

Academic Program

DIVISIONS:

Students at Hampshire College progress through three Concentration (Division I) and Advanced Studies (Division II) moving steadily toward greater independence in study. This divisional framework, which replaces the conventional individual patterns of learning and growth.

Each division seeks to engage the student's progress toward independence and mastering the subjects in a more meaningful way and each has its own distinctive projects and procedures.

DIVISION I: The Division of Basic Studies introduces students to the aims and methods of liberal education at Hampshire College, giving them limited but direct and intense experience with disciplines in all four schools. This is done not in the traditional manner of a first-year seminar, but in the form of particular topics of study in courses or seminars and independent projects attending the method of inquiry.

Students in the first division learn how best to inquire into the world around them, how to identify what they want to know and abilities, and how to develop their own style of self-instruction as they apply to their own style of learning. Students must pass a Division I examination in each school.

There are two special programs designed especially for students new to Hampshire College—Division I prospectors and the Honors Program. For further information, see the special sections on PROGRAMS FOR NEW STUDENTS.

DIVISION II: In the Concentration, the student develops a program of studies in one or more fields, while continuing to explore other areas. Students determine with their faculty adviser what they want to achieve in their program. The program normally requires half of his/her time within one or more of the four schools, and to broaden their knowledge of the linkages among disciplines. The Division II Concentration and the student's readiness to proceed to advanced independent work.

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

COURSES:

Hampshire College courses are divided into three levels. 100 (Exploratory) and 200 (Foundation) level courses are open to all students. 300 (Advanced) level courses, designed primarily for upper-division students, require previous background. Study course levels are explained as follows:

100. Exploratory courses (often seminars) designed to acquaint students with the college and the necessary examination process in particular. Besides providing specific subject content, these courses emphasize interests, engage them directly in the excitement of learning, and allow opportunity for close faculty teaching and evaluation of students' skills and preparation.

200. Foundational courses whose subject matter is needed for advanced study. These courses are designed to use computer technology; they can be general surveys or introductory-to-the-field courses, designed to convey a large

body of information fairly quickly (e.g., introduction to concepts); they can be "foundational" in that they are literally prerequisites for any further work in the area (e.g., Film or Photo D); or they can be designed to cover a body of central theories or methodologies.

300. Advanced seminars and courses which are taught on an advanced level and presume some background of experience and knowledge on the part of the student.

ADVISING:

New students at Hampshire are assigned to an adviser from the faculty or staff. This adviser is not an academic adviser. If this initial assignment is not satisfactory, students may choose a new adviser. Changing of advisers is a relatively simple process done in the Office of Advising, Room 112, Cole Science Center. The Associate Dean for Advising also assists students who are having problems with progress through examinations, working with both students and their advisers.

The Options Office offers advice and assistance in the areas of career counseling, graduate school applications, field placements, and the Honors Program. The Honors Program, which is administered by the Third World Advising Center and the Honors Center, and the Third World Advising Center are sources of assistance for formulating Division I exams and Division II and III contracts, as well as for more general information available at Hampshire and at the other colleges in the Valley.

Registration

Check the course descriptions and schedule of classes thoroughly for enrollment methods. Some courses will hold their seats the first day of classes, others will wait. Some faculty will accept late registration. Some faculty will accept late registration only if you have an office hours posted for some time to be available for enrollment. Enrollment is limited prior to the beginning of classes.

After attending classes for a week, you should be ready to register for the second week of classes. Sign the List for each course in which you wish to be enrolled. The lists will be forwarded to Central Records, and they will go to the rest of the work.

CLEARLY PRINT YOUR FULL NAME—first/initial/last—AND NUMBERS

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

NOTES:

Five College Interchange applications are available at Central Records. Be sure they are completely filled out and have all the necessary signatures; if they are incomplete they may have to be returned to you, causing delays which might affect your registration. Applications for interchanges are available at the Five College Interchange Applications in Friday, September 23. No Five College courses may be added after this date. Familiarize yourself with all the rules, regulations and penalties listed in the Student Handbook and it is your responsibility to be aware of them.

Independent Study Forms are available at Central Records. They should be completed during the first two weeks of fall term 1983.

PLEASE CONTACT CENTRAL RECORDS, EXTENSION 421.

NOTE TO FIVE COLLEGE STUDENTS:

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

Grades will be offered to interchange students unless otherwise specified. If you are a student at another college, you should discuss this with the instructor during the first week of class.

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

fall 1983 course guide

HAMPSHIRE College

Amherst, MA 01002

Contents

REGISTRATION AND COURSE SELECTION	1	FALL TERM 1983	
HAMPSHIRE COLLEGE ACADEMIC PROGRAM	1	Orientation week	Mon. Sep 5 - Sat. Sep 10
REGISTRATION DATES AND CALENDAR	1	Students arrive	Mon. Sep 5
CURRICULUM STATEMENTS, BY SCHOOL	2-3	New/Returning student matriculation	Tue. Sep 6
LISTS OF COURSES, BY SCHOOL	2-3	Course interview day	Wed. Sep 7
COURSE DESCRIPTIONS:		Classes begin	Mon. Sep 12
SCHOOL OF HUMANITIES AND ARTS	4-7	Five-College add deadline	Fri. Sep 23
SCHOOL OF LANGUAGE AND COMMUNICATION	7-9	Course selection period	Wed. Sep 28
SCHOOL OF NATURAL SCIENCE	9-12	Advising/Exam day	Fri. Oct 7 - Mon. Oct 10
SCHOOL OF SOCIAL SCIENCE	12-14	October weekend	Tue. Oct 11
	14	January term proposal deadline	Thu. Oct 20
DIVISION III INTEGRATIVE EDWINAS		Advising/Exam day	Fri. Nov 11
DIVISION I PROSEMINARS	14-15	Leave notification deadline	Mon. Nov 14 - Fri. Nov 18
COORDINATED BASIC STUDIES	15-16	Five-College preregistration/Advising	Mon. Nov 14 - Fri. Nov 18
WRITING/READING PROGRAM	16	Advising-Exam day	Thu. Nov 17
OUTDOORS PROGRAM	16	Thanksgiving break	Wed. Nov 23 - Sun. Nov 27
RECREATIONAL ATHLETICS	21-22	January term registration	Mon. Nov 28 - Fri. Dec 2
SPECIAL PROGRAMS	18	Advising/Exam day	Wed. Dec 7
COMPUTER STUDIES	18	Last day of classes	Fri. Dec 9
EDUCATION AND CHILD STUDIES	18	Exam/Registration period	Mon. Dec 12 - Wed. Dec 21
PERFORMING STUDIES	18, 23	Winter recess	Thu. Dec 22 - Mon. Jan 2
FOREIGN LANGUAGES/LANGUAGE STUDIES	18, 23	January term 1984	Mon. Jan 2 (noon)
LAW PROGRAM	23	Students arrive	Tue. Jan 3
FACULTY BIOGRAMMES	23-25	Commencement	Sat. Jan 21
FIVE COLLEGE JOINT FACULTY OFFERINGS	25-26	Last day of classes	Wed. Jan 25
SCHEDULE OF CLASSES	17-20	Recetas between terms	Thu. Jan 26 - Sat. Jan 28

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

1984 Spring Term Preliminary Course Descriptions

H&AH&AH&AH&AH School of Humanities & Arts Curriculum Statement

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

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

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

THE HUMANITIES FORUM

The Humanities Forum which was launched as successfully Spring term 1983 involving discussions on pedagogy, psychoanalysis and gender, history, film and semiotics will be organizing a new series for Fall term. This series of speakers, talks and seminars will be related to courses taught in the humanities. Watch for further information in the course supplement.

List of Courses

DIVISION I

IMAGES OF HUMANITY (Coordinated Basic Studies Program)* CBS 101	Glick Matthews Witherspoon
DESIGN AND ILLUSIONISTIC SYSTEMS HA 107	Hoener
FILM WORKSHOP I HA 110	Fischel
STILL PHOTOGRAPHY WORKSHOP HA 111a&b	Fischel TBA
MODERN DANCE I HA 113	Nordstrom
THE WORLD OF FEODOR DOSTOEVSKY HA 121	J. Hubbs
COLLEGE WRITING: THE IRISH VOICE IN LITERATURE (proseminar)* HA 134a	F. Smith
COLLEGE WRITING: AMERICAN 20th CENTURY FICTION (proseminar)* HA 134b	F. Smith
FIVE SOUTHERN WRITERS: ISOLATION, HUMOR, A SENSE OF PLACE? HA 139	Kennedy
WRITING WORKSHOP HA 141	Berkman
ARISTOTLE I HA 155	Bradt
HEGEL I HA 157	Bradt
PLACES AND SPACES: THE PERCEPTION AND UNDERSTANDING OF HUMAN ENVIRONMENT HA 165	Juster
AMERICAN FAMILIES (proseminar)* HA 168	Boettiger
LABAN MOVEMENT ANALYSIS I (EFFORT/SHAPE) HA 184	Nordstrom
THE MUSIC PRIMER HA 185	McClellan
THEATRE THREE HA 195	Kramer Cohen TBA

DIVISION II

DRAWING HA 201	Murray
STUDIO ART CRITIQUE HA 203	Hoener
FILM WORKSHOP II HA 210	Liebling
PHOTOGRAPHY WORKSHOP II HA 211	Liebling
MODERN DANCE III HA 215	Nordstrom
PHOTOGRAPHY-CRITICAL ISSUES HA 216	TBA
MODERN DANCE V HA 217	TBA
THE SOCIAL AND CULTURAL HISTORY OF THE CARIBBEAN HA 227	Marquez
POETRY WRITING WORKSHOP HA 231	Sailey
READING TEXTS HA 232	Kennedy D. Smith
FICTION WRITING WORKSHOP HA 237	Sailey
WRITING HA 240	Payne
CONTEMPORARY CARIBBEAN FICTION: V.S. NAIPUL, GEORGE LAMMING, SIMONE SWARTZ-BART, AND ALEJO GARFEPENTER HA 269	Marquez
THE MODERN TRADITION HA 275	Lyon
AMERICAN INTELLECTUAL HISTORY: THE PRAGMATISTS HA 276	Lyon
INTRODUCTION TO TRADITIONAL AFRICAN PHILOSOPHY HA 279	Fryc
CONTEMPORARY ORCHESTRATION/COMPOSITION FOR THE INTERMEDIATE ARRANGING STUDENT HA 282	Copeland
SEMINAR IN WORLD MUSIC-NORTH INDIA AND TRADITION HA 283	McClellan
CREATIVE MUSIC: ITS THEORY AND APPLICATION HA 284	Wiggins
THE CREATIVE ART OF IMPROVISATION HA 288	Copeland
AFRO-AMERICAN CHAMBER ENSEMBLE HA 289	Copeland
PLAYWRIGHTS' WORKSHOP HA 299	Conen
DIVISION III	
THE HISTORY OF MYTH HA 301	J. Hubbs C. Hubbs
ADVANCED WRITING SEMINAR HA 305	Payne
PROBLEMS IN ENVIRONMENTAL DESIGN: DESIGN FOR SPECIAL NEEDS HA 315	Juster Pope
ADVANCED STUDIO FORUM HA 316	Murray
CREATIVE MUSIC-ADVANCED SECTION HA 320	Wiggins

L&CL&CL&CL&CL School of Language & Communication Curriculum Statement

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

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

computer have a mind? How should children be taught math or reading?

