

# HAMPSHIRE COLLEGE

AMHERST, MASSACHUSETTS 01002

## SPRING 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-senior sequence, is designed to accommodate individual patterns of learning and growth.

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

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

A program of Division I seminars, 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 choice of courses and other academic matters. If this initial assignment is not satisfactory, a student may choose a new adviser. Changing of advisers is a relatively simple process done in consultation with the Associate Dean for Advising, 117 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 formulating Division I exams and Division II and III contracts, as well as for more general advice on the academic programs available at Hampshire and at the other colleges in the Valley.

### 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, Monday, February 1, will 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, February 12. No filing Interchange applications is 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 spring 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 first week of classes.

Although Five College students may participate in lotteries and sign class lists (clearly indicating their home institution), they are still responsible for filling the Five College Interchange form at their own school.

### CALENDAR

#### JANUARY TERM 1982

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

#### SPRING TERM 1982

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

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#### 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 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 race, sex, 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 11615; Civil Rights Act of 1968; 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 February listing all additions and deletions of courses, changes in class schedules, and course revisions. Please confirm your initial selections using this supplement.

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### SCHEDULE OF CLASSES ON PULL-OUT CENTERFOLD PAGES 11-14

**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 discipline 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 these connections. Thus, for example, a course on Euripides "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 toward 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 "Strapado 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**

<b>PAINTING, COLLAGE, AND MODEST CONSTRUCTIONS</b> BA 103	Murray
<b>COLOR</b> BA 108	Hoener
<b>FILM WORKSHOP I</b> BA 110	Mathew
<b>STILL PHOTOGRAPHY WORKSHOP</b> BA 111a	TBA
<b>STILL PHOTOGRAPHY WORKSHOP</b> BA 111b	TBA
<b>MARK TWAIN'S AMERICA</b> BA 122	McLack
<b>IN THE AMERICAN GRAIN</b> BA 125	Hanley
<b>THREE RUSSIAN WRITERS</b> BA 130	J. Hubbs
<b>COLLEGE WRITING</b> BA 134a	TBA
<b>COLLEGE WRITING</b> BA 134b	TBA
<b>PLACES AND SPACES: PERCEPTION AND UNDERSTANDING OF HUMAN ENVIRONMENT</b> BA 165	Juster Pope
<b>MOVEMENT FOR ACTORS I</b> BA 171	Nordstrom
<b>MOVEMENT PROCESS: AN INTRODUCTION</b> BA 177	T. McClellan
<b>PLANO WORKSHOP I</b> BA 183	Wiggins

**DIVISION I/II**

<b>POETRY WRITING WORKSHOP</b> BA 131/231	Sailey
<b>FICTION WRITING WORKSHOP</b> BA 137/237	Sailey
<b>WRITING</b> BA 140/240	Payne
<b>AMERICAN LANDSCAPES</b> BA 145/245	D. Smith
<b>SENSE AND SPIRIT</b> BA 156/256	Meagher
<b>INTERMEDIATE DIRECTING</b> BA 191/291a	Jenkins
<b>SCIENCE STUDY</b> BA 196/296	Jenkins
<b>STAGE PLAY</b> BA 197/297	C. Hubbs

**DIVISION II**

<b>STUDIO ART CRITIQUE</b> BA 203	Murray
<b>ADVANCED STUDIO PORTRAIT</b> L. 207	Hoener
<b>MAKING PLACES: THE EXPERIENCES OF DESIGN</b> BA 209	Juster Pope

<b>FILM WORKSHOP II</b> BA 210	Mathew
<b>PHOTOGRAPHY WORKSHOP II</b> BA 211	Liebling
<b>FILM/VIDEO I</b> BA 212	Ravett
<b>FILM/PHOTOGRAPHY STUDIES</b> BA 220	Liebling Mathew Ravett
<b>GEORGE ELIOT AND DORIS LESSING</b> BA 222	Hanley
<b>SCHEMAS OF POWER</b> BA 223	Levis
<b>THE OTHER SOUTHS: WOMEN, BLACKS AND POOR WRITERS IN SOUTHERN HISTORY &amp; LITERATURE</b> BA 225/SS201	Kennedy Tracy
<b>TWENTIETH CENTURY FRENCH LITERATURE: SUBJECTIVITY, SEXUALITY AND SUBVERSION</b> BA 226	Levis
<b>TOLSTOI, CHEKHOV, AND THE EMERGENCE OF MODERNISM</b> BA 229	C. Hubbs J. Hubbs
<b>SEERS, PROPHETS, AND TROUBADOURS: POETRY AND COMMITMENT IN CONTEMPORARY LATIN AMERICA</b> BA 234	Marquez
<b>PLAYERS AND PLAYS: ENGLISH DRAMA IN THE TIME OF SHAKESPEARE</b> BA 235	Cohen Kennedy
<b>THE INTELLECTUAL AND SOCIAL HISTORY OF SPANISH AMERICA</b> BA 242	Marquez
<b>EURIPIDES</b> BA 244	Meagher
<b>ARISTOTLE'S METAPHYSICS</b> BA 246	Braff
<b>HEGEL'S LOGIC</b> BA 256a	Braff
<b>IDENTITY AND INDIVIDUAL: COMING OF AGE IN AMERICA</b> BA 264	Boettiger
<b>INTERMEDIATE MODERN TECHNIQUE</b> BA 270a	Nordstrom
<b>HIGH INTERMEDIATE/ADVANCED MODERN TECHNIQUE</b> BA 270b	Nordstrom
<b>MOVEMENT FOR ACTORS II</b> BA 271	T. McClellan
<b>PERFORMING: THE DANCER'S PERSPECTIVE</b> BA 276	Nordstrom
<b>THE HEALING FORCE OF MUSIC</b> BA 281	R. McClellan
<b>CONTEMPORARY ORCHESTRATION/COMPOSITION</b> BA 282	Copeland
<b>THE WHOLE EARTH MUSIC COMPOSITION SEMINAR - PART II</b> BA 287	R. McClellan
<b>CREATIVE ART OF IMPROVISATION</b> BA 288	Copeland
<b>AFRO-AMERICAN CHAMBER ENSEMBLE</b> BA 289	Copeland
<b>ELECTRONIC MUSIC</b> BA 290	K. McClellan Brown Piedie
<b>VIDEO/THEATRE PRODUCTION ENSEMBLE</b> BA 293/LC 293	Cohen Jones
<b>DESIGN TUTORIAL</b> BA 294	Kramer
<b>DIRECTING TUTORIAL</b> BA 298	Jenkins

**SCHOOL OF LANGUAGE AND COMMUNICATION**

**CURRICULUM STATEMENT**

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

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

The study of mass communication focuses on the production and control of information in society. Who controls the news? How are television documentaries produced? When did newspapers first appear? How do the form and content of the media shape

our beliefs? How would we know if television incites children toward violence or causes them to read less or less well?

We hope you will find one or more of the courses listed here worth exploring. The course titles are informative but even a brief skimming of the descriptions may lead to unexpected interests. Most Hampshire courses are without formal prerequisites so that even incoming students confident of their interest in a Division II course may ask the instructor about taking it. Division I courses are especially designed to help students prepare for and complete their Division II 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**

<b>DIVISION I</b>	
<b>GOBEL, ESCHER, AND BAGEL</b> LC 107/NS 106	Garfield Hoffman Iba
<b>PHILOSOPHY AND THE ARTS</b> LC 117	Witherspoon
<b>SMALL GROUP COMMUNICATION: THEORY AND PRACTICE</b> LC 120	Jones
<b>COMMUNICATIONS AND POLITICS* (proseminar)</b> LC 121	J. Miller
<b>COMMITMENT AND OBLIGATION</b> LC 122	Seligman
<b>HUMAN MOVEMENT</b> LC 123	Feinstein Rozenbaum
<b>MICROCOMPUTERS AND HUMAN DISABILITY</b> LC 124	Kullikowski Marah
<b>CHILDREN'S THINKING: WHAT DEVELOPS?</b> LC 171	French
<b>LANGUAGE, CULTURE &amp; SOCIETY* (proseminar)</b> LC 171	Feinstein
<b>DIVISION I AND II</b>	
<b>TELEVISION DOCUMENTARY WORKSHOP</b> LC 139/239	Douglas Muller
<b>DIVISION II</b>	
<b>A HISTORY OF THE PRESS IN THE UNITED STATES</b> LC 201	Kerr
<b>STRUCTURE AND MEANING</b> LC 207	Coe
<b>READING RAYMOND WILLIAMS ON COMMUNICATIONS</b> LC 225	J. Miller
<b>PHILOSOPHY OF MIND: TWENTIETH CENTURY VIEWS OF MENTAL REPRESENTATION</b> LC 233	Garfield Witherspoon
<b>ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING</b> LC 243	Iba
<b>THE COMPUTER LABS</b> LC 244/NS 244	Sutherland Woodhull
<b>ANALYSIS OF TELEVISION NEWS</b> LC 245	Douglas
<b>DISCOURSE AND NARRATIVE</b> LC 247	Coe
<b>CHILD LANGUAGE DEVELOPMENT</b> LC 248	French Valian
<b>COGNITIVE PSYCHOLOGY</b> LC 248	Rosenbaum
<b>LINEAR ALGEBRA AND ITS APPLICATIONS</b> LC 264/NS 264	Kelly
<b>STATISTICS AND COMPUTER ASSISTED DATA ANALYSIS</b> LC 272/SS 272	Poe Sutherland
<b>PROGRAM AND CURRICULUM DESIGN IN OUTDOOR EDUCATION</b> LC 290/OP 290	Ayverlan Muller
<b>VIDEO/THEATRE PRODUCTION ENSEMBLE</b> LC 293/HA 293	Cohen Jones
<b>FOREIGN LANGUAGES</b>	
<b>FRENCH II</b> FL 103	Lecte
<b>SPANISH II</b> FL 104	Hieto
<b>FRENCH III</b> FL 105	Lecte
<b>SPANISH III</b> FL 106	Hieto

**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 I exams. Division I students with strong backgrounds may, with the instructor's permission, enroll in a Division II course. However, this should generally be with the understanding that s/he is already prepared to do a Division I Natural Science exam and will complete it during the semester.

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

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

**LIST OF COURSES**

HISTORY OF ASTRONOMY ASTFC 3A	K. Gordon
OPTICS AND HOLOGRAPHY NS 104	Hafner
COHEN, ESCHER AND BACH NS 106/LC 107	Garfield Hoffman Iba
OF MICE AND WOMEN: "SCIENTIFIC" RESEARCH ON SEX DIFFERENCES NS 131	Hentfin
USABLE MATH NS 139	Kelly
THE LIFE SCIENCES DISCOVER DEATH* (proseminar) NS 143	Cross
THE SOLAR GREENHOUSE NS 148	Van Ranite Bruno Lowy
LAB WORK WITH HUMAN MOVEMENT NS 149/249	Ann Woodhull
MICROBIAL ECOLOGY NS 154	L. Miller
UNDERSTANDING RELATIVITY NS 173	C. Gordon K. Gordon
NEWTONIAN PHYSICS AND THE RISE & FALL OF THE MECHANICAL WORLD VIEW NS 174	Goldberg
DYING TO WORK: OCCUPATIONAL DISEASE IN AMERICA NS 176	Hentfin
GEOBOTANY NS 178	Reid Hoffman
QUANTUM MECHANICS FOR THE MYRIAD NS 183	Bernstein
ANIMAL BEHAVIOR NS 186	Coppinger
ELEMENTARY SCHOOL SCIENCE WORKSHOP NS 192	Bruno
<b>DIVISION II</b>	
COSMOLOGY ASTFC 20	Dennis*
INTRODUCTION TO ASTRONOMY & ASTROPHYSICS II ASTFC 22	Edward*
OBSERVATIONAL RADIO ASTRONOMY ASTFC 38	Huguenot*
ASTROPHYSICS II-RELATIVISTIC ASTROPHYSICS ASTFC 44	Van Blerk*
BASIC CHEMISTRY LABORATORY NS 201	Williams
BASIC CHEMISTRY II NS 203	Williams
ECOLOGY NS 204	Van Ranite Wearing
ORGANIC CHEMISTRY NS 212	Lowy
CHEMICAL STRATEGIES IN LIVING CELLS NS 224	Foster
PHOTOSYNTHESIS AND EVOLUTION NS 226	Foster

THE ROOTS OF THE ARMS RACE NS 233	Kraas Smith Goodman
ENERGY TECHNOLOGY SEMINAR NS 235	Williams
ENVIRONMENTAL ETHICS NS 236	Lutts
THE COMPUTER LABS NS 244 (LC 244)	Al Woodhull Sutherland
PHYSIOLOGY OF STRENUOUS EXERCISE NS 248	Melchiondo
INFORMATIONAL MACROMOLECULES NS 256 (cristal)	Miller
THE NEW GENES: CLONED, MOVABLE, AND SPLIT NS 257 (cristal)	Hilber Goldberg
MATH FOR SCIENTISTS AND SOCIAL SCIENTISTS NS 261	Hoffman
THE CALCULUS CONTINUED NS 263	Kelly
LINEAR ALGEBRA & ITS APPLICATIONS NS 264 (LC 264)	Kelly
BOOK SEMINAR IN PHYSICS NS 281	Phy. Faculty
BASIC PHYSICS II NS 283	Bernstein Kraas
DYES, PIGMENTS & THE ARTIST'S PALETTE: PRINTING COLOR PHOTOGRAPHS NS 289 (cristal)	Goldberg
HITCHCOCK CENTER PRACTICUM IN ENVIRONMENTAL EDUCATION NS 295	Bruno Darnstadter**

+ Five College Astronomy Department Faculty  
\*\* Hitchcock Center Staff

**SCHOOL OF SOCIAL SCIENCE  
CURRICULUM STATEMENT**

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

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

**LIST OF COURSES**

<b>DIVISION I</b>	
LIFE THROUGH LITERATURE: EUROPEAN JEWISH SOCIETY AS PORTRAYED IN FICTION & MEMOIRS SS 108	Glick Lansky
THE CONCEPT OF CHILD-CENTEREDNESS IN 20TH CENTURY AMERICAN CHILD DEVELOPMENT LITERATURE SS 111	Shee
KIDS AND KIN: THE SOCIAL ORGANIZATION OF CHILDREARING* (proseminar) SS 125	Mahoney Yugvesson
INTRODUCTION TO THE CLASSICS OF WESTERN LIBERALISM SS 126	Hogan Shee Diamond* Sheehan*
ETHICAL CONCERNS IN RESEARCH SS 134	Poe
CURRENT CRISES IN AMERICAN POLITICS SS 142	Holquist
HEALTH PSYCHOLOGY SS 154	Farnham
THE FORGOTTEN PEOPLE: LAW AND THE STATE MENTAL INSTITUTION SS 168	Flowkes
AMERICAN CAPITALISM SS 184	Warner
POLITICAL SOCIOLOGY OF THE NEW RIGHT SS 193	Hunter

**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.	
THE OTHER SOUTHS: WOMEN, BLACKS AND POOR WHITES IN SOUTHERN HISTORY AND LITERATURE SS 201 (BA 235)	Kennedy Tracy
WORLD POLITICS SS 203	Ahaad
FROM ENLIGHTENMENT TO REVOLUTION: EUROPE AND AMERICA IN THE EIGHTEENTH CENTURY SS 204	Fitch Tracy
FROM HARD TIMES TO SECONDRED TIME: AMERICAN SOCIETY AND POLITICS FROM THE GREAT DEPRESSION TO THE COLD WAR SS 205	Berman
RELIGION: A CROSS CULTURAL PERSPECTIVE SS 206	Glick
INTRODUCTORY ECONOMICS SS 210	Weaver
POWER, AUTHORITY AND WORK: COMPARATIVE PROFESSIONAL ORGANIZATIONS SS 212	Alpert von der Lippe
FAMILY IN CROSS CULTURAL PERSPECTIVE SS 214	Johnson Slater White Yugvesson
THE STATE AND SOCIETIES IN THE MIDDLE EAST AND NORTH AFRICA SS 216	Ahaad
LAW AND JUSTICE IN EDUCATION SS 220	Fowlkes Rose
AUTONOMY AND COMMUNITY: THE DEVELOPMENT OF THE SELF AND SOCIAL INTERACTION SS 222	Mahoney
BLACK AMERICANS IN A CAPITALIST SOCIETY SS 223	Hogan
BEAKING THE SILENCE ON DOMESTIC VIOLENCE SS 229	Joseph
LEGAL ORDER IN COMPARATIVE PERSPECTIVE SS 230	Mesor
SEMINAR IN THE THEORY OF ANARCHY SS 232	Mesor
THE PUBLIC SPHERE SS 240	Landes Lakoff
AMERICAN SOCIAL HISTORY IN THE 20TH CENTURY: THE DEVELOPMENT OF PROFESSIONAL CULTURE SS 250	Glasser Slater
THE POLITICAL ECONOMY OF AFRICA SS 257	Ford Holquist White
INTRODUCTION TO STATISTICS AND DATA ANALYSIS SS 272 (LC 272)	Poe Sutherland
ABNORMAL PSYCHOLOGY SS 286	Farnham
SOCIAL MOVEMENTS AND SOCIAL THEORY: LEFT AND LIBERAL THEORIES OF FASCISM AND CONSERVATISM SS 292	Hunter

**RELATED COURSES**

THE ROOTS OF THE ARMS RACE (NS 233)	Kraas Dan Smith Goodman*
MATH FOR SCIENTISTS AND SOCIAL SCIENTISTS (NS 261)	Hoffman

\*Division III student

**1982 SPRING TERM  
COURSE DESCRIPTIONS**

**SCHOOL OF HUMANITIES AND ARTS**

BA 103 PAINTING, COLLAGE, AND MODEST CONSTRUCTIONS	
Joan Murray	

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

HA 106 COLOR  
Arthur Boeser

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

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

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

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

HA 110 FILM WORKSHOP I  
Kay Methev

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

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

The past seventy-five years have seen the motion picture rise to the position of an international language. It has transcended the bounds of entertainment to provide everlasting documentation of the world, its people and events. It has given added scope and incisiveness to every area of human activity. Our image and understanding of the world more often are gained through film and photographs than personal experience. The aesthetics and techniques of a medium so broad in application should be understood by all.

A \$35 laboratory fee is charged for this course. The College supplies equipment, special materials, and general laboratory supplies. The students provide her/his own film.

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

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

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

HA 112 MARK TWAIN'S AMERICA  
James Malack

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

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

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

HA 115 IN THE AMERICAN GRAIN  
Lynne Hanley

This course will pair literary works (usually in the same genre) by contemporary women and men in nineteenth and twentieth century America. By pairing women and men representative of their age or region, I hope to explore both the cultural history of America and the response to that history of both its men and its women writers. For example, Emily Dickinson and Walt Whitman were writers. For example, Emily Dickinson was a nation and a world power, yet while Whitman exuberantly identifies himself with the fate of his nation, Dickinson writes from Mount Holyoke College to her brother at Amherst. "Can you tell me who is running for President, and is there a war on?" Similarly, Joan Didion and Tina O'Brien both write post-Vietnam novels, but Didion's is set in Vietnam while Didion's treats the experience of an American mother whose daughter hijacks an L30-1 and disappears "underground."

1. Silence, Willa Cather; *Woman and Nature*, Susan Griffin; *In the American Grain*, William Carlos Williams
2. *Women in the Nineteenth Century*, Margaret Fuller; *The Blithedale Romance*, Nathaniel Hawthorne
3. *Poems*, Emily Dickinson; *Book of Myself*, Children of Adam, Coleman; Walt Whitman
4. *Age of Innocence*, Edith Wharton; *The Ambassadors*, Henry James
5. *Short Stories*, Ramsey O'Connor; *Short Stories*, William Faulkner
6. *A Book of Common Prayer*, Joan Didion; *Going After Cacciato*, Tim O'Brien

The course will meet twice a week for an hour-and-a-half. To receive a written evaluation, students must read the books, come to class, and submit three five-page papers. Enrollment is limited to 25, by lottery if necessary.

HA 130 THREE RUSSIAN WRITERS: PUSHKIN GOOGOL, AND TURGENEV  
Joanna Hubbs

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

There are marvels there: the woodsprite roams, a mermaid sits in the branches; there are tracks of strange animals on mysterious paths; a but on hen's legs stands there, without windows or doors; ... a concquerer carries a knight through the clouds, across forests and seas; a princess pines away in prison, and a brown wolf serves her faithfully; a warrior with a Babe Yaga (witch) it walks along by itself... there is a Russian odor there... its smell of Russia! And I was there, I drank deep, I saw the green oak-tree by the sea and sat under it, while the learned cat told me its stories."

Pushkin, Prologue from *Bashan and Lyudmila*

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

Gogol, *Dead Souls*

This is a course in Russian cultural history. Pushkin and Gogol are the first great nineteenth-century Russian writers to give full expression to the vitality, richness, and paradox of the culture in which they live. Turgenev challenges the "sanctity" of tradition. Our concern in this seminar will be to explore an obsession with Russia which all three writers share. By looking at their major works in the light of certain aspects of Russian culture, primarily its religious and mythological heritage.

