Academic Program

INTRODUCTION:

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

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

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 fields. This is done not in the customary introductory survey course, but through examination of particular topics of study in courses or seminars and independent projects stressing the method of inquiry. Students in the first division learn how best to pursue their own interests, how to understand their own educational needs and abilities, and how to develop the areas of self-interests in which they will find their own unique style of learning. Students must pass a Division I examination in each semester.

There are two special programs designed especially for students new to Hampshire—College-Division I. Eight units are offered by faculty in all four schools and in interdepartmental and seminar courses. For further information, see the special sections on PROGRAMS FOR NEW STUDENTS.

DIVISION II: In the Core Curriculum, the student develops a program of study 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 choose a program of study which will either them to explore in depth one or more disciplines—while one or more of the four fields—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 in all schools, giving them an appreciation of the integrative and integrative studies across disciplines. Students design and complete a set of studies, which may include original work normally requiring half of the time for one academic year. In addition, students participate in advanced integrative work—normal seminars—in which they encounter a complex topic involving the application of several disciplines. Finally, students engage in some other activity in which they may improve their increasing sophistication and skills in service to other members of the Hampshire community or broader community.

COURSES:

Hampshire College courses are divided into three levels: 100 (elective) and 200 (foundation) level courses are open to all students, while 300 (advanced) level courses are designed primarily for upper division students, unless previous background. Brief course levels are explained as follows:

100: Elective courses (open to all students)
200: Core courses (open to all students)
300: Advanced courses (elective, open to upper division students)

EXCEPTIONS:

100: Elective courses (open to all students)
200: Core courses (open to all students)
300: Advanced courses (elective, open to upper division students)

REGISTRATION:

Check the course descriptions and schedule of classes thoroughly for enrollment limits. Some courses may have enrollment limits in place. Students are required to complete a registration form for each course, sign the list for each course, and with whom you wish to be enrolled. The lists will be forwarded to Central Records, and copies will be sent to students.

Please note: Some courses are limited to 15 or 20 students.

Registration is due by the end of the second week of classes. After that, students will only be permitted to register with the instructor's permission.

Please note: Some courses are limited to 15 or 20 students.

Registration is due by the end of the second week of classes. After that, students will only be permitted to register with the instructor's permission.

Schedule of Classes

on Pull-Out Centerfold

1984 Spring Term Preliminary Course Descriptions

Please note: A supplement to this Guide will be issued at every engagement day for enrollee analysis and scheduling of classes. Changes in class schedules and course descriptions. Contact your instructor for additional information.
List of Courses
School of Natural Science Curriculum Statement

Natural Science activities come in a variety of forms: lecture courses, field and laboratory projects, workshops, and service groups. There are courses for students who are excited by science and ready to plunge into a science major and courses for students who are undecided about the value of science. 100-level courses are designed to develop the perspectives and intellectual interests necessary to pursue Division 1 projects. Using science which is generally fairly specific to the focus, the instructor will introduce you to the problems and excitement in their fields and will help you acquire the methodology of exploration in science. Through extensive laboratory work and the study of primary literature written by the primary investigator, you will get a good sense of what the scientific enterprises are about.

Higher level courses may be divided into three categories. 100-level courses tend to be survey courses designed to introduce students to the traditional scientific disciplines. 200-level courses include advanced capstone courses designed to allow students the flexibility to pursue particular concentrations. These have prerequisites as noted in their descriptions.

It should be noted that many courses—chemistry, biology, the calculus, physics, etc.—are standard introductory courses at other colleges, and are required for Division II students. These are items to give Division I students the intellectual skills necessary to do their work. Students who are interested in how to one primary literature effectively and to be able to acquire a good deal of basic information on the basis of the course at their own.

Students are strongly urged to take one or more Natural Science courses to develop an understanding of this society. It is usually the most effective way to receive an understanding of the intellectual skills necessary to pursue a Division 1 project successfully. Students who arrive at Hampshire with a strong interest and background in science are especially encouraged to begin Division 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 our introductory courses.

List of Courses

100 LEVEL

TOPICS IN ASTRONOMY 95 602 G. Gordon

CHEMICAL AND MACROMOLECULAR BIOLOGY 95 117 B. Goodman

MAKING BIOLOGY 95 117

HUMAN BIOLOGY POLYSCIENCE (preference)* NS 95 117 C. Miller

ECOLOGY AND ECOSYSTEMS NS 119

THE HUMAN ECOLOGY: HOUSES, HOUSES & DISEASE NS 95 115

PHYSICAL AND ENVIRONMENTAL GEOLOGY 95 116

EXPLORATIONS IN ELEMENTARY MATHEMATICS (preference)* NS 117 117

PHYSICS, GEODYS & MAPPING NS 119

ENERGY UTILIZATION AT HAMPSTEAD NS 119

AGRICULTURAL BIOLOGY NS 119

200 LEVEL

BASIC CHEMISTRY I NS 203

BIOLOGY 95 202

ORGANIC BIOLOGY NS 211

AMERICAN ENVIRONMENTAL HISTORY 95 211

PHYSIOLOGY NS 219

CELL BIOLOGY NS 223

THE CIRCULATORY SYSTEM NS 230

INTERPRETATION OF THE GEOLOGICAL RECORD FOR SCIENTISTS AND SOCIETY NS 241

DISEASE, MEDICINE, & PUBLIC HEALTH NS 246

GENERAL PHYSICS I: PHYSICS WITH APPLICATIONS TO PHYSICS, BIOLOGY AND MEDICINE NS 249

HINTHORNE CENTER PROJECT IN ENVIRONMENTAL EDUCATION NS 295

THE OHIO STATE 300, 300 LEVEL

COMPUTER PROGRAMMING METHODS NS 300

MAKING BIOLOGY 95 300

SUCCESSFUL COLLABORATION FOR FACULTY AND STUDENTS IN NS 95 300

RESEARCH SEMINAR NS 95 300

PLANTS AND ECOLOGICAL SYSTEMS NS 95 300

OBSERVATIONAL OFFICE ART NS 95 300

AERONAUTICS 1 NS 95 300

AERONAUTICS 19 NS 95 300

School Program Coordinator, Hightower Center for Undergraduate Research Experience Faculty

+Division III students

Library Social Sciences/Participation in programs to change in the contemporary City NS 235

200 LEVEL COURSES are designed to introduce students to some of the basic themes, and social sciences issues important on a broad and/or historical scale. They are open to all students and do not require a particular division I student.

FOOD DEPENDENCY IN RELATION TO THE G EOGEOGRAPHY AND APPLICATIONS OF THE AMERICAN, EUROPEAN, AND ASIAN SOCIETIES NS 204

INSTRUCTIONAL DESIGN NS 216

PUBLIC POLICY IN THE AMERICAN SOCIETY NS 216

RESEARCH IN ECONOMICS AND SOCIETY NS 216

COMPARATIVE SOCIAL SYSTEMS NS 216

POLITICAL SOCIOLOGY, SOCIAL DEVELOPMENT AND SOCIAL CHANGE NS 216

GLOBAL affinities, GLOBALIZATION NS 216

JAPANESE SOCIETY NS 216

GEOGRAPHY OF AMERICAN FOREIGN POLICY NS 216

300 LEVEL COURSES are advanced courses for students with previous work in the subject. Instructor permission is required for enrollment.

CRIME AND PUNITIVE NS 300

CRIMINAL JUSTICE STUDIES NS 300

THE SOCIOLOGY OF HEALTH AND ILLNESS NS 301

REVIEW OF DISEASE AND SOCIAL CRIME NS 301

PSYCHOLOGY 95 301

THE POLITICAL ECONOMY OF SOUTHEAST ASIA NS 301

PHILOSOPHY 95 301

The School of Social Sciences expects to have three new faculty members in the fields of Educational Studies, Legal Studies and Middle Eastern Studies. Descriptions of the courses to be taught by these personnel will appear in the Course Guide Supplement.

List of Courses

PSYCHOLOGY 95 302

ALL 100-LEVEL DIVISION I students should also look at the 200 level courses.

UNITS OF HUMANITY (Coverage)

INTERPRETATION OF THE GEOLOGICAL RECORD FOR SCIENTISTS AND SOCIAL SCIENCES NS 241

DISEASE, MEDICINE, & PUBLIC HEALTH NS 246

GENERAL PHYSICS I: PHYSICS WITH APPLICATIONS TO PHYSICS, BIOLOGY AND MEDICINE NS 249

HINTHORNE CENTER PROJECT IN ENVIRONMENTAL EDUCATION NS 295

THE OHIO STATE 300, 300 LEVEL

COMPUTER PROGRAMMING METHODS NS 300

MAKING BIOLOGY 95 300

SUCCESSFUL COLLABORATION FOR FACULTY AND STUDENTS IN NS 95 300

RESEARCH SEMINAR NS 95 300

PLANTS AND ECOLOGICAL SYSTEMS NS 95 300

OBSERVATIONAL OFFICE ART NS 95 300

AERONAUTICS 1 NS 95 300

AERONAUTICS 19 NS 95 300

School Program Coordinator, Hightower Center for Undergraduate Research Experience Faculty

+Division III students

Library Social Sciences/Participation in programs to change in the contemporary City NS 235

200 LEVEL COURSES are designed to introduce students to some of the basic themes, and social sciences issues important on a broad and/or historical scale. They are open to all students and do not require a particular division I student.

FOOD DEPENDENCY IN RELATION TO THE G EOGEOGRAPHY AND APPLICATIONS OF THE AMERICAN, EUROPEAN, AND ASIAN SOCIETIES NS 204

INSTRUCTIONAL DESIGN NS 216

PUBLIC POLICY IN THE AMERICAN SOCIETY NS 216

RESEARCH IN ECONOMICS AND SOCIETY NS 216

COMPARATIVE SOCIAL SYSTEMS NS 216

POLITICAL SOCIOLOGY, SOCIAL DEVELOPMENT AND SOCIAL CHANGE NS 216

GLOBAL affinities, GLOBALIZATION NS 216

JAPANESE SOCIETY NS 216

GEOGRAPHY OF AMERICAN FOREIGN POLICY NS 216

300 LEVEL COURSES are advanced courses for students with previous work in the subject. Instructor permission is required for enrollment.

CRIME AND PUNITIVE NS 300

CRIMINAL JUSTICE STUDIES NS 300

THE SOCIOLOGY OF HEALTH AND ILLNESS NS 301

REVIEW OF DISEASE AND SOCIAL CRIME NS 301

PSYCHOLOGY 95 301

THE POLITICAL ECONOMY OF SOUTHEAST ASIA NS 301

PHILOSOPHY 95 301

The School of Social Sciences expects to have three new faculty members in the fields of Educational Studies, Legal Studies and Middle Eastern Studies. Descriptions of the courses to be taught by these personnel will appear in the Course Guide Supplement.

List of Courses

PSYCHOLOGY 95 302

ALL 100-LEVEL DIVISION I students should also look at the 200 level courses.

UNITS OF HUMANITY (Coverage)
1983 Fall Term Course Descriptions

H&AH&AH&AH&AH
School of Humanities & Arts

Class Meeting Times:

Class will meet twice weekly for 15-hour sessions. Enrollment is limited to 15. Two sections are available.

R. Kenpas Bradt

This course is to be the first half of a year-long study of the philosophy of Aristotle. In it we will consider first a reading and understanding of a considerable portion of the major works of Aristotle's writings on logic, metaphysics, ethics, and politics. Prior readings: Prior Analytics, Posterior Analytics, Physics, On the Soul. The second half of the first term is to include a very selective reading of Aristotle's Politics. The number of students in both sections will be limited to 20 in the first term and 15 in the second term. The study of logic and metaphysics is to concentrate on his Peripatetic and Timaeus.

The course will meet once a week for three hours. Enrollment is open.

1A 157  RENAISSANCE 1

This course will be the second half of a year-long study of Hegel's Logic. The term will consist of a critical reading of Hegel's Science of Logic and Categorical Propositions. The course will concern itself with the logical implications of the Hegelian concept of development and the way in which these concepts, in particular, the category of essence, are related to the Hegelian conception of life. The course will concern itself with the discussion of the logic of the Hegelian concept of development and the way in which these concepts, in particular, the category of essence, are related to the Hegelian concept of life. The course will consist of weekly lectures and a critical discussion of the text. The course will meet once a week for three hours. Enrollment is open.

1A 165  PLACES AND SPACES: THE PERCEPTION AND UNDERSTANDING OF HUMAN ENVIRONMENT

This course, which is a critical examination of the human environment and its problems of making and maintaining a viable environment, will be concerned with the study of the human environment and its problems in terms of the physical and environmental conditions and the effects of the environment on people. This is a primary goal of the course, to stressed the interrelationship of the two and the effect of the environment on people. This is a primary goal of the course, to stress the interrelationship of the two and the effect of the environment on people. This is a primary goal of the course, to stress the interrelationship of the two and the effect of the environment on people. This is a primary goal of the course, to stress the interrelationship of the two and the effect of the environment on people. This is a primary goal of the course, to stress the interrelationship of the two and the effect of the environment on people. This is a primary goal of the course, to stress the interrelationship of the two and the effect of the environment on people.
THE MUSIC PRIMER
Randall McCallum
The Music Primer is designed as a basic introduction to music in both its technical and philosophical aspects. Areas of study will include pitch and rhythm notation, formal analysis, meter, key, harmony, rhythm, design, chord building and simple melodic composition.

The format of the class will consist of lecture, demonstration, discussion and practical drill. Writing assignments will be given and graded. The instructor will be expected to complete them. You will meet three times per week for 3 hours per week. Each class will be devoted to sight-singing, technique and musical composition which will concentrate on rhythmic sight reading and interval recognition.

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

MUSIC PERFORMANCE
Randall McCallum
Validation of one's musical training traditionally takes place through live performance. For many musicians, however, the freelance of the live performance cannot be a determinant that is difficult to overcome. Although pre-concert "jitters" are a normal phenomenon, measures can be developed and techniques to temper them are of great importance. The class will address the step-by-step process of preparing for performance, from soloist to ensembles, to full orchestral performance.

Each participant will be expected to be present and will be required to participate in at least one performance during the course. The course will conclude with a formal public performance. There are no restrictions as to the nature of the final performance. All students are encouraged to participate.

Enrollment: Minimum 8, on a first-come basis.

THEATRE THREE
David Saxon, Wayne Kramer, third faculty TBA
A new way to approach theatre and to think about plays. A three-phase exploration led by the entire theatre faculty. Phase One (4 weeks): An introduction to basic dramatic composition with a concern for the work of the playwright, actor, director, and designer. Phase Two (6 weeks): A survey of the major theatrical productions of the 20th century. Phase Three (8 weeks): A more in-depth study of the plays designed for the theatre. Opportunities for performance will be made available.

Enrollment: Limited to 20.

FILM WORKSHOP II
Jerry Lifshitz
A workshop to help the student continue to develop his/her use of film toward the development of a personal vision. Specific areas of concern are: 1) the film as a tool for experimental and social change; 2) aspects of the experimental film, i.e., aesthetics, energy, and personal vision; and 3) expanded cine-irony movement in film aesthetics.