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

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

List of Courses

DIVISION I

IMAGES OF HUMANITY (Coordinated Basic Studies Program)* CBS 101	Glick Matthews Witherspoon
INTRODUCTION TO THE DOCUMENTARY LC 114	Douglas Olicker
IDEAS, CONCEPTS, AND MEANING AND THEIR DEVELOPMENT IN THE CHILD LC 150	Baker-Ward Weisler
PSYCHOLOGY OF MUSIC LC 151	Rosenbaum
VISUAL LITERACY AND MEDIA CRITICISM LC 153	Jones
VISION, IMAGE, AND GEOMETRY LC 159	Marsh Stillings Sobel
LANGUAGE, CULTURE, AND SOCIETY (PROSEMINAR)* LC 171	Feinstein
DATELINE: WASHINGTON, D.C. (PROSEMINAR)* LC 183	Miller

DIVISION II

MINIMALIST JOURNALISM LC 205	Kerr
STRINGS, TREES, AND LANGUAGES LC 206	Marsh
SCHOOLING AND COGNITIVE DEVELOPMENT LC 220	Baker-Ward
ADVERTISING IN ECONOMY AND SOCIETY LC 222/55 222	Durham Poe
COMPUTER STUDIES LEARNING COMMUNITY LC 228	Iba
WHAT IS PHILOSOPHY? LC 232	Wartenberg
BRAIN AND BEHAVIOR LC 234	Rosenbaum
CONTEMPORARY SOCIAL THEORY: FOUCAULT AND HABERMAS LC 237	Wartenberg
VIDEO PRODUCTION/NEWS CONSTRUCTION LC 240	Miller Olicker
COGNITIVE PSYCHOLOGY LC 246	Stillings
COGNITIVE SCIENCE RESEARCH SEMINAR LC 278	Iba Weisler

DIVISION III

SYNTAX LC 304	Weisler
ORGANIZATIONS: INFORMATION, COMMUNICATION, DECISION LC 305	Durham
VIDEO PRODUCTION SEMINAR LC 306	Jones
WRITING A CONTINENT: THE ORGANIZATION AND MANAGEMENT OF COMMUNICATIONS TECHNOLOGY IN AMERICA, 1860-1940 LC 307	Douglas

FOREIGN LANGUAGES

INTENSIVE FRENCH FL101	Luette
INTENSIVE SPANISH FL102	Nieto

School of Natural Science Curriculum Statement

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

Upper level courses may be divided into two categories. 200-level courses tend to be survey courses designed to introduce students to the traditional scientific disciplines.

It should be noted that many courses--physics, biology, the calculus, chemistry, etc.--which are standard introductory courses at other colleges, are intended for Division II students.

Students are strongly urged to take one or more Natural Science courses to develop an examination. This is usually the most effective way for students to acquire the intellectual skills necessary to pursue a Division I project successfully.

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 NS 102 C. Gordon K. Gordon
OPTICS AND HOLOGRAPHY NS 105 Hafner
MARINE BIOLOGY NS 117 Goddard
HUMAN MOVEMENT PHYSIOLOGY (proseminar)* NS 122 Ann Woodhull
ECOLOGICAL AND AGRICULTURE NS 129 Coppinger
THE HUMAN SKELETON: BONES, BODIES & DISEASE NS 135 Martin
HORMONES AND HOMOSEXUALITY NS 136 Gross
EXPLORATIONS IN ELEMENTARY MATHEMATICS (proseminar)* NS 157 Kelly
MUSHROOMS, MOLDS AND MYCOTOXINS NS 175 Winship
ENERGY UTILIZATION AT HAMPSHIRE NS 184 Wirth
ANIMAL BEHAVIOR NS 186 Coppinger
200 LEVEL
BASIC CHEMISTRY LABORATORY NS 201 Williams
BASIC CHEMISTRY I NS 202 Williams
SOILS NS 209 Winship
ORGANIC CHEMISTRY NS 211 Levy
AMERICAN ENVIRONMENTAL HISTORY NS 215 Lutts
PHYSIOLOGY NS 220 Bruno
CELL BIOLOGY NS 223 Foister
THE CALCULUS NS 260 Kelly
INTRODUCTION TO CALCULUS AND COMPUTER MODELING FOR SCIENTISTS AND SOCIAL SCIENTISTS NS 261 Hoffmann
DISEASE, MEDICINE, & PUBLIC HEALTH NS 274 Gross

- GENERAL PHYSICS A: PHYSICS WITH APPLICATIONS TO PHYSIOLOGY, BIOLOGY AND MEDICINE NS 282 Bernstein
HITCOCK CENTER PRACTICUM IN ENVIRONMENTAL EDUCATION NS 295 Bruno Barabadeo**
THE SOLAR SYSTEM ASTFC 13 Dent*
300 LEVEL
COMPUTER PROGRAMMING METHODS NS 305 Williams Ewald**
MODERN ALGEBRA NS 317 Kelly
BIOLOGY COLLOQUY FOR FACULTY AND DIVISION II AND III STUDENTS NS 330 Bruno
BEHAVIOR SEMINAR NS 340 Coppinger
PLANETARY SCIENCE ASTFC 19 Schioerb*
STARS AND STELLAR EVOLUTION ASTFC 21 Greenstein* Dennis*
OBSERVATIONAL OPTICAL ASTRONOMY ASTFC 37 White*
ASTROPHYSICS I ASTFC 43 Harrison*

*School Program Coordinator, Hitchcock Center

**Five College Astronomy Department Faculty

**Division III student

School of Social Science Curriculum Statement

The faculty of the School of Social Science have worked to create a curriculum based on critical inquiry in a variety of problem areas which reflect their interest in social institutions and social change. The aim of such inquiry is not simply to describe society, but to understand the historic and philosophic bases as well as current values and structures.

Our faculty come from a variety of disciplinary backgrounds--anthropology, economics, history, law, political science, psychology, and sociology. However, the School's identity is shaped much more by emerging constellations of thematic interests and cooperative teaching than by traditional academic patterns.

List of Courses

DIVISION I

- All but first-semester Division I students should also look at 200 level courses.
IMAGES OF HUMANITY (Coordinated Basic Studies Program)+ CBS 101 Glick Matchew Mitherspoon
FROM SETTLEMENT HOUSE TO SOUP KITCHEN: AMERICAN POLITICS, CULTURE AND SOCIETY FROM 1900 TO WORLD WAR II (proseminar)* SS 105 Berman Glazer
WORK, TECHNOLOGY, AND SOCIETY (proseminar)* SS 111 Fitch Nisonoff Hecht
POLITICAL JUSTICE (proseminar)* SS 115 Nazor
PEASANT REVOLUTION AND VILLAGE SOCIETY IN MODERN CHINA SS 116 Johnson
THE AMERICAN CENTURY: WHAT HAPPENED? SS 121 Bengelardoff Cerullo
POWER AND AUTHORITY (proseminar)* SS 122 Landes Rakoff
SOCIAL ORDER--SOCIAL DISORDER SS 123 von der Lippe
KIDS AND KIN: THE SOCIAL ORGANIZATION OF CHILDREARING SS 125 Mahoney Yngvesson

URBAN SOCIAL MOVEMENTS: PARTICIPATORY STRUGGLES FOR CHANGE IN THE CONTEMPORARY CITY SS 127

- 200 LEVEL COURSES are designed as introductions to some of the issues, ideas, and subject matter vitally important as background for advanced work in Social Science. They are open to all but first-semester Division I students.
FROM ENLIGHTENMENT TO REVOLUTION: THE ORIGINS AND IMPLICATIONS OF THE AMERICAN, FRENCH, AND HAITIAN REVOLUTIONS SS 204 Fitch Landes Tracy
INTRODUCTORY ECONOMICS SS 210 Weaver
PUBLIC POLICY IN THE AMERICAN WELFARE STATE SS 218 Berman Rakoff
ADVERTISING IN ECONOMY AND SOCIETY SS 222/LC 222 Poe Durhan
COMPARATIVE SOCIALIST DEVELOPMENT SS 233 Bengelardoff Johnson
PERSONALITY, MORAL DEVELOPMENT AND SOCIAL LIFE SS 225 Cerullo Mahoney
WORKPLACE DEMOCRACY SS 259 Warner
JAPANESE SOCIETY SS 294 Ong

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

- CRIME AND PUNISHMENT SS 303 Nazor Poe
CONTEMPORARY ISSUES IN LABOR AND CONJUNITY STUDIES SS 306 Breitbort Nisonoff
THE SOCIOLOGY OF HEALTH AND ILLNESS SS 310 von der Lippe
BREAKING THE SILENCE ON DOMESTIC VIOLENCE SS 329 Joseph
PSYCHOTHERAPY SS 332 Farnham
THE POLITICAL ECONOMY OF SOUTHEAST ASIA SS 340 Ong

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.

4 Hampshire College Course Guide

1983 Fall Term Course Descriptions

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

HA 107 DESIGN AND ILLUSIONISTIC SYSTEMS Arthur Hoener

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

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

HA 110 FILM WORKSHOP I Anne Fischel

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

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

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

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

HA 114a,b STILL PHOTOGRAPHY WORKSHOP a-Anne Fischel; b-TBA

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

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

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

A \$35 lab fee is charged for this course. The College will supply chemicals, laboratory supplies and special materials and equipment. Students must provide her/his own film and paper.