- Books will include: Pushkin, *Pugenev Olegin*, *The Captain's Daughter*, *Tales of Belkin*, *The Queen of Spades*; Gogol, *Dead Souls*, *The Overcoat*, *The Nose*, *Story of a Madman*; other short stories; Turgenev, *Hunter's Sketches* and *Fathers and Sons*.

The class will meet twice weekly. Enrollment is open.

134a6 COLLEGE WRITING  
TBA

This is primarily a course in expository writing. The elements of style and other traditional rhetorical concerns will be fundamental matters in this course.

Further details and instructor will be published in the course guide supplement.

Enrollment is limited to 25; there will be two sections of this course.

HA 165 PLACES AND SPACES: THE PERCEPTION AND UNDERSTANDING OF HUMAN ENVIRONMENT  
Horton Juster and Earl Pope

This course deals with perception and awareness of the man-made environment and the problems of recording and communicating it. We will be concerned with developing a sensitivity to surroundings, spaces and forms - an understanding of place and the effects of the environment on people.

This is primarily a workshop course, using direct investigation, research, and design projects of a non-technical nature to confront and expose environmental problems and to understand the approaches and creative processes through which environment is made.

Subject matter will include: (1) How people perceive their environment, understand it, organize it, and use it coherently. How the environment communicates. (2) The elements of perceptual understanding. (3) The vocabulary of form. The "language" of the designer. (4) Visual thinking and communication as a tool for dealing conceptually with ideas and observations. (5) Techniques of visual communication.

Much of the work will require visual presentation and analysis; however, no prior technical knowledge or drawing skills will be necessary. (Ability to use a camera would be helpful.) The student must provide her/his own drawing tools. Projects and papers will be due throughout the term. This course demands significant time and commitment.

The class will meet twice a week. Enrollment is unlimited.

HA 171 MOVEMENT FOR ACTORS I  
Rebecca Jordanston

An important part of the actor's craft is her/his ability to move effectively on stage. Movement is an integral part of acting and the physical control and awareness required to move effectively and sensitively takes disciplined study.

This course is designed for acting students with little or no previous movement or dance training. The work will include: technique - for building strength, increasing flexibility, coordination and proper alignment (also to help participants design a personal warm-up); and structural improvisation - designed for developing awareness of the body in space, projection, focus, energy and for exploring ways of strengthening a sense of character through movement. This will include/cultural of the ways in which emotional states, age, and social/background affect movement.

Every two weeks this class will join the Movement For Actors II class for discussion, lecture/demonstration, and scene study from a movement perspective.

The class will meet twice a week for 2 hours per session. Enrollment is limited to 20 on a first-come basis.

HA 177 BODIENED PROCESS: AN INTRODUCTION  
Dana McCellan

[There is currently an explosion of interest and practice in a holistic approach to personal well-being through attention to the interconnections between body and mind.

This class will introduce students to areas of bodymind studies. These may include: such body disciplines and body therapies as Alexander, Feldenkrais, Polarity, bioenergetics, expressive art therapies, martial arts, developmental process in movement, and an exploration of bodymind process in interaction.

Ongoing themes are use of energy and connectedness in movement. An important aspect of the class work will be learning to listen to oneself and learning, through observation and experience, to see the process of one's being in interaction both with the environment and in social communication.

In order to facilitate integration of the material on a physical and analytical level, the class will include a Journal, short papers, readings, and a summative project/paper.

The class will meet twice per week for 1 1/2 hours. Enrollment is limited to 30 on a first-come, first-served basis.

HA 183 PIANO WORKSHOP I  
Roland Higgins

This course is designed to expose music instrumentalists who do not play piano (guitarists, flutists, drummers, etc.) to a wide array of harmonic, chordal, improvisational, pre-arranged, pre-compositional, chord-change-night-reading, ear training, rhythmic dictation, interval recognition, and chord voicing techniques for which the instrument is so well suited. The main goal is to help the student increase her/his musicality through the development of abilities to produce combinations of tones through at least seventy-two source chords, many other assemblages, and/or pitch-bends. Students are expected to perform new materials learned at each session. Homework, practice, course listening, and reading are required.

Class limited to 10 by (1) appointment, (2) audition, and (3) instructor approval.

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 uprooted 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 outward as we grow and move along as poets.

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

We will strive to respect the talents of the poets and resist all inducements to make them write like their mentor (that is, either like the external model 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-hour sessions. Enrollment is limited to 16, and permission of the instructor is required. Sample of work required at interview.

HA 137/237 FICTION WRITING WORKSHOP  
Andrew Salkey

This workshop will emphasize as its guiding principle that all our workshop fiction writing should be done primarily for the reception and delight of our workshop members and with them uprooted 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 outward as we grow and move along as writers.

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

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

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

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

to their development.

The class will meet once a week for 1 1/2 hours. Enrollment is limited to 10, and permission of the instructor is required. Sample of work required at interview.

HA 140/240 WRITING

Hina Pappas

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

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

HA 145/245 AMERICAN LANDSCAPES

David Smith

This course examines the function of the specifically American setting in the works of a broad variety of American writers and artists from the Puritans through Frost, Faulkner, Eudora Welty, Margaret Atwood, John McPhee, John Barth. This semester the three interrelated themes of agrarianism, wilderness, and woman-in-landscape will be addressed through a selection of texts which examine the image of house and "home." Domesticity as oppression. Something that both men and women flee from. This brings new light to some well known favorites: Hawthorne's Young Goodman Brown, Irving's Rip Van Winkle.

There's a housekeeping at Walden Pond, Huck on the raft, Little House on the Prairie, Othello's Antonio, Frost's women in their dark New England households, Emily Staley's Mrs. Margaret Atwood's heroine in the Canadian wilderness, John McPhee's Alaskan. "There's no place like home" takes on sinister and ironic overtones in the light of our survey. Formats of the course: bi-weekly lectures and discussions. Writing will be expected and encouraged.

Enrollment limited to 25 students. To enroll: write a letter to David Smith c/o HA office, stating your background, the shape of your planned (or in planning) Division II, and any Div I's you've passed. Over-enrollment will be dealt with by a combination of instructor decision and lottery. Limited number of Division I students with adequate background will be admitted, but primarily a Division II offering.

HA 156/256 SENSE AND SPIRIT

Robert Meagher

Rivers, we know, often dive deeply under or into the earth, out of sight and lost to our ears and touch. And yet we say dig over/flow beneath our every step. Then, all of a sudden, a great upsurge and the molasses of rivers that flow and hidden underground, springs from a crack in the soil rise or rock and we stand again in that flux where we know we stand each time only once. We have here an image of the seasonality of spirit and of the spirituality of sense. If we trace the paths and movements of spirit to their source, we trace them into the sensual; and if we attend to the leadings of our senses, we are assured and lifted into the movements of spirit. Spirit and sense, sacred and profane, mind and body ascend to spirit along a path of its own and we shall explore and share each sense with our own native artistry, the painter, the musician, the dancer in each of us, to serve as our guides. The class provides a particularly appropriate introduction to philosophy for students centrally concerned with the arts.

This class will involve both a seminar and a workshop, each meeting as a rule once each week. Seminar readings will include: *House, The Phenomenon of Life; Kandinsky, Concerning the Spiritual in Art; and Luce-Kernal, Sound and Symbol.* The workshop will engage us in our own experiments with sensory and artistic experience. The exact scope and focus of these experiential exercises in our own experiments with sensory and artistic experience. The exact scope and focus of these experiential exercises will depend largely on the particular talents and inclinations of the class which forms. The distinction between seminars and workshop corresponds to the concern of this class to be both experiential and reflective, both experimental and critical.

Enrollment is open. The class will meet twice weekly for 1 1/2 hour sessions.

HA 170 STUDIO EXPERIENCE IN DANCE

Tara McClellan

This beginning course in 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 191/291a INTERMEDIATE DIRECTING

Janet Jenkins

This is a continuation of Introduction to Directing (HA/291). Students will bring these skills to their in-class scenework and each will direct a one-act play to be performed in the Monday Afternoon Workshop Series.

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

HA 196/296 SCENE STUDY

Janet Jenkins

In this acting class we will concentrate on personalization and pursuit of objectives. These are the techniques which enable an actor to ground his/her work in a personal reality and then activate it. Choice of scenes will be the actors. Some time will be spent on text analysis.

It is recommended that students interested in this course have previously taken an introduction to acting class, theatre

games, or movement/voice for actors. Permission of the instructor is required. Enrollment is limited to 12.

HA 197/297 STAGE PLAY

Clay Rubbin

This is a course in modern drama. The bulk of our reading will consist of a representative selection of works by the major European playwrights in the modern tradition, from Ibsen to Beckett-including Grotto, Strindberg, Chekov, Pirandello, Brecht, and Pinter.

Our focus will be on the phenomenon of the dramatic performance itself (rather than the written text) and its relation to everyday life. What is theatre? What are its origins and characteristics? How has it evolved? How does present-day theatre relate to ancient theatre and to present-day life? What are the major differences in form and content and purpose between ancient and modern and contemporary theatre? These are the kinds of questions we will ask as we read the plays.

Theatre, first of all, is play. It is separate from daily life and apparently serves no practical purpose, except (perhaps) to give pleasure. But the pleasure of stage-play is in its imitation of reality, originally an external and tangible reality. So the players on a stage-along with the audience-are simultaneously involved in two worlds, that of the performance itself and the broader context which the action on the stage imitates.

We will start with a consideration of what it means to play and study the origins of drama in archaic religions and ritual and the development which eventually led, with the appearance of myth, to the separation of ritual and theatre. Finally, we will attempt to understand the nature of the secularized rituals of contemporary plays and their relation, if any, to sacred ritual and myth.

An evaluation will require the writing of a number of short papers. A term paper is optional. The class will meet twice a week for 1 1/2 hours for informal lectures and discussion. Enrollment is limited to 15, to be determined by lottery (if necessary) at the first class meeting.

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 concentrators. 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 instructor permission.

HA 207 ADVANCE STUDIO FORUM

Arthur Roemer

This course is intended for students with a highly developed level of visual understanding which can be clearly identified 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 by instructor permission.

HA 209 MAKING PLACES-THE EXPERIENCE OF DESIGN

Norton Juster and Earl Pope

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 symbolism.

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 II course and builds upon them. Interested students should have some background (which need not be extensive) in this area. Enrollment is limited to 10 students and permission of the instructor is necessary. It is the student's responsibility to arrange for interviews with the instructors.

HA 210 FILM WORKSHOP II

Kay Mathew

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 15, by permission of the instructor.

HA 211 PHOTOGRAPHY WORKSHOP II

Jerome Liebling

A workshop to help students continue to develop their creative potential and extend the scope of their conceptions in dealing

with photography as personal confrontation, aesthetic impressions, and social awareness.

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

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 213 FILM/VIDEO I

Abraham Ravett

Film/video I will be involved with the interaction between film, photography, and video. The participants in this workshop will be asked to conceive projects which incorporate not only the technology of each medium but also reflect the inherent creative potential of each process. Lectures, screenings, and a variety of critical writings will helpfully stimulate active discussions and inspire the participants to produce some exciting works.

The class will meet once a week for four hours. Enrollment is limited to 12 and open to students with experience in at least two of the mediums. A lab fee of \$35 is charged for this course. If necessary, enrollment will be lottery.

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

Jerome Liebling, Kay Mathew, Abraham Ravett

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

The class will attempt to integrate the procedural and formal concentration requirements of the College with the creative work produced by each student. It will offer a forum for meaningful criticism, exchange, and any, one to each other. In addition, various specific kinds of group experience will be offered: field trips to museums, galleries, and other environments; a guest lecture and workshop series; and encounters with student concentrators, teachers, and professionals who are in the other visual arts or related endeavors.

Each student's contract must be written prior to enrollment. Enrollment is unlimited to Division III concentrators whose contracts have been filed. All others must have permission of the instructor. The class will meet once a week for five hours. There will be a lab fee of \$35.

HA 222 GEORGE ELIOT AND DORIS LESSING

Lynne Hanley

In her introduction to *The Golden Notebook*, Doris Lessing says of George Eliot, "there is a great deal she doesn't understand because she is moral," but Lessing also claims Eliot "close as anyone in her time to producing a novel which faithfully described the intellectual and moral climate of mid-nineteenth century Britain." That task of rendering the cultural climate of a nation and an age Lessing herself attempts to perform for Britain in the mid-twentieth century. Both Lessing and Eliot bring to their task a self-consciously female perspective, and by pairing the two, I hope to explore (among other things) what a contemporary woman writer has in common with her nineteenth century counterpart, and what differences a century of feminism has made.

Instead of reading lots of George Eliot and then lots of Doris Lessing, I have matched novels in which I think the two women are asking similar questions and/or exploring similar forms. 1. *The Mill on the Floss* and *Martha Quest* (Children of Violence) 2. *Middlemarch* and *The Golden Notebook* 3. *Daniel Deronda* and *Silkstone*, *The Marriage Plot*, *Zone Three*, *Four and Five* (Anonym in Africa) 4. (for enthusiasts only) *The Mised Well* and *The Fourth Gate City*.

Some knowledge of nineteenth and twentieth century English culture and some experience with reading long and hard novels would be extremely useful. Enrollment is limited to 15; students will be admitted on the basis of their preparation for the course. To receive a written evaluation, students must submit a journal which includes entries on each novel assigned in the course. We will meet once a week for 3 hours.

HA 223 SCENAS OF POWER

Jill Lewis

The sexual division of labor and the multi-layered problems in transforming the gendered relationships to production and to reproduction haunt modern feminist energies. This course will involve reading and discussion of a range of texts by writers who highlight in contrasting ways, with contrasting emphasis, their visions of the significance of this dilemma, the forms it assumes, and the stakes it involves. The reading list includes literature by South African, white and black African, British, East German, Italian, Nigerian and Soviet authors.

Course requirements: dedication to keeping up with reading assignments, four papers during the semester and a longer paper at the end of the course, at least one class presentation. Collaborative work projects encouraged.

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

HA 226 TWENTIETH CENTURY FRENCH LITERATURE: SUBJECTIVITY, SEXUALITY, AND SUBVERSION

Jill Lewis

This course will move from three focal literary articulations of the early 20th century in France--texts by Marcel Proust, Andre Gide and works of surrealists--to explore questions concerning the construction of subjective consciousness, the sig-



erration and analysis. Studies will consist of in-class experiences, a journal recording class and personal discoveries and a summative project.

This class will meet for 1 1/2 hours twice a week, and will meet twice a month with Movement for Actors I. There will also be one tutorial for each student. Enrollment is open.

HA 276 PERFORMING: THE DANCER'S PERSPECTIVE  
Rebecca Nordstrom

This course is designed for experienced dancers who want to investigate the phenomenon of performing from objective as well as subjective perspectives. (It is also open to serious performers from other areas—music, theatre—who have an interest in working with dance/dancers.)

Through moving, observing, discussing, and discussion, participants will look into the nature of meaningful performance experience. Some questions and ideas to be explored: Why perform? How does training, personality, and motivation affect performance? How does the performance of improvisation differ from the performance of set choreography? Should improvisation be performed? What are the specific demands of ensemble work? Solo performing? How does the environment/performance space, music, costumes, audience, etc. affect the performer? What is the performer's responsibility to her/his audience and fellow dancers? How does one prepare physically and psychologically for performing? What makes a performer/performance exciting, powerful, profound?

Homework: assigned movement projects and/or readings. Participants will be asked to keep a journal and attend a number of performances. The course will culminate in a performance of some kind.

Enrollment is limited to 15 by permission of the instructor. We will meet one evening a week for 3 hours. Additional rehearsal and concert/film viewing times TBA.

HA 281 THE HEALING POWER OF MUSIC  
Randall McCellan

The value of music as a therapeutic activity has long been understood and utilized in all musical cultures throughout our evolutionary history. In this course we will examine the use of music as a healing force beginning with pre-civilization myths and legends through ancient Babylonian, Egyptian, Persian, Hindu, Chinese, Hebrew, and Tibetan cultures to the modern day. We shall draw readings from occult literature, ancient history, anthropology, modern scientific research and music therapy practice.

We will experience the healing ability of music on ourselves as we learn to use power of our own voices as a force for health. The course will be supplemented by additional recordings, films, guest speakers and an occasional field trip. Finally, we will as a class devise and perform a group healing ritual based on the results of our readings and experience.

We shall meet twice weekly for two hours with occasional evening and weekend sessions. Enrollment is limited to 20 and permission of the instructor is required.

HA 282 CONTEMPORARY ORCHESTRATION/COMPOSITION FOR THE INTERMEDIATE ARRANGING STUDENT  
Ray Copeland

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

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

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

Course enrollment is limited to 7 students. Questionnaire/quiz available at the Music and Dance Building.

HA 287 THE WHOLE EARTH MUSIC COMPOSITION SEMINAR-PART II  
Randall McCellan

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

In Part I we studied the music of Japan, Ghana, China, and the American composers who have been influenced by these musical traditions. In Part II we will examine the compositional techniques employed in the traditional music of Indonesia, India, and Iran. We will then discover how certain American composers have incorporated these techniques into their own music. Specifically, we will examine selected works by John Cage, Henry Steve Reich, Terry Riley, Meredith Monk, Pauline Oliveros, Colin McPhee, Barbara Benary and some lesser known composers. Using these composers as models we will then compose short pieces utilizing the techniques and musical structures we have discovered. To the best of our ability we will audition the resulting music in class.

We will meet twice weekly. As a text source we will use Lou Harrison's Music Primer with additional reading from Groves Dictionary of Music, David Beck's Music of the Whole Earth and other sources. Enrollment is limited to 10 on a first-come basis. Knowledge of musical notation and theory background is a necessity. However, those who wish to attend class without actually enrolling are welcome to do so.

HA 288 THE CREATIVE ART OF IMPROVISATION  
Ray Copeland

The perennially evasive and perplexing question, "How do you teach jazz?" has doubly perplexed music educators since the late 1940s. The Chamber Ensemble will be encouraged to participate in HA 288 seminars for continued development, evaluation and/or grading. Five College music students who aspire to be music educators are particularly invited to attend open seminars, either as official enrollees or as spectators, since the element of audience reaction tends to enhance this form of improvisational growth within a didactic educational setting.

The Creative Art of Improvisation (A Methodological Approach to Performance and Jazz Education) is now an official supplement to the HA 288 Afro-American Chamber Ensemble. HA 288 diatonic 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 288 seminars for continued development, evaluation and/or grading. Five College music students who aspire to be music educators are particularly invited to attend open seminars, either as official enrollees or as spectators, since the element of audience reaction tends to enhance this form of improvisational growth within a didactic educational setting.

During open seminars, basic conceptual approaches to viable jazz performance—in addition to dissection by the instructor—will be analyzed and discussed via 36 projection and playback. Diatonic (modal) and chordal systems, turnback progressions, patterns, changes, 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. Applications will not be required, although 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 289 AFRO-AMERICAN CHAMBER ENSEMBLE  
Ray Copeland

The Chamber Ensemble will focus on the interpretation, articulation, and performance of specifically designed orchestrations featuring compositions by Duke Ellington, Thelonius Monk, Randy Weston, Quincy Jones, and other contemporary American composers. Besides concentration on ear training, instrumental facility, reading music notation in the Afro-American idiom, and creativity in solo-jazz performance, additional aspects of instruction will provide insights toward orchestration and composition to be acquired from "All Things Combined" workbooks utilized during collecting 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 big band. For continued development, evaluation and/or grading, instrumentalists of comparable ability and "jazz motivation" will be encouraged to participate in HA 289 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 would consist of a Music Building section of five saxophones (including flutes, conventional reed section of five saxophones including flutes, clarinets, etc.), seven to eight brass (trumpet, flugelhorn, trombone, French horn, euphonium, tuba, etc.), and two rhythm sections (including auxiliary percussion), if available.

Auditions will be scheduled at the mutual convenience of the instructor and each enrollee. The Chamber Ensemble will convene on Fridays for two hours. The exact times will be designated prior to the beginning of rehearsal.

HA 290 ELECTRONIC MUSIC  
Randall McCellan, Nick Brown\* and B. West Peddie\*

This course will deal with modern electronic music production. Topics covered will include tape recording, tape manipulation, and signal processing with emphasis on the use of analogue synthesizers. This will be a demanding hands-on approach providing extensive training in creative applications of the electronic music studio.

Enrollment is limited with preference given to advanced students of composition or other related musical backgrounds. This course is required for entrance into the Electronic Music Studio.

