, there will be two additional 1-1/2 hour meetings per week.

NS 120 CANCER

Ruth Hazard and John Pooster

When an illness such as cancer strikes, questions about the nature of the illness, its prognosis, and the implications for daily living of the patient and his or her family loom large. Answers to these questions are found in the current scientific literature and in the broader social environment which affects the "war on cancer".

During the first five or six weeks students in this seminar will learn the relevant physiology and biochemistry to enable them to examine current research and competing theories about cancer. We will also examine how different theoretical perspectives and societal values are involved in the complicated process of allocating resources to further research and to decisions about appropriate patterns of care.

The remainder will be devoted to projects which the students choose, with time at the end for presentation of results to a larger audience.

Readings may include selections from: McKewen's *The Role of Medicine*, Greenberg's *Politics of Pure Science*, papers by Hayflick on the survival of normal and malignant cells in culture, and papers by Weinberg, Racker, Porter, and others from the research literature.

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

NS 147 NATURAL HABITATS OF NEW ENGLAND

Cherlene Van Raalte

Aquatic and terrestrial plant ecology will be emphasized. As an introduction to marine ecology, the course will begin with a weekend field trip to Cape Cod. Other field trips include: trips to a fish community, a bog, and a canoe trip on the Connecticut River. For evaluation students will be required to complete a self-designed class project and write two short, assigned papers. Examples of projects accomplished by students in the past are: measurements of zonation patterns of flood plain trees, biological-chemical monitoring of an un-cannopied greenhouse pond, writing a natural history guide to the Hampshire Trail. There will be a small fee for the field trip to Cape Cod.

Class will meet from 1:30-5 on Mondays and Wednesdays for lecture, lab, and field trips.

Enrollment is limited to 15 students, first come first served.

NS 172 THE NUCLEAR AGE

Allan Krass

The discovery of nuclear fission in 1939 has led over the succeeding 43 years to some of the most important science and public policy issues in all of human history. In its military applications nuclear energy has raised the prospect of mass destruction beyond the most dangerous dreams of past conquerors and has given human beings the power to destroy overnight everything they have built for a thousand years. In its civilian applications nuclear energy has posed difficult questions of values and priorities in modern society and has raised to unprecedented visibility the issue of our obligations to the safety and well-being of future generations.

This course will attempt to define and analyze the major public policy questions posed by nuclear energy. These questions have scientific, political, and ethical dimensions, and the course will try to strike the proper balance among these. One major objective of the course will be to help students develop a level of scientific and mathematical literacy in the field of nuclear energy which will enable them to evaluate critically the claims of the various sides in the public debate. Topics covered will include, among others, the physics of nuclear fission, the nature and effects of radioactivity, the effects of nuclear weapons, nuclear reactor safety, and nuclear weapon proliferation.

The only mathematical prerequisite for this course is a good working knowledge of high school algebra. No previous courses in physics or calculus are necessary.

Class will meet for one hour three times a week.

NS 198 EVER SINCE DARWIN

Lynn Miller

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

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

SS 115 POLITICAL JUSTICE

Lester Mazor

Politics is an activity basic to all human interactions; law is the principal instrument of government in modern society; justice is one of the highest ideals of human existence. This seminar will examine the ways politics, law, and justice intersect in dramatic political trials. The goals of the seminar are to establish some familiarity with the characteristics of a trial in a court of law, to examine the functions and limits of the trial process, and to explore theories of the relation of law to politics and of both to justice.

We will begin by examining the roles of the parties, attorneys, witnesses, judge and jurors in a conventional trial as a matter which is not highly charged with political consequences or emotion. The bulk of the course will consist of class study of a number of notable political trials and of the myths which arise from them. Examples of the kinds of trials I have in mind are the Sacco and Vanzetti case, the Rosenberg case, and the case of the Chicago Eight. What political ends were sought and ob-

lained and whether justice was done will be persistent questions. The material for discussion will include transcripts of the trials and contemporary news accounts wherever possible; Kafka, *The Trial*, and other works of poetry and fiction; Kirchberger, *Political Justice*, and other works of political and legal theory. During the last third of the course students will work in small groups to develop presentations on particular cases. Several Hampshire students who are doing advanced work in this field will assist in leading these groups and also will work closely with the students in the course during its earlier phases.

The course will meet twice a week for 1-1/2 hours each meeting. Enrollment is limited to 15.

SS 135 THE THIRTIES: DECADE OF DEPRESSION AND CHANGE

Aaron Berman, Laurie Nicomoff

During the 1930s nearly a quarter of America's workers were unemployed. It was a decade of suffering and also a period of political turbulence. Families were evicted from their apartments and farms in record numbers, while the Communist Party organized hunger marches and auto workers staged sit-down strikes. Franklin Roosevelt's New Deal established the American welfare state and substantially increased the size and influence of the Federal bureaucracy. While the United States struggled to overcome the Great Depression, events overseas were slowly setting the stage for the great slaughter of World War II.

One hundred years after Franklin Roosevelt's birth and in another period of economic distress, it seems appropriate to remember the thirties. We will read scholarly historical studies and works of literary fiction. Movies, newspapers and magazines of the thirties will be examined and the art and music of the period will be studied. Through the use of these and other sources, including oral history, we will develop the basic social science skills necessary for understanding American society, culture and politics during the Depression.

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

SS 141 PEASANTS IN THE MAKING OF THE MODERN WORLD

Nancy Fitch, Frank Holquist

The peasantry and its revolutionary method of expressing needs and opposition to political and economic developments have become central issues in contemporary politics. To understand the role peasants play in the making of the modern world, we begin the course by examining how peasants influenced economic development and industrialization in nineteenth and twentieth century Europe and what they are struggling for in the contemporary Third World. We will pay particular attention to the response of rural areas to the imposition of agricultural capitalism, to the making of a working class out of bewildered migrant laborers who come to new industrial cities, and to the "crowd" and the "mob" in the towns and the countryside. In explaining the mob and the crowd, we will examine social class formation, ideologies, government power, and unusual peasant reactions. These reactions include everything from banditry, millenarian and anarchist movements, to coalitions with the political left or right and sustained revolutionary activity (peasant and worker movements). Ultimately, we aim to show that the kind of revolution people wage determines many political institutions that develop after the struggle is over. Necessarily, history and to contemporary Third World development from the bottom up.

By the end of the course we want students to understand how one begins to study and write about peasant political protest. Actual data and research materials gathered by the two instructors on peasant collectives and villages from early twentieth century France and contemporary Kenya will be available to students, and the entire class will engage in the interpretation of material the instructors are currently analyzing. Reading material will include novels, movies, and essays on peasant wars and protests in Europe and the Third World.

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

SS 195 ABORTION: PERSONS, MORALITY AND THE LAW

Jay Garfield, Patricia Hennessey

See description under LC 102

WRITING AND READING PROGRAM

Offers both individualized work and classes in the areas of writing, reading and study skills.

Individualized Work:

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

Contact Deborah Berkman, director of the program, for appointments and additional information at the Program Center, extension 531.

Course Work:

WP 101 WRITING WORKSHOP

Deborah Berkman

This course has the following underlying premises: 1) students learn to write through writing and rewriting - through practice and revision; 2) the most effective form of instruction is intervention in the stage of the process that troubles students. Students will therefore spend class time writing and will address questions and concerns to be as they encounter them. Papers will undergo several drafts, and students will

receive feedback both as papers are in-progress and as they are completed. Assignments will be generated cooperatively by each student and the instructor, in order to meet the varying needs of individuals. Students may also use this time to work on papers for other classes and/or on exams.

Class will meet twice a week for one hour. Enrollment is limited to 20 by permission of the instructor.

WP 102 BASIC WRITING SKILLS: WRITING FOR DIFFERENT DISCIPLINES

Will Ryan\*

This course will have as its goals the development of fluency in writing; the understanding of writing as process; and the development of strategies for writing in different disciplines. In the context of these goals the basic skills of thesis development, paragraph structure, sentence structure, word usage, and grammar will be taught.

The class will also stress the interrelatedness of writing and reading skills. For example, the comprehension of the main theme of a passage and the construction of a main point outline both depend on the ability to organize information coherently. Thus, we will deal with such skill areas as reading comprehension and retention and effective study skills.

A premise of the class will be that students may be working on exams for other courses, and the class will serve also as a forum for discussion of problem and strategies. Students will have the opportunity for regular individual work with the instructor.

The course is open to students who entered this academic year, with a limit of 25. Other students may enroll if space is available. Sign-up will be at the Reading/Writing Center (Prescott 101) and students must sign up before the first day of class.

\*Will Ryan is Assistant Director of the Reading/Writing Improvement Program.

OUTDOORS PROGRAM

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

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

"Purification of body and intellect" has long been a goal of the O.P. This year the program will continue to offer body purification work and body awareness alongside outdoor skills courses.

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

During January Term vacations, the Outdoors Program's winter trips and expeditions occur. They have included climbing Alaska, Yosemite, and Colorado, canoeing and backpacking in Utah, women's trips in southern Georgia and Cumberland Island National Seashore and Swannanoa River, to Yellowstone and Kayaking in Texas.

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

In addition to the following courses, the O.P. offers a great variety of trips and other activities. These are announced through the O.P. bulletin boards, house newsletters, and the O.P. calendar (available at the O.P. office).

TOP ROPE CLIMBING OP 106	Garthrin
TOP ROPE CLIMBING OP 111	Staff
BICYCLE TOURING OP 138	Anderson
FLAT-WATER CANOEING OP 145	Ayvasian Kolota
OUTDOOR LEADERSHIP: AN OVERVIEW OP 218	Anderson
ALL THE THINGS YOU WANTED TO DO AT LEAST ONCE (BUT PERHAPS NOT TWICE) OP 235	Anderson
WOMEN'S BODIES/WOMEN'S STRENGTH OP 256	Ayvasian McQueen
OP 218 OUTDOOR LEADERSHIP: AN OVERVIEW	Steve Anderson

In this course we will examine and discuss a variety of topics important to those persons interested in the field of outdoor education and leadership. The course is divided into three units: Psychological Aspects of Leadership, Safety Issues and

**Risk Management, and Trip Planning and Wilderness Skills.** The main focus of the course is to assist students in developing both the basic technical skills and the understanding of group dynamics necessary to be competent, effective leaders. Students will be expected to participate actively in class discussions and projects; co-teach a class session; write a paper on "Sense of Self as a Leader"; and participate in two weekend backpacking trips. This course is strongly recommended for prospective college trip leaders, and it is a pre-requisite for co-leading a January Term or Spring Break Trip.

Enrollment limited to 12. Class meets Wednesdays and Fridays, 10:30-12:00. Instructors permission.

**OP 106 TOP ROPE CLIMBING**

Bob Garwism

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

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

**OP 111 TOP ROPE CLIMBING**

Staff

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

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

**OP 138 BICYCLE TOURING**

Steve Anderson

If you have never toured, or if you have some experience and wish like to explore the Hampshire environs by energy efficient, non-polluting transportation, this is the course for you. We will build up your fitness with long weekly rides, then embark on a weekend overnight trip during the peak fall colors. Riding techniques, tour planning, equipment and other topics will be discussed. Safety on the road will be emphasized.

Class meets once a week on Thursday afternoons, 1:00-4:00 p.m. until Thanksgiving. Class limit is 10. Sign up at the O.P. office.

**OP 145 FLAT-WATER CANOEING**

Andreas Ayrvasian and Paul Kolota

This eight-week mini course will include instruction in all basic canoeing strokes and canoe safety and rescue techniques. After an initial pool session, we will be spending our afternoons canoeing on near-by lakes and rivers. We will spend one afternoon in the vast canoe which we might rename the peace canoe. Come learn to canoe, have fun, and visit some beautiful local areas!

Enrollment limited to 12. Class meets Wednesdays 12:30-5:00 p.m.

**OP 256 WOMEN'S BODIES/WOMEN'S STRENGTH**

Andreas Ayrvasian and Barbara McQueen

This course will focus on our relationship as women to our own bodies. Through readings, class discussions, and personal writing as well as outdoor activities and workshops, we will explore our physical strength and its connection to our overall sense of well-being. It has been said that women who are no longer estranged from their physical selves and do not envision themselves as fragile and in need of protection, are less likely to fall into culturally mandated sex roles. We will approach issues of body image, outdoor activity, and physical strength through the following perspectives: historical, psychosocial, and physiological. Students will also write and share herstories (autobiographies of their physical selves).