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

HA 113 MODERN DANCE I Rebecca Nordstrom

Introduction to basic modern dance technique. Students will learn exercises and movement sequences designed to help develop physical strength, flexibility, coordination and kinesthetic awareness and a better understanding of possibilities and potential for expression and communication through a disciplined movement form. Particular attention will be paid to postural alignment and techniques for increasing ease and efficiency of movement.

Class will meet twice weekly for 1 1/2 hours. Enrollment is limited to 20 on a first-come basis.

HA 121 THE WORLD OF FEDOR DOSTOEVSKY

Joanna Hubbs

"Gentlemen, I am tormented by questions; answer them for me."
--Notes from Underground

The purpose of this seminar will be to determine what those questions are, how Dostoevsky formulated them, and why they concerned him so. Since I am a cultural historian rather than a literary critic, I will tend to focus on ideas--the philosophical and psychological aspects of the works and how they relate to the culture into which Dostoevsky was born--rather than questions of structure or style, which will be considered only in so far as they relate to the ideas themselves. I will begin with a series of lectures intended to introduce the author and to "place" him into the context of Russian mythic, cultural, psychological and historic currents. I will then read and discuss the novels (*Poor Folk*, *The Double*, *The Dream of a Ridiculous Man*, *White Nights*, *Crime and Punishment*, *The Possessed*, and *Brothers Karamazov*). Discussions will be supplemented by occasional lectures given by student participants on chosen topics, both historical and literary: for example, discussions of some aspects of Dostoevsky's work as it relates to other Russian or European writers of the period, or a presentation on the history and nature of Russian Orthodoxy, or on the life of the peasant.

This course has a heavy reading load to which is added the burden of three short papers and/or a short lecture as described above. Those who feel some hesitation in committing themselves to so much reading in the longer novels (*Crime and Punishment*, *The Possessed*, and *Brothers Karamazov* average 600 pages) are encouraged to stay clear!

The class will meet three times a week: twice with me and once with a student discussion leader. Enrollment is limited to 16 students.

HA 139 FIVE SOUTHERN WRITERS: ISOLATION, HUMOR, A SENSE OF PLACE L. Brown Kennedy

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

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

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

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

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

HA 141 WRITING WORKSHOP Deborah Berkman

This class will have as its subject matter ourselves as writers. Class time will be spent engaging in three activities: (1) Writing. Students will work on writing assignments, while the instructor circulates, helping students with the revision process; (2) Reading work: At regular intervals students will read their writing to other members of the class in order to strengthen voice and develop audience, as well as to receive feedback and constructive criticism. At the completion of a final draft, the class will again discuss the paper, this time with a focus on the effectiveness of the changes which the draft has undergone; (3) Discussions of the writing process. Also at regular intervals, we will discuss as a group the particular difficulties we are having, or have had in the past, with writing. These discussions will help us to develop strategies for overcoming writing block, procrastination and other hazards to our progress as students and as writers.

The goals of the class then, are the following: (1) to understand the central role of revision in the composing process, and to gain revision skills, through concentration on a few papers which will go through successive drafts; (2) to develop critical/analytical skills in relation to peers' writing; and (3) to overcome writing anxiety and "blocks" through an understanding and usage of the concept of writing as process.

The class will meet twice weekly for 1 hour. Enrollment is limited to 16 - by lottery if necessary.

Will Ryan's writing course is listed under the Writing Program. Check that entry for other writing courses and program description.

HA 155 ARISTOTLE I

R. Kenyon Bradt

This course is to be the first half of a year-long study of the philosophy of Aristotle. This study is to constitute a first reading and understanding of a considerable portion of the corpus of Aristotle's writing as including his *On Interpretation*, *Prior Analytics*, *Posterior Analytics*, *Physics*, *On the Soul*, *Metaphysics*, and *Nicomachean Ethics*. The study of the first term is to include a very select reading of Aristotle's logical *Organon*, and as thorough a reading of his *Physics* and *On the Soul* as the time of a term will allow. The study of the second term is to concentrate on his *Metaphysics* and *Nicomachean Ethics*.

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

HA 157 HEGEL I R. Kenyon Bradt

This course will be the first half of a year-long study of Hegel's logical system, including his *Phenomenology of Spirit*, *Science and Logic*, and *Encyclopedia of the Philosophical Sciences*. The design of the study is to provide an introductory conception of the full embrace of the movement of the logical system and the opportunity to read in depth select portions of its development from the *Phenomenology* through the *Encyclopedia*.

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

HA 165 PLACES AND SPACES: THE PERCEPTION AND UNDERSTANDING OF HUMAN ENVIRONMENT Norton Juster and Earl Papp

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

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

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

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

The class will meet twice a week. Enrollment is limited to 12.

HA 184 LABAN MOVEMENT ANALYSIS I (EFFORT/SHAPE) Rebecca Nordstrom

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

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

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

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

The class will meet twice weekly for 2 hour sessions. Enrollment is limited to 15 by instructor permission.

HA 185 THE MUSIC PRIMER
Randall McClellan

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 rhythmic notation, tonal scales, intervals, rhythmic design, chord building and simple melodic composition.

The format of the class will consist of lecture, demonstration, discussion and practice drill. Writing assignments will be given regularly and all participants will be expected to complete them. We will meet three times per week for 1 1/2 hours. One class per week will be devoted to sight-singing practice which will concentrate on rhythmic sight reading and interval recognition.

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

HA 186 MUSIC PERFORMANCE
Randall McClellan

Validation of one's musical training traditionally takes place through live performance. For many musicians, however, the trauma of the live performance serves as a deterrent that is difficult to overcome. Although pre-concert "jitters" are a normal phenomenon, seasoned concertizers have developed techniques and idiosyncratic rituals that serve to overcome these barriers and allow the musician to perform on stage at maximum potential in repeated performance situations.

Music performance is a course designed to help the student musician overcome the fear of live performance by providing a safe, supported and non-critical environment among sympathetic friends. We will learn various relaxation and breathing techniques as pre-performance aids and talk candidly of our fears of performance as a method of overcoming them. We will dissect the step-by-step process of performance preparation from music selection to actual performance. As aids to this process there will be selected readings and guest talks by seasoned performers.

Each participant will be expected to keep a Journal and will be required to prepare and perform at least one during class time. The course will culminate with a formal public celebration recital. There will be no restrictions with regard to instruments or musical styles but a minimum of eight enrollments is needed. Class will meet in the evening once a week for three hours.

Enrollment: Minimum 8, on a first come basis

HA 195 THEATRE THREE

David Cohen, Wayne Kramer,
third faculty TRA

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

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

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

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

Four class hours weekly, plus weekly workshops.

HA 201 DRAWING
Joan Murray

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

The class will be limited to 30 students who will be expected to supply their own materials and a book for each of the two hour sessions. Permission of instructor required.

HA 202 STUDIO ART CRITIQUE
Arthur Heoner

This class will focus on faculty-student discussion of Division II studio art work. The level of competence will be that of Division II concentrators. Outside critics will be invited to

participate if the quality and quantity of work warrants it.

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

HA 210 FILM WORKSHOP II
Jerry Liebling

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

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

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

HA 211 PHOTOGRAPHY WORKSHOP II
Jerry Liebbling

A forum in which students can develop their creative vision in photography, their knowledge of the aesthetic and social context of photographs, and their technical skills. Each student will generate independent work, in the framework of lectures and discussions covering a wide range of issues. Emphasis will be on working in series of photographs.

Prior photographic experience is required. Enrollment will be limited to 12 students, determined by permission of the instructor. The class will meet once a week for 4 hours, with extensive additional lab time available. There will be a lab fee of \$35.

HA 215 MODERN DANCE III
Rebecca Nordstrom

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

This class will meet twice weekly for 1 1/2 hours. Enrollment is limited to 20 by instructor permission.

HA 216 PHOTOGRAPHY-CRITICAL ISSUES
TRA

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

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

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

HA 217 MODERN DANCE V
TRA

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

Class will meet twice weekly for 2 hours. Enrollment is limited to 20 by instructor permission.

HA 227 THE SOCIAL AND CULTURAL HISTORY OF THE CARIBBEAN
Roberto Núñez

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

The course will meet twice a week for one-and-one-half hours. Enrollment is open. No foreign language proficiency is required.

HA 231 POETRY WRITING WORKSHOP
Andrew Salkey

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

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

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

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

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

HA 232 READING TEXTS
David Smith and L. Brown Kennedy

"Reading Texts" is intended primarily for students in the process of forming a Division II concentration in some aspect of literary studies, or interested in approaches to literary interpretation. In the seminar we limit the reading list to a small number of authors (probably Shakespeare, Defoe, Emily Dickinson, Virginia Woolf), and focus on a variety of critical and theoretical approaches, including close textual analysis. In the workshop, we provide you with a suitable forum in which you can share your ideas about a formative concentration in the Humanities. "Reading Texts" is not intended as a survey, but rather as an introduction to ways of entering the study of three or four major periods in British/American literary/cultural studies.

If interested in the course, get in touch with David Smith; write a short self-introduction.

The class will meet twice a week for one-and-one-half hours plus occasional special evening meetings.

HA 237 FICTION WRITING WORKSHOP
Andrew Salkey

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

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

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

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

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

HA 240 WRITING
Nina Payne

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

6 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.

HA 269 CONTEMPORARY CARIBBEAN FICTION: V.S. NAIPUL, GEORGE LAMMING, SIMONE SWARTZ-BART, AND ALBIO CARPENTIER

Roberto Marquez

The consequences of colonialism, its effects and ambiguities, its demise and permanent legacies, give a particular edge to the "temper of our times." The literary depiction of its sever- and often subtle dimensions—and of the full challenges posed by the process of decolonization—necessarily extends beyond the specifically thematic to include fundamental issues of con- ception, cultural outlook and assumption. The latter, in fact, may become more signally important and compelling. The work of V.S. Naipul (Trinidad), George Lamming (Barbados), Simone Swartz-Bart (Martinique), and Albio Carpentier (Gu.) repre- sents, from their varying and sometimes radically different perspectives, so many responses to colonialism and decoloniza- tion in the Caribbean. It will be the aim of this course to examine their fiction in the context of a developing "national consciousness" and, within a specifically regional and more broadly international framework, to explore the implications of their evolving canon.

Possible readings will include: *A House for Mr. Biswas*, *The Mimic Man*, *In a Free State*, *In the Castle of My Skin*, *The Emigrante*, *Natives of My Paragon*, *The Enemy Between Two Doors*, *The Lost Steps*, and *Explosion in a Cathedral*.