Division III students  
HA 293 VIDEO/THEATRE PRODUCTION ENSEMBLE  
(LC 293)

Students engaged in video or film production often attempt to write and produce narrative productions when they have little or no experience in scripting, directing, acting, and lighting. Plots lack conflict, build, and resolution; blocking lacks forethought and visual coherence; acting lacks motivation; and lighting is usually ambient and arbitrary. Students in the theatre arts often have little knowledge of video technology, production processes, and stylistic differences in acting and directing for television. There is no quick and magical way for an individual to become proficient in these areas. But an integrated production ensemble of producers and performers can give both student groups an opportunity to share their experience and develop new abilities.

The purpose of this course is to introduce theatre performers to the medium of television while exposing video and film producers to the process of dramatic art. Each student ensemble member should have a demonstrated proficiency in at least one of the following areas: acting, stage directing, scriptwriting, video/film production, or theatre design (costume, lights, sound, or sets). During the first quarter of the course, all students will participate in workshop exercises in studio television technique, directing, acting, and lighting design. Ensemble members will train to become competent studio crew members while exploring the problematic nature of direction and performance on camera. The second quarter of the course will be devoted to scriptwriting, previsualization, and production criticism. The ensemble will develop narrative program concepts, write original scripts, or adapt dramatic works for television. Exemplary classical and contemporary television shows will be critically evaluated to discover the visual and dramatic elements of compelling programming.

The last half of the course will be devoted to rehearsal and performance as students apply their particular abilities to a collaborative video production for public cablecast. The course is designed to accommodate a maximum of eight directors/producers, sixteen actors, four scriptwriters, four designers, and four teaching assistants in direction/production. This maximum ensemble will be divided into four production units under teacher and TA supervision. All students will be responsible for filling studio crew positions while working on their production/performance specialty.

Each student will document his or her video/theatre production experience in a summary essay on the problems, demands, and prerequisites of television programming. In addition, each student will write a critical evaluation of her or his accomplishments and ability in the medium. The course will meet twice a week for a total of six hours. An extra commitment of at least two hours a week must be made for rehearsals. Enrollment is by permission; and interested students are urged to contact David Cohen or Greg Jones prior to the beginning of the semester.

HA 294 DESIGN TUTORIAL  
Wayne Kramer

This course will focus on intensive individual design work, portfolio analysis, collaborative techniques and diagnostic studies. In addition to theoretical projects, students will work with the directing class in collaborative projects. Although there is no enrollment limit, admission to the course is by instructor permission and interview.

HA 298 DIRECTING TUTORIAL  
Janet Jenkins

This is an advanced level course for those people who are seriously pursuing directing. We will concentrate on analysis, substantiating research and conceptualization. While many young directors have had experience with these techniques in the classroom, additional attention in this tutorial, students will work with the designers in the Design Tutorial on collaborative projects.

Class is limited to students with appropriate experience and preparation; admission is by instructor permission.

For description of the Basic Writing Skills course, see Reading and Writing under Special Programs.

HAMPSHIRE COLLEGE CHORUS  
Ann Kearns, Conductor

The chorus will meet on Monday and Wednesday, from 4 to 6 PM in the Recital Hall of the Music Building, Spring tour to New York City, April 25. Program includes music by Gibbons, Purcell, Billings, Leconte, Balkan folk music, and a complete student work by Hampshire College alumnus Daniel Asias. Faculty and staff are welcome. New members sign up for short, painless audition at Chorus Office. First rehearsal, Wednesday, February 3.

SCHOOL OF LANGUAGE AND COMMUNICATION

LC 107 CODES, ESCRIBER, AND MACH  
LC 106 Jay Garfield, Kenneth Hoffman, and Glenn He

In this course we will read Douglas Hofstadter's *Gödel, Escher, and Bach*. The book is about words and machines, logic, mathematics, and meaning, but primarily about language—the relation of sameness of structure—and about artificial intelligence.

Through readings, lectures, discussions, and short written assignments, we will explore the cognitive power of the concepts of isomorphism for forging interdisciplinary links and for developing deeper insights into the results, methods, and possibilities of these diverse but related fields of inquiry.

We will be working primarily in logic, the philosophy of mind, and artificial intelligence, but along the way we will also explore bits of mathematics, music, art, and aesthetics. Every student will acquire the ability to read and write simple computer programs and will write one short (one to two page) paper each week.

Enrollment is open. Class will meet for three hours once a week with two hours devoted to lecture and one hour for small discussion sections.

LC 117 PHILOSOPHY AND THE ARTS  
Christopher Witherspoon

This is a first course in aesthetics and art theory. In it we will critically consider a fairly broad range of philosophical questions about art works, our appreciation of them, how they are to be interpreted, evaluated and critically assessed. We will also consider some questions having to do with individual meaning in works of music. In addition, we will take up some questions of artistic creation and creativity and of the assessment of an artist's work as a whole.

In the first part of the course we will read extensively in a standard text and an anthology, Beardsley's *Aesthetics: Problems in the Philosophy of Criticism* and Dickie and Sclafani's *Aesthetics: A Critical Anthology*. The latter part of the course will involve recent literature from both critics of various of the arts and from a variety of philosophical perspectives. Since this will largely be given over to student presentations and lectures/presentations by students in Division II seminar, *Contemporary Issues in Aesthetic Theory*, the exact readings will be determined until the term is already under way.

This course is primarily intended for students who (a) have not yet completed an LAC Division I exam, (b) have a serious commitment to learning some aesthetics, and (c) who have some experience with the arts and in the critical literature of that art. The work will be structured to enable students to complete exams by the end of the term. Enrollment method: interview after written proposal. **Limit:** (will be strictly observed). Class will meet twice a week for two hours.

LC 120 SMALL GROUP COMMUNICATION: THEORY AND PRACTICE  
Gregory Jones

"Despite the pervasiveness of small groups in our society, most people have had little or no training in techniques for operating in them and have even less understanding of their own personal behavior in small group settings. Many people are physically present in small groups but so "virtually absent" that they cannot participate effectively." - Gerald Phillips

Through theory and practice, this course is designed to decrease fear and alienation by increasing understanding and the role repertoire of students working in small groups. The course will focus on the processes of group dynamics, the consequences of leadership and membership, the consequences of group interaction, decision-making and problem-solving techniques, and variables that facilitate or discourage communication among group members. As participants and observers, students will develop the critical ability to evaluate the level of social cohesion and task completion within different groups.

The classroom will be treated as a paradigm of small group communication. Through role playing and recall, students will try to identify and explain the determinants to open and productive communication in educational environments. The class will be divided into smaller subgroups, and through real and hypothetical task situations, students will be able to experience the difficulty in establishing cohesion and the role of group interaction. Each student will write a profile of his or her group and propose ways for improving personal and group proficiency. Following lectures, readings, and practice in observation, description, and analysis of research, each student will write a term paper evaluating the dynamics of a task or social group s/he has observed or participated in on campus. Readings will be drawn from Phillips's *Communication and Small Group*, *Application of the Process of Group Communication*, Douglas's *Interpersonal Social Research*, Wheeler and Janis's *A Practical Guide for Managers and Executives*, and *The Mind-Traveler: A Self-system Guide to Creativity, Problem-Solving, and the Process of Reaching Goals*.

The class will meet twice a week for a total of four hours. Enrollment is open.

LC 122 COMMITMENT AND OBLIGATION  
David Sellgren

A great deal of philosophical literature has been concerned with questions about why we are obligated to do or refrain from doing various actions, about the relationship between something's being the case and something's deserving to be the case, and about the connections between "good," "right," and "ought." But relatively little attention has been focused on the question of what it is to be under an obligation and how one gets into or out of that condition. In this course we shall examine what it is to be under an obligation and how one gets that way. How does one get out of it? What, if anything, does being obligated have to do with being committed? Do the expectations of others have a connection with what one is obligated to do, and what has this to do with rights?

Readings will be taken from a variety of classical and contemporary sources. Written assignments will require both research and original critical thinking. The class will meet twice a week for 1 1/2 hours each time. Enrollment is limited to 20 by permission of the instructor.

LC 123 HUMAN MOVEMENT  
Mark Feinstein and 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 astonishing vocal control of an opera singer? By contrast, what is more frustrating than to be completely paralyzed, so that even mundane movements such as walking or when disease or accident leave us unable to move more than a few inches? 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 receiving greatest attention will be the arm, leg, eye, and mouth tract. Next, we will shift to the psychological sphere: how are movements planned, developed, represented, and ultimately prepared for execution? The final part of the course will be devoted to topics of special interest to class members; possibilities include the treatment of movement disorders; the nature of stuttering; methods of acquiring movement skills such as athletic, piano playing, or dance; machine analogies of human cognition; 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 instructors. The class will meet twice a week for 1 1/2 hours. Enrollment is limited to 20 after consultation with one of the instructors.

LC 124 MICROCOMPUTERS AND HUMAN DISABILITY  
Steve Gilliland and William Marsh

Computers small and inexpensive enough for personal use are now available to students. These "microcomputers" can be available to people not able to make use of large, time-sharing computers. This

course will consider the special ways microcomputers can be adapted to serve the needs of very young children and the mentally and physically handicapped.

The course will include an introduction to standard microcomputer hardware and to special input and output devices for the disabled, the deaf, and the blind. We will then consider the programs or "software" which have been written for use by the mentally disabled, the physically impaired, and very young children. Finally, subject to the limits of available time and equipment, we will develop one or more user packages addressed at a specific need of one of the groups mentioned earlier.

The main text for the course will be E. Paul Goldenberg's *Special Technology for Special Children: Computers to Serve Communication and Autonomy in the Education of Handicapped Children* (1980). The class will meet twice a week for 1 1/2 hours. No background in computers is necessary. If necessary, the class will be limited to 24 students by discussion and a lottery during the first meeting.

LC 126 CHILDREN'S THINKING: WHAT DEVELOPS?  
Lucia French

Everyone who has spent time with young children would agree that they are not simply miniature adults. They seem to be qualitatively different from adults, and one domain in which this qualitative difference appears most striking is in the way children reason and think. Investigators such as Piaget have argued that preschool and school-aged children differ dramatically in their logical competencies.

This course will take a "devil's advocate" stance and seriously consider the evidence for the conservative position, that is, that although increasing age and experience change what children do think about, there are no significant qualitative changes in the way they think. We will also consider the work of Piaget and non-Piagetian literature will be considered on a variety of topics focusing around the change of how children between two and twelve think, reason, and organize information about the world. Topics to be covered include children's understanding of the concepts of time and causality, their ability to draw logical inferences, the structure of their knowledge about the routine events in their lives, their ability to plan, and their ability to think about thinking.

The class will have a combination discussion/lecture format and will meet twice a week for 1 1/2 hours. Enrollment is limited to 20 with permission of the instructor.

LC 139/239 TELEVISION DOCUMENTARY WORKSHOP  
Susan Douglas and Richard Miller

This workshop will center on the production of a number of video documentary pieces; participants will report regularly to the group the progress of these projects.

Class discussion will emphasize production planning and conceptualization, and will deal with issues in research and writing for documentary film and video. We will view and discuss examples of current television documentary work in order to sharpen participants' critical acumen. Participants will be assigned to work in groups; each group will provide the following information to the instructors in order to be admitted:

- 1. A description of the documentary project they wish to undertake.
- 2. The prior production experience of the group members; at least one must have clearance to use the Hampshire library video editing facilities; all must have clearance to use video cameras and field recorders. These clearances must be complete before the Spring Term begins.

All participants must have academic background equivalent to LC 116 Television Documentary. Division I students will be expected to complete a Division I examination based on their project and related issues; Division II students will be expected to complete projects suitable for inclusion in their portfolios and to take a leadership role in class discussions and critiques. The class will meet once a week for three hours. Enrollment is limited to 16 by permission of the instructors.

LC 201 A HISTORY OF THE PRESS IN THE UNITED STATES  
David Kerr

In this course we will explore the role of the United States press in communicating events, values, and patterns of behavior to the American public. This will not be a strict "chronology" course. Rather, through topic development, we will try to achieve some synthesis between the history of the press as a social institution and the social fabric of which it is a part. For this reason American history concentrators are particularly encouraged to consider this course as a means of understanding the role of the press in a developing America.

Some concerns have characterized the American press since its inception. We propose to study a few of them in accordance with the topic orientation to the course. We will trace such subjects as press freedom and the law, ethics and professionalism, the press and labor, foreign correspondents and war reporting, sensationalism, the business of news, and striking and the press, and the Presidents. We will also spend some time looking at the continuing struggle of the alternative press movement in the United States.

There will be two research papers required in the course. The first will be an analytic paper studying a single newspaper. For the second, each student will be expected to design and execute a research project dealing with some aspect of the history of the press. To these ends we will study the modes of inquiry available for testing the historical authenticity of press reports.

The study of history is in large measure an effort to provide an understanding of contemporary problems. The need for such an understanding is the underlying reason for this course. The course will meet twice a week for 1 1/2 hours each session. Enrollment is open.

LC 207 STRUCTURE AND MEANING  
James Gee

This course will be an introduction to the theory of grammar, in particular to syntactic semantics and psycholinguistics. Syntax is the study of the structure of language and is a prerequisite for any serious study of language. The syntax part of this course will constitute an introduction to Transformational

Generative Grammar, originally developed by N. Chomsky. Semantics, at least as far as this course is concerned, is the study of the way in which syntactic structures are "interpreted" or assigned meanings. We will also take up the notion of meaning in a more general sense, contrasting approaches to meaning in philosophy and linguistics, as well as considering the relationship between logic and language. Linguists claim that their syntactic and semantic theories are "psychologically real," that is, that they represent unconscious knowledge that exists in human minds or that they reflect the structures underlying the human capacity for language encoded in the human brain. In line with this concern, we will take up psychological investigations of language from psycholinguistics, the branch of psychology that studies the cognitive structure and functioning of language and speech, discussing their relevance and relationship to results in contemporary linguistics. The focus in the course will be on theory construction throughout.

Enrollment is limited to 20 on a first-come-first-served basis. Class will meet for one and a half hours twice a week.

LC 225 READING RAYMOND WILLIAMS ON COMMUNICATIONS  
James Miller

In recent years some of the most original work in mass communications has been done by the English. Several university-based centers at Birmingham and Leicester, for instance, have sprung up. Individual scholars such as Halloran, McQuail, Hall, Ellis, and Gurevitch, and such publications as the *New York Journal Media, Culture and Society*, have made significant contributions to problems of media effects, communications policy, the production of media content, and other areas. Amidst all this intellectual activity one writer in particular has been noteworthy for a steady flow of ground-breaking books and articles. He is Raymond Williams.

Williams, born early this century, is a literary critic, novelist, and historian of modern Western society. He now teaches at Cambridge, where he is professor of drama and fellow of Jesus College. For at least the past 20 years Williams's writings have influenced students working in diverse disciplines on fundamental questions regarding cultural reproduction and social order. This course will be an opportunity to read several of Williams's major monographs and collections that explore the historically unique character of modern means of public communications.

Readings will include *Culture and Society* (1958), *The Long Revolution* (1961), *Television, Technology and Cultural Form* (1974), *Marxism and Literature* (1977), *Problems in Materialism and Culture* (1980), and *Culture* (1981). The class will meet twice a week for two hours each time. Enrollment is unlimited with permission of the instructor.

LC 233 PHILOSOPHY OF MIND: TWENTIETH CENTURY VIEWS OF MENTAL REPRESENTATION  
Jay Garfield and Christopher Witherspoon

This course is the sequel to LC 223 Idealism and Realism. While that course is not required as a prerequisite, we will assume that students are familiar with the material covered therein. We will pick up our historical study of the development of the concept of mental representation with the attacks on representationalism found in the work of the later Wittgenstein, Moore, and Ryle. We will then discuss the return to favor of a representationalist philosophy of mind through the work of Sallars, Quine, Fodor, and Chomsky. Finally, we will examine the models of knowledge representation employed by researchers in cognitive psychology and artificial intelligence, focusing on the systems of Schank and Abelson, Minsky, and Anderson.

This will be an advanced seminar, designed for students with fairly strong backgrounds in philosophy, linguistics, or cognitive science generally. Interested students who have not taken LC 223 should contact the instructors for advice on background reading.

Students will be required to write short (one or two page) papers each week and longer papers suitable for inclusion in a Division II portfolio. The class will meet for three hours once a week. Enrollment is limited to 20 with permission of the instructors.

LC 241 ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING  
Glenn Ibe

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 AI 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 discipline), 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 twice a week for 1 1/2 hours each time. Enrollment may be limited to 25 after discussion in the first class meeting.

LC 244 THE COMPUTER LABS  
MS 244  
Michael Sutherland and Albert Woodhull

Hampshire College has several microcomputers available for student projects, and help is available from the instructors in this course and other faculty and staff. Because of growing demand for resources and poor communication in the past many students involved on different-or the same-projects, registration in this course will be required for using College equipment. Preference will be given to projects which involve several students, which are part of filed Division II or III contracts, or which develop resources for later use by other students.

A weekly meeting will serve as a forum for discussing what has been done and learned, and as a place for organizing subsequent courses on a variety of topics such as assembly languages,



Digital electronics, the language FORTH, CYBER control language, SPSS, BMP, KEDIT, etc. Enrollment is unlimited, with permission of the instructor.

**LC 243 ANALYSIS OF TELEVISION NEWS**  
Susan Douglas  
How do Americans get information about what's happening in America? Since the late 1960s, most Americans have come to learn about "the news" through television network news programs. What constitutes "news"? What criteria determine what's news and what isn't? How does news coverage help construct what comes to be perceived as reality? What values are endorsed and which activities and attributes are denounced in news coverage? Does coverage differ among the three networks?

These are some of the questions we will wrestle with in this course. Through readings in such books as *Deciding What's News* (Gans) and *Public News* (Tuchman), we will discuss how stories are selected, where journalists get their information, what constitutes objectivity, what values are implicit in news coverage, and what economic and political pressures impinge upon the news-gathering and dissemination process. We will apply what we've learned in the reading to an on-going analysis of the news of all three networks, comparing the way reality is presented by ABC, NBC, and CBS.

The course is best suited to those students with access to a television set between 6:30 and 7:30, as news watching is required. The format of the class will be discussion, and informed class participation is essential. The course is intended for students nearing the completion of Division II; a final paper will be required. We will meet twice a week for 1 1/2 hours. Enrollment is limited to 20 with permission of the instructor.

**LC 247 DISCOURSE AND NARRATIVE**  
James Gee  
This course will focus on the properties of language beyond the level of the sentence and on the role of language as the primary device of human beings for communicating information and affective content. Thus our primary interest will be the structure imposed on language given its function as a communication device. Our approach will, therefore, be what has been called a "functional" approach to linguistics (founded, in my view, by Baudouin de Courtenay, Roman Jakobson, and Yipien Mathesius, among others). After looking at what structure we ought to attribute to individual sentences given their larger role in communication, we will look at the ways in which sentences are tied together to form coherent discourses (one way to get at this is to look at the incoherent discourses of some sorts of psychiatric patients). We will argue that the discourse properties of language are the fundamental properties of language as a communicational system, and that, furthermore, the grammatical (syntactic) properties of language stem from and originate in discourse properties (which have been "grammaticalized"). At this point we will also take up the origin of discourse properties in the linguistic and pre-linguistic behavior of young children. After a brief look at the structure of conversations and conversational analysis, we will turn to the structure of narratives and stories (discourses of a particular type), e.g., oral literature, folktales, myths, and so forth. We will argue that the structure of narrative and story can give us insight into the ways in which humans structure and make sense of their experience. We will look also at the role of the study of narrative in contemporary literary studies, as well as in contemporary views of social science and history.

Enrollment is limited to 20 on a first-come-first-served basis. Class will meet twice a week for one and a half hours. Division I students will be admitted by permission of the instructor.

**LC 248 CHILD LANGUAGE DEVELOPMENT**  
Lucie French and Virginia Yallan  
Virtually all children learn to talk. By three or four they have mastered a linguistic system so complex that generations of linguists have not been able to describe it accurately or completely. How do children acquire the intricate communication system we call language? This course will consider both the methods that have been used to address this question and the answers that have been proposed. Topics to be covered include differences among activists, and cognitive developmental accounts of the acquisition process, early lexical and syntactic development, the role of the extralinguistic context in acquisition, issues involved in relating data to theory, and research with language-learning by nonhuman primates. The course will combine a lecture/discussion format with guided "laboratory" experience in carrying out and writing up research on language acquisition. The final project will involve reviewing a body of literature, formulating a research question, and proposing a study to address this question. Our goal is for students to acquire both knowledge of the field and appropriate research skills. The class will meet twice a week for 1 1/2 hours each time. Enrollment is limited to 20 by permission of the instructors.

**LC 249 COGNITIVE PSYCHOLOGY**  
David Rosenbaum  
Perhaps nothing contributes more fundamentally to our conceptions of ourselves and our place in the environment than the workings of our mind. At a starting point toward studying the workings of the mind, we could investigate its physical substrates: the brain in all its complexity. But just as a tour of the Capitol Building, Supreme Court, and White House would somehow fail to convey what is meant by Government, a tour of the brain by itself would not reveal the nature of the process that is the mind at work.