Seminar classes will be balanced with class activities such as a weight training workshop, a self-defense workshop, engaging team sports, as well as a weekend backpacking trip. We hope that this course will be a challenging and enriching academic and athletic experience.

Enrollment limit: 14. Class meets Tuesdays and Thursdays, 1:00-3:00 p.m.

**OP 235 ALL THE THINGS YOU WANTED TO DO AT LEAST ONCE (BUT PERHAPS NOT TWICE)**

Steve Anderson

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

Class meets Tuesday, 12:30-5:30 p.m. and is limited to 15. Sign up in the O.P. office. Five College students must negotiate credits with their registrars.

**RECREATIONAL ATHLETICS**

**BEGINNING SHOTOKAN KARATE**

RA 101

Taylor

**INTERMEDIATE SHOTOKAN KARATE II**

RA 102

Taylor

**ADVANCED SHOTOKAN KARATE**

RA 104

Taylor

**AIKIDO**

RA 105

Sylvain

**BEGINNING HATHA YOGA**

RA 106

Colby

**CONTINUING HATHA YOGA**

RA 107

Colby

**BEGINNING T'AI CHI**

RA 108

Gallagher

**CONTINUING T'AI CHI**

RA 109

Gallagher

**PHYSICAL FITNESS CLASS**

RA 110

Rikkers

**FENCING**

RA 111

Weber

**MEN'S SOCCER**

RA 112

Staff

**WOMEN'S FIELD HOCKEY**

RA 113

Chauve

**WOMEN'S SOCCER**

RA 114

Harrison

**KAYAK ROLLING**

RA 115

Judd

**BEGINNING WHITENATER KAYAKING**

RA 116

Judd

**NOVICE WHITENATER KAYAKING**

RA 117

Judd

**BASIC SCUBA CERTIFICATION**

RA 118

Ryan

**LIFESAVING**

RA 119

Parsons

**RA 101 BEGINNING SHOTOKAN KARATE**

Marion Taylor

Shotokan Karate is an unarmed form of self-defense developed in Japan. It stresses the use of balance, timing and coordination to avoid an attack and effective means of counterattack to be used only if necessary. The beginning course will cover: basic methods of blocking, punching, kicking and combinations thereof; basic sparring and basic kata, a prearranged sequence of techniques simulating defense against multiple opponents.

Classes will meet during fall term on Monday, Wednesday and Friday from 2:30 to 4:15PM in the South Lounge of the Robert Crown Center. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

**RA 102 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 Sundays from 7:00 to 9:00PM in the South Lounge of the Robert Crown Center.

**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 5:00PM in the South Lounge of the Robert Crown Center.

**RA 105 AIKIDO**

Paul Sylvain

Aikido is a modern Japanese martial art which is non-competitive and non-competitive. Its self-defense 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 relatively harmless outlet by means of (Ki) total body awareness. Though modern, Aikido has its roots in ancient Japanese sword, spear, and jujitsu. The movements of Aiki are large and circular, appearing rather innocuous 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 from 12:30 to 2:00PM in the South Lounge of the Robert Crown Center.

**RA 106 BEGINNING HATHA YOGA**

Carolyn Colby

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 3:15PM in Donut 4, center room.

**RA 107 CONTINUING HATHA YOGA**

Carolyn Colby

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

**RA 108 BEGINNING T'AI CHI**

Paul B. Gallagher

T'ai Chi is the best known Taoist movement and martial art, with a history dating back at least 1,200 years. Created by Taoist priests, it is a "cloud water dance", stimulating energy centers, creating stamina, endurance, and vitality. The course will stress a good foundation: strength, stretching, basic standing meditation, and the first series of the T'ai Chi form. Relevant aspects of Chinese medicine and philosophy will also be discussed.

The class meets on Monday evenings from 6:30 to 7:45PM in the South Lounge of the Robert Crown Center.

**RA 109 CONTINUING T'AI CHI**

Paul B. Gallagher

For students who have completed the beginning course, we will develop more standing meditation for power and vitality, proceed through the second sequence of the T'ai Chi form, and consider applications of the movements. Two-part practice will also be introduced, and we will study the T'ai Chi classics in detail.

The class meets on Monday evenings from 8:00 to 9:30PM in the South Lounge of the Robert Crown Center.

**RA 110 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 12:05 to 1:05PM in the Robert Crown Center.

**RA 111 FENCING**

Will Weber

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

This course meets Tuesday and Thursday evenings in the Robert Crown Center.

**RA 112 MEN'S SOCCER**

Staff

Learn the fundamentals of soccer while playing. Come and experience the fun and skill of exchanging the ball with ease. All skill levels are welcome, especially beginners. If enough interested develops we will have two soccer groups.

Groups will meet Monday and Wednesday from 4:00 to 6:00PM starting September 13th on the upper playing field.

**RA 113 WOMEN'S FIELD HOCKEY**

Derynne Chauve

The purpose of this class will be to get women involved in playing and improving their field hockey. Beginners to experienced players are welcome. We would like to have enough participants to scrimmage regularly amongst ourselves. For those interested, we will be scheduling games (scrimmages) with other schools.

Classes will meet regularly on Mondays and Wednesdays from 4:00 to 6:00PM. The first meeting will take place on the lower playing field on Tuesday, September 14th.

**RA 114 WOMEN'S SOCCER**

LINDA HARRISON

The class will be geared toward participation and playing. All skill levels are welcome. Beginners should not feel hesitant to participate, especially since more than half of the players were rank beginners last fall. For those interested we will also schedule games with other schools.

Classes will meet regularly on Tuesday and Thursday from 4:00 to 6:00PM. The first meeting will take place on the lower playing field on Tuesday, September 14th.

**RA 115 KAYAK ROLLING**

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 slow gates, and padding on the poly padle board will be covered.

Classes will meet on Wednesdays from 6:00 to 7:30PM. Enrollment is limited to nine. Sign up in the Robert Crown Center.

**BA 116 BEGINNING WHITEMATER 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 skid roll. Enrollment is limited to nine. Sign up in the Robert Crown Center.

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

**BA 117 NOVICE WHITEMATER KAYAKING**  
Becky Judd

For people who have taken the beginning kayak class, or who have had some previous beginning instruction. Class II rivers will be paddled to practice the basic whitewater skills. Enrollment limited to nine. Sign up in the Robert Crown Center.

Class will meet from 12:30 to 6:30PM on Thursday until November 15, and thereafter in the pool.

**BA 118 BASIC SCUBA CERTIFICATION**  
Tom Ryan

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

**BA 119 LIFESAVING**  
Cedena Parsons

American Red Cross Lifesaving Course will be held in the pool for certification. Twenty-one hours of classes and a practical exam and written exam are included. Strong swimming skills are a prerequisite.

Classes will meet in the evenings at the pool. Hours to be arranged.

**SPECIAL PROGRAMS**

**BUSINESS AND SOCIETY PROGRAM**

If you are interested in pursuing a business career or attending graduate school in business, be sure to talk to Lloyd Hogan, Stan Warner, or Fred Stever 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.

**COMPUTER STUDIES**

Recent rapid advances in technology have made computers an important part of our daily lives. From large machines that keep records and process data to the microprocessors that control microwave ovens and video games, computers affect most of us in some way. Computers have also had a major impact on all levels of education, and with the widespread availability of microcomputers, it is likely that they will play an even more significant role in the future.

The goal of the Computer Studies Program is to offer students courses and other learning activities which will help them to evaluate the impact of computers and prepare them to use computers intelligently and appropriately both in their chosen fields of study and in their daily lives. To meet these goals, Computer Studies offerings take a variety of forms, including courses, workshops and single lectures. These are intended to serve a variety of needs, from removing some of the mystique from computers to assisting those who need to use the computer as a tool in their academic work or those who want to study computers in more depth. Several faculty are especially interested in the ways in which computers and similar technologies impact on the individual and on society.

Computing facilities on campus include eight terminals connected to the UNIAS CYBER computer and several microcomputers all located in the basement of the library. These are available for student use during regular library hours and student assistants are available at selected times to provide assistance in getting started. In addition, the schools of Language and Communication offer facilities on campus to provide assistance in getting started. For further information, contact any of the faculty listed below:

**Humanities & Arts**

- Roland Wiggin
- Language & Communication
- Jay Corfield
- Glenn Iba
- William Marsh
- Richard Muller
- Neil Skillings
- Michael Sutherland

**Natural Science**

- Stanley Goldberg (on leave)
- Ken Hoffman
- David Kelly
- Lloyd Williams
- Albert Woodhull

**Social Science**

- Nancy Fitch

**Related Courses:**

- LC 101 Boole's Algebra and the Logic of Computers
- LC 133 Information and Society
- LC 162 Quantitative Thinking & Experimental Design
- LC 184 Minds, Brains, Machines
- LC/MS 246 Computer Programming in Pascal
- LC/MS 258 Computation Structures

**NS 260 The Calculus**  
**NS 261 Introduction to Calculus and Computer Modeling**  
Coordinated Basic Studies Program

**EDUCATION AND CHILD STUDIES**

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

Students desiring a concentration in this program are encouraged to use these inquiries as a guide and to use both opportunities in their search for understanding. Following a broad liberal arts base, students are urged to select relevant courses from among those offered in each of the four schools, as well as the Five Colleges. In this way, students will be able to gain breadth and enough depth to have a firm grounding for more specific topics of their own choice.

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 selected courses central to the student's program, general knowledge, speaking and writing skills, and sufficient background to understand and teach a general school curriculum. Students preparing to teach in secondary schools must also be proficient in a specific field. See Medy Rose, coordinator of the program, for assistance in planning a concentration and/or preparing for teacher certification. Students should also watch the Weekly Bulletin and the Ed/Child Studies bulletin board for important information and special announcements throughout the year, or call extension 393.

**FEMINIST STUDIES**

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

**Humanities and Arts**

- L. Brown Kennedy (ST leave)
- Jill Lewis (PT leave)
- Mary Russo

**Natural Science**

- Nancy Goddard
- Sandra Dyevoile (AY leave)
- Jane Raymond (AY leave)
- Ann Woodhull (ST leave)
- Mary Sue Henfin

Related courses offered for fall term include:

- LC 102/SS 195 Abortion: Persons, Morality and the Law (seminar)
- LC 131 Images of Men & Women in Popular Culture (seminar)
- NS 125 Male & Female Reproductive Function
- NS 129 Women's Place in the City
- NS 131 African Women & Developmental Perspective
- SS 229 Breaking the Silence on Domestic Violence
- SS 235 Feminist Theory
- SS 277 The Legal Process: Women & Children under the Law

**FOREIGN LANGUAGES/LANGUAGE STUDIES**

Hampshire College has no special foreign language department, although instruction in French and Spanish is offered at the introductory and intermediate levels through intensive courses. Proficiency in a foreign language alone cannot be presented to fulfill a divisional requirement in any of the Schools. But fulfill a divisional requirement in language will find that a deeper student with an interest in language will find that a deeper knowledge of foreign languages can enhance their work in many areas of language research, linguistics, anthropology, sociology, literary, and history. Courses in other languages and foreign language literature courses are available through Five College cooperation. Some examples: Chinese and Japanese; Latin; Germanic languages, including Danish, Dutch, and Swedish; Slavic languages, including Russian and Polish; and Romance languages, including Italian and Portuguese.

For further information, contact Mark Feinstein PPH 610, x 550.

**LAW PROGRAM**

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

Law is a phenomenon which touches every aspect of our existence. The study of law, the philosophy of law, legal procedure, interests of students who want eventually to go to law school and those who want only to include the study of law in their undergraduate education. The Law Program as such is concerned only with the latter. (Pre-law counselling is done by Lester Mazor and E. Oliver Fowles.)

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

Independent study related to law may be done under the supervision of any of the faculty working in the Law Program. In particular, E. Oliver Fowles 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. Jay Corfield is interested in the philosophy of law, applied ethics, social and political philosophy, affirmative action and reproductive rights. Patricia Hennessy, Director of the Civil Liberties and Public Policy Program, is interested in civil liberty law especially reproductive rights. Lester Mazor is especially interested in legal history, philosophy of law, the legal profession, criminal law, labor law, and family law. James Miller is interested in communications law and the regulation of the mass media. Students interested in dispute resolution and social control in cross-cultural contexts should contact Barbara Yegorson. Those interested in government policy and its implications, politics, and law should contact Robert Rakoff.