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

HA 275 THE MODERN TRADITION

Richard Lyon

Modernism strongly implies some sort of historical dis- continuity, either a liberation from inherited patterns or, conversely, another extreme of derivation and disinheritance. Committed to everything in human experience that militates against cus- tom, abstract order, and even reason itself, modern literature has elevated individual existence over social man, unconscious feeling over self-conscious perception, passion and will over intellect and systematic morals, dynamic vision over the static image, dense actuality over practical reality. In these and other ways, it has made the most of its break with the past, its inborn challenge to established culture. Concurrently, it has had what Henry James called an "imagination of disaster", a sense of loss, alienation, and despair. These are the two faces, positive and negative, of the modern as the anti-traditional: freedom and deprivation, a living present and a dead past.

Preface to *The Modern Tradition*, Richard Ellmann and Charles Feidelson

Ellmann and Feidelson's book, subtitled *The Background of Modern Literature*, is a rich collection of discursive statements by novelists, poets, philosophers, and critics who have been influential in shaping the universe of discourse to which modern literature belongs. Most of these writers lived in the 19th and early 20th centuries, although they themselves found the starting point of the "modern" to be (variously) the Middle Ages, the mid-17th century, the beginning of discourse to which the end of the Victorian era. Their views will be the subjects of our discussions, organized under the general heads symbolism, realism, attitudes to nature, and self-consciousness.

The readings on symbolism center on the intrinsic nature of art itself: concepts of the imagination, the creative process, the idea of the artist as hero. Our second topic, the realist move- ment, involves ideas of art as a cultural product: questions of historical determination and social action, the pressures of experience, and the idea of truthfulness. Several romantic and post-romantic views of nature will be considered: nature as organic harmony, as biological struggle, as mechanistic force. And finally we will approach some modernist notions of the self: the situation and process of consciousness, the divided self, and the pursuit of personal autonomy.

The class will meet three times a week for one hour discussions. Each student will do additional reading and study of three of the artists or thinkers whose ideas we'll consider.

HA 276 AMERICAN INTELLECTUAL HISTORY: THE PRAGMATISTS

Richard Lyon

Near the end of the 19th century a new way of looking at ques- tions of meaning and truth, advanced under the name "prag- matism" or "pragmatism." Pragmatism's reassessment of the nature of knowing was consciously revolutionary, and it was to become the most distinctive philosophical movement in U.S. intellectual history, continuing down to our own time. In recent days pragmatist thinking has been given new life, a new vitality and impetus stemming from the recovery of the movement's original aims—to reconcile the claims of scientific knowledge and moral conceptions of human nature and history, the integra- tion of knowing and valuing.

Pragmatism insists on the critical examination and testing of claims to knowledge. It asks what follows from beliefs, their consequences within experience and for action. It insists that thought is guided (whether consciously or unconsciously) by purposes and interests, and thus entails moral commitments. And it suggests that the truth is relative to one's chosen conceptual system. By these routes pragmatism arrives at a new assessment of the nature and scope of science and its relation to experience, and at a new theory of meaning and action.

During the term we will examine pragmatism's method and con- clusions through the writings of its three chief American founders and exponents: Charles Peirce, William James, and John Dewey. We will go on to look at the question of its pertinence for our time through the recent reassessments of

Morton White (*Pragmatism and the American Mind*), H.S. Thayer (*Meaning and Action*), Richard Bernstein (*The Restructuring of Social and Political Theory*), and Richard Rorty (*Consequences of Pragmatism*).

The class will meet as a whole on Thursday evenings, 7:30 to 10:30, at my house, and additional weekly small-group meetings in my office will be scheduled. Student reports and writings on particular books will be assigned.

HA 279 INTRODUCTION TO TRADITIONAL AFRICAN PHILOSOPHY

Charles Frye

This course will explore African philosophy using some of the "signposts" suggested by Western philosophy: metaphysics, logic, ethical philosophy of mind, epistemology, and aesthetics. As a preface, the course will address the question of the in- digenousness of Egypt to Africa. Our objectives will be:

To provide students with a broad, unblemished view of the fun- damental philosophical constructs which undergird traditional African societies;

To provide students with an understanding of the basic differ- ences and similarities between traditional African philosophy and that of the ancient Greeks, from which the Western philoso- phical tradition has arisen.

Class will meet one evening a week for three hours. Enrollment is open. A partial reading list includes: Wright, *African Philosophy: An Introduction*; Sowa's "African Religion and Philosophy"; Mutu's *African Religions and Philosophy*; Blyden's *African Life and Customs*; Mutu's *Indub, My Children*; and Eliade's *Cosmos and History: The Myth of Eternal Return*.

HA 282 CONTEMPORARY ORCHESTRATION/COMPOSITION FOR THE INTERMEDIATE ARRANGING STUDENT

Ray Copeland

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

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

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

Course enrollment is limited to 7 students. Questionnaire/quiz available from instructor.

HA 283 SEMINAR IN WORLD MUSIC - NORTH INDIA AND IRAN

Randall McClellan

In this course we will examine the philosophical and theoretical foundations of the music of these two cultures tracing their historical development to the present day. We will learn to identify the structures, forms, scale patterns (Ragas and Dargahs) and rhythmic cycles as they are manifested in dif- ferent styles. Participants in the class will also learn to sing some of the Ragas, Talas and Bhajans of North Indian music. There will be a textbook for the course with supplementary reading and listening provided.

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

HA 284 CREATIVE MUSIC: ITS THEORY AND APPLICATION

Roland Higgins

This lecture class will focus on the interrelationships found in the conventional, non-conventional, and indigenous styles of music as witnessed from a Western point of view. Students will be offered analytic techniques for personal inventories as melodic, harmonic, and rhythmic behaviors. Joseph Schillinger, Vincent Persichetti, Henry Cowell and other twentieth-century composers/theorists will be explored in juxtaposition with the creative music of Charlie Parker, Dizzy Gillespie, Thad Jones, and John Coltrane. Outside reading and listening experiences are mandatory.

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

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

The class will meet twice weekly for two-hour sessions. Enroll- ment is limited to 15, and instructor permission is required. Although this is a Division II course, Division I students may enroll with permission of the instructor.

HA 285 THE CREATIVE ART OF IMPROVISATION

Ray Copeland

The perennially evasive and perplexing question, "How do you teach jazz..." has doubtlessly befitted most music educators since jazz icons such as Louis Armstrong, Duke Ellington, Charlie Parker, John Coltrane, Stan Kenton (all deceased), and Thelonious Monk, Miles Davis, Dizzy Gillespie, Al Hirt, Stan Getz, Benny Goodman, have emerged as innovators of our indigenous American art form entailing musical self-expression and creati- vity. Consequently, and in continuation of doctoral accredi- tation in this comparatively new discipline in music education, the instructor has compiled more than 400 pages of documented methodology in implementation of the fundamentals of jazz per- formance within school systems, improvisational workshops, clinics, and seminars.

The Creative Art of Improvisation (A Methodological Approach to Performance and "Jazz Education") is now an official supplement to the HA 289 Afro-American Chamber Ensemble. HA 286 didactic seminars (open to visitors) and closed sessions of from 1 1/2 to 2 hours will be presented each week on a rotating basis with the Chamber Ensemble. Members of the ensemble will be encouraged to participate in HA 286 seminars for continued development, evaluation and/or grading. Five College music students who aspire to be music educators are particularly invited to attend open seminars, either as official enrollees or as spectators. Also, the element of audience reaction tends to enhance this form of improvisational growth within a didac- tic educational setting.

During open seminars, basic conceptual approaches to viable jazz performance—in addition to dissected solos by the instruc- tor—will be analyzed and discussed via 3m projection and play- back. Diatonic (modal) and chordal systems, turnback progres- sions, patterns, clichés, etc. will be examined and per- formed collectively in unison with recorded and/or live rhythm section accompaniment. Xerox copies of projected transparencies will be distributed to active participants; they may be dupli- cated for colleagues if desired.

Students interested in enrolling in this course should obtain questionnaires from the instructor. Auditions will not be required, although a written/audible final examination—based on the Afro-American tradition—will be administered to of- ficial enrollees at the end of the semester. Course enrollment is unlimited.

HA 289 AFRO-AMERICAN CHAMBER ENSEMBLE

Ray Copeland

The Chamber Ensemble will focus on the interpretation, articu- lation, and performance of specifically designed orchestration- featuring compositions by Duke Ellington, Thelonious Monk, Randy Weston, Quincy Jones, and other contemporary American composers. Besides concentration in the Afro-American idiom, and creati- vity in ad-lib jazz performance, additional aspects of the reading music notation in the Afro-American idiom, and creati- vity in ad-lib jazz performance, additional aspects of the course will provide insight toward orchestration or composi- tion to be acquired from "All Things Combined" work booklets created during collective improvisational development within the ensemble and accompanying spinoff seminars.

The Afro-American Chamber Ensemble's repertoire will be adapted to the instrumentation of the participating musicians. Depend- ing on the qualified enrollees, the personnel will vary from conventional rhythm (piano, guitar, bass and drums) to comple- ments of wind instrument ensembles from a medium sized com- bination to a big band. For continued development, evaluation and/or grading, instrumentalists of comparable ability and jazz "on motion" will be encouraged to play in addition to the main ensemble rehearsal each week. Ultimately, the Chamber Ensemble will refine the techniques essential to contemporary music performance on a professional and competitive level.

Auditions will be required in addition to a complete ques- tionnaire from each applicant. Maximum enrollment would con- sistent of a conventional need section of five saxophones (includ- ing flutes, clarinets, etc.), seven to eight brass (trumpet, trombone, French horn, euphonium, tuba, etc.), and two rhythm sections (including auxiliary percussion), if available.

Auditions will be scheduled at the mutual convenience of the instructor and each enrollee. The Chamber Ensemble will con- vene on Fridays for two hours. The exact time will be designat- ed prior to the beginning of rehearsals.

HA 299 PLAYWRIGHTS' WORKSHOP

David Cohen

This course will focus on the craft and the process of writing for performance.

Functioning as a workshop, we will attempt to foster a supportive yet critical atmosphere for our writing. A large part of the learning will be a direct result of weekly readings of new creative writing to the instructor during the course interview period. Division I students may be admitted with the instruc- tor's permission.

This course is appropriate for both beginning and experienced playwrights. Fiction writers and poets, as well as Five College students, are especially welcome.