This course will be concerned with understanding mental processes as revealed through behavior. Since everyday behavior may fail to reveal some of the detailed nature of mental processes, much of the course will be concerned with behavior as studied in laboratory experiments and in neurophysiological, memory, thought, and action. An organizing theme for much of the discussion will be the mind's active information-gathering and information-generating nature. This view differs markedly from the passive view of the mind-or more properly of the owner of a head-promulgated by the behaviorists. Much of the course work will take place in the new computerized psychology laboratory, where we will replicate classic experiments and conduct original experiments of our own design.

The class will meet twice a week for 2 hours each time. The first meeting will be primarily devoted to lectures; the second will be devoted to reports by class members on topics of personal interest and also to laboratory demonstrations. Students enrolled in the course will be expected to give one class report, write five short papers, and report during the final two weeks on a group- or independently-conducted project that preferably involves the completion of a laboratory experiment. Enrollment is limited to 20 by permission of the instructor. The course is meant for Division II students, although Division I students may enroll with permission.

**LC 264 LINEAR ALGEBRA AND ITS APPLICATIONS**  
MS 264  
David Kelly  
See course description under Natural Science.

**LC 272 STATISTICS AND COMPUTER ASSISTED DATA ANALYSIS**  
SS 272  
Donald Fox and Michael Sutherland  
See course description under Social Science.

**LC 290 PROGRAM AND CURRICULUM DESIGN IN OUTDOOR EDUCATION**  
OP 290  
Andrea Ayvatan and Richard Muller  
See course description under Outdoors Program.

**LC 293 VIDEO/THEATRE PRODUCTION ENSEMBLE**  
HA 293  
David Cohen and Greg Jones  
See course description under Humanities and Arts.

**FL 103 FRENCH II**  
Elisabeth Letze  
During the second semester we will continue to stress listening and speaking skills and will place more emphasis on reading than during the fall term. Class time will focus on pronunciation, conversation and grammar, using practical dialogues, poems, songs and newspaper articles as a point of departure. Tapes of the dialogues and grammar drills will be put on reserve at the library. For reading and for listening comprehension, we will use *Le Petit Prince* by St. Exupéry (book and recording). By the end of the semester, students should be able to communicate when visiting a French-speaking country and will know some French songs and poems. Regular attendance and studying, as well as active class participation, will be required.

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

**FL 104 SPANISH II**  
Angel Nieto  
For students who have completed Spanish I or the equivalent, the course will stress listening and speaking skills with increased grammatical content. The class will focus on conversation, using readings, situations, and other materials. In the second half of the term we will study the countries of Latin America, and the students will be required to do research on a country and make a short presentation to the class.

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

**FL 105 FRENCH III**  
Elisabeth Letze  
This course is aimed at students with at least one full year of college-level instruction in French or its equivalent. We will begin with a systematic review of French grammar, concentrating on the aspects of the language which seem most difficult for English speakers (the subjunctive, verbs followed by prepositions, etc.). The readings will be short excerpts from French literature, magazines and newspapers. Class time will focus on pronunciation, grammar, conversation and listening comprehension, using the reading, songs, poems and current events as a point of departure. Students will be expected to attend class and study regularly, to participate in class discussion and write one short paper a week.

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

**FL 106 SPANISH III**  
Angel Nieto  
**Hispanics in the United States.** This is an advanced course for students with at least two years of college-level instruction in Spanish. It will focus on the main Hispanic groups in the United States, particularly Puerto Ricans. Reading material will consist of magazine and periodical articles dealing with all aspects of language and culture. At the same time grammar, vocabulary, reading and comprehension skills will be developed. Students will be expected to do a small final project. The class will meet twice a week for 1 1/2 hours each session. Enrollment is limited to 15.

**SCHOOL OF NATURAL SCIENCE**

**ASTFC 22 INTRODUCTION TO ASTRONOMY AND ASTROPHYSICS II**  
Susan Edwards  
Variable and exploding stars, pulsars, x-ray and radio astronomy, the interstellar medium, galactic structure, external galaxies, quasars, and cosmology. Prerequisites: introductory calculus and physics. Students who have not taken ASTFC 21, will need to do extra reading near the beginning of the term to orient themselves, and should consult the instructor at the start of the course.

**ASTFC 34 HISTORY OF ASTRONOMY**  
Kurtis Gordon  
Astronomy and cosmology are traced from prehistoric times through the beginnings of Egyptian and Babylonian astronomy to a dual culmination in Babylon and Greece in the Hellenistic and Christian centuries. The influence of the achievements of antiquity on Arabic astronomy and the Latin middle ages is followed through the Copernican revolution to the beginning of modern science in the 17th century. The history of gravitational astronomy and astrophysics in the 18th and 19th centuries leads to our present understanding of the universe. Emphasis is placed on ideas and the relation of astronomy to other cultural trends. Reading is largely from original sources and translations.

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

**ASTFC 38 OBSERVATIONAL RADIO ASTRONOMY**  
C. Richard Nugent (at Unesa)  
An introduction to methods of astronomical radio observation and data reduction. Specific techniques of optical holography will be discussed and analyzed. Laboratory experiments and field observations will be performed by students during the semester. Prerequisite: physics through electromagnetism.

**ASTFC 44 ASTROPHYSICS II—RELATIVISTIC ASTROPHYSICS**  
David Van Blerkom (at Unesa)  
Continuation of ASTFC 43. Stellar implosions and supernovae, degenerate matter in highly evolved stars, neutrino astrophysics, emission of radiation by accelerated charges in supernova remnants and pulsar magnetospheres, pulsar electromagnetic, neutron star structure, hydrodynamics of differential rotation in stars, black holes, and gravitational radiation. Prerequisite: ASTFC 43 or permission of instructor.

**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 10 students to apply. Class will meet once a week for 3 hours.

**NS 106 COEGL, ESCHER AND BACH**  
LC 107  
Jay Garfield, Kenneth Hoffman, and Glenn Iba  
See course description under LC 107.

**NS 131 OF MICE AND WOMEN: "SCIENTIFIC" RESEARCH ON SEX DIFFERENCES**  
Mary Sue Henifin  
Why fan't this course titled "Scientific Research on Sex Similarities"? What is the usefulness of studying what rats and mice do "in bed"? Why was there so much fuss last year over little boys' and girls' mathematical abilities in the scientific and popular press? Is male dominance and aggression really "what comes naturally" as some sociobiologists have suggested? We will address these and other questions as we read some of the current and historical primary scientific literature on hormonal, genetic, physiological, and behavioral sex differences. We will examine the methodologies and biases of such research. Finally we will confront the question should scientific research be objective and can it be? Students will be expected to participate in class meetings and read from assigned text materials and the primary scientific literature. A paper is required. It may critique the primary literature in a specific area of research or develop an original experimental design. Evaluations will be based on all of the above.

Class will meet twice a week for 1-1/2 hours each. Enrollment: Instructor's permission by interview. Limited to 20.

**NS 139 USEABLE MATHEMATICS**  
David Kelly  
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 groups 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 148 SOLAR GREENHOUSE**  
 Charlene Van Raalte, Marie Bruno and Tom Lauw  
 We will use the existing greenhouse and the solar ponds in that greenhouse (plus the plans for a new Hampshire greenhouse) as the focus for this course. Students will learn about the theory and operation of solar greenhouses, fish culture, and hydroponics (growing plants in water). Through discussions, hands-on work and readings, we will study the biological, ecological, and physical principles of solar aquaculture and greenhouse design.

Class will meet one afternoon per week.  
 Enrollment: limit to 20 - first come.  
 \*Tom Lauw is the NS laboratory technician.

**NS 149/249 LAB WORK WITH HUMAN MOVEMENT**  
 Ann Woodhull  
 Students have done some exciting projects on muscle activity (kinesiology). These include: effects of yoga on tension in particular muscles, effects of massage on muscle tension, muscles active in standing, effects of warm-up on muscle activity. Most of these were Division I projects. Instead of working with students individually or in a formal class, I am organizing a class around lab projects, both mine and those proposed by students.

We will meet as a group each week to discuss problems, papers, and ideas that are of common interest. I will also give attention to smaller groups of students working on particular projects. We will mainly use the electromyograph to measure muscle activity, but students who wish to do other physiological experiments (using the respirometer, for example) are welcome.

Students may come to this group with already-formed ideas for projects (Division I exam projects, projects to be part of Division II, or whatever). I also have at least two on-going projects that need additional data—one is about the hip muscles that are needed for correct posture, and the other is about abdominal cramps during running. Both of these are extensions of past student projects.

No special background is assumed. All students will be expected to read background material and to participate in discussions as well as working on small-group projects on their own time. None will be expected from group projects, more independent work during running.

All students who want to work with me on areas related to human movement should join this group.  
 Limit: 20, by interview, if necessary.

Class meets one day a week, 1-1/2 hours for lab and 1-1/2 hours for discussion.

**NS 154 MICROBIAL ECOLOGY**  
 Lynn Miller  
 The smallest living organisms are one hundred million times smaller than those that are visible to the naked eye. In this 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 173 UNDERSTANDING RELATIVITY**  
 Courtney Gordon and Kurtiss Gordon

In this course we will examine the sources of the basic elements of the special theory of relativity first from an historical point of view and then in a more abstract and analytical context. We will assess the role that experiment played in suggesting and verifying the theory, and, in doing so, to attempt to assess the extent to which experimental, philosophical, and social factors play a role in the changing patterns of our explanations of the physical world.

There are no prerequisites for the course. It will be useful to have a working knowledge of very basic algebra and trigonometry. We are committed, however, to helping those who feel deficient in these skills to use the course to gain greater proficiency.

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

**NS 174 NEWTONIAN PHYSICS AND THE RISE AND FALL OF THE MECHANICAL WORLD VIEW**  
 Stanley Goldberg

In this course we will first explore the basic ideas of classical physics in a manner that will make them comprehensible to anyone, whether or not they have done physics or mathematics. At the same time, our developing understanding of the nature of classical physics will be used to examine how that physics emerged from and helped shape the social and political institutions in western Europe from the 17th through the 19th centuries.

This course, let it be emphasized, is aimed at people not in science who might even be frightened at the very thought of it but who might also have some urge to come to terms with science as a social institution in our culture.

Class will meet 3 times a week for one hour each.

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

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 of "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 178 GEORATRY**  
 John Reid and Kenneth Hoffman

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

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

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

Enrollment: Limit 15 by instructor's permission.

**NS 183 QUANTUM MECHANICS FOR THE MTRILAD**  
 Herbert Bernstein

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

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

Class will meet for 1 hour three times a week.

**NS 186 ANIMAL BEHAVIOR**  
 Raymond Coppinger

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

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

Books for this course will cost about thirty dollars.

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

**NS 192 ELEMENTARY SCHOOL SCIENCE WORKSHOP**  
 Marie Bruno

Despite rumors to the contrary, most elementary schools in the United States don't teach science in any form. Of the few that do, most use textbooks that take the readers' digest approach to explaining what the well-rounded 11 year old ought to know. As a result, a modern science program often means that students are expected to memorize the current "facts" about DNA, ecology, and energy instead of learning the old "facts" about fire smelting, tree identification, and frog innards. How we really progressed!

In this workshop you will use materials that have been chosen to stimulate children to ask questions about the natural world and to find ways of resolving some of those questions. For the first few weeks, you will be the students and will work with these materials, ask your own questions and design and test solutions to your own and to one another's questions. For the last part of the semester, you will be teachers and will introduce these same materials to children in elementary school classrooms to observe their questions and responses and to guide and be guided by their solutions and their problems.

The class will meet Mondays and Wednesdays for two hours each day. An optional Friday meeting is scheduled for special events. Halfway through the semester, additional periods will be scheduled individually for work in schools.

**DIVISION II:**  
**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, determinations of the mean density of the universe and the Hubble constant, and concerning the foundations of cosmology and its future as a science. Prerequisites: one semester of calculus and one physics course.

**NS 201 BASIC CHEMISTRY LABORATORY**  
 Lloyds Williams

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

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

**NS 203 BASIC CHEMISTRY II**  
 Lloyds Williams

During the spring term, principles and ideas from Basic Chemistry I will be expanded and applied to more complex and varied systems. Topics will include: solubility and complex ion equilibria; coordination compounds; chemical kinetics; nuclear chemistry; and electrochemistry. Summary problem sets will be required for evaluation.

Prerequisite: Successful completion of Basic Chemistry I or permission of the instructor.

Classes will meet three times a week for 1-1/2 hours. Five College students will be graded on a pass-fail basis.

**NS 204 ECOLOGY**  
 Charlene Van Raalte and Arthur Weating

A study of the relationship of plants and animals with their living and non-living environment, with major emphasis on forest systems. Topics will include: succession, population interactions, bio-geography, soils, microbial ecology, and evolution. The laboratory work consists of field trips as well as indoor and outdoor exercises, meant primarily to acquaint the student with some of the concepts, techniques, and tools of ecological research.

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

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

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

**NS 212 ORGANIC CHEMISTRY**  
 Nancy Lovry

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 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 continuously 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 plowing through all that metabolism. I hope students can come away with a feeling for the nature of biochemical processes, the strategies which cells use to carry out those processes and some ways these manifest themselves in everyday experience (ripening bread, 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 laboratories 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.)

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

# HAMP SHIRE COLLEGE

## SCHEDULE OF CLASSES

## SPRING 1982 COURSE GUIDE

### CODES

ARB	Arts Building
CSC	Cole Science Building
EDH	Emily Dickinson Hall
FPH	Franklin Patterson Hall
MDB	Music and Dance Building
PFB	Photography and Film Building
RCC	Robert Crown Center
LIB	Harold F. Johnson Library
DH	Dakin House
EH	Enfield House
GH	Greenwich House
MH	Merrill House
PH	Prescott House
ELH	East Lecture Hall
MLH	Main Lecture Hall
WLH	West Lecture Hall
Donut	Greenwich House - Center Room
BKSM	Book Seminar
GIS	Group Independent Study
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 103	Painting/Collage/Cnstrct	J. Murray	Open	None	TTh 1030-12	ARB
HA 108	Color	A. Hoener	1st Come	30	MW 1030-12	ARB
HA 110	Film Workshp I	K. Mathew	Lottery	12	T 9-1230	PFB
HA 111	Still Photo Workshop	TBA	Lottery	15	a. W 9-1230 b. Th 130-530	PFB
HA 122	Mark Twain's America	J. Matlack	InstrPer	25	TTh 1030-12	EDH 15
HA 125	In the American Grain	L. Hanley	1st Come	25	TTh 1030-12	Blair
HA 130	3 Russian Writers	J. Hubbs	Open	None	MW 1030-12	EDH 15
HA 1/231	Poetry Writing Workshop	A. Salkey	InstrPer	16	T 130-3	EDH 15
HA 134	College Writing	TBA	1st Come	25	a./b. TBA	
HA 1/237	Fiction Writing Workshop	A. Salkey	InstrPer	16	Th 130-3	EDH 15
HA 1/240	Writing	N. Payne	InstrPer	15	T 9-12	Kiva
HA 1/245	American Landscapes	D. Smith	InstrPer	25	MW 830-1030	Blair
HA 1/256	Sense and Spirit	R. Meagher	Open	None	TTh 830-1030	CSC 126
HA 165	Places and Spaces	N. Juster/E. Pope	Lottery	12	TF 930-12	CSC 3rd F1
HA 170	Studio Exp-Dance	T. McClellan	1st Come	30	TTh 1-230	MDB Dance
HA 171	Movement for Actors I	R. Nordstrom	1st Come	20	MW 1030-12	Lib Dance
HA 177	Bodymind Process	T. McClellan	Open	None	MW 9-1030	MDB Dance
HA 183	Piano Workshop I	R. Wiggins	InstrPer	10	TTh 1030-12	MDB
HA 1/291	Intermed Directing	J. Jenkins	InstrPer	10	MW 1-3	Div 4
HA 1/291	Scene Study	J. Jenkins	InstrPer	12	TTh 1-3	Div 4
HA 1/297	Stage Play	C. Hubbs	1st Come	16	MW 1030-12	EDH 4
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	Making Places-Design	N. Juster/E. Pope	InstrPer	10	TF 130-3	CSC 3rd F1
HA 210	Film Workshop II	K. Mathew	InstrPer	12	Th 9-1230	PFB
HA 211	Photo Workshop II	J. Liebling	InstrPer	12	T 9-1230	PFB
HA 213	Film/Video I	A. Ravett	Prereq	12	T 130-530	PFB
HA 220	Film/Photo Studies	J. Liebling, etal	Div III	None	W 130-5	PFB
HA 222	Eliot/Lessing	L. Hanley	InstrPer	15	W 730-10pm	FPH 103
HA 223	Schemas of Power	J. Lewis	InstrPer	15	MW 1030-12	PH A-1
HA 225	Southern History/Lit	L.B. Kennedy/S. Tracy	InstrPer	30	TTh 1030-12	FPH 103
HA 226	20th Cent French Lit	J. Lewis	InstrPer	20	MW 130-3	EDH 15
HA 229	Tolstoi/Chekhov/Modern	C. Hubbs/J. Hubbs	Open	None	MW 3-430	Blair
HA 234	Poetry/Commitment-LatAm	R. Marquez	Open	None	TTh 130-3	PH D-1
HA 235	Players/Plays	D. Cohen/L.B. Kennedy	InstrPer	25	M 730-930pm/W 1-230	FPH 104/EDH 4

## SCHOOL OF HUMANITIES AND ARTS

<u>COURSE</u>	<u>INSTRUCTOR</u>	<u>ENROLLMENT METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>
HA 239 Adv Writing Seminar	N. Payne	InstrPer	15	Th 930-12	Kiva
HA 242 History-Spanish America	R. Marquez	Open	None	TTh 1030-12	FPH 102
HA 246 Euripides	R. Meagher	Open	None	TTh 1030-12	PH A-1
HA 248 Aristotle-Metaphysics	K. Bradt	Open	None	TBA	
HA 258 Hegel's Logic	K. Bradt	Prereq	None	TBA	
HA 266 Identity & Intimacy	J. Boettiger	InstrPer	16	TTh 9-1030	DH Masters
HA 270a Int Modern Technique	R. Nordstrom	Prereq	20	TTh 1030-12	MDb Dance
HA 270b HiInt/Adv Modern Tech	R. Nordstrom	InstrPer	20	MW 3-430	MDb Dance
HA 271 Movement for Actors II	T. McClellan	Open	None	MW 1030-12	MDb Dance
HA 276 Performing!	R. Nordstrom	InstrPer	15	T 7-10pm	MDb Dance
HA 281 Healing Force-Music	R. McClellan	InstrPer	20	TTh 1-3	MDb
HA 282 Contemp Orchest/Comp	R. Copeland	InstrPer	7	TBA	
HA 287 Whole Earth Music II	R. McClellan	1st Come	10	TTh 1030-12	MDb
HA 288 Creative Art-Improv	R. Copeland	Open	None	TBA	
HA 289 AfroAm Chamber Ensemble	R. Copeland	Auditions		F (TBA)	
HA 290 Electronic Music	N. Brown/H.W. Peddie	InstrPer		TBA	FPH 101
HA 293 Video/Theatre	D. Cohen/G. Jones	InstrPer		T 1-5/Th 1-3	FPH ELH
HA 294 Design Tutorial	W. Kramer	InstrPer	None	T 1030-12	EDH 7
HA 298 Directing Tutorial	J. Jenkins	InstrPer	5	T 1030-1230	EDH 26
Hampshire College Chorus	A. Kearns	Audition		MW 4-6	MDb
Basic Writing	D. Berkman	1st Come	15	a. MW 2-3	PH C-1
	W. Ryan	1st Come	15	b. MW 3-4	PH C-1
	W. Ryan	1st Come	15	c. MW 4-5	PH C-1