Enrollment is limited to 12. The class meets once a week for 2 hours.

PHOTOGRAPHY WORKSHOP II
Jerry Lifshitz
A focus in which students can develop their creative vision in photography. The course, in addition to providing an aesthetic and social context of photography, will teach students the technical skills necessary to achieve their vision. The course will consist of three parts: 1) the technical and aesthetic context of photography; 2) the use of the camera, tone and color; 3) developing and printing the contact sheet.

Enrollment is limited to 12. The class meets once a week for 2 hours.

MODERN DANCE I
Rebecca Sternstein
In this course, designed to help intermediate level dancers strengthen the strength and flexibility of the student's body and to broaden their understanding of the aesthetic principles of modern dance. The techniques employed will include jazz, ballet, modern, and character styles.

Enrollment is limited to 12 on a first-come, first-served basis.

PHOTOGRAPHY - CRITICAL ISSUES
TBA
Starting with an historical survey of the history of photography (1839 and 20th century), using standard texts by Dennis Posner, Robin Olds, Peter Greenberg, and Aaron Scharf to guide the discussion. Students will write papers on the techniques and media employed during specific periods of photographic history and on the various photographic philosophies throughout the history of photography.

Enrollment is limited to 12.

MIDNIGHT DANCE V
TBA
High intermediate/advanced dance techniques for students with a strong background in modern dance. Emphasis will be placed on strengthening performance skills: focus, projection, clarity, stage presence.

Enrollment is limited to 20.

THE SOCIAL AND CULTURAL HISTORY OF THE MOVIE
Roberto Hernandez
This course will survey the historical and cultural development of the cinema from the period of silent movies through the years in which the movie has reached its current state of sophistication. The class will cover the major periods of historical design on the screen, and the emergence and evolution of the audience over the years. You will be particularly concerned with the specific ways in which each of the three major language-screen systems developed, English-speaking, French-speaking, and French-speaking/dance forms. The class will meet once a week for 2 hours.

Enrollment is limited to 120.

STUDIO ART CRITIQUE
Arthur Neuman
This class will focus an faculty-student discussion of Division II studio art work. The level of competence will be that of Division II concentrators. Outside critical will be invited to participate in the quality and quantity of work presented.

Enrollment is limited to 12 by permission of the instructor.
Hampshire College Course Guide

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

126 CONTEMPORARY CARIBBEAN FICTION: V. S. NAIPAUL, GEORGE LAMORTE, ENID BURGESS-BARTT, AND ALLEN GINSBERG

Roberto B Darnell

The consequences of colonization, its effects and subigations, and its resultant legacies form the core of this seminar. It will be concerned with the literary depiction of its severities and often subtle dimensions. A reading of the poems of each will be assigned, and we will examine the relationship of his work to the rest of his larger body of work, focusing on his seminal and often subtle dimensions. The process of deconstruction and re-construction may also be more obviously important in the present day and we will examine the relationships of each to their own literature, and to the literature of their country. We will also examine his influence on the work of other writers, and, within a specifically regional and more broadly international framework, to explore the implications of their evolving conceptions.

Possible readings will include: Aramesh for Mr. Naipaul; The Wild Girl for Mr. Lamorote; The Copper Dike for Mr. Darnell; The Last Stage for Enid Burgess-Brett, and an essay on Carribean literature in general written by a guest writer.

The course will meet twice a week for one-and-one-half hours and meet on Tuesday.

125 THE MODERN TRADITION

Richard Lynn

Modernism strongly impacts some of the historical discontinuities, either a liberation from inherited patterns or, at another point, an attack on the inherited patterns. There is a sense of 'inbetweeness' to everything. The early writers' isolation, the lack of a (cultural) context, the emphasis, for instance, on the individuality of his work, on his own personal experience, is all very much part of the modernist tradition.

Preface to The Modern Tradition

Eliot and Williams's book, subtitled The Background of Modern Literature, is a rich collection of discussions on twentieth-century literature by, among others, Williams, Eliot, and many others. It is a useful introduction to the philosophical underpinning of modern literature.

The readings are symbolic entries into the turbulent nature of literary history, the formative act of the author's work. Here is a record of the intellectual activity, the creative process, the emergent form of the modernist movement. The modernist movement, involved in the intellectual and cultural products: questions of historical determination, and social activity resulting in new forms of experience, and the new forms of expression. Several romantic and post-modernist voices of modernity will be included, as well as the early modernists.

The class will meet three times a week for two one-hour sessions. Each student will do additional reading and study of the three contemporary authors whose works we will consider.

126 AMERICAN INTELLECTUAL HISTORY: THE FABULISTS

Richard Lynn

The end of the 19th century was a new way of looking at questions of meaning in the arts, and what follows from beliefs, their consequences within experience and for action. It is worth that the great distinction of the new generation, if not necessarily the great B."... Overall, the new generation is also to reconcile the claims of scientific knowledge and human nature with the inherent ambiguity of human nature and human experience, the integration of knowing and valuing.

Fragments on the critical construction and use of literature to define beliefs. The consequences of experience within a text, the experience of action or for action, the consequences within experience and for action. It is important that the great distinction of the new generation is not the great B."... Overall, the new generation is also to reconcile the claims of scientific knowledge and human nature with the inherent ambiguity of human nature and human experience, the integration of knowing and valuing.

125 CREATIVE MUSIC: ITS THEORY AND APPLICATION

William Wright

This lecture class will focus on the historical development of music and its relationship to contemporary music. It will also examine the historical development of music and its relationship to contemporary music. It will also examine the historical development of music and its relationship to contemporary music. It will also examine the historical development of music and its relationship to contemporary music. It will also examine the historical development of music and its relationship to contemporary music.

Students are encouraged to explore at least three other historical and contemporary music centers. Each student will be expected to participate in a project that reflects his or her own interests, but each student will be expected to attend at least one concert or other post that is relevant to contemporary music performance on a professional and preparatory level.

126 THE CREATIVE ART OF IMPROVISATION

Kay Costello

The potentially creative and perplexing question, "How do you create jazz?" has been baffling musicians since ancient times. Jazz is a seizure of the moment, a sum total of the moment. Charlie Parker, John Coltrane, Don阁ton (aka Sonny Stitt), and Thelonious Monk all have developed their unique style. But, in the end, all jazz musicians, including Ray Charles, have contributed equally to the art form. Improvisation, in its purest form, is the ultimate creative act. The creative act of improvisation is a technique of responding to musical cues in the moment and embodying them in new musical forms. Improvisation is a technique of responding to musical cues in the moment and embodying them in new musical forms.

The Creative Art of Improvisation is a technique of responding to musical cues in the moment and embodying them in new musical forms. Improvisation is a technique of responding to musical cues in the moment and embodying them in new musical forms. Improvisation is a technique of responding to musical cues in the moment and embodying them in new musical forms.

125 AFRO-AMERICAN CHAMBER ENSEMBLE

Kay Costello

The Chamber Ensemble will focus on the interpretation, arrangement, and performance of specifically designed orchestrations for ensembles of mixed instruments. The ensemble will also perform existing works arranged for the ensemble. The ensemble will perform existing works arranged for the ensemble. The ensemble will perform existing works arranged for the ensemble.

Auditions will be required in addition to a complete presentation of the musicians' abilities. The ensemble will perform existing works arranged for the ensemble. The ensemble will perform existing works arranged for the ensemble.

Auditions are scheduled at the beginning of the semester and will be held on a rotating basis at the beginning of the semester. The ensemble will perform existing works arranged for the ensemble. The ensemble will perform existing works arranged for the ensemble.
THE HISTORY OF MYTHS
Joanna Rubie and Clay Rubie
In the first half of the course we will study a group of
myths important to the students who have completed MA 206.
We will be familiar with the stories of the ancient Egyptians,
the Minoans, the Mycenaeans, and their religious practices.
In the second half of the course we will study the myths
of ancient Greece, focusing on the myths of the gods,
mythological narratives, and the role of women in
mythology. We will also explore the relationship
to each other, and to the study of art, philosophy, and literature.
and will meet twice a week for two hours each time.

ADVANCED WRITING Seminar
Miss Payne
This course is designed to introduce students to writing
about fiction, focusing on the craft of fiction writing.
Participants will be expected to present their work-in-progress
on a regular basis, and to give and receive
intelligent criticism, and to edit and refine their own work.
We will meet on Thursdays from 10:30 a.m.

PROBLEMS IN ENVIRONMENTAL DESIGN: DESIGN FOR SPECIAL NEEDS
Horace Jutter and Earl Pope
This course focuses on the design of environments for
people with special needs. It will explore issues related to
environmental design, focusing on the needs of people
with disabilities. The course will be taught by
Horace Jutter and Earl Pope.

WRITING THE Essay: THE ANTHROPOLOGICAL PERSPECTIVE
Sara Douglass and Joel Glicker
This course is designed to help students develop a critical
perspective on the study of language and communication.
It will explore the relationship between language and society,
and will cover topics such as language change, language contact,
and the role of language in social interaction.

TRADITIONAL CONCEPTS, ARMS, AND THEIR USE IN THE CIVIL
Kevin Baker-Yard and Steven Wetzel
This course will cover traditional concepts, arms, and their use in
the Civil War. We will explore the history and significance
of various weapons and strategies used during the war,
and will discuss the impact of these on the outcome of the conflict.

MA 301 ADVANCED WRITING FORM
Joan Merz
This course will focus on the writing of fiction, with an emphasis on the
craft of writing. Participants will be expected to present their work-in-progress
on a regular basis, and to give and receive intelligent criticism, and to edit and refine their own work.

CICLICLICAL SCHOOL OF LANGUAGE & COMMUNICATION
School of Language & Communication

VOZIATION & ORIGINS
William Morris, Well steering, Kimberly Taylor
"Voziation" is the technique of describing the information about the three-dimensional
world from a reflected light. The human visual system has the remarkable
ability to detect the three-dimensionality of objects and to infer the
surrounding space. This course will focus on the techniques used to
create three-dimensional images and to process visual information.

THEORY, CONCEPTS, AND SOURCES OF THE IMMEDIATE NEED
Kevin Baker-Yard and Steven Wetzel
This course will cover the theory and practice of
language in the immediate need. We will explore the
history and significance of various language concepts
and strategies used during the war, and will discuss the impact of these on the outcome of the conflict.

MA 302 CREATIVE MUSIC - ADVANCED SECTION
Roland Viggars
This course is designed for students who have completed MA 206.
It will explore the use of music as a form of expression in the context of a general theory of
music. In the second half of the course, we will study the
influence of music on the evolution of art and literature, and the role of music in
social and political movements.

MA 303 HAMPSTEAD COLLEGE COURSES
Ann Reeves, conductor. The chorus will meet on Sunday and
Wednesday evenings in the auditorium of the Ham.
Writing in a critical skill for work in every school. For additional writing courses, please refer
to the Writing Program.
The production of news shows and the construction of news accounts. Their work centrally involves scrutiny and collaboration, adheres to organizational practice, and interacts with both professional and non-professional interests. In this course we will both learn the skills of video documentary production and assume a critical perspective on the tools, skills, and knowledge needed to produce such work. By the end of the course, students will be expected to understand how television news is an important aspect of everyday life and its social and economic implications.

Basic knowledge of video production (studio or field) is desirable for successful work in this course. We may include some students with experience in journalism or who have knowledge of other forms of documentary knowledge.

In production-testing sessions students will be assigned various production jobs. We aim to produce two or three programs different from the two weekly lab sessions. Assignments may include a studio interview, stories gathered in the field and written, and in-class and out-of-class interviews. Packages and films from these

LC 250 MINIMALISTIC JOURNALISM
Barry Weis

This course will study the minimalistic practices of the famous minimalist journalism, the Japanese novel that is based on the lives of low-income workers. In this course we will use a wide range of materials, including interviews, articles, and films, to explore the issues of minimalism and its impact on our society. The focus will be on the way minimalistic practices have influenced our understanding of the world and the way we live in it.

LC 200 STRING, TIES, AND LANGUAGES
William Marshall

This course introduces the reader to the world of string theory and its implications for our understanding of the universe. We will start with the fundamental concepts of string theory and then move on to more advanced topics such as the role of strings in particle physics and cosmology. By the end of the course, students will have a solid understanding of the basic ideas of string theory and their potential applications to a wide range of scientific problems.

LC 220 SCIENCE AND CIVIC DEVELOPMENT
Lance Gummert

This course will focus on the role of science and technology in civic development and civic engagement. We will explore the ways in which scientific knowledge and technology can be used to address civic challenges and improve the quality of life in communities. We will also examine the role of civic engagement in promoting scientific literacy and public understanding of science.

LC 320 COMPUTER SCIENCE: LEARNING COMPLEXITY
John A. Glass

This course is not a computer course, but rather a survey of the methods of computer science that are used to analyze and develop computer programs. It is designed to be a comprehensive introduction to the field of computer science, covering topics such as algorithm design, data structures, and computational complexity. By the end of the course, students will have a solid understanding of the fundamental concepts and techniques used in computer science.

LC 240 COGNITIVE PSYCHOLOGY
Barry Weis

This course aims to introduce students to the field of cognitive psychology, focusing on the ways in which the mind processes information and makes decisions. We will explore topics such as attention, memory, perception, and learning, and will discuss both classic and contemporary research in these areas. By the end of the course, students will have a solid understanding of the principles and methods of cognitive psychology, and will be able to apply this knowledge to their own research and professional work.

LC 290 COMPUTER SCIENCE RESEARCH SEMINAR
Lisa Jane and Steven Waterlin

This seminar is intended to provide a forum for interaction among students and faculty engaged in the study of cognitive science, an interdisciplinary field that draws on artificial intelligence, linguistics, philosophy, psychology, and computer science. Students will be expected to engage in active discussion of research projects and the latest developments in the field. By the end of the course, students will have a solid understanding of the main areas of study in cognitive science and will be able to contribute to ongoing debates in the field.

LC 300 TYPICALITY
Steven Waterlin

This course is designed for students with a prior acquaintance with Noam Chomsky's Theory of Transformational Generative Grammar. In the first part of the course, we will look closely at the intonations of the theory proposed in the last ten years in an attempt to deepen our understanding of the structure of language. In the second half of the course, we will concentrate on work that has appeared in the linguistics journals (especially, American Journal of Linguistics) and will be expected to contribute to ongoing debates in the field.
NEW ENGLAND FARM CENTER

One of the unique features of the Natural Science curriculum at the New England Farm Center, located on two hundred acres of farm land near Framingham, is its close association with farming. Students will have the opportunity to apply scientific principles to practical situations in agriculture, thereby gaining a better understanding of the interactions between biology and the environment.

The Farm Center is primarily concerned with raising dairy cattle, raising hogs, and growing corn. Nurturing these animals and plants is a continuous challenge, and the students are expected to keep records of their progress. The hands-on experience provides a valuable learning opportunity for the students.

During the second year, the students will participate in a greenhouse project. They will be responsible for managing the greenhouse, including planting, watering, and harvesting the crops. This project will give them hands-on experience with horticulture and plant science.