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

HA 301 THE HISTORY OF MYTH
Joanna Hubbs and Clay Hubbs

In the first half of the course we will study a group of European myths to see how they have been understood and used in different cultures and historical periods. This overview will include the ways (theories) which have been and are used to attempt to say what myth is: religious, psychoanalytic, functionalist, sociological, and theories of symbolic form.

In the second half of the course we will consider myth in and as a form of fiction in the context of a general theory of fiction. In other words, our focus will shift from the study of myth as explanation to myth as an ordering device and from traditional myths to modern fictions. Our texts will be drawn from the literature of the twentieth century, from film and from popular culture.

A complete reading list will be available during the pre-registration period. The course is open to Division II and Division III students. It will meet twice a week for an hour and a half.

HA 305 ADVANCED WRITING SEMINAR
Mina Payne

This course is offered to serious students of writing (poetry, fiction and playwrighting.) Participants will be expected to present work-in-progress on a regular basis, to give and receive intelligent criticism, and to edit and refine their own work.

Classes will meet Thursday mornings from 9:30 to noon. Readings will be drawn from the letters, notebooks and working journals of such artists as Louise Erigon, Peter Brook, Bertold Brecht, Colette, Martha Graham, Louis I. Kahn, Paul Klee, Katha Pollitz, Flannery O'Connor, Georgia O'Keefe, Igor Stravinsky, Edward Weston and Virginia Woolf, among others.

Admission to the class is by permission of the instructor on presentation of a chosen example of written work. Limit of 12.

HA 315 PROBLEMS IN ENVIRONMENTAL DESIGN: DESIGN FOR SPECIAL NEEDS
Norton Juster and Earl Pope

This course concerns itself with analysis and design of the built environment. It will be organized around particular environmental problems (actual and theoretical) chosen by the instructors and the class and will allow for the students' engagement in a broad range of concerns in the definition, conception, and development of these projects. In a more advanced course, its objectives are to:

- assist the student in further defining his/her interest and commitment to environmental studies;
- reveal (through active involvement) the demands and responsibilities in the professional engagement of an environmental design problem;
- increase understanding of the scope and complexity of environmental problems;
- further build conceptual and communication skills;
- develop methodologies for approaching and analyzing environmental problems;
- by dealing with problems of real concern, produce work of value and relevance to the community.

The subject of this term's course is DESIGN FOR SPECIAL NEEDS—Accessibility for the physically handicapped and disabled. The course will concern itself broadly with the social, legal, political, psychological and design aspects of providing accessible environments and the experiences and problems of the handicapped in seeking to live independent and productive lives in the world today. This will not be solely or primarily a design course although it will include both critical analysis of environments and facilities and the development of design criteria. Organized in a seminar format, the course will also include a number of guest participants who have worked in the field.

Permission of the instructor is required.

HA 316 ADVANCED STUDIO FORUM
Joan Murray

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

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

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

HA 320 CREATIVE MUSIC - ADVANCED SECTION
Roland Higgins

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

The class will meet twice weekly for two-hour sessions. Enrollment is limited to 10 and an interview with the instructor is required. Division I students may enroll with special permission.

HAMPSHIRE COLLEGE CHORUS
Ann Kearns, conductor. The Chorus will meet on Monday and Wednesday, 4-6 P.M., in the Festival Hall of the Music Building. Our Fall season will include a concert of Bach cantatas with full orchestra and soloists, and the Spring season features a tour to New York City. Faculty and staff are welcome. Admission is by short, painless audition: sign up on Chorus office door by Friday, September 9. First rehearsal is Monday, September 12.

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

L&C&C&C&C&C&C School of Language & Communication

LC 114 INTRODUCTION TO THE DOCUMENTARY
Susan Douglas and Joel Olicker

What is the work of the docu-artist? What concerns have typically motivated the documentary film/video maker? What sets the documentary apart from other forms of nonfiction videotape and film? How has television influenced the development of the documentary form?

In this seminar we will approach questions like these by discussing a series of tapes, films, and articles which focus attention on specific issues in documentary work. Students will also learn basic techniques of video production which are of central importance to the documentarist: field shooting, videotape editing, mixing sound. The focus will be not just on building technical skills, but on developing a solid base for the kind of conceptual inquiry which documentary represents.

The course will meet for two hours twice a week for viewing and discussion of tapes, films, and articles and for instruction in video production skills and in to view and critique each other's work. Participants will be expected to write two short papers and, working in groups, to complete a sequence of assignments in videotape production. Enrollment is limited to 15, selected by lottery if necessary.

LC 150 IDEAS, CONCEPTS, AND MEANING AND THEIR DEVELOPMENT IN THE CHILD
Lynne Baker-Ward and Steven Weisler

Between the ages of six months and thirteen years, children undergo a series of changes which are fascinating and yet only partly understood. Perhaps the most remarkable aspect of this development is the manner in which the child learns the concepts and patterns of reasoning involved in the adult world. Modern research tells us that the child does, indeed, live in "a world of its own" and that the differences between the cognitive systems of the adult and child are significant.

It is, of course, notoriously difficult to investigate the inner workings of the child's mind. In this course we will approach this topic by studying issues in both linguistic and cognitive development bearing on the manner in which the child acquires meaning and principles of reasoning. We will address three significant questions: What, exactly, must be learned by the child? How do children accomplish this? How, precisely, do the conceptual models of the child and the adult differ?

We will study various cognitive models drawn from psychology, linguistics, and logic including the work of Piaget, Chomsky, Quine, and Skinner. Additional issues to be considered include the development of hearing impaired children, the status of cognitive development in nonhumans, and the relationship between language and thought. Class will meet three times a week for 1 hour each time. Enrollment is limited to 25 on a first-come basis.

LC 151 PSYCHOLOGY OF MUSIC
David A. Rosenbaum

The experience of music can be profoundly emotional. But for this to be true, three more fundamental things must occur: The music must be performed effectively; the music must be perceived effectively; and the music must be recognized accurately, at

least long enough to be analyzed (consciously or unconsciously) into its melodic, rhythmic, and harmonic constituents.

In this course we will examine all three of these aspects of musical experience, keeping as our principal goal the explanation of the emotional and symbolic components of musical hearing and performance. After a brief introduction to the foundations of music notation and theory, we will concentrate on musical performance: How are the performer's musical intentions translated into physical actions? Computer-based experiments conducted at Hampshire's Cognitive Science Laboratory will play an important role in the analysis of this translation process.

The next topic will be musical perception: How are the sound waves impinging on the ear translated into a mental representation of a musical piece? Listening to music will be critical here, and some of what we hear will prove to be illusory.

Musical memory will be the next major focus: How is our appreciation of music as it is being performed affected by our memory of what has transpired earlier in the piece? More generally, how is our perception and performance of music influenced by the totality of our musical experience?

Besides these topics, we will also attempt to understand the creative aspects of musical experience both in the conventional medium of written composition and in the medium of improvisation.

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

LC 153 VISUAL LITERACY AND MEDIA CRITICISM
Greg Jones

"The illiterate of the future will be ignorant of pen and camera alike"—Moholy-Nagy.

This course will help students develop a critical vocabulary and methodology for evaluating "how images mean." It will also explore each student's creative potential for designing visual messages and program concepts. Visual literacy will be learned through a developmental progression: aesthetic critique of single photographic images, to synesthetic evaluations of image and sound sequences, to semiotic analyses of moving images in film and television productions. Media criticism will be learned through a comparative approach where similar program content will be evaluated in the format of a book, television program, and film production. The conclusion of the course will be devoted to demonstrations of each student's creative application of visual literacy and media criticism as the design of program treatments, scripts, storyboards, and/or slide shows for public presentation.

Class exercises will include advertisement critique, image sequence evaluations, light and set plots, poetic and musical storyboards, and content analyses of television commercials, news, and program genres. Major written assignments will be based on a comparative analysis of the prose, film, and television versions of Ways of Seeing (John Berger), An Occurrence at Owl Creek Bridge, and Network. Besides these three stimulus sources, additional class readings will be drawn from Baudrillard's A Politics of Visual Literacy, Harrington's The Rhetoric of Film, Hillerson's The Techniques of Television Production, and Newcomb's Television: The Critical View.

Enrollment is limited to 30 by lottery. Class will meet twice weekly for a total of five hours.

LC 159 VISION, IMAGE, AND GEOMETRY
William Marsh, Neil Stillings, Kimberly Sobel*

Vision is the extraction of information about the three-dimensional world from reflected light. The human visual system has the remarkable capacity to deliver us into the immediate experience of the world without awareness of the extraordinarily complex processes that produce the experience from a flickering two-dimensional image focused on the retina at the back of the eye. Two-dimensional images can also be produced by painting and drawing, photography and, more recently, by computer graphics systems. The use of images to represent the visual world, and the development of techniques to produce images has played a central role in human societies for thousands of years. Geometry is the mathematical description of space and objects in space. Theories of human vision and techniques for image production are closely related to geometrical knowledge.

During the first half of the course we will read and discuss E. H. Gombrich's Art and Illusion. This study of the ways that artists make realistic drawings and paintings will introduce us to a number of geometrical ideas and to theories of the psychology of perception. We will learn methods used by artists and architects to draw in linear perspective, and we will get a gently paced introduction to the parts of geometry and algebra needed to study the perception and representation of shapes by people and computers.

The second half of the course will focus on human vision. How does the visual system convert an image into a detailed perception of a three-dimensional world? How does the system cope with constant motion of the eye and head and of objects in the world? Do people in other cultures perceive pictures differently if they haven't had extensive experience looking at paintings and photographs? How much can a newborn infant see? Do blind people have a different sense of three-dimensional space than sighted people? We will also consider how our knowledge of human vision has contributed to the design of computer vision systems, which process images produced by television cameras. Although these systems are very far from reproducing the powers of human sight, they are sophisticated enough for practical applications in processing medical X-rays, satellite images, and pictures of particle collisions from high energy physics experiments. We will look particularly at the computer vision work going on in the Department of Computer and Information Science at the University of Massachusetts.

The first half of the course can be taken as an independent modular course by students who are most interested in practical applications about linear perspective or about some of the mathematical

8 Hampshire College Course Guide

background for computer graphics. The course will meet three times a week for one hour each time. There are no prerequisites. Enrollment is limited to 30, first come, first served.

Kilbary Schol is a Division II student concentrating in psychology, art, and mathematics.