## SCHOOL OF LANGUAGE AND COMMUNICATION

<u>COURSE</u>	<u>INSTRUCTOR</u>	<u>ENROLLMENT METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>
LC 107 Godel/Escher/Bach	J. Garfield, etal	Open	None	W 3-6	FPH 105
LC 117 Philosophy & Arts	C. Witherspoon	InstrPer	16	WF 1030-12	PH B-1
LC 120 Sm Group Communication	G. Jones	Open	None	MW 1-3	PH B-1
LC 121 Communications/Politics	J. Miller	1st Come	15	TTh 1030-12	FPH 105
LC 122 Commitment/Obligation	D. Seligman	InstrPer	20	TTh 130-3	CSC 126
LC 123 Human Movement	M. Feinstein/D. Rosenbaum	InstrPer	20	MW 1-3	FPH ELH
LC 124 Microcomputers	S. Kulikowski/W. Marsh	Lottery	24	MW 1-3	FPH 107
LC 126 Children's Thinking	L. French	InstrPer	20	TTh 1030-12	FPH 106
LC 1/239 TV Documentary Wkshop	S. Douglas/R. Muller	InstrPer	16	W 1-4	TV Classroom
LC 171 Language/Culture/Society	M. Feinstein	1st Come	25	MW 1030-12	FPH ELH
LC 201 History of Press-U.S.	D. Kerr	Open	None	MW 9-1030	FPH 105
LC 207 Structure and Meaning	J. Gee	1st Come	20	MW 1030-12	FPH 104
LC 225 Raymond Williams/Comm	J. Miller	InstrPer	None	MW 1-3	Blair
LC 233. Philosophy of Mind	J. Garfield/C. Witherspoon	InstrPer	20	T 9-12	PH D-1
LC 241 Artificial Intelligence	G. Iba	InstrPer	25	MW 1-3	FPH 102
LC 244 Computer Labs	M. Sutherland/Al Woodhull	InstrPer	None	TBA	
LC 245 Analysis-TV News	S. Douglas	InstrPer	20	MW 1030-12	FPH 105
LC 247 Discourse/Narrative	J. Gee	1st Come	20	MW 130-3	FPH 105
LC 248 Child Lang Devel	L. French/V. Valian	InstrPer	20	TTh 130-3	FPH 103
LC 249 Cognitive Psychology	D. Rosenbaum	InstrPer	20	MW 3-5	FPH ELH
LC 264 Linear Algebra	D. Kelly	Open	None	MW(Th)F 930-1030	FPH 103(102)
LC 272 Statistics/Data Analysis	D. Poe/M. Sutherland	Open	None	TTh 1030-12	FPH WLM
LC 290 Outdoor Education	A. Ayvazian/R. Muller	InstrPer	12	WF 1030-12	FPH 103
LC 293 Video/Theatre	D. Cohen/G. Jones	InstrPer		T 1-5/Th 1-3	FPH ELH

## FOREIGN LANGUAGES

<u>COURSE</u>	<u>INSTRUCTOR</u>	<u>ENROLLMENT METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>
FL 103 French II	A. Leele	InstrPer	20	TTh 1030-12	EDH 17
FL 104 Spanish II	E. Nieto	1st Come	20	TTh 9-1030	EDH 16
FL 105 French III	E. Leele	InstrPer	20	TTh 130-3	EDH 17
FL 106 Spanish III	A. Nieto	InstrPer	10	TTh 1-230	EDH 16

SCHOOL OF NATURAL SCIENCE

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
NS 104 Optics & Holography	E. Hafner	1st Come	16	F 1-4	CSC 302
NS 106 Godel/Escher/Bach	J. Garfield, etal	Open	None	W 3-6	FPH 105
NS 131 Research-Sex Difference	M. Henifin	InstrPer	20	MW 330-5	CSC 126
NS 139 Useable Math	D. Kelly	Open	None	MWF 1030-1130	FPH 102
NS 143 Life Sciences-Death	M. Cross	InstrPer	16	TTh 1030-12	PH B-1
NS 148 Solar Greenhouse	C. Van Raalte, etal	1st Come	20	W 130-5	CSC 114
NS 1/249 Lab Work-Human Move	Ann Woodhull	InstrPer	20	Th 130-330/330-5	Lab/CSC 202
NS 154 Microbial Ecology	L. Miller	1st Come	16	TTh 1-4	CSC 2nd FI
NS 173 Understand Relativity	C. Gordon/K. Gordon	Open	None	MF 1-230	CSC 114
NS 174 Newtonian Physics	S. Goldberg	Open	None	MWF 11-12	CSC 3rd FI
NS 176 Occupational Disease	M. Henifin	InstrPer	20	MW 1030-12	CSC 126
NS 178 Geobotany	J. Reid/K. Hoffman	InstrPer	15	TBA	
NS 183 Quantum Mechanics	H. Bernstein	Open	None	MWF 1-2	CSC 126
NS 186 Animal Behavior	R. Coppinger	Open	None	MW 1030-12	FPH WLH
NS 192 Elem Schl Science	M. Bruno	Open	None	MWF 1030-1230	EDH 16
NS 201 Basic Chem Lab	L. Williams	Open	None	T 130-4	CSC 2nd FI
NS 203 Basic Chem II	L. Williams	Prereq	None	MWF 9-1030	CSC 114
NS 204 Ecology	C. Van Raalte/A. Westing	Prereq	None	TTh 1030-12/Th 130-5	CSC 114/Lab
NS 212 Organic Chemistry	N. Lowry	Open	None	MWF 1030-12/MorF 130-330	CSC 114/Lab
NS 224 Chem Strategies-Cells	J. Foster	Prereq	16	TW 1...	CSC 2nd FI
NS 226 Photosynthesis-Evolution	J. Foster	Open	None	TBA	
NS 233 Roots-Arms Race	A. Krass, etal	Prereq	None	TTh 1-230	FPH 104
NS 235 Energy Tech Seminar	L. Williams	InstrPer	15	M 3-5	CSC 3rd FI
NS 236 Environmental Ethics	R. Lutts	Open	None	T 1-3	FPH 108
NS 244 Computer Labs	Al Woodhull/M. Sutherland	InstrPer	None	TBA	
NS 248 Physiology-Exercise	A. Melchionda	InstrPer	12	TBA	
*NS 256 Inform Macromolecules	L. Miller	Open	None	MWF 9-1030	FPH 106
*NS 257 New Genes	L. Miller/S. Goldberg	Open	None	MWF 9-1030	FPH 106
NS 261 Math-Scntsts/Scl Scntsts	K. Hoffman	Open	None	MWF 930-1030	FPH 102
NS 263 Calculus Continued	D. Kelly	Open	None	W 4-530	FPH 102
NS 264 Linear Algebra	D. Kelly	Open	None	MW(Th)F 930-1030	FPH 103(102)
NS 281 BKSEM: Physics	Physics Faculty	Prereq	None	TBA	
NS 283 Basic Physics II	H. Bernstein/A. Krass	Open	None	MWF 1030-12/MT 1-4	FPH 106/Lab
*NS 289 Dyes/Pigments/Palette	S. Goldberg	InstrPer	None	MWF 9-1030	PH A-1
NS 295 Practicum-Environ Ed	M. Bruno/N. Darmstadter	InstrPer	None	See Course Description	
ASTFC 020 Cosmology	T. Dennis	Prereq	None	MW*230-345	AC/or/MHC
ASTFC 022 Intro-Astronomy	S. Edwards	Prereq	None	TTh 230-345	SC-McConnell
ASTFC 034 History of Astronomy	K. Gordon	Open	None	TTh 2-315	PH A-1
ASTFC 038 Obs Radi Astronomy	G.R. Huguenin	Prereq	None	TTh 230-345	U.M.-GRC 534
ASTFC 044 Astrophysics II	D. Van Blerkom	Prereq	None	MF 125-320	U.M.-GRC 534
Math Exercise Class	D. Kelly	Open	None	Th 1230-130	FPH 102
Women and Science	See Description				

SCHOOL OF SOCIAL SCIENCE

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
SS 108 European Jewish Society	L. Glick/A. Lansky	Open	None	TTh 1030-12	EDH 16
SS 111 Child-Centeredness	C. Shea	1st Come	30	TTh 9-1030	PH C-1
SS 125 Kids and Kin	M. Mahoney/B. Yngvesson	1st Come	20	TTh 1030-12	FPH 104
SS 126 Intro-West Liberalism	L. Hogan/C. Shea	1st Come	25	TTh 1-3	FPH 105
SS 134 Ethical Concerns-Research	D. Poe	1st Come	20	MW 130-3	PH A-1
SS 142 Crises-Amer-Politics	F. Holmquist	1st Come	25	MW 130-3	FPH 108
SS 154 Health Psychology	L. Farnham	1st Come	20	WF 130-3	FPH 106
SS 168 Forgotten People	O. Fowlkes	1st Come	25	TTh 1030-12	FPH 108
SS 184 American Capitalism	S. Warner	Lottery	20	TTh 1030-12	GH Masters
SS 193 Political Soc-Right	A. Hunter	1st Come	20	WF 1030-12	FPH 107
SS 201 Southern History/Lit	L.B. Kennedy/S. Tracy	InstrPer	30	TTh 1030-12	FPH 103
SS 203 World Politics	E. Ahmad	Open	None	WF 130-3	FPH WLH
SS 204 Europe/Amer-18th Cent	N. Fitch/S. Tracy	Open	None	TTh 130-3	FPH 107
SS 205 Depression to Cold War	A. Berman	Open	None	TTh 9-1030	FPH 107
SS 206 Religion	L. Glick	Open	None	MW 1030-12	EDH 17
SS 210 Intro-Economics	F. Weaver	Open	None	MWF 9-1030	FPH 108
SS 212 Power/Authority/Work	R. Alpert/R. vonderLippe	Open	None	TTh 9-1030	FPH 105
SS 214 Family-XCultural Perspc	K. Johnson, etal	Open	None	TTh 130-3	CSC 114
SS 216 Middle East/N. Africa	E. Ahmad	InstrPer	25	W 730-10pm	FPH ELH
SS 220 Law/Justice-Education	O. Fowlkes/H. Rose	Open	None	MW 1030-12	FPH 108
SS 222 Autonomy & Community	M. Mahoney	1st Come	20	MW 1-3	FPH 104
SS 223 Black Amers-Cap Society	L. Hogan	1st Come	25	TTh 9-1030	FPH 106
SS 229 Domestic Violence	G. Joseph	1st Come	20	TTh 1030-12	FPH 107
SS 230 Legal Order	L. Mazor	Open	None	MW 9-1030	FPH WLH
SS 232 Seminar-Theory/Anarchy	L. Mazor	InstrPer	20	W 3-6pm	FPH 104

## SCHOOL OF SOCIAL SCIENCE

SS 240	Public Sphere	J. Landes/R. Rakoff	Open	None	TTh 130-3	FPH 106
SS 250	Professional Culture	P. Glazer/M. Slater	Open	None	TTh 9-1030	FPH 104
SS 257	Political Econ-Africa	M. Ford, etal	Open	None	TTh 9-1030	FPH 103
SS 272	Intro-Statistics/Data	D. Poe/M. Sutherland	Open	None	TTh 1030-12	FPH WLH
SS 286	Abnormal Psychology	L. Farnham	Open	None	TTh 130-3	FPH 102
SS 292	Social Movements/Theory	A. Hunter	InstrPer	25	WF 9-1030	FPH 107

## DIVISION III INTEGRATIVE SEMINARS

COURSE	INSTRUCTOR	ENROLLMENT			PLACE	
		METHOD	LIMIT	TIME		
IN 330	People Study People	R. von der Lippe	InstrPer	15	T 1-3	PH B-1
IN 331	Social Theory/Policy	R. Rakoff	InstrPer	12	W 730-10pm	TBA
IN 332	Idea of Nature	A. Ayvazian/M. Gross	Open	None	Th 1-330	Kiva
IN 333	Feminist Theory	J. Landes	InstrPer	12	W 1-3	FPH 103
IN 334	Politics of History	A. Berman/N. Fitch	Arbitrary	18	W 7-930pm	CSC 126
IN 335	Black Women	G. Joseph	InstrPer	15	T 7-9pm	FPH 107
IN 336	Aesthetic Theory	C. Witherspoon	InstrPer	12	T 6-9pm	PH B-1
IN 337	IntSem-Godel/Escher	J. Garfield/G. Iba	InstrPer	12	TBA	
IN 338	Explanation	V. Valian	InstrPer	20	W 12-3	EDH 17
IN 339	Transitions	J. Boettiger/D. Smith	InstrPer	12	See Course Description	

## OUTDOORS PROGRAM

COURSE	INSTRUCTOR	ENROLLMENT			PLACE	
		METHOD	LIMIT	TIME		
OP 111	Beg Top Rope Climb	B. Garmirian	Open	None	W 1245-530	RCC
OP 129	Women's Top Rope Climb	B. Dean/R. Light	1st Come	12	M 1230-630pm	
*OP 132	Cross-Country Skiing	C. Twitchell	1st Come	12	TBA	
*OP 137	Thru the Woods	S. Anderson	Open	None	W 1-4	PH D-1
*OP 138	Bike Maintenance/Repair	S. Anderson	1st Come	10	W 1-4	
*OP 143	Climbing Ice	B. Garmirian	InstrPer	6	T 12...	RCC
OP 205	Adv Rock Climb	B. Garmirian/G. Newth	InstrPer	None	*a. W 1-330 *b. Th 12-7pm	PH D-1
OP 218	Outdoor Leadership	S. Anderson	1st Come	12	WF 1030-12	
OP 235	All the Things	G. Newth	1st Come	15	T 1230-530	
OP 290	Outdoor Education	A. Ayvazian/R. Muller	InstrPer	12	WF 1030-12	FPH 103

## RECREATIONAL ATHLETICS

COURSE	INSTRUCTOR	ENROLLMENT			PLACE	
		METHOD	LIMIT	TIME		
RA 102	Int Shotokan Karate I	M. Taylor	Prereq	None	MWF 230-430	So Lounge
RA 103	Int Shotokan Karate II	M. Taylor	Prereq	None	TTh 7-9pm/Sun 630-830pm	So Lounge
RA 104	Adv Shotokan Karate	M. Taylor	Prereq	None	TBA	
RA 105	Aikido	P. Sylvain	Open	None	TTh 1015-1215	So Lounge
RA 106	Beg Hatha Yoga	TBA	Open	None	M 2-315	Donut 4
RA 107	Cont Hatha Yoga	TBA	Open	None	M 330-445	Donut 4
RA 108	T'ai Chi	P. Gallagher	Open	None	M 630-745pm	So Lounge
RA 109	Cont T'ai Chi	P. Gallagher	InstrPer	None	M 8-930pm	So Lounge
RA 110	Physical Fitness Class	R. Ridders	Open	None	TF 1205-1	RCC
RA 111	Fencing	W. Weber	Open	None	TBA	
RA 112	Women's Basketball	L. Harrison	Open	None	TBA	
RA 113	Volleyball	L. Harrison	Open	None	TBA	
RA 114	Kayak Rolling	B. Judd	Open	None	W 6-730pm	Pool
RA 115	Beg Whitewater Kayak	B. Judd	Open	9	See Course Description	
RA 116	Int Whitewater Kayak	B. Judd	InstrPer	None	See Course Description	
RA 117	Women's Beg Kayak	A. Kingman/B. Dean	Open	None	W 1230-630pm	Pool

NS 226 PHOTOSYNTHESIS AND EVOLUTION

**John Foster**

The evolution of present-day photosynthesis in green plants has been a subject of much lively debate. The various classes of photosynthetic bacteria, cyanobacteria (blue-green algae) and higher plants have been arranged in neat evolutionary sequences on the basis of morphology and patterns of biochemical function. This seminar will examine in some detail the process of photosynthesis in bacteria and higher organisms, the ecological distribution of the various photosynthetic species, and their possible evolutionary implications. It will then turn to some of the new literature based on amino acid sequences in proteins and base sequences in DNA, which are forcing biologists to rethink some of their pet ideas. Much argument should ensue.

The seminar should form a good basis for any student wishing to join in my collaboration with Clifton Fuller, Professor of Biochemistry at U.Mass., studying the development of photosynthetic membranes.

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

NS 233 THE ROOTS OF THE ARMS RACE

**Allan Krass, Dan Smith\*, and Matthew Goodman\***

Why does the United States build ICBMs, neutron bombs, Trident submarines, B1 bombers, and all the other lethal hardware that make up our nuclear arsenal? Is it because of the Soviet threat spreading prodigious jobs for working people and/or big profits for corporations? Or are we witnessing a kind of blind bureaucratic-technological momentum that no one seems to know how to stop?

This course will examine these three possible explanations for the arms race through discussion. Emphasis will be on differing perceptions of the Soviet threat, analyses of the impact of military spending on the U.S. political economy, and differing perspectives on the ways in which military technology affect and are affected by bureaucratic politics and rational decision making.

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

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

\*Visiting scholar at University of Sussex  
\*Hampshire student

NS 235 ENERGY TECHNOLOGY SEMINAR

**Lloyd Williams**

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

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

Class will meet once a week for two hours.

NS 236 ENVIRONMENTAL ETHICS

**Ralph H. Lutts**

Should we preserve our natural resources for future generations? How much risk to human life is acceptable as an expense of producing energy? Does Boston have a greater right to the water in the Connecticut River than does the town of Windsor? Is it wrong to exterminate a species? Do non-humans have rights?

Such questions are not often dealt with at any depth, yet our environmental decisions reflect ethical positions—positions that are, thus, not often thoughtfully or even consciously examined. Some authors have suggested that the major crises of our time are symptomatic of a more fundamental ethical crisis. It behooves us to examine our environmental actions in an ethical light and to try to articulate our own ethical positions.

In this course we will examine a number of different approaches to environmental ethics, review some of the important literature in the field, and examine the methods and assumptions of a variety of authors. We will explore both the ways in which we might come to know what is ethical and specific proposals for what is environmentally ethical. A significant part of the course will involve a case study. Students will share the responsibility for gathering technical information about this project. Also, they will identify ethical questions related to the case study and prepare position papers for class discussion.

Students should expect to do a good deal of reading, prepare short background reports and position papers, and write a major course paper. Work on group projects will be encouraged, and students should be prepared to be involved with study and groups outside of class meetings. With a lot of work and a little luck we should be able to produce a number of papers that will be of interest to people throughout the valley.

Students who wish to participate need not have a background in philosophy, but they should have a background in environmental studies.

Class will meet one afternoon a week for three hours.

NS 244 THE COMPUTER LABS

**Albert Woodhull and Michael Sutherland**

Hampshire College has several microcomputers available for student projects, and help is available from the instructors in this course and from other faculty and staff. Because of growing demand for resources and poor communication in the past, among students involved in different—or the same—projects, registration in this course will be required for using College equipment. Preference will be given to projects which involve contracts, or which develop resources for later use by other students.

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

NS 248 PHYSIOLOGY OF STRENUOUS EXERCISE

**Anthony Melchionda**

This is a class for people who are seriously interested in both exercise and physiology. It will be an appropriate follow-up to some previous exposure to General Physiology, either the course offered here in Fall Term, or a general Physiology course elsewhere.

We will study the basic physiological principles of energy utilization during various aspects of exercise and training, training principles, anatomy, injuries, and other related topics.

There will be a great deal of reading, class participation, and a required paper required by all students who participate and wish an evaluation.

Prerequisite: General Physiology or equivalent.  
Text: *The Textbook of Work Physiology*, Altroad & Rodahl.  
Enrollment is limited to 12 students. Permission of instructor.

Class will meet twice weekly.

NS 256 INFORMATIONAL MACROMOLECULES

**Lynn Miller**

Students in this course will read a series of original research papers on the discovery of the biological roles of DNA and RNA and on the biosynthesis of proteins. Students should have had previous exposure to genetics or chemistry or both if they are to get the maximum benefit from this course.

The object of the course is to learn how to read research papers in this important but highly specialized field and then to discuss some of the implications of this work for more general ideas about biology, evolution, and science.

Class will meet three times a week for 1-1/2 hours each for the first six weeks of the term.

NS 257 THE NEW GENES: CLONED, MOVABLE, AND SPLIT

**Lynn Miller and Stanley Goldberg**

Ten years ago no geneticist or molecular biologist would have predicted the state of our knowledge of genes today. Now we can determine the sequence of bases in a given piece of DNA much more easily than we can determine the amino acid sequence in the proteins encoded by that DNA. At the same time we have learned that the DNA of multicellular organisms is arranged in much more complex ways than the dogmatists of the 1950s and 60s believed possible. What we thought were linear structures, fixed in place, and universal in information content are now thought to be interrupted, movable, and, often, uniquely enciphered.

Students enrolling in this six week course should have some previous background in modern cell biology or genetics. NS 256, *Informational Macromolecules*, is a sufficient introduction. Every student is expected to participate actively in the seminar and to write an essay from the original literature or to carry out an experiment in the lab to merit evaluation. The class will meet three times a week for 1-1/2 hours for the last six weeks of the semester.

NS 261 MATH FOR SCIENTISTS AND SOCIAL SCIENTISTS

**Kenneth Hoffman**

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:

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 264 LINEAR ALGEBRA AND ITS APPLICATIONS

**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.

1. Vector space ideas in computer graphics; the geometry of rotations and projections and other linear transformations; linear perspective; the algebraic ideas leading up to the notion of dimension; computations via simultaneous linear equations and matrices.

11. 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)

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

1V. 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 will be Gilbert Strang's book with the same title as the course. 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 261 BOOK SEMINAR IN PHYSICS

**The Physics Faculty**

This seminar is intended for students concentrating in physics and for those in other areas who wish to do advanced work in physics. The class will read, discuss, and solve problems from an upper level undergraduate physics text in one of the following subjects: mechanics, electrodynamics, thermal physics, quantum theory, optics, acoustics or fluid mechanics.

Students who have not taken one year of Basic Physics or the equivalent should not take this course.

Interested students should contact the physics faculty.