Students have designed concentrations which draw very largely upon Law Program courses or which include some contribution of the Law Program to their plan of study. These have included concentrations in law and education, prisons, law and inequality, juvenile courts, and relevant areas of concentrations in philosophy, politics, history, economics, sociology, environmental studies, women's studies, urban studies and a number of other fields. The Law Program regularly sponsors speakers, films and other social events. Members of the Hampshire community who have in mind some event which would be appropriate for sponsorship by the Law Program are encouraged to request support from the steering committee.

No formality of admission or membership is required for participation in the Law Program. The way to indicate your affiliation and to keep informed is by placing your name on the Law Program mailing list so that you will receive notices of Law Program events and activities. This list is maintained in Program office presently located in the Program Center (fall term in the Library, third floor) where students working in the program may also discuss law related matters. For further information contact James Miller, PPH 614, ext. 510.

Related courses offered for fall term include:

- LC 102/SS 195 Abortion: Persons, Morality, and the Law
- LC 131 Government by Publicity (seminar)
- SS 276 Oxy to Work: Occupational Disease in America
- NS 237 Environmental Justice: A Tool Kit: Issues & Ideas in Environmental Studies
- SS 109 Change in the Legal Profession: Perspectives in Lawyering
- SS 115 Political Justice (seminar)
- SS 135 From Monasteries...To Medical Schools: Studies of Voluntary and Involuntary Total Institutions
- SS 277 The Legal Process: Women and Children under the Law

**WOMEN AND SCIENCE**

Women and Science is an informal program with faculty, students, and staff involved in seminars, courses, and project advising in the following areas: scientific theories about women and the impact of those theories on women's lives, women's biology, the women's health, and study of the participation of women in the sciences. We are also concerned with why women have not participated fully in the sciences, how to encourage women to study science at all levels of their education (including women who are not interested in scientific careers), and how a substantial increase in the number of involved women may change the sciences.

For more information contact Ann Woodhull, Nancy Lowry, or Mary Sue Henfin.

Courses and other offerings:

- \*Women and Science Lecture Series (Ann Woodhull, Nancy Lowry, Mary Sue Henfin)
- \*Biology of Women (I) (Nancy Goddard, Mary Sue Henfin)
- \*Current Issues in Contraceptive Technology (I) (Nancy Goddard)
- \*Male and Female Reproductive Function (I) (Nancy Goddard)
- \*Women and Science (I) (Nancy Lowry, Mary Sue Henfin)
- \*The Origins of the Sex Hormones (I) (Michael Gross, Nancy Goddard)
- \*Male Brain/Female Brain? (I) (Michael Gross, Nancy Goddard)
- Elementary School Science Workshop (I) (Marie Bruno and Courtney Gordon)
- Library Consultation (Helaine Selin)
- Other faculty involved: Ruth Rinard, Charlene Van Raalte

\*Offered this Fall  
\*Offered this Spring  
\*On leave

**FACULTY**

**SCHOOL OF HUMANITIES AND ARTS**

**John R. Beutiger**, professor of human development, joined the Hampshire planning staff in 1957. 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 1950, conducted research for the Rand Corporation in California, and completed his Ph.D. in human development and psychotherapy. His publications include *Woman and American Foreign Policy* and a recent study in biography and family history, *A Love in Shadow*.

**R. Keydon Bradt**, assistant professor of philosophy, although mainly a scholar of the western philosophical tradition, is also outstanding in eastern studies scholarship. He holds a B.A. in philosophy and an M.A. in theology from Peter Deane as well as an M.A. in philosophical theology from Yale University where he

is currently a candidate for a Ph.D. Professor Srdet will be on leave during Fall term.

David Cohen, assistant professor of theatre arts, holds a B.A. in theatre honors from the University of Massachusetts and an M.F.A. in playwriting from Brandeis University. He has worked for Broadway, television, and film and has taught playwriting and theatre arts at the Universities of Montana, South Carolina and George Mason in Virginia. In addition to teaching, he has produced several festivals of new playwrights' works. Professor Cohen will be on leave during the academic year 1982-83.

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

Arthur Hoerner, 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.

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

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

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

Ann Kearns, assistant professor of music, is director of the Hampshire College College of Music. She holds a B.M. in music history from the University of Wisconsin and studied church conducting at Julliard. At Hampshire she serves as liaison to the College Early Music Program. Her research interests are the concert singers of interest. She also teaches flute privately.

Horan Luster, professor of design, is a practicing architect, designer, and writer whose books include *The Phantom Tulliochio*, a children's fantasy, *The Dot and the Line*, a mathematical fable, and *Life*, an Academy Award-winning (Oscar-nominated) film; and *So Sweet*, a book on the lives of women in the late nineteenth-century. His B. Arch. is from the University of Pennsylvania, and he studied at the University of Liverpool on a Fulbright scholarship.

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

Hayne Kramer, associate professor of theatre arts, is also the Co-Dan for the Arts in the School of Humanities and Arts. He holds both the B.F.A. and M.F.A. with emphasis in design work for the theatre. He has some eleven years experience in black theatre, children's theatre, and the production of original plays. His scripts, and has directed for the stage and television. His design work has been seen here 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 *Sailford Road* which later performed in Scotland.

Will Lewis, assistant professor of humanities, holds a B.A. from Newham College, Cambridge, England, and is presently pursuing a Ph.D. at Georgetown University. She has been very active in the Women's Liberation Movement in Britain and France. Ms. Lewis teaches courses in literature and cultural history at Hampshire. She will be on leave during Fall term.

Jerome Liebberg, 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. Professor Liebberg will be on leave during the academic year 1982-83.

Richard Lyon, professor of English and American studies, holds B.A. degrees from Yale and Cambridge, an M.A. from Connecticut, and a Ph.D. in American Studies from Minnesota. He was formerly chairman of the American Studies curriculum at the University of North Carolina at Chapel Hill, and was Hampshire's first Dean of the College.

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

Janez Mutlack, director of cultural affairs and assistant professor of literature, received his A.B. from Princeton, an M.A. from Oxford University in England, and his Ph.D. from Yale University in American Studies. He has taught at Yale, Barn College, Cornell University, and the University of Massachusetts in Amherst. With broad interest in the literature, political and intellectual history of the United States and a major emphasis on 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.

Tara (Priscilla) McClellan, associate professor of dance, received a B.S. in dance from the Julliard School of Music and received a B.S. in dance from the University of Massachusetts. She was a member on the Julliard Faculty 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. Her work in addition to being a dancer and choreographer, she has reconstructed several works from Labanotation scores. Tara's current work is in observing the bodymind in motion-in everyday behavior and in symbolic expression.

Randall McClellan, associate professor of music, is a composer-performer and a singer of Hindustani music. He received his M.A. and M.M. from the Cincinnati College Conservatory of Music

and his Ph.D. in composition from the Eastman School of Music. He has studied composition with Scott Huxton, Bernard Rogers, Wayne Barlow, and George Crumb; and has studied North Indian vocal music with Leena Prasad, Prabh Pach, and Sublal Naderjee. His teaching specialties include composition, sound awareness training, world music, American music, philosophy of music, and anthropology of music. North Indian vocal music. His publications include *The Healing Forces of Music: History, Theory and Practice*. He has been a faculty member of the Center for Body/Mind Centering and is the founder/director of Hux Press.

Robert Meagher, associate professor of philosophy of religion, holds a B.A. from the University of Notre Dame and an M.A. from Chicago. His publications include *Personality and Powers*, *Backgrounds*, *Footings Stones*, *Rebelling the Political*, *Save the World*, *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 show at Goddard. She has also served as guest critic and lecturer at a number of New England colleges.

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

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

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

David E. Smith, professor of English and American studies, is also Co-Dean for the Humanities in the School of Humanities and Arts. He holds a B.A. from Middlebury College and M.A. and Ph.D. from the University of Minnesota. He has been at Hampshire 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; a Harvard graduate, he has taught in high schools and colleges, directed federal community relations programs for Massachusetts, and has published as a sociologist, playwright, and novelist.

Roy Superior, associate professor of art, earned his B.F.A. at the Pratt Institute in New York and an M.F.A. at Yale University. He has had many years of experience in teaching drawing, painting and teaching art in the Instituto Allende in Mexico. His writing interests include the arts and the environment in northern colleges and museums and at the Heller Gallery in New York City.

Roland Wiggins, associate professor of music, holds a B.A., M.A., and M.M. degrees in music composition from the Combs College of Music in Philadelphia. Mr. Wiggins' professional interest is in a project concerning aids to urban music education and music therapy 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

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

Mark Feinstein, associate professor of language studies, holds a Ph.D. in linguistics from the City University of New York. His areas of interest are: sociolinguistics (variation of language and dialect); neurolinguistics; and animal communication. Mr. Feinstein is dean of the School of Language and Communication.

Lucia French, assistant professor psychology, received her Ph.D. at the University of Illinois and held a postdoctoral fellowship at the City University of New York. She has done research on the development of intelligence, memory in the elderly, and children's logical thought and language. Her main interests are cognitive development, language development, cross-cultural psychology and the cognitive consequences of schooling and the other environments, the exceptional child, and cognition in the elderly.

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

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

Glen Ingh, assistant professor of computer science, has both a B.S. and an M.S. in mathematics from the Massachusetts Institute of Technology and is completing his doctorate in artificial intelligence. His research is in learning and puzzle solving, both as done by humans and by computers. He is also

interested in the use of ideas from artificial intelligence in cognitive science and in alternatives in education.

David Kerr, assistant professor of mass communications and Master of Merrill House, has a B.A. from Miami University in Oxford, an M.A. from Vanderbilt University, and is completing his Ph.D. at Indiana University. His teaching experience includes courses in communication research and journalism. He has several educational interests including the radical press in America, how television affects the public, and communications law. He is currently researching the history of the *Liberator* News Service. Professor Kerr will be on leave spring term 1983.

Marcia Linschaber, assistant professor of linguistics, received her Ph.D. from the Massachusetts Institute of Technology. She has done postdoctoral work on aphasia (language disorders arising from brain damage) and research on dyslexia and taught at Swarthmore College.

William Marsh, associate professor of mathematics, received his B.S., M.A., and Ph.D. from Dartmouth College. His primary research interests have been in model theory and in applications of mathematical logic in linguistics. He has taught and co-taught courses at Hampshire involving uses of mathematics in all of the cognitive sciences and has taught mathematics, philosophy, and computer science in departments elsewhere. He is also interested in aikido, bridge, catscrans, and probably something beginning with each of the remaining letters of the alphabet.

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

Richard Miller, associate professor of communication, holds a B.A. from Amherst College and a Ph.D. from Syracuse University. He has been director of Instructional Communications at the Department of Instructional Center in Syracuse, and associate director of the Hampshire College Library Center. His interests include video production, television news and documentary, and computer applications in education and the home, and outdoor education.

David Rosenbaum, assistant professor of cognitive science, is a cognitive psychologist who received his Ph.D. at Stanford and worked in the Human Information Processing Research Department at Bell Laboratories before coming to Hampshire. He has done a great deal of research on the cognitive processes underlying physical action, research on the effects of stress on cognitive performance, and research on the effects of perception and motor skills, cognition, perceptual-motor interactions in perceptual and motor skills, cognition, and the neuropsychology of cognition and behavior.

Neil Stallinga, 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.

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

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

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 postdoctoral work at the Institute for Advanced Study at Princeton. He has taught at Technion in Haifa, Israel, and the Institut voor Theoretische Fysica in Belgium. He has consulted for numerous organizations including the World Bank, AAS, NSF, and the Hudson Institute. He was recently Technical Director for Volunteers in Technical Assistance in Washington. His teaching and research interests include reconstructive knowledge, science and technology policy, appropriate technology, economic development, and theoretical, practical, and applied physics.