LC 205 MINIMALIST JOURNALISM

David Kerr

What would result if the aims and methods of the Imagist and Haiku poets, the tellers of folk anecdotes, and the writers of the laziest prose or shortest short stories were studied and applied experimentally to journalism? In this course we will attempt to find out.

Traditional journalism isn't. News articles from the 1830's bear little resemblance to those in today's papers. A sports story from the 1930's seems quaint to the modern reader. It's conceivable that "traditional" journalistic style in the future may take today's news stories, columns, and editorials as more biased and overwrought. Perhaps writing that emphasizes extreme brevity, precision, and the evocation of tone and mood through a poetic intensity can serve journalistic ends as well or better.

An underlying assumption of this course is that a student who learns to write short, carefully crafted pieces well can easily write longer works, while the reverse is not necessarily true. To that end the course will emphasize writing, editing, rewriting, and polishing of journalistic pieces in the 100-300 word range. The student should anticipate a level of work that will have him or her writing and editing constantly. Readings will be chosen to provide models for writing and analysis.

(Can one provide adequate information effectively in a few words? This course description is 220 words long.)

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

LC 206 STRINGS, TREES, AND LANGUAGES

William Marsh

This course presents the mathematics that is most useful in studying language. First we look at "regular" languages, i.e. those which can be recognized by idealized computers called "finite automata." Then we study context-free grammars and look at the slight generalizations of these that have been recently proposed to account for the syntactic complexities of natural languages and for high level computer programming languages. After a brief look at some topics from modern algebra, we look at two ways of proving the basic results of first-order logic: via the method of semantic tableaux and via the construction of ultraproducts.

This course has no prerequisites, but students should have a serious interest in mathematics, linguistics, computer science, or philosophy. Enrollment is unlimited. The class will meet three times a week for an hour each time.

LC 220 SCHOOLING AND COGNITIVE DEVELOPMENT

Lynne Baker-Ward

How do variations in the educational process affect the way we think outside the classroom? One way of addressing this question is to consider how people approach intellectual tasks without having had formal schooling. Moroccan society provides one test case. Some Moroccan memorize major portions of the Koran. Will they be better able to memorize other verbal and nonverbal materials than those who have had no such training? Closer to home, comparable questions can be asked. How does the formality of the early school setting affect children's abilities to solve intellectual problems, memorize, and make decisions? Can accelerated learning programs allow for a speed-up and long-lasting enhancement of intellectual skills?

Most of the readings for the course will be in primary sources. An important component of the course will be field trips to local early education facilities with rather different philosophical orientations. Students will be expected to undertake independent research projects either in Hampshire's Cognitive Science Laboratory or in a school or field setting.

Class will meet twice a week for 1 1/2 hours each time. Enrollment is limited to 20 by instructor permission.

LC 222 ADVERTISING IN ECONOMY AND SOCIETY

SS 222

T. R. Durhan and Donald Poe

Mass media advertising—the private production and public distribution of information and imagery to advance private aims—is a major form of social communication, one intimately connected with our own daily efforts. What does advertising do: inform, persuade, deceive, control, or corrupt? How? And for whom? Is it a necessary and efficient handmaid to the organization of economic activity, or does it demean the individual's political-economic interests? Can advertising practices be controlled to enhance their social usefulness, while minimizing the social costs imposed on those incurred through regulatory efforts?

Drawing upon an eclectic literature we will explore various positions on these and related questions. Emphasizing the relation between views on advertising and evaluation of the larger political economy and social structure. Class participation, including presentations parallel with assigned readings, will be encouraged. Assignments will include at least one short paper dealing with assigned readings, a class presentation of a proposal for individual projects to be completed for the course,

and the completed project or paper. Class will meet twice a week for 1 1/2 hours each time. Enrollment is limited to 20 by permission of instructors.

LC 228 COMPUTER STUDIES LEARNING COMMUNITY

Glenn A. Iba

This is not a course—it is both more and less than a course! More than a course in that the potential range of learning is much greater and broader than in a typical course, and the possible variety of experiences is much larger. Less by virtue of being much less structured in educational format and intellectual focus. It is open to the participation of students at all Divisional levels, and to both computer concentrators and non-concentrators alike.

Planning and design of this activity will be done collectively by the participants; thus it is impossible to specify in detail all of what this non-course will involve, but I will state some of the things I envision at this time: a community of learners, individuals learning with and from one another in areas related to computer studies or experimental education, working together on group projects and participating in seminars initiated by both students and staff as equal co-learners, in a community space defined roughly by the areas presently occupied by our computer facilities (basement of library) plus whatever we can conveniently appropriate for our purposes. My various roles as instructor include resource person, facilitator, role model, and co-learner.

I envision a certain amount of self-conscious reflection on such matters as social processes in education and the design of supportive learning environments which encourage intellectual and personal growth.

Enrollment is open, and meeting times will be scheduled dynamically by participants as appropriate. Initial "community meetings" will be Mondays and Wednesdays from 1-3 PM. Open to students in all Divisions. The only prerequisite is interest and an open mind.

LC 232 WHAT IS PHILOSOPHY?

Thomas Wartenberg

This introduction to philosophy in the Western tradition will be concerned with the work of several great philosophers and in particular, with their conceptions of the nature, possibility, and limits of philosophy. It will be possible to develop work for this course into essays for Division I examinations in Language and Communication. The class will meet two times a week for 1 1/2 hours each time. Enrollment is limited to 25 on a first-come basis.

LC 234 BRAIN AND BEHAVIOR

David A. Rosenbaum

How do the billions of cells in each of our nervous systems allow us to see, hear, taste, and smell, learn, think, carry out physical actions, and produce and comprehend language?

We will take three approaches to this question—the neurophysiological approach, the cognitive psychological approach, and the neuropsychological approach. The neurophysiological approach takes as its province of study the structure and function of the brain, spinal cord, and peripheral nerves. (Stimulation and recording from nerve cells are two of the favorite pastimes of neurophysiologists.) The cognitive psychological approach examines behavior under naturalistic conditions or in the laboratory in order to infer about the major functional properties of the system that must give rise to the behavior. (Important techniques used here include the analysis of slips of the tongue, the priming, and the extinction of perceptual illusions.) The neuropsychological approach is a blend of the other two. Here the question is how behavior is related to the functioning of different parts of the nervous system. (One of the best-known examples of neuropsychological research concerns the effects of damage to the right or left hemisphere of the brain.)

The course will be divided into five principal parts: Introduction, Perception, Learning and Memory, Action, and Language. Students will be expected to complete a paper or give a talk on four of the five parts. The class will meet twice a week for 1 1/2 hours each time. Enrollment is open.

LC 237 CONTEMPORARY SOCIAL THEORY: FOUCAULT AND HABERMAS

Thomas Wartenberg

This course will be an in-depth study of two contemporary attempts to provide a theory of human social existence that takes account of the epoch making work of Marx and Freud. Readings will include Foucault, Discipline and Punish, and Habermas, Knowledge and Human Interests. Enrollment is limited to 15 on a first-come basis. The class will meet twice a week for 1 1/2 hours each time.

LC 240 VIDEO PRODUCTION/NEWS CONSTRUCTION

James Miller and Joel Olicker

Observers of every political and ideological stripe regularly pronounce television content to be the single common ground for members of modern society. It is, they say, religion, ideology and folklore re-created in one. Television news, in particular, enjoys ever greater credibility among people at large as a recorder of social fact.

Television Journalists and documentarists are responsible for

the production of news shows and the construction of news accounts. Their work centrally involves story telling and follows professional values and codes of ethics, adheres to organizational practice, and interacts with technological imperatives. In this course we will both learn the skills of video documentary production and assume a critical perspective on the routines of those skills. We will make the news and, so doing, understand how television news is less an inevitable, reflected image of everyday life than a creative construction with a reality of its own.

Basic knowledge of video production (studio or field) is desirable for students wishing to join us. We are, however, eager to include students with experience in print or a radio journalism or who have appropriate social science knowledge.

In production-team settings students will be assigned various production jobs. We aim to produce two or three programs of different format during the semester. These might include a studio interview, stories gathered in the field and edited as "news spots" and a "mini-doc" of 15 minutes length. At the same time we will read such literature as Tuchman's Making the News, Schlesinger's Pursuing Reality Together and pieces from film journals on contemporary documentary making. Class will meet for two hours twice a week. No more than 12 students will be admitted. Instructors' interviews are necessary.

LC 246 COGNITIVE PSYCHOLOGY

Neil Skilling

This course treats the fundamental topics of cognitive psychology through a critical survey of the literature and laboratory experiments. The general goal of cognitive psychology is to describe and explain the processes that allow the human mind to organize, remember, and create knowledge. Because these processes underlie child development, education, and social behavior, cognitive psychology is a topic that all students of psychology should become acquainted with. Cognitive psychology is also a central part of the growing discipline of cognitive science, and hence it has important ties with computer science, linguistics, philosophy, and neuroscience.

Several laboratory exercises and short written assignments will be required during the term. The final assignment for the course can be either a critical review of the literature or a research paper and the student's choice or a written research report designed and performed by the student. There are no prerequisites for the course, although students with no background in psychology or cognitive science may find the course somewhat heavy going at first. The class will meet twice a week for 1 1/2 hours each session. Enrollment is limited to 20 on a first-come basis.

LC 276 COGNITIVE SCIENCE RESEARCH SEMINAR

Glenn Iba and Steven Weisler

This seminar is intended to provide a format for interaction among students and faculty engaged in the study of cognitive science, an interdisciplinary field which draws on artificial intelligence, linguistics, philosophy, psychology, and computer science. We will begin some serious research projects of mutual interest, with an emphasis on proposing and evaluating alternative models from each of the relevant disciplines and with the goal of sharpening our understanding of cognitive capacities such as learning, problem solving, language acquisition, movement control, and knowledge representation. Among the topics being considered is the task of modeling the cognitive and developmental capacities of a young child.

Course requirements include attendance, discussion, and participation in a group research project. The course is open to anyone with a demonstrated interest in cognitive science (as evidenced by courses taken or previous work done—in if doubt, contact one of the instructors) and is especially intended for students currently working on a Division II concentration in one of the cognitive sciences. Class will meet twice a week. Enrollment is open.

LC 304 SYNTAX

Steven Weisler

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 modifications of the theory proposed in the last ten years in an attempt to deepen our understanding of Universal Grammar. In the second half of the course, we will concentrate on work that has been done on languages other than English (especially Italian and Irish). Class will meet twice a week for 1 hour each time. Instructor permission required.