Finally, the Farm Center also offers the opportunity to work in the animal science lab, where students can learn about animal behavior, nutrition, and genetics.

Students will have the opportunity to work closely with their instructors, who will provide guidance and support throughout the experience. The Farm Center is an excellent opportunity for students who are interested in agriculture, animal science, or any related field of study.

TOPICS INCLUDE

1. Agriculture and Food Science
2. Animal Science
3. Horticulture
4. Environmental Science
5. Sustainable Farming

Students will have the opportunity to work in teams and develop their own projects, which will be evaluated based on their creativity, practicality, and scientific soundness.

In conclusion, the Farm Center offers a unique and rewarding experience for students interested in agriculture, animal science, or horticulture. The hands-on approach and close involvement with the faculty and staff will provide students with a well-rounded education in their chosen field.

Funding

The Farm Center is partially funded by grants from various organizations, including the USDA, the Department of Agriculture, and private foundations. Students will have the opportunity to participate in fundraising activities to support the center.

Career Opportunities

The Farm Center offers a wide range of career opportunities, including employment on the farm, research positions, and educational roles. Students who complete the Farm Center program will have a strong foundation in agriculture, animal science, and horticulture, which will be beneficial in their future careers.

Enrollment

Enrollment is limited to 30 students by lottery. Interested students are encouraged to apply early to ensure their place in the program.

References


and strong interest in the hypothesis concerning the association between human behavior, anatomy, and environmental influences.

Class will meet three times a week for the first six weeks to gain background knowledge and skills necessary to conduct independent research during the following four weeks. During the middle four weeks students will be working on projects and meeting individually. The final two weeks will be used to present and discuss project findings. Enrollment is limited to 20, first come. No prior science background is necessary.

NO 136

BUSINESS AND HOMOSEXUALITY

Michael Cruse

Guided examination of research on hormonal theories of homosexual activity, including an analysis of the development of concepts of sex hormones and their role. Topics to be discussed will include sex role, sex hormones and mental illness, mental illness in normal and clinical cases, and laboratory studies of animal sexual behavior under conditions of hormonal manipulation. We will also discuss ethical and political implications of such research.

Students in this course will learn to see access to primary research literature in science and (even with unwilling) to read, understand, and critically evaluate it. Writing will include writing brief, occasional papers of approximately five pages. The course will be graded on an oral basis. Participation is essential to the class.

Class will meet one-half hour twice a week.

NO 186

MATH EXERCISE CLASS

David Kelly

Do your mathematical muscles feel soft and flabby? Find out what I am and check out my intellectual aura. Now then, you own it to yourself to come work one hour a week to keep them in shape. We will be working on advanced exercises in algebra, involving solving equations (linear and simultaneous), graphing, logarithms, function-related problems, etc. availability.

We will meet once a week to review systematically the high points of algebraic terminology and techniques. There are four pages of notes will be handed out each time and a short set of review exercises for participants to work on between sessions. Designed for students currently in quantitatively oriented science courses, this course is open to students of all levels who wish to keep up their math skills. Unless at least one or two students volunteer to attend each time, I cannot guarantee that the course will continue.

Class will meet for one hour once a week.

NO 175

HUMOROUS, MIDS AND MUSINGS

Laurence Winship

What do truffles, penicillin, bread, and Aristotle's feet have in common? All are examples of organisms that live by eating other organisms. Virtually anywhere there are sufficient moisture (even if not liquid water), a food source, and oxygen, there you will find fungi. And nowhere is this more evident than in the modern research laboratory. Fungi have been part of both the physiological and biotechnical complex since the beginning of life on Earth. Masculine, sexual, male, and female are the lab slang for the roles that fungi play in the biosphere.

The emphasis of this course will be the analysis of the biology of representative types of fungi, rather than a survey of all types. Students will be encouraged to develop independent lab projects.

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

NO 104

APPROPRIATE TECHNOLOGY CENTER

The Technology Center is involved in a number of support services for faculty and students, including computer services, research, and instructional services. The Technology Center will provide general technical assistance for the following week. The staff will be available to answer any questions that you may have about the computer services.

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

NO 101

ENERGY UTILIZATION AT HAMPSHIRE

Fred Ward

Both in the present '70s, the buildings on campus use up about 10% of your tuition money just to keep them warm (and cold enough in winter). The amount of energy used in the following is not without hope for improvements, however. If you are concerned about the energy problems that we face for the next generation, it is important to understand the nature of the problem. The future will see an increasing awareness of the problem, and the role of the educator will be critical in providing the knowledge necessary to make informed decisions.

In this course, the students will be introduced to the basic principles of energy conservation and energy utilization. The students will be expected to develop skills in making a variety of practical decisions and to be able to participate in meaningful projects. The course will be taught during the summer and is open to students who are on campus.

Class will meet for 3 hours per week for 1-1/2 hours. Enrollment is limited to 15 students. Concurrent enrollment in courses on energy and environmental issues is recommended for those taking this course.

NO 106

SOILS

Laurence Winship

The substance of soil is essential to life. Soil is a complex mixture of organic and inorganic materials that provide the basis for plant growth. The soil is a dynamic system that is constantly changing and responding to environmental changes. The study of soil science is crucial for the development of sustainable agricultural practices and for understanding the interactions between soil, plants, and animals.

Class will meet for one hour each week for 1-1/2 hours. Enrollment is limited to 15 students. Concurrent enrollment in courses on environmental science is recommended for those taking this course.
213  \[ \text{GENERAL PHYSICS A: PHYSICS WITH APPLICATIONS TO TECHNOLOGY, HEALTH AND MEDICINE} \]

282  MERRICK RASTENI and Frederick Wirth

286  THE CALCULUS

David Kelly

290  INTRODUCTION TO CALCULUS AND COMPUTER MODELING FOR SCIENTISTS AND SOCIAL SCIENTISTS

Kenneth Ruffner

305  THE NICHOLSON CENTER PROGRAM IN ENVIRONMENTAL EDUCATION

Merle Brome and Nancy Derstern

319  DRUGS AND ALCOHOL

Lynn C. Jarvis

326  THE DISEASE, MEDICINE, AND PUBLIC HEALTH

Michael Cross

331  THE PLANETARY SCIENCE

Peter Schweder

335  THE DATA SCIENTIST

William Dene

340  COMPUTER PROGRAMMING METHODS

William Lloyd and Ed Alvi

345  FALL TERM 1983
surface features and surface histories of the moons of Mars and Jupiter, and the anomalies of their orbits and rotation.

Astronomy

**Astronomy 21: STARS AND STELLAR EVOLUTION**

**Instructor:** Tom Davidson

**Course Information:**

This course will meet on Tuesdays and Thursdays from 1:10 to 2:35 PM. The course is open to students interested in quantitative reasoning, physics, mathematics, and astronomy.

**Prerequisites:** A strong interest in science, particularly astronomy.

**Course Description:**

Stellar and cosmic evolution for students interested in quantitative reasoning courses. Essential concepts in stellar evolution, including stellar structure, nuclear fusion, and the life cycle of stars. Students will learn to interpret and analyze astronomical data to understand the formation and evolution of stars.

**Course Format:**

Two 90-minute lectures and one evening laboratory per week.

**Prerequisites:** Astronomy 21 and 22.

**Astronomy 43: ASTRONOMY AND THE ART OF OBSERVATION**

**Instructor:** E. R. Kennett

**Course Information:**

Basic topics in astronomy and astrophysics. Geospatial configuration, orbital mechanics, stars, galaxies, and the universe. Students will learn to use telescopes, cameras, and other equipment to observe the night sky.

**Prerequisites:** Astronomy 21 and 22.

**Course Description:**

Writing is a critical skill for work in any field. This course will introduce students to various writing styles and techniques.

**Course Format:**

Weekly writing assignments and workshops.

**Prerequisites:** None.

**School of Social Science**

All courses are open to students with the consent of the instructor.

**SS 116: PEASANT REVOLUTION AND VILLAGE SOCIETY IN MODERN CHINA**

**Instructor:** Keane Johnson

This course will cover the role of the peasantry in the Chinese revolution and the impact of socialist development on peasant village life.

**Course Format:**

Lecture, discussion, and field trips.

**Prerequisites:** None.

**SS 221: THE AMERICAN CENTER: WHAT HAPPENED?**

**Instructor:** Carol Ginsburg

The United States emerged from World War II as the foremost world power and committed itself to the idea of spreading American values and institutions around the globe. This course will examine the impact of the Cold War and the rise of the United States as a superpower.

**Course Format:**

Lecture, discussion, and field trips.

**Prerequisites:** None.

**SS 223: SOCIAL ORDER - SOCIAL DISORDER**

**Instructor:** Robert van der Lippe

Is it "normal" for societies to be ordered? When things go wrong, why do they do so? And why are some societies disordered and what are the causes of such disorder? This course will examine the social and cultural causes of disorder and the impact of social order on society as a whole.

**Course Format:**

Lecture, discussion, and field trips.

**Prerequisites:** None.

**SS 225: KIDS AND RHYTHM: THE SOCIAL ORGANIZATION OF UNICHORALITY**

**Instructor:** Monique Allard

Unichoral societies, where all children are raised in the same household, offer a unique opportunity to study the social organization of childhood.

**Course Format:**

Lecture, discussion, and field trips.

**Prerequisites:** None.

**SS 230: URBAN SOCIAL MOVEMENTS: PARTICIPATORY STRUGGLES FOR CHANGE IN THE CONTEMPORARY CITY**

**Instructor:** Myra Breastman

The urban crisis and protest actions of the 1960s generated a new wave of social activism. This course will explore the dynamics of social movements in contemporary cities, focusing on the role of the city in shaping social change.

**Course Format:**

Lecture, discussion, and field trips.

**Prerequisites:** None.
The School of Social Science expects to have three new faculty members, in the fields of Education Studies, Legal Studies and Middle East Studies. Descriptions of the courses to be taught by these people will appear in the Course Guide Supplement.

Writing as a critical skill for every student at Hampshire. For additional writing courses, please refer to the Writing/Reading Program.

INRINININININININIIIIN Division III Integrative Seminars

PS/PSPSPSPSPSPSPSPSP

Division I Proseminars

These Division I courses are designed especially for entering students and are offered by faculty in all four schools. Proseminars are of substantial intellectual content and the primary emphasis is on written communication skills. The larger audience of the College, including its basic structure of divisional examinations. The proseminars are intended also for those general intellectual skills essential to the pursuit of further learning (for example, how to work through an academic problem, how evidence and inference, and how to organize an argument); how to read (thoughtfully, critically, and engagingly); and to write, how to think, how to express oneself clearly and fluently. The proseminars are intended for the student who needs to master language requirements, to write well, and to develop the ability to write clearly, concisely and effectively. The proseminars are designed to be of interest to anyone who wants to improve their writing skills.

PS/PSPSPSPSPSPSPSPSP

PROSEMINARS

Division I

PS/PSPSPSPSPSPSPSPSP

College writing: The Irish voice in literature

Smith

ENGLISH

1101

College Writing: American 20th Century Fiction

Smith

ENGLISH

1103

American Faulkner

Beatrice

ENGLISH

1105

Language, culture and society

Reisman

ENGLISH

1107

Oldest: Washington, D.C.

Miller

HUMAN DEVELOPMENT

1112

خبر

EXPLORATIONS IN ELEMENTARY MATHEMATICS

Gelfand

ENGR.

1115

Formotion home to soup kitchen

Brennan

ENGLISH

1110

American politics, culture, and society

Froehlich

ENGLISH

1110

POLITICAL JUSTICE

Mayer

ENGLISH

1113

Powers and authority

Baker

ENGLISH

1112

Enrollment is limited to 13 on a first-come basis. You will meet twice weekly for one-hour sessions plus tutorials to be arranged.

MA 150 COLLEGE WRITING: AMERICAN 20TH CENTURY FICTION

Francois Smith

We will read some American short fiction written since about 1925. Many of these stories have been called "modernist," some will be chosen for their Aristotelian plots. Our concern will be to try to see through the mists of the reader's eye to the essence of its writing. It is a course in a cultural black hole, but the hole is not a black hole.

MA 168 AMERICAN FAMILIES

John Bucigrossi

This seminar will explore the changing and enduring charac ter of American families through a total focus. You will attend to the characteristics relationships among a family's members, particularly the roles of women and children and between parents and their children. We will be using sociological principles, like the life-cycle approach, comparative life-styles, and the like, to shape the course.

MA 171 LANGUAGE, CULTURE, AND SOCIETY (PROSEMINAR)

Mark Pfenninger

Language, culture, and society are inextricably bound with one another. The study of language in its cultural and social context is nothing less than the study of society. Language is a medium of social and cultural relations, as well as a vehicle of human language and its function within social and cultural contexts. Our goal is to understand the relationships between language, thought, and culture. We will analyze the nature of the relationships between language and culture, and the role of language in the construction of social identity.

We will begin by reading Foucault's The Order of Things and will work our way through a variety of readings that explore the nature of language and its role in society.

Our focus will be on understanding how language shapes our understanding of the world and how it reflects and is reflected by the social, cultural, and political forces that shape our lives.

In our writing, we will explore the structure of style, technique, and writing necessary to good college work. We will do daily assignments to develop our skills in analyzing and understanding complex cultural phenomena.

We will be reading some American short fiction written since about 1925. Many of these stories have been called "modernist," some will be chosen for their Aristotelian plots. Our concern will be to try to see through the mists of the reader's eye to the essence of its writing. It is a course in a cultural black hole, but the hole is not a black hole.

In the course we will employ the methods of the French philosopher Michel Foucault, who suggests that in order to understand the nature of our language capacities, we may find something more about what we mean when we refer to "European" or "American" culture. He suggests that there are certain "epistemological differences" fundamentally on "community," the human condition.

In our writing, we will explore the structure of style, technique, and writing necessary to good college work. We will do daily assignments to develop our skills in analyzing and understanding complex cultural phenomena.
Human Movement Physiologist

H. Woodhall

This course is for dancers, athletes, and others who are interested in the science of human movement. The course is part of the Human Anatomy and Kinesiology (the study of movement) curriculum. It is intended for students who want to learn more about human movement and its relationship to the nervous system. This course covers the gross and microscopic anatomy of the human body, and emphasizes the role of the nervous system in controlling movement.

Examinations: There are five exams in this course, each covering a specific topic. The exams are comprehensive and assess students' understanding of the course material.

Homework: There is weekly homework assigned, consisting of readings and problem sets. Students are expected to complete and submit their homework on time.

This course will meet twice a week for 1.5 hours each session. Enrollment is limited to 10 students.

Political Justice

Lazar Haber

Politics is an activity basic to all human interactions; law is the principal instrument of government in modern society. It is the tool by which we achieve our goals in this world, and its principles and institutions are crucial to our understanding of the political process. The course will introduce students to the basic concepts and theories of political science, including the role of politics in society, the nature of political institutions, and the relationship between law and politics.