Merle S. Bruno, associate professor of biology, holds a B.A. from Syracuse University and a Ph.D. from Harvard. She has done research in sensory neurophysiology (especially vision) and elementary school science teaching. Recently she has been teaching how to do energy conservation analysis of homes, and she hopes that some Hampshire students will develop these techniques into curriculum materials for high school students. Her work in neurophysiology has been supported by grants from U.S. NSF, the Grass Foundation, and she is the author of several teacher's guides for elementary science studies. She is also the co-author (together with Susan Goldhor) of a book on dieting.

Lorna L. Coppelner, faculty associate in biology and outreach specialist in agriculture, holds an A.S. from Boston University and an M.A. from the University of Massachusetts. In addition to expertise in wildlife, ornithology, and herpetology, Lorna is also interested in botany. Lorna is involved primarily with the Farm Center.

Raymond P. Coppelner, professor of biology, has worked at the Woods Hole Oceanographic Institute, the Smithsonian Astrobiology Observatories in Cambridge, the U.S. Fish and Wildlife Service, and the Becho 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 catbirds, songbirds in management, animal behavior, New England catbirds, songbirds in management, animal behavior, New England catbirds, songbirds in management, animal behavior, New England catbirds, songbirds in management.

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

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

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

**Courtney P. Gordon**, associate professor of astronomy, holds a Ph.D. from the University of Michigan. Her work includes studies at the Greenwich Observatory in England, the Harvard College Observatory, the Areibo Observatory, the Kitt Peak National Observatory, and the National Radio Astronomy Observatory. In addition to her research in astronomy, Courtney is interested in relativity, cosmology, extraterrestrial communication, codes and alphabets, and animal communication (dolphins and chimps). She is a member of the Five College Astronomy Department.

**Kurtiss J. Gordon**, associate professor of astronomy, received his B.S. in physics at Michigan. His interests include time (including the philosophy of time and space), relativity, extraterrestrial and animal communication, and cosmology. His research interests include galactic structure, interstellar matter, and pulsars. He is a member of the Five College Astronomy Department.

**Michael Gross**, assistant professor of the history of science, received his B.S. in chemistry from Brooklyn College and his Ph.D. in the history of science from Princeton University. His 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 role of scientific theory in political and social questions such as race and intelligence, population control and sexuality. Michael will be away all year.

**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 Talladega College during 1965-70. In addition to algebra, abstract and mathematical modeling, Ken's interests include education, American Indians, natural history, and farming. Ken is the Dean of Natural Science.

**Mary Sue Hentfin**, visiting assistant professor of biology, received her B.A. from Harvard College in biology and her M.P.H. from Columbia University School of Public Health in Environmental Health Sciences. She was formerly Coordinator of the Women's Occupational Health Resource Center at Columbia University. She is co-editor of the ground-breaking book *Women Look at Biology: Looking at Women* and is completing a new book with the same title, *Re-thinking Women's Biology*. She writes frequently on women's biology and health issues.

**David C. Kelly**, associate professor of mathematics, has taught at New College, Oberlin, and Talladega College. He holds an S.M. from M.I.T. and an A.M. from DREXEL. He has since 1971, directed the NSF-supported Hampshire College Summer Studies in Mathematics for high ability high school students. His interests are analysis, the history of mathematics, recreational mathematics, and seventeen.

**Allan S. Krans**, professor of physics and science policy assessment, was educated at Cornell and Stanford, where he received his Ph.D. in theoretical physics. He has taught at Princeton University, the University of California at Santa Barbara, and the University of Iowa, as well as the Open University in England. His interests include physics, science and public policy (particularly dealing with arms control), nuclear energy. He coordinates the Environmental Studies and Public Policy Program at Hampshire.

**Nancy Lovry**, associate professor of chemistry, holds a Ph.D. from M.I.T. She has worked as a research associate at M.I.T. and Amherst College and has taught at Smith College and the Cooley Dickinson School of Nursing. She has also coordinated a chemical analysis lab as part of the Mill River project in Northampton. Her interests include electrochemistry and organic molecules, environmental chemistry, science for non-scientists, toxic substances, the classroom, and nature study.

**Ralph H. Luttrell**, adjunct assistant professor of environmental studies, received his B.A. in biology from Trinity University and his Ed.D. from UMass, where he studied the theoretical foundations of environmental studies. He is Director of the Blue Hills Institute in Milton, Massachusetts. Before coming to Hampshire, he was a curator at the Museum of Science, Boston. He is President of the New England Environmental Education Alliance. His interests include natural history, environmental ethics, environmental education, and nature literature. He is particularly interested in exploring ways of joining the sciences and humanities in our attempt to understand our environment and our relationships with it.

**Anthony Melchiondo**, adjunct associate professor of health sciences, holds a B.S. from King's College and an M.D. from The George Washington University. Tony has experience in family practice and orthopedic surgery and is very interested in bioethics and exercise medicine. He is the Health Services at Hampshire College and an adjunct faculty member in the Department of Exercise Science at UMass where he is engaged in muscle fiber 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 in fish genetics. His principal interests are in genetics (human and microbial), general microbiology, and in nutrition. He is especially interested in working with small groups of students in laboratory projects and tutorials.

**Sandra H. Ozyucel**, associate professor of microbiology, received her Ph.D. from the University of Massachusetts. Her research involves membrane development, structure, and function. In addition, she is interested in public health in

developing countries, research on the microbial contribution to energy production, and cancer. Sandra will be away all year.

**Janice G. Raymond**, associate professor of women's studies and medical ethics, received her Ph.D. from Boston College in religion and society. Before coming to Hampshire she taught at Boston College and the New School for Social Research. She is interested in genetic technology, psychotherapy, and issues connected with women's health care. Her recent book, *The Transsexual Empire*, was well reviewed. Jan will be away all year.

**John B. Reid, Jr.**, associate professor of geology, has pursued his research with lunar surface and earth's interior at the Smithsonian Astrophysical Observatory, the Geochronology Laboratory at M.I.T., Mensaleer Polytechnic Institute, and the Los Alamos Scientific Laboratory. He received his Ph.D. from M.I.T. His professional interests center around volcanology as a means of understanding the chemical evolution of the earth and the use of volcanoes as a source of geothermal power. He is also interested in the geology of subterranean nuclear waste disposal, timber-frame house construction, cabinet-making, homesteading, and canoes.

**Ruth C. Rindard**, associate professor of the history of science and master of Prescott House, received her B.A., summa cum laude, from MIT/Amherst-Dartmouth College, and her M.A. and Ph.D. from Cornell. She has concentrated in the history of science. She taught at Kirland College. There she also held the position of assistant dean of academic affairs. Her interests include nineteenth century biology, science and religion, technology and society, and the ecology of riverine wetlands. Professor Rindard will be on leave spring term.

**Theodore D. Sargent**, visiting professor of zoology, received his Ph.D. from the University of Wisconsin; currently professor of zoology at the University of Massachusetts. His interests center on animal behavior especially with regard to birds and insects. He is a consulting specialist for the National Heritage Program for the state of Rhode Island and was a consultant for the PBS Nova series "Imposters" which dealt with insect camouflage and behavior.

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

**Arthur H. Weating**, professor of ecology, received his B.S. from Columbia and his M.F. and Ph.D. degrees from Yale. He has been a forester with the U.S. Forest Service, and has taught at Purdue, the University of Massachusetts, Middlebury, and Windham where he was also chairman of the biology department and head of the science division. He has been a trustee of the Vermont Wild and Land Foundation, the Vermont Academy of Arts and Sciences, the Society for Social Responsibility in Science, and the Arthur Curzon Council. He has been a research fellow at the Stockholm International Peace Research Institute and does research primarily on the environmental effects of war. Arthur will be away all year.

**Lloyd G. Williams**, assistant professor of chemistry, received his B.A. from Colgate University and his Ph.D. from the University of Wisconsin. He has taught at the University of Wisconsin and worked for Vico 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 whitewater kayaking, rock climbing, and nature photography.

**Albert S. Woodhull**, assistant professor of biology, received his Ph.D. from the University of Washington. He has taught in the Peace Corps in Nigeria and has lectured at the University of Washington. His research interests are centered on the physiological bases of behavior and the visual system. He is also interested in electronics which finds an outlet in a homebuilt computer and industrial consulting. Al will be away for the Spring term.

**Ann M. Woodhull**, associate professor of biology, received her B.A. from Swarthmore and her Ph.D. from the University of Washington (physiology and biophysics). Her interests include human biology, physiology, neurobiology, and biological toxins. For the last few years, Ann has been increasingly fascinated by the connection between science and human movement, and she has been a research fellow at *Contact Quarterly* about the biology and physics of movement. Ann will be away for the Spring term.

**SCHOOL OF SOCIAL SCIENCE**

**Richard M. Alpert**, assistant professor of political science and associate dean of the faculty, 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 Iowa and at Brown University, 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-gang enterprises such as food co-ops and self-managed agricultural endeavors and small businesses.

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

**Aron Berman**, visiting assistant professor of history, received his B.A. from Hampshire College, and his M.A. and Ph.D. from the University of Wisconsin. He is currently a doctoral candidate. He is particularly interested in the dynamics of ideology and politics.

**Wynne Breitbart**, associate 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 social and spatial implications of alternative strategies for community development; and programs in providing urban housing, employment and social services.

**Margaret Corullo**, 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.

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

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

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

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

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

**Leonard B. Gluck**, professor of anthropology, holds an M.D. from the University of Maryland School of Medicine and a Ph.D. from the University of Pennsylvania. Formerly an associate professor at the University of Wisconsin, he has done anthropological studies at St. Lucia, West Indies, for a public health program and a study of ethno-medicine and social organization in the New Guinea highlands. He will be on leave during fall term.

**Lloyd Hogan**, associate professor of economics, has an M.A. from the University of Chicago and has done graduate work in public affairs at the State University of New York, Albany. He is former editor of the *Review of Black Economy* and assistant director for research and senior economist at the Black Economic Research Center. He is author of numerous articles and has taught at Amherst College and Harvard University, and his major interests are economics of Black Americans, intellectual history, economic geography, and minority-owned enterprises.

**Frank Holmquist**, 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. He will be on leave during spring term.

**Key Johnson**, associate professor of Asian studies and political science, has her B.A., M.A., and Ph.D. from the University of Wisconsin. Her teaching and research interests are Chinese politics; comparative politics of underdeveloped areas; women and development; international relations including American foreign policy; Chinese foreign policy and policy-making processes. She will be on leave for the academic year 1982-83.

**Gloria J. 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 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.

**Joan Landes**, associate professor of political science, holds a B.A. from Cornell University and an M.A. and Ph.D. from the University of Cornell. She taught at Bucknell University before coming to Hampshire. Her research interests include the theoretical foundations of the women's liberation movement. Her teaching interests are in the areas of political and social theory, American politics and women's studies. She will be on leave for the academic year 1982-83.

**Lester Maror**, 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**, associate 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 research in the area of personality development, sociology of the family and history of childhood and the family.

**Laurie Mignoffi**, assistant professor of economics, holds an B.A. 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 Roman Studies. Her interests include American economic history, women's studies, labor and public policy issues.

**Donald Poe**, assistant professor of psychology, received his B.A. from Duke University, his M.S. from Virginia Polytechnic Institute and State University, and his Ph.D. from the University of Illinois. His major areas of interest are social psychology, environmental psychology, and statistics.

**Robert Radoff**, associate 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 American national politics; public administration and organizational theory; and politics of housing and mortgage finance policy. He will be on leave during fall term.

**Hedwig 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 education. She is presently a doctoral candidate at the Uni-

variety of Massachusetts. She was a supervisor of practice teaching at South 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.

**Michon Slater**, professor of history and master of Daktin House until 1974, received a Ph.D. from Princeton University, where she held the first Woodrow Wilson Fellowship designed to allow a woman with children to attend graduate school half time. Her research interests include history of the family, early modern Europe, Puritanism, and history of professionalism. She has recently completed a book with P. Glaser on women's entrance into the professions in early twentieth century America.

**Robert von der Lippe**, associate professor of sociology, was director of the National Institute of Mental Health Graduate Training Program in the Sociology of 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 Greenwich House, holds a B.A. from Albion College, an M.A. from Michigan State, and a Ph.D. from Harvard. His research and teaching interests include American economic history, economic development, and industrial organization. He has taught previously at Santa Cruz and Bucknell.