LC 305 ORGANIZATIONS: INFORMATION, COMMUNICATION, DECISION

T. R. Durhan

This course will examine the role of information and communication processes in maintaining organizational structure and in organizational decision-making. Topics will include models of organizational decision-making, hierarchy and control, power and conflict, centralization vs. decentralization, possibilities and mechanisms for participation, innovation, formal vs. informal structure, organization-environment relations. Readings will address these and other organizational aspects of information and communication through case studies of corporate, community, educational, health, and government organizations. Several brief papers and one research paper dealing with some aspect of organizational information and communication, or some particular type of organization of interest to the student, will be required.

Class will meet twice a week for 1 1/2 hours each time. Enrollment limit is 25. Permission of instructor required.

10 Hampshire College Course Guide

and strong inference to test hypotheses concerning the association between human behavior, anatomy, and environmental influences.

Class will meet three times a week for the first six weeks in order to gain background knowledge and skills necessary to conduct independent projects during the following four weeks. During the middle four weeks students will be working on final projects and meeting with instructor 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.

NS 136 HORMONES AND HOMOSEXUALITY

Michael Gross

Guided examination of research on hormonal theories of homosexual etiology. Including historical perspective on the development of concepts of sex hormones and their role. Papers to be discussed will include studies of human subjects, both "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 gain access to primary research literature in science and (even with enjoyment) to read, understand, and critically evaluate it. Writing will include some half dozen brief (one typed page) abstracts of papers discussed, and a substantial research paper intended, if desired, to be the basis for a Division I project.

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

MATH EXERCISE CLASS
David Kelly

Do your mathematical muscles feel soft and flabby? Tired of having math jock types kick intellectual sand in your face? Then you owe it to yourself to come work out once a week to keep in shape. A complete well-rounded exercise program, including solving equations (linear and simultaneous), graphing, logarithms, (choke!) word problems, etc. will be available. We will meet once a week to review systematically the high points of algebraic terminology and techniques. Three-fourths of notes will be handed out each time and a short set of review problems will be distributed for participants to work on between sessions. Designed for students currently in quantitatively oriented NS or SS courses, or students who simply want a math refresher, not probably for students needing substantial basic remedial work. There is room in the curriculum to take up specific needs students are encountering in their courses or readings.

Class will meet for one hour once a week.

NS 175 MUSHROOMS, MOLDS AND MYCOTOXINS
Lawrence Winship

What do truffles, penicillin, bread, and athlete's foot have in common? All involve fungi of course. Virtually anywhere there is sufficient moisture (even if not liquid water), a food supply, and oxygen, there will find fungi. And anywhere is where we will look for fungi in this course. We will explore the biology of the mushrooms, trichothecenes, molds, yeasts, and mildews—in the field and in the lab. Fungi have been part of both significant and sinister human endeavor for centuries, as food and as a source of light and plague. We will learn about and experiment with the science of each of the roles that fungi play in the biosphere. The emphasis of the course will be on the detailed 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 a two hour lab.

APPROPRIATE TECHNOLOGY CENTER

The Technology Center is envisioned as a resource for all Hampshire students and faculty whose examinations, courses, or projects are in need of technological help. It will act as a source, or a referral to a source, of expertise in project design and construction, data collection, materials, tools, and equipment. If you are clear on what you want to do but are unsure of the means, we will go about it. The Appropriate Technology Center will be a good place to find out. The contact person is Fred Wirth, CSC 306. Each semester the Center will try to be associated with a particular course while providing services for the entire College community. This semester that course will be:

NS 184 ENERGY UTILIZATION AT HAMPSHIRE
Fred Wirth

Built during the profligate '60s, the buildings on campus use up about 10% of your tuition money just to keep you warm (and cool) and happily illuminated. The situation is not without hope for improvement. If you are concerned about the energy problems now faced by the world and would like to get first-hand experience in the scientific, technological, and economic aspects of trying to do something here and now, this is definitely the course for you. We will be dealing with solar and wind power, insulation and super insulation, bioshelters in theory and practice, energy, energy transformation

and thermodynamics and a host of other topics as necessary preparation for doing something this semester at Hampshire. The course is heavily project oriented, and only projects that have immediate relevance to our own energy problems will be considered. Past projects in the course have included: A feasibility study for wood heat in the red barn, building a solar collector for Enfield dorm, a design for superinsulating Enfield, and a proposal to move excess heat from the solar collectors on the Arts Complex to Merrill or Dakin.

Students will be expected to originate or select an individual project early in the term and either complete it or produce a substantial progress report before the end of the term. The cost will be **Mrs. Esther Thomas (Garbage by Leckie, et al.)**. In addition several exercises illustrating important methods and topics will be assigned.

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

NS 186 ANIMAL BEHAVIOR
Raymond Coppinger

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

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

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

PHYSICAL SCIENCES AT HAMPSHIRE

NS will be offering the following upper division courses on a regular basis:

Astronomy is taught by faculty at all the five colleges. The usual sequence is:

Fall	ASTP 19 Space Science	Spring	ASTP 20 Cosmology
Fall	ASTP 21 Stellar Structures	Spring	ASTP 22 Galactic Structure

These courses are offered every year.

Chemistry
General Chemistry is a two semester course offered every other year. 1903-84 is one of the years it is offered.
Organic Chemistry is a two semester course offered every year.

Mathematics: All physical scientists should take the following sequence:
Fall: The Calculus
Spring: Linear Algebra
Book seminars on advanced topics are also offered as interests arise.

Physics: General Physics A/General Physics B is a two semester 200 level sequence that can be taken in either order. The two will be offered every year in the Fall and Spring respectively. The Fall semester will emphasize applications in a specific discipline (e.g., biology and medicine, earth science or energy technology). That will vary from year to year. In general, there will be one higher level book seminar per semester. Possible topics include: advanced mechanics, modern physics, solid state physics, low temperature physics, thermodynamics, electricity and magnetism.

The Physical Science Interest Group: This seminar will be meeting every other week during the semester to provide a forum for faculty and students to get to know one another, plan the ongoing development of the physical science curriculum, and hear research talks by upper division students, faculty and guests.

NS 201 BASIC CHEMISTRY LABORATORY
Lloyd Williams

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

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

NS 202 BASIC CHEMISTRY I
Lloyd Williams

Basic Chemistry I is the first semester of a two semester course in general chemistry. Our goal in this course will be to learn the basic language of chemistry and to develop the ability to think about natural phenomena on a molecular level. During the fall term we will concentrate on quantitative descriptions of chemical and physical processes and discussion of the atomic and molecular models underlying these phenomena. Topics will include: stoichiometry (mass relationships); thermochemistry; atomic structure and chemical bonding; properties of gases, liquids, and solids; solutions; and chemical equilibrium.

No previous background in chemistry is necessary. However, a working knowledge of algebra is essential since students will be expected to develop skill in solving a variety of numerical problems. Summary problem sets will be assigned during the semester and are required for evaluation. Five College students will be graded on a pass-fail basis.

Classes will meet three times a week for 1-1/2 hours. Enrollment is limited to 25 students. Concurrent enrollment in Basic Chemistry Laboratory (NS 201; one afternoon per week) is also required for those taking Basic Chemistry.

NS 209 SOILS
Lawrence Winship

The substance often referred to as dirt is in reality a highly structured combination of minerals, organic matter, air, and water inhabited by a remarkably diverse collection of plants, animals and fungi. In this course we will explore each of these components through readings and laboratory projects. We will use the soils found in the various habitats of Hampshire County as our outdoor laboratory. We will first learn how to observe and measure the properties of soils and to understand how these properties influence the soil environment. We will then apply our skills to specific questions such as soil erosion, pesticide contamination, and effects of chemical vs. organic fertilizers.

Class will meet for one hour three times a week and one entire afternoon.

NS 211 ORGANIC CHEMISTRY (FALL)
Nancy Lowry

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

A high school introduction to chemistry is essential. Division I students may take the course if they check with the instructor.

Class will meet three mornings a week for 1-1/2 hours, plus one lab per week. Open enrollment.

NS 215 AMERICAN ENVIRONMENTAL HISTORY
Ralph H. Lucas

The contemporary environmental movement is often said to have its beginning with Earth Day 1970. The roots of the movement, however, extend far back and deep into the history of the United States of America, as do the issues that prompted its rise. This course will review this history with a special focus upon the development of public attitudes toward nature. Topics will include westward expansion and resource exploitation, the ideological roots of environmentalism, the rise of technology and the environment, and the environmental movement of the mid-20th century.

Students will be expected to do a great deal of reading in texts, popular sources, and the professional literature in preparation for class discussions and writing series of papers. Five College students will be graded on a pass/fail basis.

Class will meet once a week for 90 minutes.

ADVANCED BIOLOGY COURSES

There is a central core of upper-level biology courses at Hampshire organized around a four-semester sequence. Students can expect that in any given two-year period all of the courses will be offered, although the instructor, and hence the emphasis, of any given course will not necessarily be the same each time it is offered. The complete sequence is shown in the course schedule, with a notation on each course showing when it will next be offered.

The courses to be offered in 83-84 are:
Fall: General Physiology, Cell Biology, Evolution/Genetics.
Spring: Enzymes, Reproductive Physiology, Ecology, Behavior.

The courses to be offered in 84-85 are:
Fall: General Physiology, Molecular Biology, Plant Physiology.
Spring: Biochemistry, Reproductive Physiology, Ecology, Genetics.

NS 220 PHYSIOLOGY
Nerle Bruno

This course will be a series of in-depth explorations of some of the fundamental mechanisms and adaptations in animal physiology. It will include 1) laboratory work in which we can measure ourselves or on animals, 2) weekly sessions for discussion of papers from the research literature, and 3) additional readings of classical physiology literature and texts. The course is intended for Division II students for whom biology is a serious part of their concentrations and also, for the non-mathematical rock climber or dancer who wants to learn more about how her or his own body functions.

Class will meet for two 90 minute seminars plus one afternoon laboratory per week. Students who have not completed a Division

tion I exam should wait until next year when Physiology will be taught again.

NS 223 CELL BIOLOGY

John Foster

A considerable portion of the structure and metabolism in cells is devoted to producing the energy they need. The quest for new sources of energy has had profound impact on the evolution of cells, and the availability of energy sources to which they are adapted often determines where particular cells are found.