Examinations: There will be three exams in this course, each covering a specific topic. The exams are comprehensive and assess students' understanding of the course material.

Homework: There is weekly homework assigned, consisting of readings and problem sets. Students are expected to complete and submit their homework on time.

This course will meet twice a week for 1.5 hours each session. Enrollment is limited to 10 students.

Power and Authority

Jon Loewer, Robert Bruley

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

Topics to be examined will include the following: (1) the ways in which we think about power and authority and the role they play in our everyday lives; (2) the differences, in theory and practice, between the two; (3) the role of power and authority in the political process; and (4) the role of power and authority in the social process.

Examinations: There will be three exams in this course, each covering a specific topic. The exams are comprehensive and assess students' understanding of the course material.

Homework: There is weekly homework assigned, consisting of readings and problem sets. Students are expected to complete and submit their homework on time.

This course will meet twice a week for 1.5 hours each session. Enrollment is limited to 10 students.
OPPOPOPOPO Outdoors Program

The Outdoors Program is a voluntary, co-ed alternative to the college’s usual indoor activities. In 1975, it garnered national attention and quickly became a campus-wide phenomenon. In the fall, it offers students extensive opportunities to learn about, experience, and enjoy the outdoors. Students can acquire essential outdoor skills, such as an orientation toward student and staff interested in outdoor experiences. Courses are open to all students.

WR/WR/WR/WR Writing/Reading Program

The Reading and Writing Program offers assistance to students interested in strengthening their communication skills. Because of the importance of writing as an integral part of college life at Hampshire, we offer a range of activities designed to meet varied student needs.

Individual tutorials comprise a major part of the program. In brief, our strategy is to use the work in which the student is presently engaged to facilitate learning about the writing process, to discuss the student’s work in progress, and to answer questions about writing. Tutorials can be one-on-one or small group sessions. The process of listening to and interpreting the student’s work is an integral part of the tutorial. This process helps students to discover and express their own ideas and to use these ideas in their own writing. Students can bring in any writing assignments or problems with their own work. Individual tutorials can be used to develop or refine various aspects of a student’s writing, such as style, format, organization, or mechanics.

Periodically throughout the year, we conduct workshops in the various writing and reading areas. These workshops are designed to encourage students to practice various kinds of writing and reading activities. They are also designed to give students the opportunity to meet other students who share their interests and to learn from each other. Workshops are open to all students.

Opportunities for tutorials may be available by calling Deborah Berkman at x535 or Will Ryan at x545. Classes are run each semester and are open to all students.

WRITING VASPA Deborah Berkman

This class will have as its subject matter ourselves as writers. Class time will be spent engaging in three activities: (1) writing; (2) students’ work on writing assignments, while the instructor circulates, helping students with the revision process; (3) reading student work. As regular intervals students will read their writing to other members of the class, either in groups or individually, and develop audience skills, as well as to receive feedback and constructive criticism. At the conclusion of this course, the class will again discuss the paper, this time with a focus on the writing process, those aspects of which the students have undergone; (2) discussions of the writing process; (3) additional discussions of the writing process. As a result of this, the class will have the opportunity to discuss their own work and to learn from each other.

The goals of the class thus are the following: (1) to understand the central role of revision in the creative process; and to gain revision skills, through concentration on a few papers which will go through successive drafts; (2) to develop critical skills in written composition; and (3) to overcome writer anxiety and “blocks” through an understanding and handling of the concept of writing as process. The class will meet twice weekly for 1 hour. Enrollment is limited to 20.

Will Ryan’s writing course is listed under the Writing Program. Check there for other writing courses and program descriptions.
## Hampshire College

**Schedule of Classes**

### School of Humanities and Arts

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Enrollment Method</th>
<th>Limit</th>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBS 101 Images of Humanity</td>
<td>L. Glick, et al, A. Hoener, A. Fischerl, A. Fischerl, TBA</td>
<td>1st Come</td>
<td>50-DivI</td>
<td>THH 1-3+</td>
<td>FPP, WLH</td>
</tr>
<tr>
<td>HA 107 Design/Illus.</td>
<td>Open</td>
<td>None</td>
<td>MW 1030-12</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 110 Film Workshop I</td>
<td>InstrPer 15</td>
<td>MW 1030-12</td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 111a Still Photo Workshop</td>
<td>1st Come 15</td>
<td>T 930-1230</td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 111b Still Photo Workshop</td>
<td>1st Come 15</td>
<td>W 2-5</td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 113 Modern Dance I</td>
<td>1st Come 20</td>
<td>TBA</td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 121 Dostoevsky</td>
<td>1st Come 16</td>
<td>MW 1030-12</td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 134a College Writing-Irish</td>
<td>1st Come 15</td>
<td>TTh 830-930</td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 134b College Writing-American</td>
<td>1st Come 15</td>
<td>MW 830-930</td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 139 5 Southern Writers</td>
<td>1st Come 15</td>
<td>TBA 2-3</td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 141 Writing Workshop</td>
<td>1st Come 16</td>
<td>TBA 2-3</td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 155 Aristotle I</td>
<td>Open None</td>
<td>TBA</td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 157 Hegel I</td>
<td>1st Come 12</td>
<td>WF 2-4</td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 165 Places &amp; Spaces</td>
<td>ProSem 15</td>
<td>MW 9-1030</td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 168 American Families</td>
<td>InstrPer 15</td>
<td>MW 3-5</td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 184 Laban Movement</td>
<td>1st Come 20</td>
<td>MTh 9-1030</td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 185 Music Primer</td>
<td>1st Come 8</td>
<td>M 7-10pm</td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 186 Music Performance</td>
<td>Open None</td>
<td>TTh1030-12/W1030-1230</td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 195 Theatre Three</td>
<td>1st Come 30</td>
<td>TTH 1030-1230</td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 201 Drawing</td>
<td>InstrPer 15</td>
<td>W 130-430</td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 203 Studio Art Critique</td>
<td>TBA 20</td>
<td></td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 210 Film Workshop II</td>
<td>TBA 20</td>
<td></td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 211 Photography Workshop II</td>
<td>TBA 20</td>
<td></td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 219 Modern Dance III</td>
<td>TBA 20</td>
<td></td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 216 Photography-Crit Issues</td>
<td>TBA 20</td>
<td></td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 217 Modern Dance V</td>
<td>TBA 20</td>
<td></td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 227 History of Caribbean</td>
<td>TBA 20</td>
<td></td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 231 Poetry Writing Workshop</td>
<td>TBA 20</td>
<td></td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 232 Reading Texts</td>
<td>TBA 20</td>
<td></td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 233 World Music-N. India/Iran</td>
<td>TBA 20</td>
<td></td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 240 Writing</td>
<td>TBA 20</td>
<td></td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 249 Theoretical Thinking</td>
<td>TBA 20</td>
<td></td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 250 Poetical Theory</td>
<td>TBA 20</td>
<td></td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 255 Modern Tradition</td>
<td>TBA 20</td>
<td></td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 276 African Philosophy</td>
<td>TBA 20</td>
<td></td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 295 5 Southern Writers</td>
<td>TBA 20</td>
<td></td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 297 World Music-N. India/Iran</td>
<td>TBA 20</td>
<td></td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>HA 298 Creative Music-Theory/App</td>
<td>TBA 20</td>
<td></td>
<td></td>
<td>TBA</td>
<td></td>
</tr>
</tbody>
</table>

*To be announced or arranged Course/time is not term-long; see course description*
## Hampshire College Course Guide

### L&CL Course Guide

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Enrollment Method</th>
<th>Limit</th>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 268 Creative Art-Improv</td>
<td>R. Copeland</td>
<td>InstrPer</td>
<td>None</td>
<td>TBA</td>
<td>EDN 17</td>
</tr>
<tr>
<td>HA 289 AfroAm Chamber Ensemble</td>
<td>R. Copeland</td>
<td>Audition</td>
<td>None</td>
<td>F-TBA</td>
<td>EDN 15</td>
</tr>
<tr>
<td>HA 299 Playwrights' Workshop</td>
<td>D. Cohan</td>
<td>InstrPer</td>
<td>12</td>
<td>W 1-4</td>
<td>Kiva</td>
</tr>
<tr>
<td>HA 301 History of Myth</td>
<td>J. Hubbs/C. Hubbs</td>
<td>Open</td>
<td>Div2/3</td>
<td>MW 130-12</td>
<td>TBA</td>
</tr>
<tr>
<td>HA 305 Adv Writing Seminar</td>
<td>N. Payne</td>
<td>InstrPer</td>
<td>12</td>
<td>Th 930-12</td>
<td>ARB</td>
</tr>
<tr>
<td>HA 315 Environmental Design</td>
<td>N. Juster/R. Pope</td>
<td>InstrPer</td>
<td>16</td>
<td>WF 1030-1230</td>
<td>MDB</td>
</tr>
<tr>
<td>HA 316 Adv Studio Forum</td>
<td>J. Murray</td>
<td>InstrPer</td>
<td>15</td>
<td>T 1230-330</td>
<td>MDR</td>
</tr>
<tr>
<td>HA 320 Creative Music-Advanced</td>
<td>R. Wiggins</td>
<td>InstrPer</td>
<td>10</td>
<td>Th 1-3</td>
<td>MDB</td>
</tr>
<tr>
<td></td>
<td>A. Kears</td>
<td>Audition</td>
<td>None</td>
<td>MW 4-6</td>
<td>MDR</td>
</tr>
</tbody>
</table>

### School of Language and Communication

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Enrollment Method</th>
<th>Limit</th>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBS 101 Images of Humanity</td>
<td>L. Click, et al</td>
<td>1st Come</td>
<td>50-Div1</td>
<td>TTH 1-3+</td>
<td>FPH WLN</td>
</tr>
<tr>
<td>LC 114 Intro to Documentary</td>
<td>S. Douglass/J. Olicker</td>
<td>1st Come</td>
<td>15</td>
<td>TTH 1-3</td>
<td>TV Class</td>
</tr>
<tr>
<td>LC 150 Ideas/Concepts/Meaning</td>
<td>L. Baker-Ward/S. Weisler</td>
<td>1st Come</td>
<td>25</td>
<td>MW 1-2</td>
<td>FPH 103</td>
</tr>
<tr>
<td>LC 151 Psychology of Music</td>
<td>D. Rosenbaum</td>
<td>Open</td>
<td>None</td>
<td>MW 1-3</td>
<td>FPH 108</td>
</tr>
<tr>
<td>LC 153 Visual Literacy</td>
<td>G. Jones</td>
<td>Lottery</td>
<td>30</td>
<td>W 2-5/F 2-5</td>
<td>FPH ELM</td>
</tr>
<tr>
<td>LC 159 Vision/Image/Geometry</td>
<td>W. Marsh, et al</td>
<td>1st Come</td>
<td>30</td>
<td>MW 930-1030</td>
<td>FPH 103</td>
</tr>
<tr>
<td>LC 171 Language/Culture/Society</td>
<td>M. Feinstein</td>
<td>ProSem</td>
<td>20</td>
<td>MW 1030-12</td>
<td>FPH 104</td>
</tr>
<tr>
<td>LC 183 Dateline-Washington</td>
<td>J. Miller</td>
<td>ProSem</td>
<td>16</td>
<td>MW 9-1030</td>
<td>FPH 106</td>
</tr>
<tr>
<td>LC 205 Minimalist Journalism</td>
<td>D. Kerr</td>
<td>1st Come</td>
<td>15</td>
<td>MW 1030-1130</td>
<td>FPH WLN</td>
</tr>
<tr>
<td>LC 206 Strings/Trees/Lang</td>
<td>W. Marsh</td>
<td>Open</td>
<td>None</td>
<td>MW 1030-12</td>
<td>FPH 108</td>
</tr>
<tr>
<td>LC 220 School/Cognitive Devel</td>
<td>L. Baker-Ward</td>
<td>InstrPer</td>
<td>20</td>
<td>TTH 1030-12</td>
<td>FPH 108</td>
</tr>
<tr>
<td>LC 222 Advertising-Econ/Society</td>
<td>T. R. Durham/D. Poe</td>
<td>InstrPer</td>
<td>20</td>
<td>TTH 1030-12</td>
<td>FPH 106</td>
</tr>
<tr>
<td>LC 228 Computer Studies</td>
<td>G. Iba</td>
<td>1st Come</td>
<td>25</td>
<td>MW 3-5</td>
<td>Kiva</td>
</tr>
<tr>
<td>LC 232 What Is Philosophy?</td>
<td>T. Wartenberg</td>
<td>Open</td>
<td>None</td>
<td>MW 1030-12</td>
<td>FPH WLN</td>
</tr>
<tr>
<td>LC 234 Brain and Behavior</td>
<td>D. Rosenbaum</td>
<td>1st Come</td>
<td>15</td>
<td>MW 1030-12</td>
<td>FPH 108</td>
</tr>
<tr>
<td>LC 237 Philosophy and Film</td>
<td>T. Wartenberg</td>
<td>InstrPer</td>
<td>12</td>
<td>MW 3-5</td>
<td>TV Class</td>
</tr>
<tr>
<td>LC 250 Video Production/News</td>
<td>J. Miller/L. Olicker</td>
<td>1st Come</td>
<td>20</td>
<td>MW 3-430</td>
<td>FPH 107</td>
</tr>
<tr>
<td>LC 260 Cognitive Psychology</td>
<td>N. Stillings</td>
<td>Open</td>
<td>None</td>
<td>TTh 1-3</td>
<td>FPH 105</td>
</tr>
<tr>
<td>LC 278 Cognitive Science</td>
<td>G. Iba/S. Weisler</td>
<td>InstrPer</td>
<td>7</td>
<td>TTh 12-1</td>
<td>FPH 103</td>
</tr>
<tr>
<td>LC 304 Syntax</td>
<td>S. Weisler</td>
<td>1st Come</td>
<td>25</td>
<td>MW 1-230</td>
<td>FPH 107</td>
</tr>
<tr>
<td>LC 305 Organizations</td>
<td>T. R. Durham</td>
<td>InstrPer</td>
<td>15</td>
<td>WF 1030-1230</td>
<td>TV Class</td>
</tr>
<tr>
<td>LC 306 Video Production Seminar</td>
<td>G. Jones</td>
<td>InstrPer</td>
<td>10</td>
<td>MW 1-230</td>
<td>FPH 102</td>
</tr>
<tr>
<td>LC 307 Communication Technology</td>
<td>S. Douglas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### FOREIGN LANGUAGES

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Enrollment Method</th>
<th>Limit</th>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>FL 101 Intensive French</td>
<td>E. Leete</td>
<td>InstrPer</td>
<td>10</td>
<td>MTWTh 3-5</td>
<td>PH D-1</td>
</tr>
<tr>
<td>FL 102 Intensive Spanish</td>
<td>A. Nieto</td>
<td>InstrPer</td>
<td>10</td>
<td>MTWTh 3-5</td>
<td>PH B-1</td>
</tr>
</tbody>
</table>