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

that they neglect the everyday constraints inherent in the organization of media content production by occupational and professional groups who labor in the industrial realm of transnational, conglomerate corporations. They simply miss the point of this public expression through the media regarding the work of many people and the pressures and constraints of their work community. Internal filter in the flow of information. This course will survey some of these work-related constraints. We will examine aspects of news construction, the work of Hollywood TV producers and economic imperatives of selected mass media industries. We will also address questions posed by the introduction of new technologies in the mass media workplace. Enrollment is open.

LC 123 HUMAN MOVEMENT  
David Rosenbaum

What could be more spellbinding than the rapid-fire cadence of a brilliant concert violinist, the breathtaking leaps of a gifted dancer, the astounding vocal control of an opera singer? By contrast, what is more frustrating than to be completely motionless, so that even mundane movements such as walking or receiving greater attention will be the arms, legs, eyes, and mouth of our bodies is something we take for granted, except when disease or accident leave us unable to move normally. This course will be concerned with our remarkable ability to bring our bodies to the service of our minds.

Most of the course will be devoted to the normal functioning of the motor system. Beginning with the stuff of which the motor system is made, we will study the nature of muscle, tendons, skeleton, and nervous system. The emphasis will be on important working principles rather than details of anatomy; the systems and vocal tract. Next, we will shift to the psychological sphere: how are movements planned, developed, represented, and will be moved to topics of special interest to class members; the possibilities include the treatment of movement disorders; the nature of stuttering; methods of acquiring movement skills such as skills, piano playing, or dance; machine analogs of human capacities such as synthetic speech and robotics.

Each student will be expected to make a presentation on a selected topic of interest. Division II students may take the course with permission of the instructor. Enrollment is limited to 20 after consultation with one of the instructors.

LC 133 INFORMATION AND SOCIETY

Susan Douglas, Jay Garfield, and Michael Sutherland

What do we know and how do we know it? As society and its information technology have become more and more complex, this question becomes increasingly difficult to answer. The ability to create, to transmit, to transform, and to analyze information is the marriage of the mass media with computer technology has made possible has drastically transformed the way in which we as individuals and as a society organize and acquire our knowledge.

This transformation, fascinating in its own right, is accompanied by new and challenging ethical and metaphysical problems. What say we do with this technology and to whom? How is the world different now that it is crowded not only with persons and other concrete objects, but with databases, algorithms, and strings of symbols as well? Are we freer than we were, with these technological aids literally at our fingertips, or do they facilitate an enslavement at the hands of those who control them, or to the machines themselves?

In this course, we plan to bring together the methodologies and insights of communication studies, philosophy, and statistics to pose these questions in sharper way, and to shed some light upon them. The class will combine large lecture sections with small discussion groups. Students will write short papers, and will gain some familiarity with information technology and its uses. The course will meet twice weekly for 1 1/2 hours. Enrollment is open.

LC 151 PUZZLE SOLVING IN HUMANS AND COMPUTERS

NS 161 Glenn Iba and David Kelly

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

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

Participants should plan to solve puzzles (sometimes thinking out loud); develop puzzle-solving skills; classify and perhaps create puzzles; read, write, and present papers; and do a programming project related to puzzles or puzzle solving. The course will meet twice a week for 1 1/2 hours each time. Enrollment is open.

LC 211

SS 231

CULTURE, LANGUAGE, AND POLITICS

Mark Patenstein and Leonard Glick

Many modern nations have been born by conflicts defined and partly rooted in cultural and linguistic differences, and often closely associated with structured social inequality. Sometimes people struggle to create a separate, independent nation; sometimes they seek increased local autonomy, and the opportunity to retain their particular languages and cultures without social or economic disadvantage. Governments try to cope by using various strategies, ranging from denial that a problem exists to outright murder.

In this course we will consider in some detail the situations in a number of nations, probably including India, Guatemala,

the Soviet Union, Canada, selected ethnic groups in the United States, Kurds in Iraq, and the Jews in 19th and early 20th century Germany. Our goal will be to develop a broad perspective based on a combination of empirical studies, fiction, and political literature. Students will be expected to make and short class presentations based on independent research into particular topics. The class will meet for 1 1/2 hours twice a week. Enrollment is limited to 20.

LC 241 ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING  
Glenn Iba

This course will start out with a general survey of the field of artificial intelligence (AI). We will examine the work that has been done in the field, seeking to isolate fundamental methodologies. Topics covered will include robotics, vision, and natural language understanding. Special emphasis will be placed on problem solving techniques and machine learning.

Students will learn to program computers using the language LISP, which is especially suited to symbolic processing. Some experience with programming a computer will be assumed. Additional topics may include philosophical and social implications of machine intelligence, AI as a case study in the history of science (emergence of a new disciplinary robots and intelligent machines in science fiction and literature).

The course will require a fair amount of reading (including materials representing the state of the art in the field), one or two papers, and at least one major programming project. The course will meet for two hours twice a week. Enrollment may be limited to 25 after discussion in the first class meeting.

LC 250 PHILOSOPHY OF LANGUAGE

Jay Garfield

Language is at once the most complex, the most public, the most quintessentially human, and the most puzzling manifestation of human intelligence. The philosophical problems it poses go to the heart of the philosophy of mind, metaphysics, epistemology, and logic.

This seminar will examine some of the major issues and developments in the philosophy of language in the past century. We will begin by reading the seminal work of Frege, Russell, and Strawson; then turn our attention to the social context of language through the work of Wittgenstein, Austin, and Grice. In the second half of the term, we will work on the theory of reference and naming, and end with an examination of the most contemporary development in the semantics of natural language—situation semantics.

This is an advanced seminar and presupposes a substantial background in philosophy, linguistics, or a related field. Enrollment is limited to 20, by permission of the instructor. The class will meet for 1 1/2 hours twice a week.

LC 255 OPERATING SYSTEMS FOR MICROCOMPUTERS

Janice Stone

This course will investigate microcomputer operating systems as a special case, restricted to a single-user environment, of general operating systems. We will develop a naive user's view of the functions of such a system, and will survey the capabilities of existing systems such as CP/M and UNIX. In a combination of lectures and student presentations, we will consider system design, ideas of structure, file systems, and topics chosen from reliability, security, performance evaluation, and performance evaluations of systems in use at Hampshire College, and performative analyses of operating systems, and proposals for specifying or implementing extensions to these systems.

\* Appointment pending.

LC 260 FIVE-COLLEGE APPLIED MATHEMATICS UNDERGRADUATE SEMINAR

Donald O'Shea and Michael Sutherland

This course is listed at Mount Holyoke College as a math course, Math 400. It is an upper level mathematics course demanding both strong student mathematics background and the desire and capability to participate in mathematical discussions and writing. Meetings will be held in a cyclic manner at each of the five colleges. Interview with an instructor is suggested.

LC 261 POLITICAL SYMBOL, POLITICAL ACTIONS

James Miller

Is it possible to investigate election campaigns as a ceremony or ritual? Do history textbooks and the nightly news spread political myths? Can the language of public policy say one thing, while the substantive consequences of policy actions have quite different meanings? Can the expressions of modern political life, from voting to the legislative process and judicial decision-making, be considered a sort of public drama?

This advanced seminar will wrestle with the notion that the style or form of political action is often very important as to its content, and that symbolic politics may be especially important under conditions of contemporary society.

Readings will cover a range of material. In addition to certain classic writings and material on culture, symbol, and drama, we will read recent work on campaign management, like Sabato's *The Rise of Political Consultants*, semi-popular *Fitzgerald's well-known Power Politics* (by Felix and Estelita), *Fitzgerald's well-documented record of the changing depiction of United States history*, *America Revised*, and perhaps Carry Wills' demolition of the image of our nation's equivalent of a royal family, *The Kennedy Appointment*. Class size will be limited to 15 by permission of the instructor. We will meet for 1 1/2 hours twice a week.

LC 263 CHILD MIND-ADULT MIND

Lucia French and David Rosenbaum

Historically, there has been little interaction between psychologists who study adults' thought processes and psychologists who study children's thought processes. "Adult" psychologists

# 1983 SPRING TERM PRELIMINARY COURSE DESCRIPTIONS

## SCHOOL OF LANGUAGE AND COMMUNICATION

### DIVISION I

WORKING IN THE CONSCIOUSNESS INDUSTRY  
LC 110

J. Miller

HUMAN MOVEMENT  
LC 123

Rosenbaum

INFORMATION AND SOCIETY  
LC 133

Douglas  
Garfield  
Sutherland

SCHOOLS, TECHNOLOGY, AND CHILDREN'S  
MINDS (seminar)  
LC 138

French  
Marsh

PUZZLE SOLVING IN HUMANS AND COMPUTERS  
LC 161/NS 161

Iba  
Kelly

### DIVISION II

CULTURE, LANGUAGE, AND POLITICS  
LC 211/SS 231

Penstein  
Glick

ARTIFICIAL INTELLIGENCE AND MACHINE  
LEARNING  
LC 241

Iba

PHILOSOPHY OF LANGUAGE  
LC 250

Garfield

OPERATING SYSTEMS FOR MICROCOMPUTERS  
LC 255

Stone

FIVE-COLLEGE APPLIED MATHEMATICS  
UNDERGRADUATE SEMINAR  
LC 260

O'Shea  
Sutherland

POLITICAL SYMBOL, POLITICAL ACTIONS  
LC 261

J. Miller

CHILD MIND-ADULT MIND  
LC 263

French  
Rosenbaum

\*Assistant Professor of Mathematics  
at Mount Holyoke College

LC 110 WORKING IN THE CONSCIOUSNESS INDUSTRY

James Miller

Worries about censorship in mass communication usually take a familiar look: there is some single person or small conspiratorial group with too much influence, or the government meddles where it ought not, or business practices has put the accounts in charge. From this perspective, something exceptional has occurred; outside intervention threatens an otherwise free process of expression through its mass media.

Such explanations only go so far. Their greatest weakness is

want to know about the mature human mind. "Child" psychologists are more concerned with the process of development (that is, age-related change). The instructors for this course believe that both perspectives are crucial for a full understanding of the human mind. We will take a number of topics (memory, perception, event knowledge, reasoning, and language) and explore how adult and child psychologists have studied them, what the differences are between adult and child capabilities, and whether adult and child psychologists may ultimately decide that they are studying fundamentally similar or different things. Class will meet for 1 1/2 hours twice a week.

**SCHOOL OF NATURAL SCIENCE**

**DIVISION I**

**HISTORY OF ASTRONOMY** ASTFC 34 TBA

**BLACK HOLES AND THE UNIVERSE** NS 103 C. Gordon K. Gordon

**THE CLIMATE OF THE CONNECTICUT RIVER VALLEY** NS 116 Reid Foster

**BEANBAG GENETICS: THE EVOLUTION OF GENETICS** NS 126 (min) L. Miller

**USEABLE MATHEMATICS** NS 139 Hoffman

**THE BIOLOGY OF WOMEN** NS 142 Goddard Henfin

**MICROBIAL ECOLOGY** NS 154 L. Miller

**PUZZLE SOLVING IN HUMANS AND COMPUTERS** NS 161 (LC 161) Kelly Iba

**DOMESTIC SOLUTIONS TO ENERGY CONSERVATION** NS 166 Bruno Van Raalte Williams

**DIVISION II**

**COSMOLOGY** ASTFC 20 Dennis\*

**GALAXIES AND THE UNIVERSE** ASTFC 22 Edwards\*

**OBSERVATIONAL RADIO ASTRONOMY** ASTFC 38 C.R. Huggins\*

**ASTROPHYSICS II** ASTFC 44 Van Blerkom

**ORGANIC CHEMISTRY** NS 212 Lowry

**CURRENT ISSUES IN CONTRACEPTIVE TECHNOLOGY** NS 218 Goddard

**CHEMICAL STRATEGIES IN LIVING CELLS** NS 224 Foster

**THE GENETICS OF EVOLUTION: ALTRUISTIC GENES?** NS 228 (min) Miller Sutherland

**THE ROOTS OF THE ARMS RACE** NS 233 (SS 278) Kress Cerullo

**ENVIRONMENTAL SERIES: SPEAKERS, SEMINARS, AND EVENTS** NS 239 Lutta

**INTRODUCTION TO CALCULUS AND COMPUTER MODELING FOR SCIENTISTS AND SOCIAL SCIENTISTS** NS 261 Kelly

**THE CALCULUS CONTINUED** NS 263 Kelly

**LINEAR ALGEBRA AND ITS APPLICATIONS** NS 264 (LC 264) Kelly

**BOOK SEMINARS IN MATHEMATICS** NS 266 Kelly

**SEMINAR ON ETHICS IN SCIENCE** NS 272 NS Faculty

**ELECTRICITY AND MAGNETISM** NS 285 Kress

**RESEARCH SEMINAR ON THE EVOLUTION OF THE SIERRA NEVADA** NS 290 Reid

\*Five College Astronomy Department faculty

**ASTFC 34 HISTORY OF ASTRONOMY**

TBA

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 last in 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: 1/2 hr 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 116 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 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 kettleholes, hilltops, sheltered spots, ponds and open fields with simple tools like a thermometer it is possible to study larger weather systems. This course will be a combination of field and laboratory study of the details of the local climate. "micro-climates", whose behavior can then be used to understand larger weather systems. We can measure temperature inversions on a wireless night, photograph ice crystals on a frosty windup, look for frost heaves on a back road, make micro-climates of our own in the 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.