NS 263 BASIC PHYSICS II

**Herbert Bernstein and Allan Krass**

This course is the second semester of an introductory physics course. It is designed to provide a rigorous introduction to the fundamentals of physics for those students who are concentrating in natural science. The first semester of this sequence was offered in the Fall of 1981. It is anticipated that students enrolling in Basic Physics II will have taken Basic Physics I or have an equivalent background.

The topics covered in the Fall semester were concepts of measurement, classical mechanics, and thermodynamics. This second semester course (Spring 1982) will deal with electricity and magnetism, waves, optics, spectroscopy and the quantum theory.

Class will meet three times a week for 1-1/2 hours each. In addition, the course will include several laboratory experiments on alternate weeks. Students must reserve an afternoon on alternate weeks for their laboratory attendance. Students will also meet weekly in small group sessions with faculty evaluators.

NS 269 DYES, PIGMENTS & THE ARTIST'S PALETTE

**Stanley Goldberg**

This six week course is devoted to understanding the parameters of the printing of color photographs: hue, saturation, contrast, etc., in terms of elementary theories of human color perception and the technology of color mixing. Course will meet three times a week for 1-1/2 hours each. In addition, students can expect to spend much time in the darkroom. A lab fee of \$10 will be required to cover the cost of the color chemistry. Students are expected to supply their own film and paper. Permission of the instructor is required for enrollment.

NS 295 HITCOCK CENTER PRACTICUM IN ENVIRONMENTAL EDUCATION

**Moris Bruno and Nancy Dornstader\***

The Hitchcock Center for the Environment can provide a variety of opportunities for students who wish to gain teaching experience in environmental education. More detailed descriptions in the environmental education section are given below. Call Nancy Dornstader (256-6006) before you register for either of these activities.

**Integrated Environmental Curriculum**

This program emphasizes the development and implementation of an activity-oriented environmental education program. Participants will work with the Hitchcock Center staff leading Alherst area school children on environmental field trips. The program provides an opportunity to learn about and facilitate environmental learning experiences while offering familiarity with environmental education resources and teaching methodologies. Participation includes Monday 1-4 p.m. preparatory workshops and discussions and assisting with field trips on Wednesday or Thursday mornings. A minimum of six hours weekly participation is required.

**Environmental Curriculum Development**

Participants work with the School Program Coordinator to develop and implement environmental classroom presentations. Students meet with the coordinator once a week to design short lessons and observe Hitchcock Center staff implementing established presentations. Participants will present one or more original lessons to elementary and/or secondary classrooms. Meeting times are flexible.

\*School Program Coordinator, Hitchcock Center for the Environment.

MATH EXERCISE CLASS

**David Kelly**

Do your mathematical muscles feel soft and flabby? Tired of having math jock types kick intellectual sand in your face? Then you owe it to yourself to come work out once a week to keep in shape. A complete well-rounded exercise program, including solving equations (single and simultaneous), graphing, logarithms, (choke!) word problems, etc. will be available. We will meet once a week to review systematically the high points of algebraic terminology and techniques. Three or four pages of notes will be handed out each time and a short set of review problems will be distributed for participants to work on.

between sessions. Designed for students currently in quantitatively oriented courses or students who simply want to keep up their math skills. Will assume at least a reviewable memory of Algebra I from high school. Not suitable for math whizzes, nor probably for students needing substantial basic remedial work. There is room in the curriculum to take up specific needs students are encountering in their courses or readings.

Class will meet for one hour once a week.

**SCHOOL OF SOCIAL SCIENCE**

**SS 108 LIFE THROUGH LITERATURE: EUROPEAN JEWISH SOCIETY AS PORTRAYED IN FICTION AND MEMOIRS**  
Leonard Gluck and Aaron Lansky\*

In the mid-nineteenth century, when the Jews of Eastern Europe were first becoming aware of the attractions and stresses of modern life, they began to produce a literature in Yiddish, which had until then been almost solely the spoken language of everyday life. In the course of the next hundred years or so they wrote a great deal—far more than most people know about nowadays—including innumerable short stories, novels, essays and memoirs, portraying and embodying a way of life that has disappeared forever. The National Yiddish Book Exchange, founded last year and located in Amherst, has a collection of some 60,000 volumes, most of which have never been translated. This course is designed to introduce you to the study of European Jewish life through readings in fiction and memoirs, some courses. We'll lecture to provide historical background on the writers and their subjects, but the emphasis will be on the literature itself as a primary source for understanding social life and culture. Students will be encouraged to bring their own responses and interpretations to our discussions, and during the latter weeks of the course will be asked to assume responsibility for leading discussions of particular stories. Everyone will be expected to write two short papers (about six to eight pages), possibly but not necessarily based on material read in the course. Our ultimate purpose will be twofold: to learn to read fiction with appreciation for both its social content and its aesthetic qualities and to develop historical perspective on East European Jewish society and culture.

The class will meet twice a week for 1 1/2 hours each session. Enrollment will be based on attendance and participation during the first two weeks.

\*Aaron Lansky, Hampshire graduate and founder of the National Yiddish Book Exchange.

**SS 111 THE CONCEPT OF CHILD-CENTREDNESS IN 20TH CENTURY AMERICAN CHILD DEVELOPMENT LITERATURE**  
Christine Shea

This course is designed to both initiate the student into the use of tools of historical analysis as well as to provide an opportunity to examine intensively the basic ideas that have tended to give form and purpose to child-centered thought and practice in 20th century America. At the beginning of the semester an attempt will be made to do a historical understanding and critical evaluation of the work of some of the most significant child-centered theorists, including Rousseau, G. Stanley Hall, John Dewey, Margaret Mead, Erik Erikson, and A. S. Neill. Emphasis will be placed on familiarizing students with Jungian, neo-Freudian, and 20th century liberal thought. Selected primary source material, from a wide variety of other influential figures in the "child-centered" movement will also be available to the seminar for individual research projects and group discussions. Central to this part of the course will be the archival work at the Clark University Archives in Worcester, Massachusetts, on the papers of G. Stanley Hall (commonly referred to as "the founder of the American child study movement" and "the father of American child psychology"). Using the data gleaned from the archival materials and primary source readings, the development of the child-centered tradition in America will be considered within the context of expansion and change in the 20th century American economy. The last part of the course will be devoted to a consideration of seminar participants' research papers. These will be related to the main theme of the course.

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

**SS 126 INTRODUCTION TO THE CLASSICS OF WESTERN LIBERALISM**  
Lloyd Hagan, Christine Shea

This course is designed to familiarize the student with some of the great contributions to the development of Western liberal thought. The choice of materials will be restricted to those authors whose works are considered to be the most significant "enlightened visions" of the origin, function, and final outcome of either of the two general models of liberalism that have evolved in Enlightenment thought: from 18th-19th Century classical liberalism to 20th Century "new" corporate liberalism.

An historical survey of the development of liberal ideology (from its classical to new liberal paradigm) will be presented and analyzed within the context of the changing nature of contemporary capitalism. An intensive study will be done of the works of the most representative authors in each of these models. Some possible candidates for study are Adam Smith, David Ricardo, John Locke, Alfred Marshall, Jeremy Bentham, Thomas Hobbes, John Dewey, John Maynard Keynes, Charles Copley, Edward Ross, Jane Addams, Richard Ely, Harry Parker Follett, Walter Lippmann, George Herbert Mead, Joseph Schumpeter, Tjalling Koopmans, John Stuart Mill, Herbert A. Gray, or Charles Merriam. In each case, emphasis will be placed on: (1) the nature of the intellectual crisis confronting scholars in the understanding of contemporary economic processes; (2) the special way in which the author formulated the problem to be studied; (3) his/her peculiar or unique mode of inquiry; (4) the impact of his/her works on contemporary understanding and future development of Western liberal thought. The basis for evaluation will be a series of short papers which demonstrate an understanding of the main ideas and analytic methods as well as the interrelationships between the authors.

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

**SS 134 ETHICAL CONCERNS IN RESEARCH**  
Donald Poe

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

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

**SS 142 CURRENT CRISIS IN AMERICAN POLITICS**  
Frank Holquist

There is a feeling across a broad range of the ideological spectrum that American politics has become "unhinged" that there is no cohesion to some local and national political coalitions, that there appears to be new perceptible movement toward the solution of old and new problems, that apathy and cynicism are growing and that people are distancing themselves from the political process. The course will examine whether or not these and other seeming crises are real, whether we are entering a new political era and, if so, what the character of that era might be. This contemporary analysis will be built on our political foundation of American class structure, the changing historical relationship between government and society, and the cause and consequence of changing political consciousness. Particular alleged crises to be examined will include: the crisis of liberal political theory and tensions with capitalist dynamics; the declining legitimacy of political institutions (the presidency, parties, etc.); the rise of the New Right; the urban fiscal crisis; the presumed crisis of single interest politics; the "taxpayers' revolt"; continuing crises of racism and poverty; and the domestic role of American foreign policy. We will close with a comparison of competing visions of how to deal with these and other crises in the future.

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

**SS 154 HEALTH PSYCHOLOGY**  
Louise Farnham

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

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

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

Thomas Szasz has called residents of state mental institutions "the forgotten people." The following questions will be raised in the context of this course: "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 mental 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, Mechanic and Rosshan. 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 "direct 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 184 AMERICAN CAPITALISM**  
Stanley Warner

The primary focus of this course is the current structure and performance of American capitalism. We'll begin by developing the theory of alternative market structures: monopoly, competition, oligopoly. A dominant theme of this theory is that capitalism requires competitive markets if it is to function optimally. Because the concentration of economic power in the United States is so clearly at odds with this traditional belief in free markets, a number of new theories have emerged which attempt to explain—seen to the point of making a virtue of—the dominance of a few hundred multinational firms. A second aspect of this course will be to critically evaluate these theories.

In a number of fundamental respects, however, the performance of an economic system involves questions that transcend the issue of whether markets are competitive or noncompetitive. Work

alienation, class structure and consciousness, and the relationship of economic power to political power are three such areas. These issues warrant full courses of their own. A third aspect of the course, however, will be to at least brush these questions with the hope that it will keep us from slipping into too narrow a frame of reference.

Throughout the course there will be a strong emphasis on direct applications to specific industries (steel, auto, drugs) and to specific controversies (the new wave of conglomerate mergers, resurgent militarism, the energy crisis). The readings will include: F. M. Scherer, *Industrial Market Structure and Economic Performance*; J. K. Galbraith, *Economics and the Public Purpose*; David Kotz, *Bank Control of Large Corporations in the U.S.*; Michael Tansler, *The Energy Crisis*; Paul Baran and Paul Sweezy, *Monopoly Capital*. This is a Division I course which assumes no prior work in economics. A person completing the course would be prepared for an intermediate course in the area known as microeconomic theory.

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

**SS 193 POLITICAL SOCIOLOGY OF THE NEW RIGHT**  
Allen Hunter

Today the New Right promotes numerous conservative positions: opposition to abortion, the Equal Rights Amendment, gay rights, sex education, busing, trade union rights, environmental protection. It takes these positions in the name of the traditional family and in opposition to the bureaucratic welfare state.

This course will be an interdisciplinary approach to the New Right and a significant contemporary social and political movement. We will look at what the New Right is, how it is organized, what its strategies and ideologies are. We will study representative writings of such New Right leaders as Phyllis Schlafly, Jerry Falwell, Jesse Helms. In addition we will study works from sociology, political science, history, that help us to understand the New Right.

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

**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.

**SS 201 THE OTHER SOUTHS: WOMEN, BLACKS AND POOR WRITES IN SOUTHERN HISTORY AND LITERATURE**  
L. Broom Kennedy, Susan Tracy

The "South" is often spoken about in the North and in the national media as if it were a monolithic unit with a unified geography and culture. In fact, there has always been the South of the Native Americans, the South of the Euroamericans, and the South of the Afro-Americans. From the Louisiana low country, tidewater estates and the haunting swamps of the eastern coast to the country hollows nestled between the jagged peaks of the Great Smoky Mountains and the fertile flatlands of the Mississippi Delta, the South is and always has been a region of contrasts defined by the land and by the relationship of its people to that land.

This course seeks to introduce you to the richness and diversity of Southern history and literature through the exploration of Southern fiction and autobiography of some of its more prominent black and white authors. We will be exploring dichotomous and relationally between men and women, exploring dichotomous and relationally between rich people and poor people. Probable emphases include the defense and urban life, and the centrality of the black and white family. Among the writers we will consider are Harriet Beecher Stowe, William Gilmore Simms, William Wells Brown, Seymour Chwast, Edgar Allan Poe, William Faulkner, Zora Neale Hurston, Lillian Smith, Carson McCullers, Eudora Welty, Alice Walker.

This course is open to students who have had some previous work in social science or humanities. It is also specifically designed to support student writing. Because of the writing component of the course, it will necessarily be limited to 30 students, to be chosen by permission of the instructors.

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

**SS 203 WORLD POLITICS**  
Eqbal Ahmad

This introductory course on international politics is divided into two parts. In the first half of the semester we shall survey the major ideologies, institutions and issues which define the nature of international politics in our time. In the second half of the course we shall study the interplay of the above factors by looking into the foreign policies of the powers in relation to: (a) each other; (b) their allies; and (c) the Third World countries which make up a majority of the world state systems.

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

**SS 204 FROM ENLIGHTENMENT TO REVOLUTION: EUROPE AND AMERICA IN THE EIGHTEENTH CENTURY**  
Nancy Fitch, Susan Tracy

This course will explore the economic, social, intellectual and political developments of the 18th century in Europe and the United States. We will investigate the paradoxes of this Age of Reason: slavery and freedom, absolutism and democracy, feudalism and capitalism, romanticism and rationalism, feminism and domesticity, federalism and regionalism, nationalism and cosmopolitanism. Our studies of particular societies will be set in the context of the changing world economic order. The emerging class structures of each nation. This course will culminate in the analysis of the three great revolutionary movements of this period: the American, French, and Haitian revolutions. We will try to establish how the critical rationalist spirit of the 18th century Enlightenment informs the political events of the Age of Revolution.

Readings will be drawn from primary and secondary materials.



including the following: selections from the writings of Jean-Jacques Rousseau, Montesquieu, Edmund Burke, Thomas Paine, Immanuel Kant, C. W. F. Hegel, Alexis de Tocqueville, as well as the following texts: The Federalist Papers; Eric Williams, Capitalism and Slavery; C. L. R. James, The Black Jacobins; Albert Soboul, The French Revolution.

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

SS 205 FROM HARD TIMES TO SCOUNDREL TIME: AMERICA: SOCIETY AND POLITICS FROM THE GREAT DEPRESSION TO THE GOLD WAR  
Aron Burman

In the years between 1929 and 1952 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 homefront during World War II, McCarthyism and the diplomacy of the cold war. Ready sources will include scholarly works, fiction and primary source material. Among those to be read are Studs Terkel, The Hard Times; 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 RELIGION: A CROSS-CULTURAL PERSPECTIVE  
Leonard Click

An introduction to the study of religion as an integral element in social life and culture, emphasizing detailed examination of specific religions and appreciation of their meaning and significance for those who believe in them and practice them. The writings of theorists, particularly theorists with universal explanations and those who speculate about what religion "really is," will not be our central concern.

We'll begin with a study of localized religions--that is, religions belonging to small groups living in relatively isolated circumstances and focused almost entirely on their own society and culture. Then we'll turn to people practicing versions of universal religions--historically established religions of widespread distribution and national acceptance. We'll conclude with study of reintegrative religions, which develop as "movements" or "cultures" in response to oppression, frustration, and rapid social change. Among the religions to be studied are those of the Navaho, peoples of Melanesia, Theravada Buddhism, evangelical Christians, Mormons, Manifestation, and Krishna Consciousness. A few guest speakers will be invited to explain their religions to the class. If the class wants to do so, we'll have an evening session, with pot-luck supper, for discussion of personal religious ideas and experiences.

The first part of the course will be primarily my responsibility, but students will be expected to lead some of the discussions later in the semester. Everyone will be expected to write two papers (about six to eight pages each), one on a localized religion and one on a universalist or reintegrative religion. Course evaluations will be based on contribution to class and written work.

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

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 economic courses and itself contributes to a wide variety of concentrations.

The text is R. Lipsey and F. 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 212 POWER, AUTHORITY AND WORK: COMPARATIVE PROFESSIONAL ORGANIZATIONS  
Richard Alpert, Robert von der Lippe

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

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

SS 214 FAMILY IN CROSS CULTURAL PERSPECTIVE  
Ray Johnson, Miriam Slater, Frances White, Barbara Tegesson

The power of families lurks somewhere in most of our lives. This course will provide an historical and cross cultural perspective on the power of the family. We will examine family structure, practices and values in a comparison of European,

Chinese, African and North American societies from the 17th to the 20th centuries. The advantage of the comparative approach is twofold: it widens the scope of available information in a way which permits more imaginative and perhaps more accurate assessment and organization of the factual material; it makes possible the testing of explanatory models, because it allows us to distinguish with greater accuracy between the merely idiosyncratic event or practice and those which have more universal application.

We intend to examine the following themes across these family systems with special attention to defining and understanding the mechanisms of social change: (1) the relationship between power within the family and power outside of it; (2) the role of the family in sustaining capitalism, patriarchy, and socialist social orders and sometimes as harbinger of resistance to each; (3) sexual practices, attitudes, and ideology; (4) child-rearing practices and attitudes; (5) the relationship between the family, work, and politics for women and men; (6) consumption patterns (especially dress and deportment).

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

SS 216 THE STATE AND SOCIETIES IN THE MIDDLE EAST AND NORTH AFRICA  
Egal Ahmad

This seminar will be concerned with the origin and development of the contemporary state in the area from Morocco to Pakistan. The relationship between state power and the civil society in this region shall be studied in terms of the historical development of state systems in the area, their ideologies and their relationship to social classes. We shall examine also the role of political institutions (parties, parliaments, trade unions, etc.) in assuring popular representation and governmental accountability.

The class will meet one evening a week for 2-1/2 hours. For students with a background in social analysis and Middle Eastern Affairs; limited to 25, by instructor's permission and/or lottery.

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

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

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

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

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

One of the most important milestones in personality development is the emergence of a sense of self as independent from others. At the same time, social life depends on cooperation and a sense of self as part of a larger community. In this course we will examine development in the first years of life with the goal of understanding the origins of the paradox that independence emerges from dependence and that community presupposes 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? Is this separation forced on the infant by external events? Or is the infant an active participant in seeking autonomy? To what extent is the infant's sense of autonomy shaped by her caretaker's behavior, her immediate environment, and the culture in which she lives? Are there sex differences in the development of autonomy and the 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 relationships between Blacks and whites in the processes of production, distribution, consumption, and accumulation of wealth in the United States. Alternative methods of modifying these forces to bring about permanent improvements in the economic 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 dynamic nature of economic activity. Data in empirical data and 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 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 "classical economists," and from recent contributions in the Review of Black Political Economy. Three books of special importance are used widely in the course: Competition and Coercion: Blacks in the American Economy, 1865-1914 by Robert Higgs; One Kind of Freedom: The Economic Consequences of Emancipation by Roger L. Ransom and Richard Sutch; The Inequality of Pay by Henry Phelps Brown.

Classes meet twice a week for lectures and discussion. The lectures are designed to supplement and give organization to the readings. Active participation in class discussion is encouraged to help reinforce the student's ability to articulate a consistent theoretical framework of black economic activity. The 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 best formal academic work you find in this course. Your aim, however, should be to prepare a paper of suitable quality for possible publication in a journal such as the Review of Black Political Economy. As an example of the quality of paper, please refer to the article by William Darity in RBBE, Vol. V, No. 3, 1975.

Class meets for 1-1/2 hours twice a week. Enrollment is limited to 25; first come, first served.

SS 229 BREAKING THE SILENCE ON DOMESTIC VIOLENCE  
Gloria Joseph

The course is designed to research the extent of violence in the American family within the patriarchal American society. The institutionalization of violence in our culture will be studied in its role as a "cleansed" aspect of daily family life. Topics dealt with will include child abuse, battered women, rape 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 heard and studied.

Readings for the course will include Rahim Cloward Norris by Murray Strauss, Susan Steinmetz and Richard Gelles; Aggie (a magazine on ending violence against women); Susan Sils by Helen Yelouskas; Take Back the Night, edited by Laura Loderer; and various feminist papers and articles.

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

SS 230 LEGAL ORDER IN COMPARATIVE PERSPECTIVE  
Lester Mazor

The legal orders of modern societies have many common features: professional courts and lawyers, an emphasis on development through legislation and administrative rule making, a large and complex volume of substantive norms and elaborate formal processes, to name a few. Yet they also appear to differ considerably because of their situation in different cultures. This course will examine these similarities and differences, emphasizing the grand division often made between those in the common law tradition and those on the continental. Roman law model, as well as the Napoleonic Code. The course will not be a traditional comparative law course, however, but a broader effort to compare legal systems, looking to such factors as the role of lawyers and judges, the character of legal training, and the significance of law and legal processes in the society.