### School of Natural Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Enrollment Method</th>
<th>Limit</th>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBS 101 Images of Humanity</td>
<td>L. Click, et al</td>
<td>1st Come</td>
<td>50-Div1</td>
<td>TTH 1-3+</td>
<td>FPH WLN</td>
</tr>
<tr>
<td>NS 102 Topics in Astronomy</td>
<td>C. Gordon/H. Gordon</td>
<td>Lottery</td>
<td>30</td>
<td>T 2-3, Th 1-3</td>
<td>FPH 106</td>
</tr>
<tr>
<td>NS 104 Optics &amp; Holography</td>
<td>E. Haefner</td>
<td>1st Come</td>
<td>20</td>
<td>F 1-4</td>
<td>CSC 3rd Fl</td>
</tr>
<tr>
<td>NS 117 Marine Biology</td>
<td>N. Goddard</td>
<td>ProSem</td>
<td>16</td>
<td>MW1030-12/MW9-1030</td>
<td>CSC 114/Lab</td>
</tr>
<tr>
<td>NS 122 Human Movement Physiology</td>
<td>Ann Woodhull</td>
<td>ProSem</td>
<td>16</td>
<td>MW 130-3/W 3-430</td>
<td>CSC 202/Lab</td>
</tr>
<tr>
<td>NS 129 Ecology &amp; Agriculture</td>
<td>R. Coppinger</td>
<td>Open</td>
<td>None</td>
<td>TTH 130-3</td>
<td>FPH 108</td>
</tr>
<tr>
<td>NS 135 Human Skeleton</td>
<td>D. Martin</td>
<td>1st Come</td>
<td>20</td>
<td>MW 9-1030</td>
<td>CSC 2nd Fl</td>
</tr>
<tr>
<td>NS 136 Hormones/Homosexuality</td>
<td>M. Gross</td>
<td>Open</td>
<td>None</td>
<td>TTH 130-3</td>
<td>CSC 126</td>
</tr>
<tr>
<td>NS 157 Elementary Mathematics</td>
<td>D. Kelly</td>
<td>ProSem</td>
<td>16</td>
<td>MW 3-430</td>
<td>FPH 102</td>
</tr>
<tr>
<td>NS 175 Mushrooms/Molds/Mycotox</td>
<td>L. Winship</td>
<td>Open</td>
<td>None</td>
<td>MW 3-430</td>
<td>FPH WLN</td>
</tr>
<tr>
<td>NS 184 Energy Utilization-IC</td>
<td>F. Wirth</td>
<td>Open</td>
<td>None</td>
<td>W 130-430</td>
<td>CSC 126</td>
</tr>
<tr>
<td>NS 186 Animal Behavior</td>
<td>R. Coppinger</td>
<td>Open</td>
<td>None</td>
<td>MW 9-1030</td>
<td>CSC 126</td>
</tr>
<tr>
<td>NS 201 Basic Chem Lab</td>
<td>L. Williams</td>
<td>Open</td>
<td>None</td>
<td>MW 9-1030</td>
<td>CSC 126</td>
</tr>
<tr>
<td>NS 202 Basic Chemistry I</td>
<td>L. Winship</td>
<td>Open</td>
<td>None</td>
<td>MW 11-12/W 130-5</td>
<td>FPH 108/Lab</td>
</tr>
<tr>
<td>NS 209 Soils</td>
<td>M. Lowry</td>
<td>Open</td>
<td>None</td>
<td>MW9-1030/MorT 1-3 CSC 114/Lab</td>
<td></td>
</tr>
<tr>
<td>NS 211 Organic Chemistry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Schedule, Fall Term 1983

#### Courses to be Offered Academic Year 84-85

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Enrollment Method</th>
<th>Limit</th>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS 215 American Environ History</td>
<td>R. Lutts</td>
<td>Open</td>
<td>None</td>
<td>T 130-3</td>
<td>Kiva</td>
</tr>
<tr>
<td>NS 220 Physiology</td>
<td>M. Bruno</td>
<td>Open</td>
<td>None</td>
<td>MW1030-12/11030-3 CSC 126/Lab</td>
<td></td>
</tr>
<tr>
<td>NS 223 Cell Biology</td>
<td>J. Foster</td>
<td>Open</td>
<td>None</td>
<td>Th 1030-12/Th 1 CSC 114/Lab</td>
<td></td>
</tr>
<tr>
<td>NS 260 The Calculus</td>
<td>D. Kelly</td>
<td>Open</td>
<td>None</td>
<td>MW 830-10</td>
<td>FPH 102</td>
</tr>
<tr>
<td>NS 261 Calculus/Computer Model</td>
<td>M. Gross</td>
<td>Open</td>
<td>None</td>
<td>MW 1030-1130 FPH 102</td>
<td></td>
</tr>
<tr>
<td>NS 274 Disease/Med/Ph.</td>
<td>H. Bernstein/F. Wirth</td>
<td>1st Come</td>
<td>20</td>
<td>Th 1030-12 TTH 1-230/Th 230-530 CSC 302/Lab</td>
<td></td>
</tr>
<tr>
<td>NS 282 General Physics A</td>
<td>M. Bruno</td>
<td>See Course Description</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS 295 Practicum-Environ Ed</td>
<td>M. Bruno/N. Darmstadter</td>
<td>Prereq</td>
<td>None</td>
<td>W 430-6pm</td>
<td>CSC 114</td>
</tr>
<tr>
<td>NS 305 Computer Programming</td>
<td>L. Williams/A. Ewald</td>
<td>Prereq</td>
<td>None</td>
<td>W 130-3</td>
<td>FPH 105</td>
</tr>
<tr>
<td>NS 317 Modern Algebra</td>
<td>D. Kelly</td>
<td>Prereq</td>
<td>None</td>
<td>Th 1230-130 FPH 102</td>
<td></td>
</tr>
<tr>
<td>NS 330 Biology Colloqy</td>
<td>M. Bruno, et al</td>
<td>Prereq</td>
<td>None</td>
<td>Th 1030-12 CSC 202</td>
<td></td>
</tr>
<tr>
<td>Math Exercise Class</td>
<td>D. Kelly</td>
<td>Prereq</td>
<td>None</td>
<td>Th 230-345 U. Mass.</td>
<td></td>
</tr>
<tr>
<td>ASTFC 013 Solar System</td>
<td>R. Schoerb</td>
<td>Prereq</td>
<td>None</td>
<td>MW 230-345pm MHC</td>
<td></td>
</tr>
<tr>
<td>ASTFC 019 Planetary Science</td>
<td>G. Greenstein/T. Dennis</td>
<td>Prereq</td>
<td>None</td>
<td>MF 125-245 Smith</td>
<td></td>
</tr>
<tr>
<td>ASTFC 037 Obs Optical Astronomy</td>
<td>E.R. Harrison</td>
<td>Prereq</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASTFC 043 Astrophysics I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### School of Social Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Enrollment Method</th>
<th>Limit</th>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS 205 Molecular Biology</td>
<td>L. Miller (Fall Term)</td>
<td>1st Come</td>
<td>50-Div</td>
<td>T 3-13+</td>
<td>FPH W1H</td>
</tr>
<tr>
<td>NS 208 Plant Physiology</td>
<td>W. Winship (Fall Term)</td>
<td>ProSem</td>
<td>16</td>
<td>MW 1030-12 FPH A-1</td>
<td></td>
</tr>
<tr>
<td>NS 228 Genetics</td>
<td>L. Miller (Spring Term)</td>
<td>ProSem</td>
<td>15</td>
<td>MW 1030-12 CSS 126</td>
<td></td>
</tr>
<tr>
<td>NS 329 Biochemistry</td>
<td>J. Foster (Spring Term)</td>
<td>ProSem</td>
<td>15</td>
<td>MW 1030-12 FPH 103</td>
<td></td>
</tr>
<tr>
<td>NS 206 American Politics</td>
<td>L. Blick, et al</td>
<td>ProSem</td>
<td>15</td>
<td>MW 1030-12 FPH 103</td>
<td></td>
</tr>
<tr>
<td>SS 105 Work/Technology/Society</td>
<td>A. Berman/P. Glazer</td>
<td>ProSem</td>
<td>16</td>
<td>Th 1030-12 FPH 103</td>
<td></td>
</tr>
<tr>
<td>SS 111 Political Justice</td>
<td>N. Fitch, et al</td>
<td>ProSem</td>
<td>15</td>
<td>Th 1030-12 FPH 103</td>
<td></td>
</tr>
<tr>
<td>SS 115 Power &amp; Authority</td>
<td>L. Mazor</td>
<td>ProSem</td>
<td>15</td>
<td>Th 9-1030 FPH 103</td>
<td></td>
</tr>
<tr>
<td>SS 116 Revolution/Society/China</td>
<td>K. Johnson</td>
<td>1st Come</td>
<td>25</td>
<td>Th 1030-12 FPH 103</td>
<td></td>
</tr>
<tr>
<td>SS 121 American Century</td>
<td>C. Bengelsdorf/M. Cerullo</td>
<td>1st Come</td>
<td>16</td>
<td>Th 1030-12 FPH 103</td>
<td></td>
</tr>
<tr>
<td>SS 122 Social Order/Disorder</td>
<td>J. Landeau/R. Rakooff</td>
<td>1st Come</td>
<td>15</td>
<td>Th 1030-12 FPH 103</td>
<td></td>
</tr>
<tr>
<td>SS 123 Kids/Kin-Childrearing</td>
<td>R. von der Lippe</td>
<td>1st Come</td>
<td>20</td>
<td>Th 1030-12 FPH 103</td>
<td></td>
</tr>
<tr>
<td>SS 125 Urban Social Movements</td>
<td>M. Mahoney/B. Yngvenson</td>
<td>Open</td>
<td>None</td>
<td>M 130-330 FPH A-1</td>
<td></td>
</tr>
<tr>
<td>SS 127 Enlightenment-Revolution</td>
<td>N. Fitch, et al</td>
<td>Open</td>
<td>None</td>
<td>Th 130-3 FPH A-1</td>
<td></td>
</tr>
<tr>
<td>SS 210 Intro Economics</td>
<td>F. Weaver</td>
<td>Open</td>
<td>None</td>
<td>MW 9-1030 FPH A-1</td>
<td></td>
</tr>
<tr>
<td>SS 218 Public Policy-Welfare</td>
<td>A. Berman/R. Rakooff</td>
<td>Open</td>
<td>None</td>
<td>M 110-3 FPH A-1</td>
<td></td>
</tr>
<tr>
<td>SS 222 Advertising-Econ/Society</td>
<td>D. Poe/T.R. Durham</td>
<td>InstrPer</td>
<td>20</td>
<td>Th 1030-12 FPH A-1</td>
<td></td>
</tr>
<tr>
<td>SS 223 Comparative Soc Devel</td>
<td>C. Bengelsdorf/K. Johnson</td>
<td>Open</td>
<td>None</td>
<td>Th 1030-12 FPH A-1</td>
<td></td>
</tr>
<tr>
<td>SS 225 Personality/Moral Devel</td>
<td>M. Cerullo/M. Mahoney</td>
<td>Open</td>
<td>None</td>
<td>W 1-3 FPH A-1</td>
<td></td>
</tr>
<tr>
<td>SS 259 Workplace Democracy</td>
<td>S. Warner</td>
<td>Open</td>
<td>None</td>
<td>Th 130-3 FPH A-1</td>
<td></td>
</tr>
<tr>
<td>SS 294 Japanese Society</td>
<td>A. Onig</td>
<td>Open</td>
<td>None</td>
<td>Th 130-3 FPH A-1</td>
<td></td>
</tr>
<tr>
<td>SS 299 Amer Foreign Policy</td>
<td>W.A. Lake</td>
<td>Open</td>
<td>None</td>
<td>Th 130-3 FPH A-1</td>
<td></td>
</tr>
<tr>
<td>SS 303 Crime &amp; Punishment</td>
<td>L. Mazor/D. Poe</td>
<td>InstrPer</td>
<td>None</td>
<td>M 1030-12 FPH A-1</td>
<td></td>
</tr>
<tr>
<td>SS 305 Labor/Community Studies</td>
<td>M. Breitbard/L. Nisonoff</td>
<td>InstrPer</td>
<td>None</td>
<td>W 930-12 FPH A-1</td>
<td></td>
</tr>
<tr>
<td>SS 306 Sociology-Health/illness</td>
<td>R. von der Lippe</td>
<td>InstrPer</td>
<td>None</td>
<td>M 3-5 FPH A-1</td>
<td></td>
</tr>
<tr>
<td>SS 307 Domestic Violence</td>
<td>G. Joseph</td>
<td>InstrPer</td>
<td>None</td>
<td>M 9-1030 FPH A-1</td>
<td></td>
</tr>
<tr>
<td>SS 322 Psychotherapy</td>
<td>L. Farnham</td>
<td>InstrPer</td>
<td>20</td>
<td>M 130-3 FPH A-1</td>
<td></td>
</tr>
<tr>
<td>SS 332 Political Econ.-S.E. Asia</td>
<td>A. Onig</td>
<td>InstrPer</td>
<td>25</td>
<td>M 130-3 FPH A-1</td>
<td></td>
</tr>
</tbody>
</table>

#### Division III Integrative Seminars

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Enrollment Method</th>
<th>Limit</th>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN 301 Female Leadership Roles</td>
<td>G. Joseph</td>
<td>1st Come</td>
<td>20-Div3</td>
<td>M 1-3 FPH ELH</td>
<td></td>
</tr>
<tr>
<td>IN 302 Personality Theory</td>
<td>L. Farnham</td>
<td>InstrPer</td>
<td>16</td>
<td>W 730-10pm FPH ELH</td>
<td></td>
</tr>
<tr>
<td>IN 342 Women and Science</td>
<td>N. Goddard/Ann Woodhull</td>
<td>Open</td>
<td>None</td>
<td>T 1-330 FPH A-1</td>
<td></td>
</tr>
</tbody>
</table>
Op Outdoors Program

Course | Instructor | Enrollment Method | Limit | Time | Place
---|---|---|---|---|---
OP 106 Top Rope Climbing A | K. Kyker | 1st Come | 12 | T 1230-530 | RCC
OP 107 Wilderness 101 | P. Kolota/L. Johnson | 1st Come | 12 | W 1300-430 | PM C-1
*OP 111 Top Rope Climbing B | B. Garman | 1st Come | 12 | W 12-530 | RCC
OP 145 Flat Water Canoeing | K. Kyker | 1st Come | 12 | W 1230-5 | RCC
OP 148 Equipment Design | K. Kyker | 1st Come | 10 | WF 1030-12 |