**NS 126 BEANBAG GENETICS: THE EVOLUTION OF GENETICS**

(min) Lynn Miller

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:

- (1) learn to analyze genetic research papers;
- (2) 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 devoted to 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 instructor during the last six weeks of the semester.

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

Limit 16: First come.

**NS 139 USEABLE MATHEMATICS**

Kenneth Hoffman

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

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

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

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

**NS 142 THE BIOLOGY OF WOMEN**

Nancy Goddard and Mary Sue Henfin

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

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

quantity and quality of these activities.

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

Enrollment: 20. Instructor's permission first week of classes.

**NS 154 MICROBIAL ECOLOGY**

Lynn Miller

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

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

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

Limit: 16 - first come.

**NS 161 PUZZLE SOLVING IN HUMANS AND COMPUTERS**

LC 161 David Kelly and Glenn Iba

See Language & Communication section for the description of this course.

**NS 166 DOMESTIC SOLUTIONS TO ENERGY CONSERVATION**

Merle Bruno, Charlene Van Raalte & Lloyd Williams

This course is designed to introduce students to the physics, mathematics, and biology of energy conservation in the home and in solar greenhouses. We will teach the principles of heat gain and loss in houses and solar greenhouses, and we will use the computer to develop practical programs for passive solar construction. Since solar greenhouses are also used for food production, the ecology and biology of growing vegetables and fish in these structures will also be included.

Class will meet one full afternoon per week.

**ASTFC 20 COSMOLOGY**

Tom Dennis

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, determination of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Questions concerning the foundations of cosmology and its future as a science. Prerequisites: one semester of calculus and one physical science course.

**ASTFC 22 GALAXIES AND THE UNIVERSE**

Susan Edwards

A quantitative introductory course, covering atomic and molecular spectra, emission and absorption nebulae, the interstellar medium, the formation of stars and planetary systems, the structure and rotation of galaxies and star clusters, cosmic rays, the nature of other galaxies, exploding galaxies, quasars, the cosmic background radiation, and current theories of the origin and expansion of the universe. Prerequisites: introductory calculus, physics, and an elementary knowledge of computer programming.

**ASTFC 38 OBSERVATIONAL RADIO ASTRONOMY**

C. Richard Huggins

An introduction to radio astronomical equipment, techniques, and the nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth, and antenna efficiency. Techniques of beam switching, interferometry, and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; nonthermal sources. Applications to the sun, interstellar clouds, and extragalactic objects. Prerequisite: physics through electromagnetism.

**ASTFC 44 ASTROPHYSICS II**

David Van Blerkom

Atomic physics and opacity. Nuclear physics and nucleosynthesis in stars. Gravitational instability and star formation. Stellar evolution and electrodynamical configurations. Gravitational collapse. Topics in plasma physics and the propagation of electromagnetic waves. Topics in magnetohydrodynamics and Alven waves. Dynamic and kinematic principles of cosmology and a review of the underlying physical processes. Prerequisite: ASTFC 43 or permission of the instructor.

**NS 212 ORGANIC CHEMISTRY**

Nancy Lowry

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.



**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 224 CHEMICAL STRATEGIES IN LIVING CELLS**  
 John Foster

The principles of biochemistry are important—to anyone with a serious interest in biology, and to everyone in terms of the impact that modern biochemical research, in areas such as recombinant DNA technology or the mechanisms of hormone action, can have on society. Yet biochemistry is a large and continuingly expanding field. Any attempt to "cover" the field in a one-semester or even a one-year course runs the risk of either being too superficial or burying the student under massive amounts of material. In this course I will attempt to impart some of the scope and flavor of biochemistry without plodding through all that metabolism. I hope students can come away with a feeling for the nature of biochemical processes, the ways these manifest themselves in everyday experience (rising bread dough, souring milk, pesticide-resistant insects, etc.).

The course will include the following elements:  
 Laboratory work, in which you can witness life processes, like respiration and fermentation or the activity of a single enzyme. The laboratory will be followed up with papers from the research literature which describe the use of these techniques in fundamental biochemical discoveries. There will be lectures, by me or others, when the need arises to pull things together.

These elements will be assembled, in some combination, in collaboration with the class. The objective is to devote the semester to the study of biochemistry in a way which will meet the needs and interests of the students.

Time: Plan to spend two afternoons a week, one of which may carry over into the evening.

Enrollment: 16 (Div. I students only with permission of the instructor.)

Prerequisites: Enough chemistry to be able to understand the language.

**NS 228 THE GENETICS OF EVOLUTION: ALTRUISTIC GENES?**  
 Mimi 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 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 on the subjects of group selection, altruistic genes, and the models of sociobiology. Students will be expected to lead individual sessions and to produce substantial written or other analytical work. Students who do not know elementary genetic theory should enroll in NS 126 *Beating Genetics*, which runs the first half of the term.

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

**NS 233 THE ROOTS OF THE ARMS RACE**  
 SS 278  
 Allan Krass, Margaret Gerullo

Why do the United States and the Soviet Union build ICBMs, neutron bombs, Trident submarines, M1 bombers and all the other lethal hardware that make up their nuclear arsenals? Is it because they threaten war against each other for political objectives? Or is it because military bureaucracies and industrialists push for more money and power irrespective of what the other side does? Or do the reasons lie even deeper in the nature of white male-dominated society.

This course will examine a number of these possible roots of the arms race through readings and discussion. Emphasis will be on differing perceptions of the Soviet thrust, analyses of the relation between spending and the economy, and the role of bureaucratic and technological momentum in perpetuating the arms race. Special attention will also be given to a feminist analysis of the social basis of militarism in our society.

The course is open only to students who have completed a Division I exam in Natural Science and/or Social Science.

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

**NS 239 ENVIRONMENTAL SERIES: SPEAKERS, SEMINARS, AND EVENTS**  
 Ralph H. Lutts, Coordinator

This semester-long series of events will cover a wide range of environmental topics. Stay tuned for further details.

**NS 261 INTRODUCTION TO CALCULUS AND COMPUTER MODELING FOR SCIENTISTS AND SOCIAL SCIENTISTS**  
 David Kelly

Traditionally, the mathematical preparation for scientists and quantitatively-minded social scientists begins with a year or more of the calculus. Easy access to high speed computers has increased the usefulness of other tools. For almost all scientists and social scientists (with the possible exception of

physicists and engineers) the content of this course is more appropriate than calculus. Topics will include:

Functions and graphs  
 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 interactive statistical programs to save, modify and analyze data)

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

Classes will meet 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 263 THE CALCULUS CONTINUED**  
 David Kelly

A weekly workshop designed for those who have studied the calculus and wish to maintain and extend their skills.

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

**NS 266 LINEAR ALGEBRA AND ITS APPLICATIONS**  
 LC 266  
 David Kelly

The course develops the basic geometric, computational, and algebraic notions about vector spaces and simultaneously shows how they can be applied. The course will be presented in the following sections, and students with specialized interests are invited to take some and omit others.

I. **Vector spaces** in computational graphics. The geometry of rotations and projections and other linear transformations; linear perspective; the algebraic ideas leading up to the notion of dimension; applications via simultaneous linear equations and matrices.

II. **Linearity applied to the calculus.** Linear differential equations; the solutions of the constant coefficient and first-order cases; the idea of partial derivatives; a model from astronomy. (3 weeks)

III. **Statistics.** Linear regression, the general linear model; some real applications. This section will be taught by Mike Sutherland. (3 weeks)

IV. **Linear programming and game theory.** The idea of convexity; statements of major theorems; discussion of applications in economics. (1 week)

V. **Coding theory.** Vector spaces over finite fields and their use in error correcting codes. (2 weeks, but we may not get to this section.)

The class will meet four times a week for an hour. The text, *Computational examples* will be programmed in APL. Only section II has formal prerequisites beyond high school algebra and geometry, but students in the course should be operating at the level of mathematical maturity obtainable from taking NS 260 *The Calculus*, NS 261 *Mathematics for Scientists and Social Scientists*, or other college-level math course. Enrollment is open.

**NS 266 BOOK SEMINARS IN MATHEMATICS**  
 David Kelly

Whenever a group of students decide that they'd like to learn a certain piece of mathematics, they are encouraged to meet with one of Hampshire's mathematical faculty members to arrange a book seminar.

Students in a book seminar will meet with an instructor for one hour each week and amongst themselves several hours each week.

Topics which have been proposed for book seminars include:

**Modern Algebra:** The study of algebraic structures such as groups and fields, with applications to number theory, geometry, physics, and puzzles.

**Div, Grad, Curl:** Basic tools and results of multivariable calculus useful for the study of electric and magnetic fields.

**Probability:** The mathematics of chance and theoretical background for statistics.

**NS 272 SEMINAR ON ETHICS IN SCIENCE**  
 Natural Science Faculty

There appears to be an accelerating history of fraud in the gathering and publication of data, with a recent case at Harvard Medical School being only the most recent example. Taken over its long span, the history provides a wealth of material for study of several interesting questions. Is it true that unscrupulous young researchers are simply yielding to pressure for publication, or is their behavior a clue to deeper degenerative currents in our society? Is biology first on the casual reading of the news? If so, why? Is there fraud in mathematics? Should we forgive researchers who, like Newton and Mendel, pushed the data in order to confirm hypotheses that were subsequently supported by the honest work of others? Going beyond the questions of fraud, we face broader issues. Can pure science remain disinterested and apolitical when it is, in nature internally tendentious, can it remain free of political creasing degree, avoid questions on the responsibility science must share for anti-social applications of its output. We will explore these issues by reading the appropriate literature and through class discussions.

**PHYSICAL SCIENCES AT HAMPSHIRE**

If you are taking physical sciences (including physics, geology, chemistry, astronomy, etc.) for upper division work, for post-graduate requirements, or for support of upper division work in

related fields, you should contact the physical sciences coordinator, Professor Herbert Bornstein. He will help you plan your physics and physical science coursework, and, in turn, you will be helping to structure Hampshire's physical science offerings. He can advise—or direct you to those who can advise—about proper sequences, appropriate five college courses, math prerequisites, etc. Either he or Professor Allan Krass can give you advice on basic physics courses.

**NS 285 ELECTRICITY AND MAGNETISM**  
 Allan Krass

This course will cover electromagnetism at the intermediate level including such topics as electro and magneto statics, Maxwell's equations, electromagnetic radiation, and possibly some aspects of the interaction of radiation with matter. The text used will be *Introduction to Electrodynamics* by David Griffiths.

One year of basic college level physics and a solid grounding in the calculus are essential prerequisites for this course.

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

**NS 290 RESEARCH SEMINAR ON THE EVOLUTION OF THE SIERRA NEVADA**  
 John Reid

The course will investigate the literature concerning the evolution of the Sierra Nevada, and will involve a series of student research projects into the petrography, major element chemistry and trace element systematics of the Sierran granites. These granites constitute the solidified magma chambers of 85 to 200 million year old chain of volcanoes akin to the present day Cascades of Oregon and Washington whose petrology we will study for comparison.