While the principal focus will be on Western European countries, the legal systems of socialist countries also will be examined to determine the extent to which they form a distinct type. Examples of law and legal process outside modern and Western culture will also serve as counterpoint to the main theme. Readings for the course will include Unger, Law in Modern Society, and selected articles and documents.

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

SS 232 SEMINAR IN THE THEORY OF ANARCHY  
Lester Mazor

In there a body of thought which can be called a theory of anarchy, in the sense that there is a conservative, liberal or Marxist social and political theory? This seminar will explore the state of anarchist theory from Godwin and Proudhon, through Bakunin, Kropotkin and Malatesta to Bookchin and Foucault; individualist anarchism of the type represented by Stirner; Bookchin and the right wing libertarians will not be included.

The course is conceived as a seminar, with discussion as its medium. It is designed for students who already have some familiarity with political and social theory and preferably a knowledge of the classical, liberal and Marxist traditions. A close reading will be given to a limited number of texts, although students will also be expected to do more extensive reading in an author of their choice.

The class will meet once a week for three hours. Enrollment is limited to 20; permission of instructor.

SS 240 THE PUBLIC SPHERE  
Joan Landes, Robert Kakoff

A democratic politics can be measured by its commitment to the principles of equality and participation. If the goal of equality is challenged in the present age, how much more vulnerable is that of participation? In the face of a growing tendency toward elite politics, depoliticization, and technocratic administration within advanced industrial societies, this course seeks to recover the classical democratic commitment to an active and vital form of public life, predicated upon the engagement of reasoning and interested individuals in a democratic society of public life. It is groups ("publics") in which individuals and groups would come together in



spevities will be represented. There will be one three-hour evening meeting per week.

IN 339 TRANSITIONS  
John Boettiger and David Smith

This seminar will explore the theme of transitions in a number of ways. We are interested in the way the image of transition characterizes works of literature like the "Time Passes" section of Virginia Woolf's *To The Lighthouse* and constructions in psychology (like Erik Erikson's model of the human life cycle). We shall ask participants, as well, to share some way or ways in which the transitions theme is present in their own Division III studies.

A special feature of the seminar will be an invitation to a number of Hampshire graduates (some who have been earlier members of this class) to return and share with us their transition from college to after-college work and other experience. How can one characterize the manifold nature of that change? What are its issues, stresses, satisfactions? In what ways did college prepare (or fail to prepare) them for those transitions?

The seminar, limited to twelve students, will meet one evening a week from 6 to 10 PM in our homes for a potluck supper and good conversation. This aspect is important to us for atmosphere and mutual support (to take the edge off the isolation of Division III work), so prospective participants must feel able to make a commitment to it. Admission to the seminar is through a letter to us explaining your interest and current work in Division III, followed when possible by a personal interview.

IN 337 INTEGRATIVE SEMINAR ON GODEL, ESCHER AND BACH  
Jay Garfield and Glenn Ina

This seminar will read Stephen Hofstadter's *Gödel, Escher and Bach* and will address issues in artificial intelligence, the philosophy of mind, computer science, logic, and mathematics. Depending upon the composition of the seminar, we may be particularly interested in how the results and methods of these disciplines impinge upon society, the arts, and the emerging discipline of cognitive science.

Students in the seminar will be expected to take major responsibility for leading discussions; to make at least one presentation to the seminar of work in progress, exhibiting its connections to the issues addressed in the seminar; and to give at least one presentation to the Division I course of the same name. Enrollment is limited to 12 by permission of the instructor. Meeting times to be arranged.

IN 338 EXPLANATION  
Virginia Vallan

What is an explanation? Is there a single model which can cover explanations in every field? In particular, are explanations in the fields composing cognitive science structurally similar to explanations in the natural sciences? The course will discuss these questions by way of examples (from different disciplines) and readings in the philosophical and scientific literature on the nature of explanation.

We will pay particular attention to the role played in explanation by theories, laws, hypotheses, models, questions, reasons, causes, and motives. Examples of explanatory issues could include: sociobiological explanations of concepts like altruism; computer simulation as explanation; reductionism; linguistic explanations of the properties of sentences; "propositional" vs. "motivational" explanations of (imagery); psychoanalytic explanations of behavior by reference to unconscious motives and processes.

The class will be divided into two back-to-back sessions. The first 1 1/2 hours will include (in addition to students and the instructor) faculty from various disciplines who will discuss explanation in their disciplines. The second 1 1/2 hours will be limited to the students and instructor. We will discuss the faculty presentations and relate the examples to assigned readings. There will include some of the classical literature on explanation in the natural sciences and recent work on explanation in other areas.

Students will be expected to participate actively in class discussions, and to write (individually or jointly) a paper analyzing and evaluating an example of an explanation or an aspect of explanation. Class size will be limited to 20 students, to be selected by discussion with the instructor during the first week of class. The class will meet once a week for three hours.

IN 341 NEUROBIOLOGY/PSYCHOLOGY/PSYCHIATRY  
John Foster, Marle Brimo, Ellen Woeffel, and Diana Schulmann

Read us say more?  
Except:  
-if you are intrigued by brain-body affectations.  
-if, if the neurobiological disorders associated with diseases such as multiple sclerosis and epilepsy just fascinate you.  
-if, if just how the brain transmits messages, is your thing. Then, this seminar is for you.

What we hope to integrate in this seminar is how the neurological, endocrinological, biochemical, and pharmacological processes of the brain affect the psyche and thus bodily functions (and vice versa).

Discussions will circle around: speakers, films, and student projects. This is an entirely student organized and generated seminar therefore anyone taking this course must be prepared to be devoted.

We will meet once a week for three hours over (student-made) dinner. Enrollment is limited to 15.  
Prerequisite: a familiarity with neurobiology or neurochemistry is essential.

Contact Ellen Woeffel or Diana Schulmann (x306) for information  
\*Hampshire students

**DIVISION I PROSEMINARS**

Division I proseminars, designed especially for students new to Hampshire College, are offered in fall term 1981 by faculty in all four schools. The proseminars are of substantial intellectual content, problem- or issue-focused, 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, essay 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. Entering students will have an opportunity to preregister for a proseminar in the summer before their arrival.

**COMMUNICATIONS AND POLITICS**  
J. Miller  
LC 121

**LANGUAGE, CULTURE, AND SOCIETY**  
Mark Feinstein  
LC 171

**THE LIFE SCIENCES DISCOVER DEATH**  
Michael Gross  
MS 143

**KIDS AND KIN: THE SOCIAL ORGANIZATION OF CHILDREARING**  
Naunoy Nahunoy, Barbara Nyqvist  
SS 125

**LC 121 COMMUNICATIONS AND POLITICS**  
James Miller

With the ascendancy of an actor to the White House, it would appear that questions concerning the useful use of public communication in the quest for political office or in the maintenance of an established political order are particularly worth asking. In this course we will address some issues of communication and politics, including mass media campaign strategy, press coverage of the federal government, the effects of such dramatic events as debates on voting behavior, and the symbolic dimensions of political language and action. Books to be read may include: *The Political Franchise*; *Misses and Coombs*; *Subliminal Politics*; *Reese*; *The Washington Reporters*; *Crossman and Kumar*; *Selmon*; *The Symbolic Use of Language and Political Language*; *Kraus*; *The Great Debate*.

Students will carry out a series of project-empirical and bibliographic- and present their findings to the class. Enrollment is limited to 15 on a first-come-first-served basis. Class will meet twice a week for an hour and a half each time.

**LC 171 LANGUAGE, CULTURE, AND SOCIETY**  
Mark Feinstein

Language, culture, and society are inextricably bound up with one another. The study of language in its cultural and social setting can give us insight into human beings as social and cultural beings, as well as enrich our view of human language and the relationship between language and mind. What are the relationships between language, thought, and culture? Does one determine the other, or are the relationships more intricate and complex? What are the phrases between what we know about our language and what we know about the world and our culture? We can gain insight into these general questions by looking at the nature of language itself, at such roles as politics in such cultural phenomena as myth, folk taxonomy, kinship organization, and so forth.

When we get to the level of social structure within a particular culture we find, interestingly, that language both reflects social organization and gives us a way to study it. Different groups within a society—including ethnic groups and socioeconomic classes—express their identity partly through quite subtle and (for the most part) unconscious manipulation of language variation. But at the same time these disparate groups can be said to make up a single speech community, in spite of their differences. There are, for example, many distinct varieties of English spoken in New York City, yet it can be shown that speakers of all these distinct varieties constitute a single speech community, and have a distinct identity as a whole. How does this happen? We will look at various dialects of English, some ethnically based, some class-based, and discuss their relationship to "standard English" (a relationship which has some important implications for education).

We will also look into the intriguing connection between what children tend to do in learning a language, what we tend to find in nonstandard dialects, the ways in which languages tend to change over time, and the phenomena that are found in pidgins and creoles. In each of these areas we keep finding strikingly similar phenomena. Why should this be? Current linguistic theory suggests that the answer in part lies in those aspects of human language which are universal, part of the biological make-up of human beings. By probing the nature of our language capacities we may find out something more about what makes us all—regardless of culture, regardless of bewildering apparent differences—fundamentally one "community," the human species.

In the course we will be employing the methods of, and evaluating the assumptions and claims of, general linguistics (the study of language) as well as social and anthropological linguistics. The class will meet twice a week for 1 1/2 hours each time. Enrollment is limited to 25.

**MS 143 THE LIFE SCIENCES DISCOVER DEATH**  
Michael Gross

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

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

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

Opportunities for projects will emerge from class members choosing to study more intensively the development of various scientists' interest in the subject between about 1880 and 1930. A requirement of the course is that students will work on projects in groups of two or more. These projects might become the basis for a Division I Natural Science examination.

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

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

**SS 125 KIDS AND KIN: THE SOCIAL ORGANIZATION OF CHILDREARING**  
Naunoy Nahunoy, Barbara Nyqvist

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

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

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

**OUTDOORS PROGRAM**

The Outdoors Program is a voluntary, good 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 sports, 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 experience 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").

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

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

During January Term and vacations, the Outdoors Program's major trips and expeditions occur. They have included climbing Alaska, Yosemite, and Colorado, canoeing and backpacking in Utah, women's trips in New Mexico, and kayaking in Texas.

The Outdoors Program emerges as not a physical education department, not an athletic program, not an outdoor 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 range from slides through the O.P. bulletin boards, house newsletters, and the O.P. calendar (available at the O.P. office).

REGISTRATION TOP ROPE CLIMBING OF 111	Garrison
WOMEN'S TOP ROPE CLIMBING OF 129	Dean Light
CROSS-COUNTRY SKIING OF 132	Twitchell
TRAVELING THE WOODS WITH MAP AND COMPASS OF 137	Anderson

**BICYCLE MAINTENANCE AND REPAIR**  
OP 138  
Anderson

**CLIMBING ICE**  
OP 143  
Garritian

**ADVANCED ROCK CLIMBING**  
OP 205  
Garritian  
Newth

**OUTDOOR LEADERSHIP: AN OVERVIEW**  
OP 218  
Anderson

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

**PROGRAM AND CURRICULUM DESIGN IN OUTDOOR EDUCATION**  
OP 290 (LC 290)  
Avyarian  
Miller

**OP 111 BEGINNING TOP ROPE CLIMBING**  
Bob Garritian

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 from 12:45 to 5:30 p.m.

**OP 129 WOMEN'S TOP ROPE CLIMBING**  
Bridget Dean and Rachel Light

This course is for women with little or no climbing experience. We will cover the basics of safety, rope work, knots, and climbing techniques. Enjoy the opportunity to exercise your body and mind in a supportive atmosphere. We will be climbing at various local areas as well as on the indoor climbing wall.

Class meets Monday afternoons 12:30-6:30. Enrollment limited 12.

**OP 132 CROSS-COUNTRY SKIING**  
Colin S. Mitchell

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

We will be driving to Camington Farm or Northfield Touring Centers where there are maintained cross-country trails. There will be an optional ski touring week end in New Hampshire toward the latter part of the course. The course ends at spring break or when the snow goes whichever comes first.

Enrollment limited to 12. Class meets one afternoon a week - 12:30-6:00. May be announced.

**OP 137 THROUGH THE WOODS WITH MAP AND COMPASS**  
Steve Anderson

This course is for men and women with either intermediate or beginning level wilderness navigation skills. My goal is to help you become adept and confident at navigating on or off trails in the wildland of places.

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

**OP 138 BICYCLE MAINTENANCE AND REPAIR**  
Steve Anderson

A thorough introduction to the care and repair of your two wheeled human powered machine. You will disassemble that seemingly intricate mass of metal to the last nut, bolt and bearing. Spring break will see a finely tuned, clean machine ready to roll when the warm weather lures you out of the library.

Class will meet Wednesdays, 1:00-4:00 p.m. until Spring Break. Sign up at the Outdoors Program. Limit 10.

**OP 143 CLIMBING ICE**  
Bob Garritian

This course will provide an opportunity for experienced rock climbers to try ice climbing in the local area. Basic use of crampons and ice tools will be covered. We will travel to Mount Tom and climb several of the ice flows if the weather cooperates. Participants must provide themselves with rigid mountaineering boots and warm clothing.

Enrollment is limited to 6. Permission of instructor is necessary. Class meets Thursday, February 5 through Thursday, March 18. We will leave the R.C.C. at 12:00 noon.

**OP 205 ADVANCED ROCK CLIMBING**  
Bob Garritian and Greg Newth

This course will be offered in two segments. Part I is open to people who have a solid background in top rope climbing but who lack a complete understanding of the technical aspects of climbing. Part II is open to anyone who has a thorough understanding (including first hand experience) of the areas covered in Part I. The goal of this course is to prepare people to be competent second for multi-pitch climbs and to provide instruction in lead climbing. Both sections are by permission of instructor.

**Part I TECHNICAL INTRODUCTION**  
Bob Garritian

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

Class meets Wednesdays, 1:00-3:30 p.m. and runs February 4 through March 17.

**Part II TECHNICAL CLIMBING**  
Greg Newth

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

Class meets Thursdays, 12:00-7:00 p.m. and runs April 1 through May 13.

**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 the 4 day class backpacking trip. This course is strongly recommended for prospective pre-college trip leaders, and it is a pre-requisite for co-leading a January term or Spring Break trip.

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

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

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. From there we will embark on the particular pleasures of orienteering, climbing, rafting, kayaking, backpacking, building shelters, or canoeing. There will be one overnight as well. Frequently 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.

**OP 290 PROGRAM AND CURRICULUM DESIGN IN OUTDOOR EDUCATION**  
LC 290  
Avyarian and Rish Miller

This course will focus on the design of outdoor learning experiences and outdoor education curricula. The course will have three units.

First we will examine the educational philosophies underlying Outdoor Bound, because extensive writing and research has been based on this program. We will look at other programs adapted from Outdoor Bound, and particularly programs designed for adolescent youth. We will talk the Wilderness School in Connecticut, and Threshold, a youth drop-in center in Northampton, as objects for case studies. How have these programs used techniques and philosophies of outdoor education for their particular purposes? How have they related theory to practice?

The second unit of the course will involve participants in an active design process. Working in small groups, students will develop objectives and curricula for a number of outdoor education courses: We may for example, work on designing courses for women over 30; physically handicapped people; young children; business executives; college faculty. Course designs will be presented to the class as a whole for discussion and critique, and will, in written form, be suitable for inclusion in students' Division III portfolios.

The final unit of the course will involve all participants in designing and implementing a short outdoor education experience for the class itself.

Participants should have had previous outdoor education and leadership experience, and have completed OP 218 or its equivalent.

Enrollment is limited to 12; permission of instructors is required. Preference will be given to students who have filed Division III concentration statements in education studies or outdoor education. Class will be twice weekly for 18 hours a session.

**IN 332 THE IDEA OF NATURE**  
Andrea Avyarian and Michael Cross

For centuries, philosophers have debated the questions of what is nature and what is natural. Scientists have altered the idea of the philosophers' nature. Is there any such enduring reality as nature? Is nature the same as wilderness? Is nature an external location, as place to go, or an internal attitude? Is nature alive, dying, or dead? Can nature be used as an ethical norm? To correct technology's total exploitation of nature, must we return to what is natural? If so, what is the "nature" to which we must return? What lies behind the identification of nature as female? This is a course designed for those interested in exploring the classical philosophy and history of the idea of nature. It emphasizes feminist perspectives on nature. Students will prepare discussions of assigned material and present their own work.

Readings include: R.C. Collingwood, *The Idea of Nature*; Donald Worster, *Nature's Economy*; Carolyn Merchant, *The Death of Nature*; Susan Griffin, *Woman and Nature*; Mary Daly, *On Notion*; and Rachel Carson, *The Sea Around Us*; and various articles.

Class will meet Thursdays 1:00-3:30.

**RECREATIONAL ATHLETICS**

**SHOTOKAN KARATE I (INTERMEDIATE)**  
RA 102 Taylor

**SHOTOKAN KARATE II (INTERMEDIATE)**  
RA 103 Taylor

**ADVANCED SHOTOKAN KARATE**  
RA 104 Taylor

**AIKIDO**  
RA 105 Sylvain

**BEGINNING BATHA YOGA**  
RA 106 TBA

**CONTINUING BATHA YOGA**  
RA 107 TBA

**T'AI CHI: 108 FORM YANG STYLE**  
RA 108 Callagher

**T'AI CHI: CONTINUING**  
RA 109 Callagher

**PHYSICAL FITNESS CLASS (THE EXERCISES)**  
RA 110 Ribbers

**FENCING**  
RA 111 Weber

**WOMEN'S BASKETBALL**  
RA 112 Harrison

**VOLLEYBALL**  
RA 113 Harrison

**KAYAK ROLLING AND POOL KAYAKING**  
RA 114 Judd

**BEGINNING WHITEMATER RIVER KAYAKING**  
RA 115 Judd

**INTERMEDIATE WHITEMATER KAYAKING**  
RA 116 Judd

**WOMEN'S BEGINNING WHITEMATER KAYAKING**  
RA 117 Kingman Dean

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

This course is for students who have completed RA 101 and/or the equivalent.

The class will meet Spring Term, Mon., Wed., and Fri.; 2:30 - 4:30PM in the South Lounge, R. C. C.

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

This course is for students who have completed RA 101 and RA 102.

The class will meet Tuesday and Thursday from 7:00 - 9:00PM and Sunday from 6:30 - 8:30PM in the South Lounge.

**RA 104 ADVANCED SHOTOKAN KARATE**  
Marion Taylor

This course is for students who have attained the rank of brown belt or black belt.

Times will be arranged at first class in the South Lounge, R. C. C.

**RA 105 AIKIDO**  
Paul Sylvain

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

The class will meet 10:15AM - 12:15PM in the South Lounge, R. C. C.

**RA 106 BEGINNING BATHA YOGA**  
TBA

Batha 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 - 3:15PM in Donut 4, center room.

**RA 107 CONTINUING BATHA YOGA**  
TBA

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 - 4:45PM in Donut 4, center room.

**BA 108 T'AI CHI: 108 FONG YANG STYLE**

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

The class meets on Monday evenings from 6:30 - 7:45 in the South Lounge of the R. C. C.

**BA 109 CONTINUING T'AI CHI**

**Paul Gallagher**  
Continuing T'AI CHI will meet on Monday evenings from 8:00 - 9:30 in the South Lounge of the R. C. C. Permission of the instructor is required. Five-college students will be graded on a pass/fail basis, and credits must be arranged with their registrars.

**BA 110 PHYSICAL FITNESS CLASS (THE EXERCISES)**

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

Class will meet on Tuesdays and Fridays, 12:05 - 1:00PM, in the Robert Crown Center.

**BA 111 PENCING**

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

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

**BA 112 WOMEN'S BASKETBALL**

**Linda Harrison**  
This class is an extension of the January term course. It is for any woman interested in learning to play the game as well as for experienced players. Other times will be established for those people interested in more advanced play.

The time for the class is TBA.

**BA 113 VOLLERBALL**

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

**BA 114 KAYAK ROLLING AND POOL KAYAKING**

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

Classes will meet on Wednesdays from 6:00 - 7:30PM. Unlimited enrollment.

**BA 115 BEGINNING WHITWATER RIVER KAYAKING**

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

Class meets Thursday, 10:30AM - 12 Noon, in the pool, until March 11. After March the class will meet twice weekly—on Tuesday from 12:30 - 6:30PM for a river trip, and on Thursday from 10:30AM - 12 Noon in the pool again. There is a limit of 9 students plus a waiting list.

**BA 116 INTERMEDIATE WHITWATER KAYAKING**

**Becky Judd**  
This class is for people with whitewater and eskimo roll experience. You will learn and perfect advanced whitewater techniques on class III water.

Class will meet in the pool from 1:00 - 2:30PM on Thursdays until March 11. River trips will then meet on Thursdays from 12:30 - 6:30PM. Permission of instructor required.