Recreational Athletics

Course | Instructor | Enrollment Method | Limit | Time | Place
---|---|---|---|---|---
RA 101 Beg Shotokan Karate | M. Taylor | Open | None | MWF 6-8pm | RCC
RA 103 Int Shotokan Karate II | M. Taylor | InstrPer | None | TTh 5-6pm | RCC
RA 104 Adv Shotokan Karate | M. Taylor | InstrPer | None | TTh 5-6pm | SCC
RA 106 Alkido | P. Sylvain | Open | None | TTh 1245-2 | SCC
RA 108 Beg T'ai Chi | P. Gallagher | Open | None | M 630-745pm | SCC
RA 109 Cont T'ai Chi | P. Gallagher | Open | None | M 8-930pm | SCC
*RA 110 Women's Self-Defense | L. DiAnne | Open | None | TTh 1130-1230 | SCC
RA 112 Beg Hatha Yoga | C. Colby | Open | None | M 330-430 | SCC
RA 113 Cont Hatha Yoga | C. Colby | Open | None | W 40-6 | SCC
RA 114 Flexi Yoga | K. Weinstein | Open | None | TTh 315-430 | SCC
RA 116 Fencing | W. Weber | Open | None | TTh pm | SCC
RA 117 Physical Fitness Class | R. Rikkers | 1st Come | 75 | TF 1205-105 | SCC
RA 118 Aerobic Dancing | K. Laliberte | 1st Come | 20 | TF 430-6pm | SCC
RA 120 Shim-Gum-Do | A. Sanchez | Open | None | M 330-630/F 4-6pm | SCC
*RA 121 Lifesaving | J. Tucker/P. Robbins | Open | None | M 6-730/W 730-9pm | pool
RA 122 Basic Scuba Cert | T. Ryan | Open | None | T 615-815pm | pool
RA 125 Kayak Rolling | L. Harrison | 1st Come | 9 | T 1030-12/F 9-3 | pool
RA 126 Beg Whitewater Kayak X | L. Harrison | 1st Come | 8 | T 1-230/Th 1230-6 | pool
RA 127 Beg Whitewater Kayak Y | L. Harrison | 1st Come | 6 | T 230-4/Th 1230-6 | pool
RA 128 Novice Whitewater Kayak | L. Harrison | 1st Come | 7 | W 630-8pm | pool
RA 129 Slalom Gate/Stroke | L. Harrison | Open | None | TTh 4-5pm | pool
RA 130 Surfing | TBA | Open | None | MWFThS 4-6pm | pool
RA 131 Surfing | TBA | Open | None | MWFThS 4-5pm | pool
RA 132 Surfing | TBA | Open | None | MWFThS 4-5pm | pool
RA 133 Surfing | TBA | Open | None | MWFThS 4-5pm | pool
RA 134 Surfing | TBA | Open | None | MWFThS 4-5pm | pool
RA 135 Surfing | TBA | Open | None | MWFThS 4-5pm | pool
RA 136 Surfing | TBA | Open | None | MWFThS 4-5pm | pool
RA 137 Surfing | TBA | Open | None | MWFThS 4-5pm | pool
RA 138 Surfing | TBA | Open | None | MWFThS 4-5pm | pool
RA 139 Surfing | TBA | Open | None | MWFThS 4-5pm | pool
RA 140 Surfing | TBA | Open | None | MWFThS 4-5pm | pool
RA 141 Women's Team Basketball | K. Adams | Open | None | MWFThS 4-5pm | pool
RA 142 Team Volleyball | M. Meredith | Open | None | MWFThS 4-5pm | pool

See Course Description
Recreational Athletics

Beginning Shudokan Karate
RA 101

Intermediate Shudokan Karate
RA 102

Advanced Shudokan Karate
RA 103

Beginner Tai Chi
RA 108

Continuing Tai Chi
RA 129

Women’s Self-Defense
NA 110

Beginning Hatha Yoga
NA 112

Continuing Hatha Yoga
NA 113

Freestyle Yoga
NA 114

Pilates
NA 115

Elongating
NA 116

Physical Fitness Class
RA 117

Advanced Dancing
NA 118

Shin-Gun-Do
NA 120

Lifting
NA 121

Basic Scuba Certification
NA 122

Karaté Bulling
RA 123

Beginning Whitewater Kayaking (3)
RA 126

Beginning Whitewater Kayaking (7)
RA 127

Boat白色water Kayaking
RA 128

Rowing a Single Scull
NA 130

Women’s Team Basketball
RA 41

Team Volleyball
NA 133

Beginning Shudokan Karate
Marine Taylor

Advanced Shudokan Karate
Marine Taylor

Tai Chi
Sylvia Gallaher

Beginning Tai Chi
Gallaher

Women’s Self-Defense
Samantha Gallaher

Beginning Hatha Yoga
Colby

Continuing Hatha Yoga
Colby

Freestyle Yoga
Weinstein

Pilates
Weber

Elongating
Weber

Physical Fitness Class
Luben

Advanced Dancing
Lubin

Shin-Gun-Do
Roberts

Lifting
Robbins

Basic Scuba Certification
Ryan

Karaté Bulling
Harrison

Beginning Whitewater Kayaking (3)
Harrison

Beginning Whitewater Kayaking (7)
Harrison

Boat Whitewater Kayaking
Harrison

Rowing a Single Scull
Harrison

Women’s Team Basketball
Royce

Ultimate Frisbee
Royce

Field Hockey
TSA

Sailing
Stchl Ski

Windsurfing
TSA

Women’s Team Basketball
TSA

Team Volleyball
TSA

Beginning Shudokan Karate
Nathan Taylor

Intermediate Shudokan Karate
Nathan Taylor

Advanced Shudokan Karate
Nathan Taylor

The class will meet on Tuesdays and Thursdays from 6:15 to 7:15 PM in the South Lounge of the Robert Crown Center. To register attend the first class.

The class meets on Mondays from 6:30 to 7:30 PM in the South Lounge of the Robert Crown Center. To register attend the first class.

The class meets from 3:30 to 4:30 PM on Tuesdays and Thursdays in the South Lounge of the Robert Crown Center. Enrollment open.

The class meets on Mondays from 6:00 to 7:00 PM in the South Lounge of the Robert Crown Center. Enrollment open.

The class meets from 3:30 to 4:30 PM in the South Lounge of the Robert Crown Center. Enrollment open.

The class meets on Mondays from 6:00 to 7:00 PM in the South Lounge of the Robert Crown Center. Enrollment open.

The class meets on Mondays from 6:00 to 7:00 PM in the South Lounge of the Robert Crown Center. Enrollment open.

The class meets on Mondays from 6:00 to 7:00 PM in the South Lounge of the Robert Crown Center. Enrollment open.

The class meets on Mondays from 6:00 to 7:00 PM in the South Lounge of the Robert Crown Center. Enrollment open.

The class meets on Mondays from 6:00 to 7:00 PM in the South Lounge of the Robert Crown Center. Enrollment open.

The class meets on Mondays from 6:00 to 7:00 PM in the South Lounge of the Robert Crown Center. Enrollment open.

The class meets on Mondays from 6:00 to 7:00 PM in the South Lounge of the Robert Crown Center. Enrollment open.

The class meets on Mondays from 6:00 to 7:00 PM in the South Lounge of the Robert Crown Center. Enrollment open.

The class meets on Mondays from 6:00 to 7:00 PM in the South Lounge of the Robert Crown Center. Enrollment open.

The class meets on Mondays from 6:00 to 7:00 PM in the South Lounge of the Robert Crown Center. Enrollment open.

The class meets on Mondays from 6:00 to 7:00 PM in the South Lounge of the Robert Crown Center. Enrollment open.

The class meets on Mondays from 6:00 to 7:00 PM in the South Lounge of the Robert Crown Center. Enrollment open.
Playing and improving their field hockey skills. Beginners to experienced players may participate. Practice time may vary regularly among sessions. For those interested, we will be scheduling intramural games with outside teams.

Field Hockey will meet on Monday and Wednesday from 4:00 to 5:30PM on the upper playing field. The first meeting will take place on the first day of classes. To register, sign-up on the bulletin board at the Roberts Crown Center. Enrollment unlimited.

SAILING

This course will cover the parts of a boat, how to use the equipment, and learning how to catch the wind by trimming the sail, steering, motoring, and putting it all together. Come sail in the Autumn breeze! All skill levels welcome.

Class will meet for an organizational meeting September 14th, at 5:00PM in the Roberts Crown Center. To register sign-up on the bulletin board at the Roberts Crown Center prior to the meeting. Enrollment limit: 15

WATER SKIING

TBA

Come try one of the fastest growing sports in America - Water Skiing! The course will cover basic skiing on a 1,000 foot water ski course while learning to ski, learning to jump, and learning to ski. A great time to learn to ski, with warm water and a small lake. All equipment will be charged to each cabin for the duration of the board.

Class will meet for an organizational meeting September 14th, at 7:00PM in the Roberts Crown Center. To register sign-up on the bulletin board at the Roberts Crown Center prior to the meeting. Enrollment limit: 12

Women’s Team Basketball

Katie Adams

The Women’s team offers women a great opportunity to develop basketball skills as well as an individual improvement. The group will play in exhibition games and will participate in regular regular practices. A great way to develop skills and enjoy the sport of basketball.

Class will meet on Wednesday from 6:00 to 8:00PM in the Roberts Crown Center. To register sign-up on the bulletin board at the Roberts Crown Center prior to the meeting. Enrollment limit: 15

TENNIS+

Mike Reeder

This activity will be organized toward players improving team skills as well as individual improvement. The group will play in regular matches and participating in regular practices. A great way to develop skills and enjoy the sport of tennis.

Class will meet on Wednesday from 6:00 to 8:00PM in the Roberts Crown Center. To register sign-up on the bulletin board at the Roberts Crown Center prior to the meeting. Enrollment limit: 15

SPSS/SPSS/SPSS/SPSS/SPSS Special Programs

Business and Society

If you are interested in pursuing a business career or attending graduate business schools, then the Business and Society SPSS is for you! For those students who want to learn more about business, then this is the program for you! To register, sign-up on the bulletin board at the Roberts Crown Center. Enrollment unlimited.

FRENCH STUDIES

Recent advances in technology have made computers an important part of our daily lives. Most of the programs that have been offered are in the mainstream that are geared towards the business world. The French language offers a great way to learn a new language and to become more involved in the international community. For those interested, we will be offering a French language class with limited enrollment.

The goal of the French language class is to help students improve their language skills and to learn more about the French culture. To register, sign-up on the bulletin board at the Roberts Crown Center. Enrollment limited.
Faculty

H & A
School of Humanities & Arts

John E. Nowell, professor of human development, joined the staff in 1976. He is a member of the Council of the College's life work is to foster the understanding of the arts and humanities.

Karen Calley, assistant professor of music, was born in 1976.

Formerly chairman of the American Studies curriculum at the University of North Carolina at Chapel Hill, and was Hampshire's first Dean of the College.

Catherine S. Rawlinson, assistant professor of film studies, was born in 1976.

Formerly chairman of the American Studies curriculum at the University of North Carolina at Chapel Hill, and was Hampshire's first Dean of the College.

Formerly chairman of the American Studies curriculum at the University of North Carolina at Chapel Hill, and was Hampshire's first Dean of the College.
School of Social Science

Richard H. Matson, assistant professor of political science and associate dean of the Graduate School of the Institute of International Studies at the University of California in Los Angeles, has been appointed to the faculty of the School of Social Science at the University of California, Los Angeles. His appointment is effective September 1, 1982.

Marjorie Brandt, associate professor of political science at the University of California, Los Angeles, has been appointed to the faculty of the School of Social Science at the University of California, Los Angeles. Her appointment is effective September 1, 1982.

School of Social Science

Richard H. Matson, assistant professor of political science and associate dean of the Graduate School of the Institute of International Studies at the University of California in Los Angeles, has been appointed to the faculty of the School of Social Science at the University of California, Los Angeles. His appointment is effective September 1, 1982.

Marjorie Brandt, associate professor of political science at the University of California, Los Angeles, has been appointed to the faculty of the School of Social Science at the University of California, Los Angeles. Her appointment is effective September 1, 1982.
1984 Spring Term
Preliminary
Course Descriptions

L3, CL, & CL.
School of Language and Communication

DIVISION 1

HEALTH AND HEALTH CARE IN THE MASS MEDIA
LC 106
Durham

GERONTOLOGY, AGING, AND MORTALITY
LC 107
Garfield

THE CRIMINOLOGIC AND PENITENTIARY MILITIA IN
EUGENICS
LC 145
Seligman

FROM SPACE TO SCREEN
LC 207
Jones

PHILOSOPHICAL PROBLEMS
LC 212
Witkowski

INTRODUCTION TO COMPUTER PROGRAMMING IN BASIC
LC 213
Muller

TV STUDY WORKSHOP
LC 214
Mueller

MODELS AND METHODS IN HUMAN COMMUNICATIONS
LC 215
Feather

FOUR YEARS IN THE DEPT. OF PSYCHOLOGY
LC 216
Weisberg

THE WORKING OF THE MIND: THE PSYCHIATRIC LABORATORY
LC 217
Weisberg

DIVISION 111

CINEMA

PHILOSOPHY
LC 218
Feather

COMPUTER TECHNOLOGIES IN JOURNALISM
LC 219
Feather

POPULAR CULTURE: INTERACTIVE STUDIES
LC 220
Garfield

CONVERSATIONS AND ENCOUNTERS IN COMMUNICATIONS
LC 221
Garfield

ANTHROPOLOGICAL TRADITIONS
LC 222
Garfield

HEALTH AND HEALTH CARE IN THE MASS MEDIA
LC 223
E. D. Zipp

FIVE COLEGE SEMINAR PROGRAM

The Five College Seminar Program offers a wide range of seminars in all disciplines and at all levels of study, from introductory to advanced. Seminars are open to all, regardless of college affiliation. Some seminars are interdisciplinary, combining the work of students from different disciplines. The seminars are held in small groups, facilitating close contact between students. Each seminar has a specific format and content, providing a unique learning experience for each participant. The seminars are designed to foster critical thinking, independent research, and creative expression, allowing students to explore complex ideas and develop their analytical and intellectual skills. The seminars are open to all students, regardless of major or academic level, and are a great way to learn outside the traditional classroom setting. The seminars are held in small groups, facilitating close contact between students. Each seminar has a specific format and content, providing a unique learning experience for each participant. The seminars are designed to foster critical thinking, independent research, and creative expression, allowing students to explore complex ideas and develop their analytical and intellectual skills. The seminars are open to all students, regardless of major or academic level, and are a great way to learn outside the traditional classroom setting.
Pascal, a powerful and widely used computer language. This will involve introducing basic elements of the language such as data types, control structures, and exception handling. A workshop on Pascal programming will also be given to provide practical experience.

There are no prerequisites for this course; in particular, no mathematics beyond high school algebra is assumed. The course, or its equivalent, is prerequisite for advanced courses in computer science, particularly those courses dealing with the design and implementation of computer systems.

The course will meet twice a week, for one hour and 15 minutes each session.

LC 241b

TV STUDIO WORKSHOP

Spring Term 1984

This course will be a practical studio-based application of the theoretical content of POSTAGE TO SCREEN, an introductory course which students are advised to take prior to or in conjunction with their enrollment in TV STUDIO WORKSHOP. This course is designed for students who intend to make video production as part of their Division II programs of study.

The course will be based on the hypothesis that everyone should have the ability to work "professionally." Performance expectations and evaluations criteria will be high, despite the relative lack of experience of most class members. Students will serve as directors, performers, writers, and crew members. Everyone will fulfill the role of "star" when courses and receive their critical and production abilities in competency evaluations administered by the Communication Services staff and facilitators.