**SCHOOL OF SOCIAL SCIENCE**

DIVISION I		
POVERTY AND WEALTH SS 102	Misonoff	
THE HOLOCAUST SS 118	Glick Alpert	
POWER AND AUTHORITY SS 122	Rakoff	
THE HISTORY OF THE FAMILY (proseminar) SS 165	Nahoney Slater	
THE FORGOTTEN PEOPLE: LAW AND THE STATE MENTAL INSTITUTION SS 168	Fowlkes	
DIVISION II		
FROM HARD TIMES TO SCOUNDREL TIME: AMERICAN SOCIETY AND POLITICS FROM THE GREAT DEPRESSION TO THE COLD WAR SS 205	Berman	
LAW AND TAX POLICY SS 206	Fowlkes	
RACE TO POWER: THE STRUGGLE FOR SOUTHERN AFRICA SS 208	Bengeladorf	
INTRODUCTORY ECONOMICS SS 210	TBA	
BLACK WOMEN IN AFRICA AND THE DIASPORA SS 216	White Gordon	
PROBLEMS IN THE PHILOSOPHY OF LAW AND JUSTICE SS 217	Mazor	
AUTONOMY AND COMMUNITY: THE DEVELOPMENT OF THE SELF AND SOCIAL INTERACTION SS 222	Nahoney	
BLACK AMERICANS IN A CAPITALIST SOCIETY SS 223	Hogan	
OBSERVER AND OBSERVED IN LITERATURE AND ANTHROPOLOGY SS 228 (NA 229)	Smith Yngveason	
CULTURE, LANGUAGE, AND POLITICS SS 231 (LC 231)	Feinstein Glick	
PERSPECTIVES OF AMERICAN EDUCATION SS 234	Rose	
MEDICINE, HEALTH CARE, AND SOCIETY SS 236	Farnham Glick Misonoff von der Lippe	
SHUTDOWN IN CULPEPPER: A CONFLICT BETWEEN CAPITAL AND COMMUNITY SS 244	Breitbart Warner	
DECENTRALISM SS 256	Breitbart Rakoff Ackelsberg	
THE POLITICAL ECONOMY OF AFRICA SS 257	White	
LAW AND LABOR IN AMERICAN HISTORY SS 258	Mazor	
HISTORY AND LITERATURE: BOVARY AND DON JUAN, THE CONSTRUCTION OF DESIRE AS AN HISTORICAL PROBLEM SS 266 (NA 252)	Fitch Russo	
STATE AND SOCIETY SS 275	Bengeladorf Cerullo Mazor	

**THE ROOTS OF THE ARMS RACE**  
 SS 278 (NS 233)  
 Erase Carullo

**THE DYNAMICS OF HUMAN POPULATION GROWTH**  
 (mini-course continued)  
 SS 279  
 Hogan

**SS 102 POVERTY AND WEALTH**  
 Laurie Nisemoff  
 "God and Nature have ordained the chances and conditions of life on earth once and for all. The case cannot be reopened. We cannot get a revision of the laws of human life." V. 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 who doesn't? Why is there poverty in the richest country in history? Although often afflicted by economic theorists in oblique formulas, the state of poverty and the character of wealth go to the heart of what it is to live in America. In this spirit then, what are the human terms of the economic activity known coolly as "income distribution"? This course is designed to encourage inquiry into a hard accounting of this contemporary social and economic reality. That a problem even exists is often muted by the dominant ethos of American individualism's childhood, that (as expressed by W. G. Sumner) "it is not wicked to be rich; nay, even... it is not wicked to be richer than one's neighbor."

There will be thematic units such as: federal income measurement—its facts and its fictions, the business elite, taxation, family and sexual inequality and race, health care and genetic endowment, aging, education and the history of social welfare programs and charity. With the goal of fostering an understanding of the way income inequality is perceived and measured, we will also examine three paradigms in economic inquiry: the radical, the liberal, and the conservative. Readings will include: David Gordon (ed.), *Problems in Political Economy*; Herman P. Miller, *Rich Man Poor Man*; Pamela Roby (ed.), *The Poverty Escalator*; James C. 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 essays 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 118 THE HOLOCAUST**  
 Leonard B. Glick, Richard Alpert

The Holocaust: one of the most awesome wicked undertakings in history, was unique in the annals of genocide in that the entire process was bureaucratically managed and engineered. This course is based on the conviction that, difficult though it may be to understand why and how so many people were systematically murdered, the Holocaust is not beyond comprehension—and that it can tell us a great deal, in fact, about our contemporary world and the human condition. In our effort to begin to understand the fate of the Jews of Europe we'll read contributions from historians, political scientists, psychologists, and neurotists who experienced some of these events themselves.

The course does not begin with Hitler. It begins in early medieval Europe and moves gradually forward as we consider, first, the conditions of life for the Jews of Europe over some fifteen hundred years; next, the evolution of German nationalist ideology in the nineteenth and twentieth centuries, and the place of Jews in that ideology; and then, the reasons why the Holocaust happened when, where, and as it did. Other essential topics to be discussed include the nature of fascism and its relation to antisemitism, the psychology of perpetrators and victims, responses by other nations, trials and the problem of guilt and punishment, and attempts to prove that none of this ever really happened.

The class will meet twice a week for 1 1/2 hours each session: one primarily for lectures, the other primarily for discussion. Enrollment limited to 25; first come, first served.

**SS 122 POWER AND AUTHORITY**  
 Robert Rakoff

The aim of this course is to pursue a two-fold analysis of power and authority: as phenomena in our public and private lives; and as concepts in political philosophy.

Topics to be examined will include the following: (1) the ways in which we think about power and authority and how those ways of thinking are connected with actual structures of power and authority in our daily lives; (2) the differences, in theory and practice, between power and authority, as well as the constitutions in their exercise in both interpersonal relations and more institutionalized, bureaucratic or hierarchical forms; (3) the criteria of legitimate authority and centralized power in the United States today; (4) the actual exercise of power and authority in some of the following milieu: the workplace, the family (including both male/female and adult/child relations), the school, the contemporary political arena.

The class will meet twice a week for 1-1/2 hours per session. Enrollment is limited to 16.

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

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

The course will examine the above issues with the purpose of illuminating supporting class readings and projects with field experience. Students will look at literature by Szasz, Goffman, Rothman, Scheff, Mochant and Rosenhan. Leading constitutional cases will be discussed along with actual cases arising in local mental health institutions. The aim of the course is to acquaint students with issues involved in mental institutionalization and to consider possible alternatives. It is also focused on developing "tools" for eventual participation in more extensive field work and will utilize the Massachusetts mental health law as a basis.

In addition to attending class, each student will be expected to devote additional time to class preparation and field observation. A fair amount of reading will be expected in addition to writing three papers during the term on topics of interest encountered in the course. In response to inquiries from what appears to be a large number of students in need of "directed projects" leading to Division I Social Science exams, I will hold a workshop as part of this course in which various tasks and exercises may be translated into exams. Students with these needs are urged to enroll.

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

**SS 205 FROM HARD TIMES TO SOUNDER TIME: AMERICAN SOCIETY AND POLITICS FROM THE GREAT DEPRESSION TO THE COLD WAR**  
 Aaron Bertram

In the years between 1929 and 1932 Americans experienced a great depression, a world war and a cold war. Massive unemployment caused unprecedented suffering and led to the creation of the American welfare state. A militant labor movement formed in the thirties only to be destroyed by conservative forces in the post-war years. The Soviet Union was hailed as a great ally of the United States in the battle against fascism and then became this country's greatest adversary at the end of that conflict.

During the semester we will examine various topics dealing with the political, social and intellectual history of the 1929-1952 period. Subjects to be examined are the New Deal, radicalism and the labor movement, the American home front during World War II, McCarthyism and the diplomacy of the cold war. Readings will include scholarly works, fiction and primary source material. Among the texts to be read are Robert and Helen Lynd, *Middletown in Transition*; John Steinbeck, *Grapes of Wrath*; Richard Cloward and Frances Piven, *Regulating the Poor*; Margaret Mead, *And Keep Your Powder Dry*; and Lillian Hellman, *Scoundrel Time*. Each student will be required to do at least one independent research project.

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

**SS 206 LAW AND TAX POLICY**  
 Oliver Fowlkes

Course description will appear in Course Guide for Spring 1983.

**SS 208 RACE TO POWER: THE STRUGGLE FOR SOUTHERN AFRICA**  
 Carol Bengelsdorf

The escalating conflict in southern Africa is one of the most grave crises for the present historical moment—as the forces of white domination in that region rigidly confront the African peoples who are moving to reopen control over their lives and land.

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

It is impossible to understand South Africa in isolation. We will, therefore, proceed in the next sections of the course to a consideration of South Africa in the context of the southern African subcontinent, and southern Africa as a whole in the context of international political rivalries. Here, we will pay particular attention to U.S. involvement in southern Africa, to Kissingerian strategy, its antecedents, and to Carter's revision of that strategy. This study will necessarily involve students in a rigorously close following of current events; again, we will attempt to locate a methodology which will enable us to assess the validity of these models.

The class will meet twice a week for 1-1/2 hours each session. Enrollment is limited to 16; first come, first served.

**SS 210 INTRODUCTORY ECONOMICS**  
 To be announced

An introduction to economic analysis, covering the principles of both major areas of conventional economic theory (i.e., microeconomics), serving as a necessary prerequisite to virtually all advanced economics courses and itself contributes to a wide variety of concentrations.

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

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

**SS 216 BLACK WOMEN IN AFRICA AND THE DIASPORA**  
 Frances White, Monica Gordon

This course will be taught at Mount Holyoke College. The course description will appear in the Spring 1983 Course Guide.

**SS 217 PROBLEMS IN THE PHILOSOPHY OF LAW AND JUSTICE**  
 Lester Maxson

What is the nature of law? What is the meaning of justice? These two questions have figured in the works of major philosophers from Plato to the present day and in the writings of legal scholars. This course will explore their ideas and seek to determine their significance for a number of topics of current concern.

A principal object of the course will be to examine the difference one's philosophic position makes to the resolution of practical problems. This emphasis will be reflected in the manner in which the course will be taught. After a brief introductory exploration of the history of legal philosophy, members of the class will be asked to select the work of a particular modern philosopher for intensive study. During most of the remainder of the term each student will speak on behalf of that philosopher in general class debates on a series of issues, including civil disobedience, equality, the sanctity of life, the growth of the law, the capacities of international law to contribute to world order, the relationship of law and language, the impact of science and technology upon law, and the limits of the legal order. Materials for the course will include Friedrich, *Philosophy of Law in Historical Perspective*; Hart, *The Concept of Law*; Fuller, *The Law in Question of Israel*; and problem materials prepared by the instructor.

No previous work in philosophy or law is presupposed. The class will meet twice weekly for 1-1/2 hours each session. Enrollment is unlimited.

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

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

Readings will focus on theoretical accounts of the development of the self, including Freud and critiques of the Freudian model. Empirical research on infant development will also be examined.

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

**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 relationship 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 improvement in the economic well-being 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 economic of slavery, the post-civil war economic reconstruction of the cotton South under a system of sharecropping, the great migration from the land, the formation of a black urban proletariat, and impacts of these phenomena on the subsequent development of American capitalism. A systematic theme throughout 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 the modern radical economists, from the "climacterics," and from recent contributions in the *Review of Black Political Economy*. Three books of especial importance are used widely in the course: Robert Higgs, *Conquest and Coercion: Blacks in the American Economy, 1865-1914*; Roger L. Ransom and Richard Sutch, *One Kind of Freedom: The Inequality of Pay*; Clarence M. Kopp, *The Negro in the American Economy*. 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 not significantly lower than the typical reading material you will encounter in this course. Your aim, however, should be to present 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 *RBE*, Vol. V, No. 3, 1975.

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

SS 229 OBSERVER AND OBSERVED IN LITERATURE AND ANTHROPOLOGY

David Smith, Barbara Yagveson

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

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

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

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

SS 231 CULTURE, LANGUAGE, AND POLITICS (LC 231)

Mark Feinstein, Leonard Glick

Many modern nations have been torn by conflicts defined and partly rooted in cultural and linguistic differences, and often closely associated with structured social inequality. Sometimes people struggle to create a separate, independent nation; sometimes they seek increased local autonomy and the opportunity to retain their particular languages and cultures without social or economic disadvantages. Governments try to cope using various strategies, ranging from denial that a problem exists to outright murder.