**BA 117 WOMEN'S BEGINNING WHITWATER KAYAKING**

**Abby Kingman & Bridget Dean**  
Come learn the fundamentals of kayaking as well as the basic whitewater skills: eddy turns, ferrying, bracing, river reading, surfing, safety, equipment and eskimo roll, and strokes and rescue maneuvering. Challenge yourself in a supportive atmosphere during both pool sessions and river trips. No experience necessary except the ability to swim. Wednesday afternoons 12:30 - 6:30PM.

**SPECIAL PROGRAMS**

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

**EDUCATION AND CHILD STUDIES**

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

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

Related courses offered for spring term include:

- LC 124 Microcomputers and Human Disability
- LC 126 Children's Thinking: What Develops?
- LC 248 Child Language Development
- LC 290 Program and Curriculum Design in Outdoor Education
- NS 192 Elementary School Science Workshop
- NS 295 Hitchcock Center Practicum in Environmental Education
- SS 220 Law and Justice in Education
- SS 222 Autonomy and Community: The Development of the Self and Social Interaction

- LC 120 Small Group Communication: Theory and Practice
- LC 249 Cognitive Psychology
- SS 125 Kid and Kin: The Social Organization of Child-rearing
- SS 214 Family in Cross Cultural Perspective

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

**ENVIRONMENTAL STUDIES AND PUBLIC POLICY**

The Environmental Studies and Public Policy Program (ESAPP) is a College-wide program with two or three student interns and faculty member Robert Rakoff (Social Science).

The objectives of the ESAPP program are to encourage student interest in environmental and public policy issues and to provide support for individual and group research activities in these areas. In the past, the program has sponsored such projects as the publication of *Walden at Montague*, a study of the ecology of the Holyoke range, and the study of the potential for energy self-sufficiency in Northampton. In the spring of 1981 ESAPP sponsored a campus-wide referendum proposing a bilateral nuclear weapons freeze which included a three month educational program.

ESAPP has maintained close contacts with such local consumer and environmental organizations such as Mass/REG and the Alternative Energy Coalition. The program also sponsors lectures and colloquia by outside speakers as well as Hampshire faculty and students. In the past ESAPP has had a strong identification with the School of Natural Science; in recent years, however, substantial progress has been made in broadening the scope of the program's interests. ESAPP has encouraged projects in the social, political, and economic aspects of environmental issues and is equally interested in the ethical and aesthetic dimensions of these questions.

Related courses offered for spring term include:

- NA 165 Places and Spaces: Perception and Understanding of Human Environment
- NS 148 The Solar Greenhouse
- NS 154 Microbial Ecology
- NS 178 Geobotany
- NS 204 Ecology
- NS 213 The Roots of the Aras Race
- NS 235 Energy Technology Seminar
- NS 236 Environmental Ethics
- NS 295 Hitchcock Center Practicum in Environmental Education
- IN 332 The Idea of Nature
- IN 331 Social Theory and Policy Analysis

**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.

- |                            |                              |
|----------------------------|------------------------------|
| <b>Humanities and Arts</b> | <b>Social Science</b>        |
| L. Brown Kennedy           | Carol Bengeladort (on leave) |
| Jill Lewis                 | Nargaret Cerullo             |
| Mary Russo                 | Nancy Fitch (on leave)       |

**Natural Science**

- Nancy Goddard
- Saundra Oyebole (on leave)
- Janice Raymond
- Aun Woodhall
- Mary Sue Heniffin

Related courses offered for spring term include:

- NA 222 George Eliot and Doris Lessing
- NA 226 Twentieth Century French Literature: Subjectivity, Sexuality, and Subversion
- NS 131 OR NICE AND WOMEN: "Scientific" Research on Sex Differences
- NS 201 The Other Souths: Women, Black and Poor Whites in Southern History and Literature
- SS 214 Family in Cross Cultural Perspective
- SS 222 Autonomy and Community: The Development of the Self and Social Interaction
- SS 240 The Public Sphere
- SS 250 American Social History of the Twentieth Century: The Development of Professional Culture

**FOREIGN LANGUAGES/LANGUAGE STUDIES**

Hampshire College has no special foreign language departments, although instruction in French and Spanish is offered at the introductory and intermediate levels through intensive courses. Proficiency in a foreign language alone cannot be presented to fulfill a divisional requirement in any of the Schools. But students with an interest in language studies and whose knowledge of foreign languages can enhance their work in many areas of language research: linguistic theory, sociolinguistics, literary stylistics, and anthropology. Please see the section on the Language Sciences in the Language and Communication course description. Courses in other languages and foreign language literature courses are available through Five College cooperation. Some examples: Chinese and Japanese, as part of the Five College Asian Studies Program; Greek and Latin; Germanic languages, including Danish, Dutch, and Swedish; Slavic languages, including Russian and Polish; and Romance languages, including Italian and Portuguese.

For further information, contact Mark Feinstein FPH G10, X350.

**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 processes, legal ideas and events, provides a focus for many kinds of inquiry. The range of activities possible within the scope of our Law Program is as broad as the interests of those participating in it. The Law Program is not designed as preparation for law school. Although there is some overlap between the interests of students who want eventually to go to law school and those who want only to include the study of law in their undergraduate education, the Law Program as such is concerned only with the latter. (Pre-law counseling is done by Lester J. Maror and E. Oliver Postles.)

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 Postles 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 Garfield is interested in the philosophy of law, applied ethics, social and political philosophy, affirmative action and reproductive rights. Lester L. Maror is especially interested in legal history, philosophy of law, the legal profession, criminal law, labor law, and family law. Jesse 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 Yegorova. 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 portions 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 Room 218, Franklin Patterson Hall. There is a Law Program office in the Program Center where students working in the program may organize and conduct their activities, and may meet informally to discuss law related matters. For further information contact Jay Garfield, Room 05, ext. 401.

Related courses offered for spring term include:

- LC 121 Communications and Politics
- LC 122 Commitment and Obligation
- NS 176 Dying to Work: Occupational Disease in America
- NS 236 Environmental Ethics
- SS 136 Ethical Concerns in Research
- SS 168 The Forgotten People: Law and the State Mental Institution



Company; she has also assisted Jose Limon. She is certified as a teacher of Labanotation and as an Ifort/Shape Movement...

Robert Neuhoff, associate professor of philosophy of religion, has a B.A. from the University of Notre Dame and an M.A. from Chicago.

Rebecca Nordstrom, visiting assistant professor of dance, was graduated from Antioch College, studied at American University Academy for the Performing Arts, and took an MFA in dance at Smith College.

Joan Harlow Murray, assistant professor of art, holds a B.A. from Hampshire College and an M.A. in painting and color theory from Goddard College.

Nita Payne, assistant professor of writing and human development, received her B.A. from Sarah Lawrence College. A collection of her poems, All the Way Long, was published by Atheneum in 1973.

Paul 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.

Abraham Ravetz, assistant professor of film and photography, holds a B.A. in psychology from Brooklyn College and an M.F.A. in filmmaking and photography from the Massachusetts College of Art.

Mary Russo, assistant professor of literature and critical theory, earned a B.A. in English from Michigan State University, an M.A. in comparative literature from the University of Michigan, and a Ph.D. in Romance studies from Cornell.

Andrew Salkey, professor of writing, has published widely in the fields of fiction, non-fiction, and poetry. A Jamaican national, Mr. Salkey has also worked as a broadcaster, journalist, teacher and lecturer.

David S. Smith, professor of English and American Studies, is also Co-Director for the Humanities in the School of Humanities and Arts. He holds a B.A. from Middlebury College and an M.A. and Ph.D. from the University of Minnesota.

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

Ray Superior, associate professor of art, earned his B.F.A. at the Pratt Institute in New York and his M.F.A. at Yale University. He has also studied at the Instituto Allende in Mexico.

Roland Wiggins, associate professor of music, holds B.A., M.A. and Ph.D. degrees in music composition from the Combé College of Music in Philadelphia. Mr. Wiggins' professional interests include a project concerning aids to urban music education and music therapy projects.

SCHOOL OF LANGUAGE AND COMMUNICATION

Susan Douglas, assistant professor of media studies, took her Ph.D. and M.A. at Brown University in American Civilization, and has a B.A. in history from Elmira College.

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

Jay Rafferty, assistant professor of philosophy, received his B.A. from Oberlin College and is completing his Ph.D. in philosophy at the University of Pittsburgh.

Joseph at the University of Pittsburgh. His main teaching interests are in philosophy of psychology, philosophy of mind, and ethics.

Janice Paul Cox, assistant professor of linguistics, holds a B.A. (philosophy) from the University of California, Santa Barbara, and an M.A. and Ph.D. (Linguistics) from Stanford University.

Glenn Iba, 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 there.

Gregory Jones, visiting assistant professor of communication, has an A.B. in theater from Dartmouth College and an M.F.A. in theater and speech from Smith College.

David Kerr, assistant professor of mass communications and Master of Merrill House, has a B.A. from Miami University in Ohio, an M.A. from Vanderbilt University, and is completing his Ph.D. at Indiana University.

Stan Kuligowski, adjunct assistant professor of computer science and education, is currently working on applying microcomputers to the special communication needs of people with profound physical disabilities.

Elizabeth Leake, faculty associate in French, has a B.A. from the University of Pennsylvania and a M.A. in translation from the University of Geneva.

William Marsh, associate professor of mathematics, received his B.A., M.A., and Ph.D. from the University of Michigan. His primary research interests have been in model theory and in applications of mathematical logic to linguistics.

James Miller, assistant professor of communications, holds an M.A. in mass communications from the University of Denver and a Ph.D. from the University of Pennsylvania's Annenberg School of Communications.

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 Brookline Center in Syracuse and associate director of the Hampshire College Library Center.

Annel Niemi, faculty associate in Spanish, was educated in Spain and in the United States, holding a B.A. in anthropology from Brooklyn College. He has been and is director of the Spanish department of the Barlett School of Languages and coordinator of admissions at the University Without Walls at the University of Massachusetts.

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.

Neil Skillings, 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.

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

Christopher Wetherston, 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).

Virginia Vallan, visiting associate professor of cognitive science, holds a B.A. from the University of Michigan and a Ph.D. from Northeastern University in psychology.

development of language in children. She also has strong interests in the philosophical and methodological foundations of modern cognitive psychology.

SCHOOL OF NATURAL SCIENCE

Herbert J. Benoit, associate professor of physics, received his B.A. from Columbia, his M.S., and his post-doctoral work at the Institute for Advanced Study at Princeton. He has taught at Technion in Haifa, Israel, and the Institut voor Theoretische Fysica in Belgium.

Marie 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.

Lorna I. Coppinger, faculty associate in biology and outreach specialist in agriculture, holds an A.B. from the University and a Ph.D. from the University of Massachusetts. In addition to expertise in wildlife, dogs, Slavic languages, and writing, Lorna is also interested in photography.

Raymond P. Coppinger, professor of biology, has worked at the Woods Hole Oceanographic Institute, the Smithsonian Astrophysical Observatory in Cambridge, the U.S. Fish and Wildlife Service, and the Beebe Tropical Research Station in the Most Indies. He holds a 4-College Ph.D. (Amherst, Smith, Mount Holyoke, UMass).

John M. Foster, professor of biology, previously taught biochemistry at the Boston University School of Medicine and is a director of the Science Curriculum Improvement Program at NSF. He holds a Ph.D. in biochemistry from Harvard.

Nancy L. Goddard, associate professor of biology, was pre-medical and professor of the department of natural science and mathematics at West Virginia State College. She obtained her Ph.D. from Ohio State University.

Stanley Goldberg, professor of the history of science, taught at Antioch College, was a senior lecturer at the University of Leeds, and a post-doctoral fellow at the Smithsonian Institution. His Ph.D. is from Harvard.

Courtney R. Gordon, associate professor of astronomy, holds a Ph.D. from the University of Michigan. Her work includes studies at the Royal Greenwich Observatory in England, the Harvard College Observatory, the Areibo Observatory, the Kitt Peak National Observatory, and the National Radio Astronomy Observatory.

Routley J. Gordon, associate professor of astronomy, received his B.S. in physics at Antioch College, and his M.A. and Ph.D. from the University of Michigan. His interests include time-terrestrial and animal communication (dolphins and chimps), relativity, extraterrestrial and animal communication, and cosmology.

Michael Cross, assistant professor of the history of science, received his B.S. in chemistry from Brooklyn College and his Ph.D. in the history of science from Princeton University. His interests include the history of biology, especially physiology and medical theory, evolution, embryology, and molecular biology.

Kenneth S. Haffman, associate professor of mathematics, has an M.A. from Harvard, where he also served as a teaching fellow. He taught mathematics at Talloide College during 1965-70.

Mary Sue Hemin, 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 Science. She was formerly Coordinator of the Center for Occupational Health Resource Center at Columbia University.

Virginia Vallan, visiting associate professor of cognitive science, holds a B.A. from the University of Michigan and a Ph.D. from Northeastern University in psychology.

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

Allan S. Krass, 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) and the environment, where he has worked on flood control and nuclear energy. He coordinates the Environmental Studies and Public Policy Program at Hampshire.

Helen Lowry, associate professor of chemistry, holds a Ph.D. from M.I.T. She has worked as a research associate at M.I.T., at Ames Laboratory, and at the University of Michigan. She has also coordinated a chemical analysis lab as part of the Mill River project in Northampton. Her interests include environmental chemistry and organic molecules, environmental chemistry, science for non-scientists, toxic substances, the basoon, and nature study.

Ralph H. Lutz, adjunct assistant professor of environmental studies, received his B.A. in biology from Trinity University and his Ed.D. from Olin College. He has taught at the University of Massachusetts and the Massachusetts Institute of Technology. He is Director of the Blue Hills Wildlife Sanctuary in Milton, Massachusetts. Before coming to Hampshire, he was a curator at the Museum of Science, Boston. He is President of the Environmental Studies Association. 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 Melchionda, adjunct associate professor of health sciences, holds a B.S. from King's College and an M.D. from the George Washington University. He has experience in family practice and orthopedic surgery and is very interested in bioethics and exercise medicine. He is the Director of Health Services at Hampshire College and an adjunct faculty member in the Department of Exercise Science at Olin College 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. Oryson, 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. in Behavioral Science at Boston College and the New School for Social Research. She is interested in genetic medicine and health care issues connected with women's health care. Her recent book, *The Transsexual Empire*, was well reviewed. Jan will be away in the Spring.

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., Massachusetts 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 near-subsurface nuclear waste disposal, timber-frame house construction, cabinet-making, homesteading, and canoeing.

Burt C. Rindard, associate professor of the history of science and master of Prescott House, received his B.A. from Columbia and his M.F. and Ph.D. degrees from Yale. He has been a forerunner with the U.S. Forest Service, and has taught at Purdue, the University of Massachusetts, Middlebury, and Windham. He was also chairman of the Biology Department and head of the science division. He has been a trustee of the Vermont Wild Land Foundation, the Vermont Academy of Arts and Sciences, the Society for the Study of Responsibility in Science, and the Rachel Carson Council. He has been a Senior Research Fellow at the Stockholm International Peace Research Institute and done research primarily on the environmental effects of war.

Lloyd C. Williams, assistant professor of chemistry, received his B.S. from Colgate University and his Ph.D. from the University of Wisconsin. He has taught at the University of Wisconsin and worked for Wico Chemicals and the 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 on the visual system in humans and animals. He also has a strong interest in electronics which finds an outlet in a homebuilt computer and industrial consulting.

Ann M. 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 connections between science and human movement, and she has written two articles for *Context Quarterly* about the biology and physics of movement.

## SCHOOL OF SOCIAL SCIENCE

Robert Ahmad, visiting professor of political science, received a Ph.D. from Princeton University and is presently a fellow of the Transnational Institute/Institute for Policy Studies and a specialist on the Third World, particularly the Middle East and West Africa; he is well known for his writings on revolutionary warfare and counterinsurgency. His writings have appeared in popular as well as scholarly journals. He has taught at the University of Illinois, Cornell University, and the Adlai Stevenson Institute in Chicago.

Richard M. Albert, 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 Benicio, adjunct professor of sociology, holds a B.A. from Harvard, did graduate work at the University Level and at New York 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 agricultural worker-managed enterprises such as food co-ops and self-managed agricultural endeavors and small businesses.

Carol Bengelador, associate professor of political science, holds an A.B. from Cornell, studied Russian history at Harvard, and is working on a doctorate in political science from M.I.T. She is interested in political development in Southern Africa and other third world areas. She has conducted research in Algeria, Cuba, and Peru, and has been a school teacher in Kenya and Honduras. Professor Bengelador will be on leave for academic year 1981-82.

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

Myra Breitbart, assistant professor of geography, has an A.B. from Clark University, an A.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; social and spatial implications of alternative strategies for community development; and problems in providing urban housing, employment and social services. Professor Breitbart will be on leave for academic year 1981-82.

Margaret Carullo, assistant professor of sociology, has a B.A. from the University of California, San Diego, and an M.A. 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; politics, sociology, stratification; sociology of work and leisure; and European social history. Professor Carullo will be on leave for spring term 1981.

Louisa 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 University. 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. Her research interests include 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 Hampshire and an M.A. in political science from Northwestern University, where he is completing his doctoral work. He has taught at the University of Massachusetts, Brown University, and Chicago City College in the areas of politics of East Africa, Sub-Saharan African Governments, Black politics, and neocolonialism and underdevelopment.

S. Oliver Fowles, assistant professor of law, received a B.A. from Douglass College and a Ph.D. from Rutgers University, where he held the Louis Brainerd Fellowship. Her special interests include American intellectual history with emphasis on radical left wing movements in the United States during the 1920s, and history of professionalism.

Penina M. Glasser, dean of faculty and professor of history, has a B.A. from Douglass College and a Ph.D. from Rutgers University, where she held the Louis Brainerd Fellowship. Her special interests include American intellectual history with emphasis on radical left wing movements in the United States during the 1920s, 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 Michigan, he has done anthropological studies at St. Lucia, West Indies, for a public health program and a study of ethno-medicine and social organization in the New Guinea highlands.

Lloyd Hagan, 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 was a director for research of the Black Institute for 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 Holquist, 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.

Allen Hunter, visiting assistant professor of sociology, holds a B.S. in history from the University of California, an M.A. in education from Antioch and in sociology from Brandeis and is a

Ph.D. candidate in sociology at Brandeis. His major fields of interest are social theory, political sociology, the family, and class and stratification.

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.

Clara L. 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 to Combat Racism, and at Cornell she was assistant dean of students, director of the Committee on Special Educational Projects' counseling service, and associate professor in the African Studies and Research Center.

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

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

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

Laurie Miscomoff, assistant professor of economics, holds an S.B. from M.I.T. and an M.Phil. from Yale, where she is finishing her dissertation with the aid of a Ford Foundation Fellowship in Women's Studies. Her interests include American economic history, studies in labor and public policy issues. Professor Miscomoff will be on leave for academic year 1981-82.

Donald Pon, assistant professor of psychology, is completing his doctoral requirements at Cornell University. He received his B.A. from the University of Illinois at Chicago and his B.S. from Duke University. His major areas of interest are social psychology, environmental psychology, and statistics.

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

Hedwig Rogg, 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 cooperative education. She is presently a doctoral candidate at the University of Massachusetts. She was a supervisor of practice teaching at Smith College's Department of Education and Child Study and has worked with the Northampton public school system. Her academic interests include the history, philosophy, and theory of education; the socialization process; comparative education; law and teacher education.

Christine Shea, visiting assistant professor of history of education, holds a Ph.D. in history of education and an M.A. in cooperative education from the University of Illinois, Urbana. She has education from the State University of New York at Geneseo. She has been an elementary school teacher and Peace Corps volunteer in Tunisia. Her teaching interests include the history of teacher education and American educational thought; historical study of mental health; American liberal social theory and social science; psychiatry, psychology, and therapeutic models of education.

Miriam Slater, professor of history and master of Dakin House until 1976, received a Ph.D. from Princeton University, where she held the first Woodrow Wilson Fellowship designed to allow her to work with children to attend graduate school half time. Her special interests include history of the family, early modern American social and intellectual history, particularly labor history, Afro-American history, and women's history.

Susan Tracy, visiting assistant professor of history and women's studies, received a B.A. in English and M.A. in history from the University of Massachusetts/Amherst, and is a Ph.D. candidate in history at Rutgers. Her primary interests are in American social and intellectual history, particularly labor history, Afro-American history, and women's history.

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 Warral, 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 done social organization, and has done field work of economic development and underdevelopment.

Francois 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 (University of the West Indies) and American and Caribbean social history.

Barbara Yegorov, associate professor of anthropology, received her B.A. from Harvard College and her Ph.D. from the University of California at Berkeley. She specializes in the anthropology of low level social organization, and has done field work in Papua New Guinea. She has also worked for the Department of Native Affairs in Papua, New Guinea.