The course will require six hours of studio/classroom work a week and from five to fifteen hours of additional preparation and production work. Everyone will be allotted at least four distinct studio project assignments, each of which will demand a very strict time allocation. Several directors will be assigned for each project, with all students using "director" assignments as an end of the semester. Students will be evaluated not only on the quality of their work but also their ability to relate well to other people and communicate effectively in production work.

The course is intended for students with interest and ability in directing, performing, writing, and production. A thorough knowledge of television is also required. Students are expected to attend all classes and to work on assigned TV assignments in studio. TV production staff will be available to assist students with assignments.

Enrollment limit is 15. Instructor certification is not necessary. Class will meet twice weekly on Monday evenings or afternoons and should be reserved for studio instruction and production meetings.

LC 219b

TV AND MOVIES IN RUSSIAN COMMUNICATIONS

Y. K. Dubin and David Kerr

This course is intended for advanced Division II students and those planning to do a Division III in the area of mass communications. The course will explore the development of classical studies in the field, we will explore diverse theoretical and methodological approaches to the study of mass communications. Students may include critical appraisals of research on the role of the media in society and developing the methodologies of a Division III, or designing a proposed study on some question or topic of interest in the area of mass communications. Class will meet twice a week for 1.5 hours each time. Enrollment limit is 20 on a first-come, first-served basis.

LC 226b

THOUGHT OF LANGUAGE: LINGUISTIC AND PHILOSOPHICAL PROSPECTIVES

D. Phillips and Steven Vavolz

The theories linguists have developed have become quite incorporative. This course will explore the course of developments in the field of linguistics and the nature of the field. We will also examine the growth of interest in the field of linguistics and the nature of the field. We will also examine the growth of interest in the field of linguistics and the nature of the field. We will also examine the growth of interest in the field of linguistics and the nature of the field. We will also examine the growth of interest in the field of linguistics and the nature of the field.

This course will be a practical studio-based application of the theoretical content of POSTAGE TO SCREEN, an introductory course which students are advised to take prior to or in conjunction with their enrollment in TV STUDIO WORKSHOP. This course is designed for students who intend to make video production as part of their Division II programs of study.

The course will be based on the hypothesis that everyone should have the ability to work "professionally." Performance expectations and evaluations criteria will be high, despite the relative lack of experience of most class members. Students will serve as directors, performers, writers, and crew members. Everyone will fulfill the role of "star" when courses and receive their critical and production abilities in competency evaluations administered by the Communication Services staff and facilitators.

The course will require six hours of studio/classroom work a week and from five to fifteen hours of additional preparation and production work. Everyone will be allotted at least four distinct studio project assignments, each of which will demand a very strict time allocation. Several directors will be assigned for each project, with all students using "director" assignments as an end of the semester. Students will be evaluated not only on the quality of their work but also their ability to relate well to other people and communicate effectively in production work.

The course is intended for students with interest and ability in directing, performing, writing, and production. A thorough knowledge of television is also required. Students are expected to attend all classes and to work on assigned TV assignments in studio. TV production staff will be available to assist students with assignments.

Enrollment limit is 15. Instructor certification is not necessary. Class will meet twice weekly on Monday evenings or afternoons and should be reserved for studio instruction and production meetings.

LC 219b

TV AND MOVIES IN RUSSIAN COMMUNICATIONS

Y. K. Dubin and David Kerr

This course is intended for advanced Division II students and those planning to do a Division III in the area of mass communications. The course will explore the development of classical studies in the field, we will explore diverse theoretical and methodological approaches to the study of mass communications. Students may include critical appraisals of research on the role of the media in society and developing the methodologies of a Division III, or designing a proposed study on some question or topic of interest in the area of mass communications. Class will meet twice a week for 1.5 hours each time. Enrollment limit is 20 on a first-come, first-served basis.

LC 226b

THOUGHT OF LANGUAGE: LINGUISTIC AND PHILOSOPHICAL PROSPECTIVES

D. Phillips and Steven Vavolz

The theories linguists have developed have become quite incorporative. This course will explore the course of developments in the field of linguistics and the nature of the field. We will also examine the growth of interest in the field of linguistics and the nature of the field. We will also examine the growth of interest in the field of linguistics and the nature of the field. We will also examine the growth of interest in the field of linguistics and the nature of the field. We will also examine the growth of interest in the field of linguistics and the nature of the field.

This course will be a practical studio-based application of the theoretical content of POSTAGE TO SCREEN, an introductory course which students are advised to take prior to or in conjunction with their enrollment in TV STUDIO WORKSHOP. This course is designed for students who intend to make video production as part of their Division II programs of study.

The course will be based on the hypothesis that everyone should have the ability to work "professionally." Performance expectations and evaluations criteria will be high, despite the relative lack of experience of most class members. Students will serve as directors, performers, writers, and crew members. Everyone will fulfill the role of "star" when courses and receive their critical and production abilities in competency evaluations administered by the Communication Services staff and facilitators.

The course will require six hours of studio/classroom work a week and from five to fifteen hours of additional preparation and production work. Everyone will be allotted at least four distinct studio project assignments, each of which will demand a very strict time allocation. Several directors will be assigned for each project, with all students using "director" assignments as an end of the semester. Students will be evaluated not only on the quality of their work but also their ability to relate well to other people and communicate effectively in production work.

The course is intended for students with interest and ability in directing, performing, writing, and production. A thorough knowledge of television is also required. Students are expected to attend all classes and to work on assigned TV assignments in studio. TV production staff will be available to assist students with assignments.

Enrollment limit is 15. Instructor certification is not necessary. Class will meet twice weekly on Monday evenings or afternoons and should be reserved for studio instruction and production meetings.

LC 219b

TV AND MOVIES IN RUSSIAN COMMUNICATIONS

Y. K. Dubin and David Kerr

This course is intended for advanced Division II students and those planning to do a Division III in the area of mass communications. The course will explore the development of classical studies in the field, we will explore diverse theoretical and methodological approaches to the study of mass communications. Students may include critical appraisals of research on the role of the media in society and developing the methodologies of a Division III, or designing a proposed study on some question or topic of interest in the area of mass communications. Class will meet twice a week for 1.5 hours each time. Enrollment limit is 20 on a first-come, first-served basis.

LC 226b

THOUGHT OF LANGUAGE: LINGUISTIC AND PHILOSOPHICAL PROSPECTIVES

D. Phillips and Steven Vavolz

The theories linguists have developed have become quite incorporative. This course will explore the course of developments in the field of linguistics and the nature of the field. We will also examine the growth of interest in the field of linguistics and the nature of the field. We will also examine the growth of interest in the field of linguistics and the nature of the field. We will also examine the growth of interest in the field of linguistics and the nature of the field. We will also examine the growth of interest in the field of linguistics and the nature of the field.

This course will be a practical studio-based application of the theoretical content of POSTAGE TO SCREEN, an introductory course which students are advised to take prior to or in conjunction with their enrollment in TV STUDIO WORKSHOP. This course is designed for students who intend to make video production as part of their Division II programs of study.

The course will be based on the hypothesis that everyone should have the ability to work "professionally." Performance expectations and evaluations criteria will be high, despite the relative lack of experience of most class members. Students will serve as directors, performers, writers, and crew members. Everyone will fulfill the role of "star" when courses and receive their critical and production abilities in competency evaluations administered by the Communication Services staff and facilitators.

The course will require six hours of studio/classroom work a week and from five to fifteen hours of additional preparation and production work. Everyone will be allotted at least four distinct studio project assignments, each of which will demand a very strict time allocation. Several directors will be assigned for each project, with all students using "director" assignments as an end of the semester. Students will be evaluated not only on the quality of their work but also their ability to relate well to other people and communicate effectively in production work.

The course is intended for students with interest and ability in directing, performing, writing, and production. A thorough knowledge of television is also required. Students are expected to attend all classes and to work on assigned TV assignments in studio. TV production staff will be available to assist students with assignments.

Enrollment limit is 15. Instructor certification is not necessary. Class will meet twice weekly on Monday evenings or afternoons and should be reserved for studio instruction and production meetings.

LC 219b

TV AND MOVIES IN RUSSIAN COMMUNICATIONS

Y. K. Dubin and David Kerr

This course is intended for advanced Division II students and those planning to do a Division III in the area of mass communications. The course will explore the development of classical studies in the field, we will explore diverse theoretical and methodological approaches to the study of mass communications. Students may include critical appraisals of research on the role of the media in society and developing the methodologies of a Division III, or designing a proposed study on some question or topic of interest in the area of mass communications. Class will meet twice a week for 1.5 hours each time. Enrollment limit is 20 on a first-come, first-served basis.
In this course we will work on developing the student's proficiency in and enthusiasm for mathematics by working through selected topics in elementary algebra and trigonometry. This course is designed primarily for those who are majoring in mathematics, science, or pre-engineering. In order to do something more about it, better-prepared students are advised to register for the other math courses. Some of the topics we will cover are:

- Surveying and mapping
- Celestial navigation
- Mathematics of forestry
- Inverse computation and programming
- How to read and use graphs

The heart of the course will be the weekly problem session. Participation will be encouraged in solving the problems in groups of two or three, and there will be many support mechanisms, including problem-solving sessions, optional review sessions on some of the basics, Division II or III students available to help individual students through tough spots.

Class meets 3 times a week for one hour each.

Class will meet for 90 minutes twice a week.

A NATURAL HISTORY OF THE CONNECTICUT RIVER VALLEY

Charlene O'Brien

In the Connecticut River Valley and its environs there exist a diversity of natural habitats including lakes, streams and rivers, bogs, marshes, sand dunes, and forest. This course will explore the ecology of these habitats through field trips, lab assignments, and discussions. Students will investigate the ecology of the Connecticut River Valley by examining the diversity of life forms and ecosystems. The course will be divided into three parts: a field course, a laboratory course, and a seminar course. The field course will include two field trips, each lasting several days. The laboratory course will meet once a week for five weeks. The seminar course will meet twice a week for five weeks.

Enrollment is limited to 15, first come first served.

Class meets twice a full afternoon a week.

A REVOLUTION IN EVOLUTION

Raymond F. Copping

Most authors argue that the recent extinction of many species, such as mammals and birds, was caused by humans. An alternative hypothesis, that a major evolutionary shift or adaptation has allowed some of the species to thrive in the absence of humans, is also possible and should be investigated. In this course, we will study the evolution of species, focusing on the concept of adaptation, the functions of adaptations, and the evolution of behavior. Students will write a term paper on an aspect of their research.

Class will meet for 90 minutes twice a week.

FUNDAMENTAL EXPLORATIONS OF THE PHYSICAL SCIENCES

Frederick M. W. P.

Physics and chemistry have earned their territories reputation as least potentially because the slow development of scientific thought and the method of operations of some of the theories are not consistent with the new theories. In this course, we will study the evolution of species, focusing on the concept of adaptation, the functions of adaptations, and the evolution of behavior. Students will write a term paper on an aspect of their research.

Class will meet for 90 minutes twice a week.

THE BIOLOGY OF MICE

Nancy Goddard and Mark Bruno

Daily pressure by our society encourages women to be consumers of various goods and services, which are then linked to health and beauty. The ability to use our bodies to our advantage can be empowering. In this course, we will cover the history of women's roles in society, including the role of women in scientific research. Students will be required to complete a project on a woman related to their interest. Students will be evaluated based on the quantity and quality of the materials.

Class will meet for 90 minutes twice a week.

UNDERSTANDING RELATIVITY

Katherine Gordon

In this course we will examine the evolution of the basic elements of relativity theory from the special to the general. The course will assess the role that special relativity played in building the theory and, in doing so, attempt to assess the extent to which experimental, philosophical, and social factors played a shaping role in the development of the theory of the physical world. We will also take into account that scientific developments are not static, but require constant interaction with the world of the physical sciences. The course will be conducted in complete harmony with the goals of the philosophy of science course on special relativity.

Class will meet for 90 minutes twice a week.

MICROBIOLOGY RESEARCH IN THE HAMPSTEAD COLLEGE BIOLOGY LABORATORY

Charles D. Warren

The second line of defense of our new solar greenhouse supports a water body. This body produces the oxygen that in turn stimulates the growth of fish and vegetables in New Hampshire in the winter. Students in the solar greenhouse and hydroponics laboratory course will design and carry out a research project on the solar greenhouse and hydroponics laboratory. Students will be required to conduct and analyze a range of experiments including

Class will meet for 90 minutes twice a week.

QUANTUM MECHANICS FOR THE MEDICINE

Herbert Bernstein

This course will survey the structure of a powerful intellectual framework of our times: theoretical physics, including concepts and applications of quantum mechanics, and its impact on medical and clinical applications. The course will cover the following topics:

1. The concept of the electron in quantum mechanics
2. The concept of the electron in quantum chemistry
3. The concept of the electron in medical applications

Class will meet for 90 minutes twice a week.

DOES SIMILARITY EXIST?

Michael Orens

A consideration on research on "similarity" and its "reasonableness", from both medical and philosophical perspectives. The course will focus on the concept of similarity and its implications for various fields, including medicine, philosophy, and education.

Class will meet for 90 minutes twice a week.

ELABORATORY SCHOOL SCIENCE WORKSHOP

Margot Bruno

We do so many children leave school thinking that science is not relevant, encouraging students to think about science in a new way, and that science is not fun. In this course, we will explore the questions and challenges of teaching and learning in the science classroom. We will work with materials that are available for elementary school science programs and try to understand what kind of materials will be most helpful. The course will be conducted in complete harmony with the goals of the philosophy of science course on general relativity.
and their problems.

Class will meet twice a week for two hours and additional time will be required when you begin teaching in the school.

MS 201 BIOCHEMISTRY LABORATORY

Lloyd Williams

This course will consist of a series of laboratory exercises designed around a single semester-long project. Students will work in groups in the basic laboratory techniques required for those making this course. The instructor or a laboratory assistant will be available for consultation. A major requirement is the writing of a laboratory report. A grade will be awarded on the basis of the quality of the report and the participation of the student. Five college students will be graded on a pass-fail basis.

Class will meet on the first and last week.

MS 202 BIOCHEMISTRY II

Lloyd Williams

During the spring term, principles and ideas from Basic Chemistry I will be expanded and applied to more sophisticated systems. Topics will include: metabolism and protein synthesis; equilibria; coordination compounds; chemical kinetics; nuclear chemistry; and physical chemistry. Summary problems will be required for evaluation.

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

Class will meet twice a week for 2-1/2 hours. Five college students will be graded on a pass-fail basis.

MS 203 PHYSIOLOGICAL FLUID ECONOMY

Lawrence J. Winfield

Ecology is the scientific study of the relationships between organisms and their physical and biological environments. Physiological ecology is one of several ways to look at these relations. This course will be offered in the fall. In addition to the text, we will use the laboratory manual by Thomas and Charles, which includes a number of interesting problems. The course will be held for 2-1/2 hours per week.