In this course we will consider in some detail the situations in a number of nations, probably including India, Guatemala, the Soviet Union, Canada, selected ethnic groups in the United States, Kurds in Iraq, and the Jews in China and early 19th century in Germany. Our goal will be to develop a broad perspective based on a combination of empirical studies, fiction, and political literature. Assignments will be expected to make short class presentations based on independent research into particular topics.

SS 234 PERSPECTIVES OF AMERICAN EDUCATION

Hedy Rose

An examination of the writings and ideas of certain major figures in the development of American education. We will consider the contributions of such figures as Horace Mann, Dewey, Whithead, Conant, Henry, Rogers, Goodman, Damon, McLuhan, Holt, and others to the mainstream of American educational philosophy. Our concern will be with the social and historical context as well as with the impact of these ideas on American education.

The format will be seminar-style. Students will prepare reports on various writers for group discussion and will write individual term papers demonstrating an understanding of the relationship between educational philosophies and social realities.

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

SS 236 MEDICINE, HEALTH CARE, AND SOCIETY

Louise Farhan, Leonard Glick, Laurie Hisonoff, Robert von der Lippe

This will be a group course looking into the various social science approaches to the concepts of health and illness. There will be segments on medical sociology, medical psychology, medical economics, and cross cultural medicine and psychiatry. Each discipline will spend two weeks outlining its particular interest in and analysis of health and illness. Following this introductory segment of the course, sections will break away from each other to engage in directed independent study in the area or combination of areas that interest individual students. A major course project will be expected of each student and these will be worked out in conjunction with the supervising faculty. It should be emphasized that students may move to one of the disciplines covered or work with a combination of participating faculty and subject matter in the completion of their projects.

For the first six weeks of the semester, the class will meet together, twice each week for sessions of two hours each. After this first period, the classes will be stopped and more informal meetings will be arranged with specific interest groups. Enrollment is unlimited.

SS 244 SHUTDOWN IN CULPEPPER: A CONFLICT BETWEEN CAPITAL AND COMMUNITY

Myra Breitbart, Stanley Warner

This course will offer advanced Division II and Five College students the unique opportunity to assume decision-making responsibilities around an important contemporary problem—capital flight and industrial plant closings. Designed in the form of a simulation exercise from beginning to end, students upon entering the class will assume specific roles and be placed in the midst of a realistic setting and problem. The proposed simulation will posit a hypothetical community, modelled after a medium-sized city in New England, and a hypothetical industrial plant. In the roles of industrial workers, local planners, politicians, shopkeepers, concerned citizens,

and union officials, students will be faced with the task of anticipating, assessing, effecting, and responding to the threatened closing of Culpepper's (a pseudonym for the city) largest local employer. Each participant will receive a packet of background information relating to their specific role in the simulation, the general history of the city and industry in question, as well as supporting articles, documents, and bibliographies.

The approach taken will be two-fold. On the one hand, lectures, projects and assignments will provide students with factual information on such topics as: the reasons for capital flight and plant shutdowns; the effects of multi-national activity on local economies; worker and community ownership options, etc. However, projects and lectures will also be designed to familiarize participants, in their roles, with the manipulation of raw data and use of a series of analytical tools for problem solving, including methods for researching a company and predicting location changes; design of an early warning system to anticipate plant shutdowns and assessments of the likely impacts of plant closings on a community, etc.

Since this course is designed to simulate a real life situation as closely as possible, the commitment of students to sustain their roles and complete individual and group tasks throughout the semester is essential. It is therefore requested that those interested in participating obtain permission from the instructors prior to entering the class. Some background in labor studies, political economy or geography, obtained in a course such as *Labor and Community*, offered in the fall semester at Hampshire, would be useful.

SS 256 DECENTRALISM

Myra Breitbart, Robert Rakoff, Martha Ackelsberg\*

In this course we will consider how political and economic centralization evolved under capitalism, affecting people directly and indirectly in their personal and working lives. Particular attention will be paid to the consequences of centralization on the structure of contemporary communities and on a variety of issues related to housing, health care, nuclear power, technology and environment, family life, work, etc. Given particular historical contexts, we will also examine how centralization in economic and political spheres structures the form and mode of response of individuals and groups on the local level in their attempts to regain some control over the crucial social and economic forces affecting their lives. Neighborhood and workplace organizing along decentralized lines will be compared with centralized approaches (for example, the "base federalism") in order to determine their ability to address contemporary problems, tensions and conflicts. What do we mean when we talk about "decentralization" in different historical periods and geographic contexts? What is the theoretical basis (if any) behind various attempts to implement decentralist alternatives? How much local control is possible/desirable and why, and over what sorts of issues should the attempt to exercise direct and immediate control as citizens?

Classes will combine a lecture and discussion format with assumed participation encouraged. Evaluations will be based upon this in-class participation and a number of short papers and/or group research projects. Since this course will be offered jointly by Smith and Hampshire, we will meet once a week for three hours, the first half of the semester at Smith and the second half at Hampshire.

\* Martha Ackelsberg is an associate professor of political science at Smith College.

SS 257 THE POLITICAL ECONOMY OF AFRICA

Frances White

The course is about African development, both social and material. We begin with a review of pre-colonial African society and early contacts, including slavery, with representatives of international capital illustrating how these representatives conditioned African development before the advent of formal colonial rule. The motives and nature of imperial struggle for territory and economic advantage in Africa will be reviewed, followed by an analysis of the nature of colonial industry and agriculture, the creation of a new class structure, and the evolution of African protest culminating in nationalist movements that win independence. The class structure of post-colonial society will be examined in some detail with discussions of the state, ideology, U.S. foreign policy, multinational corporations, cultural development, ethnicity, women, rural development, and the working class. The nature of everyday politics and military coups d'etat will be studied along with a look at the comparative experience of capitalist and socialist development strategies.

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

SS 258 LAW AND LABOR IN AMERICAN HISTORY

Lester Mazor, Stanley Warner

How can we account for the present—and in comparative terms—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. It is intended to meet the needs of students with interests in economic, 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 266 HISTORY AND LITERATURE: BOVARY AND DON JUAN, THE CONSTRUCTION OF DESIRE AS AN HISTORICAL PROBLEM

Nancy Fitch, Mary Russo

The course description will appear in the Spring Course Guide.

SS 275 STATE AND SOCIETY

Catal Bengeledorf, Margaret Corullo, Lester Mazor

The course will examine past and present theories of the capitalist and socialist states (emphasis on the former) and their relation to society. Theories of Hegel, Marx, Lenin, Weber, as well as writers engaged in the current debate will be studied. Specific empirical topics will include a look at one or more socialist states, the cause and nature of the modern capitalist welfare state, American ideology and consciousness regarding the state, the nature of contemporary American class structure, the role and function of American political parties and elections, the current fiscal crisis of the state, and scenarios for the future.

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

SS 278 THE ROOTS OF THE ARMS RACE

Margaret Corullo and Allan Kraus

For course description see NS 233.

SS 279 THE DYNAMICS OF HUMAN POPULATION GROWTH

Lloyd Hogan

The course description for this second part of the mini-course will appear in the Spring 1983 Course Guide.

DIVISION III INTEGRATIVE SEMINARS

NEW WAYS OF KNOWLEDGE Barnstein

IN 313 PEOPLE STUDYING PEOPLE von der Lippe

CREATING THE PAST: THE POLITICS OF HISTORY Barnstein

IN 321 AMERICAN SOCIAL HISTORY IN THE 20TH CENTURY: GLASSER THE DEVELOPMENT OF PROFESSIONAL CULTURE Slater

IN 322 WOMEN AND SCIENCE Leury

IN 342 NEW WAYS OF KNOWLEDGE Herbart Bernstein

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

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

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

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

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

IN 320 PEOPLE STUDYING PEOPLE Robert von der Lippe

Participants in this seminar will be responsible for presenting an extensive and detailed summary of their Division III work in progress. A particular emphasis in our seminar meetings will be on the topic/problem/value of people studying, observing, making observations, generalizations, conclusions about their fellow human beings. You may not have confronted this aspect of research before but others have. We will try to provide support, guidance, and external readings to better inform the process of "people studying people." All participants will be expected to familiarize themselves with the other students' work and with the necessary theoretical and empirical background for critical commentary following the presentations.

The course will be limited to Division III students who have begun to write, even in a very early draft way, their Division III theses. The reason for this is that one source of material for analysis in the seminar will be your written work. If you have none because you haven't started your project, you will have nothing to contribute.

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

IN 321 CREATING THE PAST: THE POLITICS OF HISTORY

Aaron Berman, Nancy Fitch

Liberal historians strive for the illusory ideal of objectivity. Radical critics have challenged this liberal claim that history can avoid bias. At some level, all writers must confront the political dimension of their own work.

This course will examine the history and politics of several major historians in an attempt to assess the effect of contemporary conditions upon their interpretations of the past (and vice-versa). In taking this approach, we hope to encourage class participants to consider the subjective context of their own research. We will consider the writings of several historians who have tried to deny the political nature of their texts in addition to the works of scholars who have refused to separate their political and intellectual selves. Tentative readings will include the works of E. P. Thompson and his critics, Beaudel and the Annalists, Marc Bloch, Eugene Genovese and Herbert Gutman, David Potter and Richard Hofstadter, Charles Beard and Bernard Bailyn, and perhaps others including Sheila Rowbotham, Estelle Freedman, Jesse Lemish, Lawrence Goodwyn, Stanley Elkins, Margaret Mead, and Henry Kissinger. After discussing some of these historians, participants will have an opportunity to present their Division III projects.

The class will meet one evening a week for 2-1/2 or 3 hours depending upon the interest and stamina of participants. Enrollment is limited to 18 students.

IN 322 AMERICAN SOCIAL HISTORY IN THE 20TH CENTURY:  
THE DEVELOPMENT OF PROFESSIONAL CULTURE

Penina Glazer; Miriam Slater

Course description will appear in Course Guide for Spring 1983.

IN 342 WOMEN AND SCIENCE

Nancy Lowry and Mary Sue Heniffin

This seminar will examine women's place in science. The readings will include biographies and essays of women scientists (Rosalind Franklin and DNA, Working It Out), feminist criticisms of science (Women Look at Biology Looking at Women), and articles on tokenism, the "math gene," and body politics. We will address questions such as: How does science look at women? How are women scientists treated by their colleagues? Would the content of science change if more women were scientists? What have our own experiences been? Class discussions will also be based on the Spring semester Women in Science lecture series.

It is necessary for the participants to be committed to the success of the seminar. Students will be expected to lead one discussion and to give a short presentation of work in progress. The seminar will meet once a week for 2-1/2 hours. The Women in Science lecture series meets four times during the semester.

### DIVISION I PROSEMINARS

SCHOOLS, TECHNOLOGY, AND CHILDREN'S MINDS LC 138	French Marah
THE HISTORY OF THE FAMILY SS 165	Mahoney Slater

LC 138 SCHOOLS, TECHNOLOGY, AND CHILDREN'S MINDS  
Lucia French and William Marah

This course, co-taught by a developmental psychologist and a logician, will explore how children think and how their thought processes are affected by formal schooling and by exposure to various technologies, including (1) literacy, (2) formal mathematics systems, (3) computers, and (4) television. Class will meet for 1 1/2 hours twice a week.

SS 165 THE HISTORY OF THE FAMILY

Maureen Mahoney, Miriam Slater

How did the family get this way? All of us are to some extent experts on the family. Yet there are many questions concerning its nature, history, and future which seem difficult to answer with precision and are the subject of much heated debate. Is the family declining? If so, from what to what? Should we try to rescue it? If so, how and why?

The fields of history and psychology have both offered useful tools and suggestive answers to these questions. This course, co-taught by a psychologist and a historian, focuses on the history of the American family including its roots in early modern Europe and colonial America. The approach will be interdisciplinary in that we will study the historical materials by utilizing the concepts of the behavioral sciences. The course concludes with a consideration of the critics and commentators of the contemporary family. Readings will include works by Lawrence Stone, Edmund Morgan, Mary Beth Norton, Christopher Lasch, Carol Smart-Rosenberg, Shulamith Firestone, R. D. Laing, and Betty Friedan, among others.

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