Class will meet once a week for 2 hours and an afternoon lab.

MS 204 ORGANIC CHEMISTRY

Nancy Lacey

This course is a continuation of the freshman level course. It is designed to be taken by students who have completed or are currently taking a four-year course in organic chemistry. Students should expect to earn at least a B in the course. The course will be offered in the fall. General Biology, Cell Biology, Biochemistry, Alcohol, and Energy Supply will be required. The course is recommended for students planning to take advanced courses in the physical sciences.

Class will meet twice a week for 2 hours.

MS 205 ADVANCED BIOLOGY COURSES

There are a number of areas of interest in biology courses. This course is designed to be taken by students who have completed or are currently taking a four-year course in organic chemistry. Students should expect to earn at least a B in the course. The course will be offered in the fall. General Biology, Cell Biology, Biochemistry, Alcohol, and Energy Supply will be required. The course is recommended for students planning to take advanced courses in the physical sciences.

Class will meet twice a week for 2 hours.

MS 206 INTRODUCTION TO CALCULUS AND COMPUTER Programmable MODELS FOR SCIENTISTS AND SOCIAL SCIENTISTS

David Kelley

Traditionally, the mathematical preparation for scientists and social scientists begins with a study of classical geometry. Calculus and differential equations is an essential tool for solving complex problems. This course is designed to be taken by students who have completed or are currently taking a four-year course in organic chemistry. Students should expect to earn at least a B in the course. The course will be offered in the fall. General Biology, Cell Biology, Biochemistry, Alcohol, and Energy Supply will be required. The course is recommended for students planning to take advanced courses in the physical sciences.

Class will meet twice a week for 2 hours.

MS 207 REAL WORLD PROGRAMMING IN PASCAL

Albert S. Amourah

This course will teach you how to use the computer language and apply it to solve problems with PASCAL to teach you how to solve problems with PASCAL. The course will be offered in the fall. General Biology, Cell Biology, Biochemistry, Alcohol, and Energy Supply will be required. The course is recommended for students planning to take advanced courses in the physical sciences.

Class will meet twice a week for 2 hours.

MS 208 LINEAR ALGEBRA AND ITS APPLICATIONS

David Kelley

This course will develop the basic concepts of linear algebra, with an emphasis on applications over vector spaces and matrices, and will be used for a wide range of problem-solving. The material will be accessible to students who have taken either MS 206 (Calculus) or MS 207 (Linear Algebra). It will be useful to students taking courses in mathematics, physics, statistics, economics, and environmental sciences.

Class will meet twice a week for 2 hours and will require substantial amount of problem solving; enrollment open.

MS 209 PARADOXES OF POPULAR FICTION

Nancy Lacey

In this course we will study the common, limited, and distribution of popular fiction in modern culture, the nature of its appeal and its significance. The material will be accessible to students who have taken either MS 206 (Calculus) or MS 207 (Linear Algebra). It will be useful to students taking courses in literature, sociology, economics, and environmental sciences.

Class will meet twice a week for 2 hours.

MS 210 ELECTRONIC LABORATORY EXPERIENCE IN BASIC BIOCHEMISTRY

John Foster

Almost all the real changes in living cells involve the action of proteins. What is an enzyme? How does it function? What will it take to design and carry out experiments on new proteins? This course will study the nature of enzymes, the molecular basis of their activity, and the relationship between the structure and function of protein. Students will be expected to design and carry out experiments on new proteins. The material will be accessible to students who have taken either MS 206 (Calculus) or MS 207 (Linear Algebra). It will be useful to students taking courses in biology, chemistry, and environmental sciences.

Class will meet twice a week for 2 hours.

Integrated Environmental Curriculum

This program emphasizes the development of environmental awareness and implementation of meaningful educational programs. It is designed to be taken by students who have completed or are currently taking a four-year course in organic chemistry. Students should expect to earn at least a B in the course. The course will be offered in the fall. General Biology, Cell Biology, Biochemistry, Alcohol, and Energy Supply will be required. The course is recommended for students planning to take advanced courses in the physical sciences.
DIVISION I RESEARCH OPPORTUNITIES

NS 336  ASTRONOMY II
John Ryan

An introduction to general astrophysical principles and techniques. The students will become acquainted with the major theories and concepts of modern astrophysics, as well as with the observational techniques used to investigate them. The course will also include an introduction to the use of computers for data analysis and analysis of telescope data.

NS 339  BEHAVIOR SEMINAR
Raymond Granger

This seminar is intended for advanced students in animal behavior, to meet and discuss the literature, and prepare for graduate school. The major topics will be discussed in such areas as the psychology and ethology of the animal kingdom, the evolution of behavior, and the relationship between animal behavior and the environment.

NS 430  TEACHING SEMINAR
Susan Edwards and William Stout

A quantitative introductory course, covering topics in cosmology and astrostatistics, the interaction of stars and planetary systems, the structure and composition of the Milky Way galaxy, the dynamics of galaxies and galaxy clusters, the nature of the extragalactic universe, and the origins and evolution of the universe. The course will also include an introduction to the use of computers for data analysis and analysis of telescope data.

NS 435  GALACTIC AND EXTRAGALACTIC ASTRONOMY
Paul Goldblatt

An introduction to radio astronomical equipment, techniques, and the nature of cosmic radio sources. The course will also include an introduction to the use of computers for data analysis and analysis of telescope data.

NS 510  POVERTY AND WEALTH
Laurie Blumenfeld

"God and nature have ordained the existence and conditions of life on earth thus and for all. The cause cannot be repealed. We cannot get rid of the laws of biology. For unless we can, we cannot know what it is to live in America. In this spirit then, what are the problems we face here? How do we solve them? What should we do to create a just society?" (John Locke). The course will also include an introduction to the use of computers for data analysis and analysis of telescope data.
the past in the treatment of mental diseases. Illnesses that are effective antidepressants? The first part of the seminar will be devoted to an introduction to the general principles of psychopathology and the classification and description of various mental illnesses. After this introductory portion, the remainder of the seminar will be devoted primarily to cases of major depressive illness, its diagnosis, incidence, and treatment. Reading assignments will be drawn mainly from current, often critical, titles, and reviews. The work of the seminar will include independent projects which can culminate in an oral presentation to the class or a research paper.

The seminar will meet twice a week for 1/2 hour each. Enrollment is limited to 20 Division I students. Participation is mandatory.

SS 275

CAPITALISM AND EMPIRE: THE THIRD WORLD
Michael Ford, Frank Halvorsen, Kay Johnson, Frances White

The course will broadly speaking analyze how European contact created the Third World, and how the latter reacted to the situation. Theories of various periods of imperialist thought are examined in the context of the nature of pre-contact Third World society and economy. The slave trade in Africa, British trade in Asia, and European intrusion into Latin America will be examined, as will the nature and impact of early European expansion. The intellectual and political landscape of the European imperialist experience during the late 19th and first half of the 20th centuries will be studied with special emphasis on recent or contemporary European countries on each continent. Particular attention will be paid to the nature of colonial exploitation, the economic and political impact of slavery on small and large agricultural producers, and cultural histories of resistance. Reading assignments will include at least two of the following: The Origins of European Imperialism, by J. P. Gay; Violence and Capitalism, by R. C. Davis; The Colonial Experience, by J. R. Scott; and A New History of the World, by N. G. Pirenne. The seminar will be limited to 20 students and enrollment is required.

The course will meet twice a week for 1/2 hour each session. Enrollment in open.

CRITICAL ISSUES IN AMERICAN EDUCATION

SS 209

This course will examine several major themes in American education and probe underlying philosophical assumptions. The objectives are to provide students with a more historical perspective on the philosophical issues that have emerged to determine the educational system. Readings will include works by such authors as Ballantine and Halpern, as well as their critics. Other readings include historical and sociological analyses and journalistic accounts of educational reform. The seminar will be limited to 25 students.

SECONDARY ECONOMICS

SS 210

THE CURRENT ECONOMIC SYSTEMS

The seminar will be limited to 20 students.

INTERNATIONAL ECONOMICS

SS 220

WOMEN'S WRITING, WOMEN'S VISION: ISSUES IN RECENT FEMINIST THEORY

Jean Landes, Jill Lewis

Surveying the impressive surge of feminist writers in the last decade, one notices a powerful struggle to create a new form of expression and to express woman's presence in the world. Both women's bodies and minds are subjects of new poetic language and new cultural inheritance. The seminar will re-examine the extensive challenge of the feminist movement to the disciplines of the humanities, including psychology (Freud and his teaching methodologies), biology, and sexology (Havelock Ellis and the writings of G. B. S. Hitchcock, S. Freud, and S. M. Smith). The course will cover topics such as feminist language, historical and cultural theories, gender identity, and psychoanalytic theory. The seminar will be limited to 20 students and enrollment is required.

INTRODUCTION TO CONTEMPORARY ECONOMIC SYSTEMS

This course will be limited to 20 students.

THE ENLIGHTENMENT: EUROPEAN PHILOSOPHY IN THE 18TH CENTURY

SS 244

The course will be open to students interested in the Enlightenment period and its impact on contemporary society. We will examine the major figures of the Enlightenment, their ideas, and their impact on modern society. The seminar will be limited to 20 students.

THE MATURED SUGAR: RICEFARMING'S HISTORICAL PERSPECTIVE

Alistair Macfarlane

Today, the major issues in rice farming and its impact on contemporary society are the result of the historical development of rice farming. This historical perspective will be the focus of the course. The seminar will be limited to 20 students.

THE STATE AND SOCIETY

SS 250

The seminar will be open to students interested in political science and its impact on society. The seminar will be limited to 20 students.

THE LEGAL PROCESS: CHILDREN AND THE LAW

Lester Moore

This course will be open to students interested in the legal process and its impact on society. The seminar will be limited to 20 students.
The course will meet twice a week for 1-1/2 hours each session. Enrollment is limited to 70; instructor permission required.

210 132

Barbara Pecoraro, David Smith

This course attempts to create the ideal balance of cultural anthropological theory and practice. It will be of interest to those who wish to understand our social and cultural values, as well as to those who wish to understand the social and cultural values of other societies. The course will be divided into three parts: the first, focusing on the social and cultural values of other societies; the second, focusing on the social and cultural values of our own society; and the third, focusing on the social and cultural values of the other societies. Each part will be taught by a different instructor.

The course will be taught in a seminar format, with each session lasting 2-1/2 hours. The seminar format will allow for in-depth discussion of the topics covered in each session. The seminar format will also allow for the opportunity to discuss the social and cultural values of other societies in a more interactive setting.

The seminar format will be used to facilitate the process of understanding the social and cultural values of other societies. The seminar format will also allow for the opportunity to discuss the social and cultural values of our own society in a more interactive setting.

The seminar format will be used to facilitate the process of understanding the social and cultural values of other societies. The seminar format will also allow for the opportunity to discuss the social and cultural values of our own society in a more interactive setting.

The seminar format will be used to facilitate the process of understanding the social and cultural values of other societies. The seminar format will also allow for the opportunity to discuss the social and cultural values of our own society in a more interactive setting.

The seminar format will be used to facilitate the process of understanding the social and cultural values of other societies. The seminar format will also allow for the opportunity to discuss the social and cultural values of our own society in a more interactive setting.

The seminar format will be used to facilitate the process of understanding the social and cultural values of other societies. The seminar format will also allow for the opportunity to discuss the social and cultural values of our own society in a more interactive setting.
In this course we will draw upon relevant literature in historical sociology (e.g., Gerstel's "Time, Work, Religion and Industrial Capitalism"), management theory (e.g. Zucker's "The Producers of the Corporation"), anthropology (e.g., Levi-Strauss), and biology (e.g., Virginia Woolf's "A Room of One's Own" and the anthology Women Writing It Out). This is an advanced course transfer so it presumes first a serious engagement with a work: second, the experience of having worked and having reflected on that experience; and, third, the evidence of a serious interest in the subject demonstrated by having already done some relevant reading under writing about it.

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

FCFCCFCFCFCFCFCFC
Five College Course
Offerings By Five College Faculty

LYRIC POETRY
Mount Holyoke: English 255a
Brophy

CONTEMPORARY CANADA: THE PROBLEM OF SURVIVAL
Mount Holyoke: History 369
Conway

X-RAY FLUORESCENCE ANALYSIS
 Umass: Geology 512
Mondes

VOLCANOLOGY
 Umass: Geology 514
Knocks

TWENTIETH CENTURY CANADIAN LITERATURE
Smith: English 236a
Staines

 Umass: English 891A
David Staines

- "Institutional location of class may be changed, depending on enrollment

- M English 255a
LYRIC POETRY
Joseph Brophy

Study, based on close analysis of texts, of the works of Thomas Hardy, W. H. Auden, Robert Frost, Constantine Cavafy, R. M. Rilke, and others. Requirements will include two 5-page papers and the completion of a term project. Not open to freshmen. Limited to thirty students.

- M History 369
CONTEMPORARY CANADA: THE PROBLEM OF SURVIVAL
John J. Conway

The future of Canada as an independent country will be heavily influenced by internal and external forces. There are strong separatist movements in the provinces of Quebec and in several of the western provinces. The political, economic, cultural, and military power and proximity of the United States also will affect the development of the two countries. This course examines Canada and Quebec in order to determine the extent to which Canadian society is(rediscovering) the "English Canadian" and the "French Quebecoise" and the importance of these factors in the future of Canada.

- M Geology 512 X-RAY FLUORESCENCE ANALYSIS
J. Michael Rhodes

Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials. Prerequisites: Analytical Geochemistry.

- M Geology 514 VOLCANOLOGY
J. Michael Rhodes

A course covering of volcanic phenomena, types of eruptions, geological setting of volcanoes, theoretical and experimental aspects of volcanism. Topics include the behavior of individual volcanoes, the effects of eruptions on the surrounding environment, and the prediction of volcanic activity. Course work will include laboratory sessions on the study of volcanic rocks and minerals.

- M English 236a
TWENTIETH CENTURY CANADIAN LITERATURE
David Staines

An introduction to the worlds of Canadian literature in English with special attention to the cultural context of contemporary writers. Focusing primarily on poetry and fiction, the course examines the nature of contemporary literature in relation to British and American culture. Readings include Margaret Atwood, Morley Callaghan, A. M. Klein, Margaret Laurence, Stinson Litecoin, Hugh Huthman, Alice Munro, and others. Visits to Canadian native reservations and discussions.

Statement on Affirmative Action

Amherst College realizes the moral and legal commitment to a policy of equal opportunity to education and employment.

Amherst College does not discriminate on the basis of sex, race, color, religion, national or ethnic origin, sexual preference, age, or handicap in the admission of students, administration of its educational policies, scholarship and loan programs, and athletic and other college-administered programs.

Amherst College is an Affirmative Action/Equal Opportunity Employer. All employment policies and decisions are made without regard to sex, race, color, religion, national or ethnic origin, sexual preference, 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 of 1965, as amended by Executive Order 11375 of 1967, Title II of the Education Amendments Act of 1972, and Section 504 of the Rehabilitation Act of 1973, as amended.