The semester will begin with an extended laboratory exercise in which the class will learn to break plant and animal cells open and separate their constituents. We will examine some of the properties of mitochondria and chloroplasts, such as their response to various energy sources, and measure the ATP that they produce. Having gained some familiarity with both the materials and the methods we can then read some of the experimental literature on the structure and function of energy-producing membrane systems in some detail. At the end we will compare these systems with the simpler ones found in bacteria and explore what such comparisons can tell us about how these complex processes evolved.

There will be two 90 minute seminars and one afternoon laboratory (likely to be a long one) per week. Laboratory time will be available later in the semester for those wishing to do further projects of their own.

NS 260 THE CALCULUS

David Kelly

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

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

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

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

Kenneth Hoffman

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

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

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

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

NS 274 DISEASE, MEDICINE, & PUBLIC HEALTH

Michael Gross

This course focuses on the relationship between scientific analysis of the cause of an illness, the deployment of invasive or manipulative therapeutic measures by the medical profession, and the practice of public health practices in disease prevention. We will be interested in: whether a given treatment was rationalized on scientific grounds and whether that rationale was valid in view of the efficacy of the practice; whether political and cultural factors affected the development and deployment of therapeutic techniques; whether resources or attention devoted to a disease were proportional to the harm it caused.

We will begin by considering historical cases such as the cholera epidemics of the nineteenth century, tuberculosis, syphilis, and other communicable diseases. We will then consider diseases and parasitism in these conditions and other chronic diseases that demand such attention today. We will further consider the problem of how a disease is approached with reference to the recent concern with "post" AIDS, a kind of cancer that has begun to spread in an epidemic fashion,

notably in a distinct subpopulation of urban gay males.

Students will be expected to pursue research in related topics: for instance, an analysis of other contemporary cases such as toxic shock syndrome or "Legionnaire's disease", or a deeper investigation of some aspect of one of the examples treated in the course.

Class will meet for 90 minutes twice a week.

NS 282 GENERAL PHYSICS A: PHYSICS WITH APPLICATIONS TO PHYSIOLOGY, BIOLOGY AND MEDICINE

Herbert Bernstein and Frederick Wirth

Two main branches of physics will be considered: mechanics and thermodynamics. Course material—examples, problems, laboratory work, applications—will be based extensively on physiological and biological processes. Concepts and information in the course will originate in the laboratory and only later be considered in a classroom setting. The laboratory will begin with observations of human, plant or animal phenomena—strength, metabolism, movement—and then develop the idealizations that make a detailed understanding of these processes possible. Classroom work will use these observations and published research in biochemistry and biophysics to make plain both the subject matter and the analysis involved in physics.

There will be 3 classroom meetings a week (1 problem session, 2 lecture/recitations) and a 3 hour laboratory. Students will be expected to maintain careful records of their laboratory work, do one extensive laboratory investigation on a topic of their choice, and work substantial weekly problem sets.

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

Note: General Physics A will alternate: in odd-numbered academic years (like 1983-4) it will have applications in bioeconomics; on even-numbered years (beginning with 1984-5) we will focus on earth sciences.

PHYSICS HELP

Frederick Wirth and Herbert Bernstein

Do the "tools" of this particular trade look more like hostile weapons? Has problem 32 of chapter 6 given you a sleepless night? Come to us! We can help with information, conceptualization, practice and the various tricks of said trade. Students taking General Physics A or any similar course elsewhere should be especially aware of the existence of this resource.

NS 295 HITCHCOCK CENTER PRACTICUM IN ENVIRONMENTAL EDUCATION

Nerie Bruno and Nancy Darmstadter*

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

Integrated Environmental Curriculum

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

Environmental Curriculum Development

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

*School Program Coordinator, Hitchcock Center for the Environment.

ASTPC 13 THE SOLAR SYSTEM

William Dent

An introductory course dealing with civilization's evolving perception of our nearest neighbors in the universe. Slightly more advanced than introductory survey courses in astronomy and intended for students who desire a deeper understanding of ancient and classical conceptions of the sky. Topics include: the physical characteristics of the earth, moon, planets, asteroids, and comets—their motions and gravitational interactions. The recent discoveries of the Voyager, Apollo, Pioneer, and Viking probes and how they relate to the question of the formation of the solar system and origin of life.

Prerequisite: High school algebra.

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

NS 305 COMPUTER PROGRAMMING METHODS

Lloyd Williams and Alan Ewald*

Computer Programming Methods is designed for students who wish

to pursue advanced work in computer studies or related fields. The course will involve an extensive study of the tools and methods used in developing computer programs, particularly large-scale or complex programs. The emphasis will be on debugging and writing programs that are correct, well structured and well documented, and easy to maintain. Topics will include: program specification and design, structured programming, techniques, documentation, validation and verification, and program maintenance. Readings will be drawn from a variety of sources, including the original literature. Students will be expected to complete two sizeable projects to achieve familiarity with the techniques presented.

Prerequisite: Working knowledge of a high-level programming language.

Enrollment: Instructor's permission.

Class will meet for 90 minutes twice a week.

Grades will not be given to Five College students.

*Alan Ewald is a Division III student concentrating in Computer Studies.

NS 317 MODERN ALGEBRA

David Kelly

The language and tools of modern algebra—groups, rings, fields, vector spaces, etc.—have evolved in the 150 years since the death of Galois and Abel to the point where they now pervade nearly all branches of mathematics, as well as other fields as diverse as quantum mechanics, crystallography, coding theory, and some branches of linguistics. We will present roughly two-thirds of the course developing the basic concepts and theorems, and one-third on applications to other areas inside and outside of mathematics.

The course will assume a fairly high level of mathematical sophistication. Those who have completed the Linear Algebra course or who have had a year of math above the level of introductory calculus should be adequately prepared; all others should check with the instructor. The course will meet for two 1-1/2 hour sections per week.

NS 370 BIOLOGY COLLOQUY FOR FACULTY AND DIVISION II AND III STUDENTS

Nerie Bruno, Coordinator

Every other Wednesday at 4:30 p.m., a group of biology faculty and Division II and III students will meet to address current ideas in biology. This group is being organized to take advantage of the fact that we live amongst a large body of scholars, and by interest and concerns that at some levels we all share. We rarely have an opportunity to draw on this community of scholars in a coherent or consistent manner; faculty learn about recent findings in some fields by being on Division III that work, much less discuss it or our own ideas with one another.

Some of the meetings will be discussions by faculty and students of key ideas in biology today; we also anticipate that there will be lectures or panel discussions when these seem appropriate. A set of engaging, pertinent readings will be made available for all participants.

We encourage students and faculty to attend all the presentations and discuss the ones they know something about, so that the group can develop into an stimulating and supportive forum where ideas can be tested and assumptions of one specialty can be enlightened by the evidence of another. It is hoped that this colloquy will develop into something we all look forward to and perhaps even discover a need for.

Students who wish to be evaluated will be expected to arrange or help to arrange one of the presentations.

Colloquy will meet for 90 minutes once a week, every other week.

NS 360 BEHAVIOR SEMINAR

Raymond Coppinger

This seminar is intended for advanced students in animal behavior. We will review and discuss the literature, concentrating on journal articles and other literature which are relevant to on-going domestic animal research at the Penn Center. The subject matter will revolve around the physiological, anatomical, and evolutionary antecedents of behavior. We will emphasize technique and present a series of questions in addition to the students will be expected to turn into an experimental design. Each student will carry out the experiment, reporting on the results both orally and in writing.

Seminar will meet once a week for 90 minutes. Permission of the instructor required.

ASTPC 19 PLANETARY SCIENCE

Peter Schloerb

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

ASTPC 19 is an introductory course in planetary science for physical science majors with an interest in the solar system. The course will survey current knowledge of: the interiors,

12 Hampshire College Course Guide

surface features and surface histories of the terrestrial planets and planetary satellites; the structure, composition, origin, and evolution of the atmospheres of the terrestrial and Jovian planets; asteroids; comets; planetary rings; and the origin of the solar system. Special emphasis will be placed on the results of recent spacecraft missions to Venus, Jupiter, and Saturn. We especially encourage science students from outside of astronomy to take the course.

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

ASTFC 21 STARS AND STELLAR EVOLUTION
George Greenstein (lectures)
Tom Dennis (labs)

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

Prerequisites: one semester of calculus, one semester of physics, (physics may be taken concurrently), and an elementary knowledge of computer programming.

This course will meet Tuesdays and Thursdays 2:30 to 3:45 PM. Labs are open five nights a week at Mount Holyoke College.

ASTFC 37 OBSERVATIONAL OPTICAL ASTRONOMY
Richard White

An introduction to the techniques of gathering and analyzing astronomical data. The optics of telescope and spectrographs. Error analysis. Astrometry, photometry, spectroscopy, and their use to determine the positions, motions, brightnesses, temperatures, radii, masses, and chemical compositions of stars.

Two 90 minute lectures and one evening laboratory per week.

Prerequisites: ASTFC 21 and 22.

ASTFC 43 ASTROPHYSICS I
E. R. Harrison

Basic topics in astronomy and astrophysics. Gravitational equilibrium configurations, virial theorem, polytropes, hydrodynamics, thermodynamics, radiation transfer, convective and radiative equilibrium, stellar and planetary atmospheres, the equations of stellar structure. The physics of stellar and galactic structure. Prerequisite: ASTFC 21-22 and the physics sequence, or permission of the instructor.

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

School of Social Science

All but first-semester Division I students should also look at 200 level courses.

SS 116 PEASANT REVOLUTION AND VILLAGE SOCIETY IN MODERN CHINA
Kay Johnson

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

The course will begin by considering general theories (Marx, Engels, Lenin, Hobsbawm, Mao) which look at the reasons peasants rebel, the nature of peasant political behavior and the strengths and weaknesses of peasant-based rebellion for bringing about peasant revolutionary change. We will then turn to the Chinese case, looking at the relationship between the Chinese Communist Party and the peasantry during the revolutionary period and the development of the Maoist approach to peasant revolution. Finally, the course will investigate the role of the peasant in the Maoist strategy of post-revolutionary socialist development and the impact of Communist Party policies on village society. The general theme of the course will be to attempt to evaluate theory by tracing the major lines of continuity and change in Chinese peasant society, considering the potential and limits which peasant life and aspirations create for revolutionary change and socialist modernization. The course will be organized into informal lectures (which will present general background, comparisons with other societies and some material gathered in a recent visit to a Chinese village) and student-led workshops based on course readings and related topics generated by the particular interests of the participants.

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

SS 121 THE AMERICAN CENTURY: WHAT HAPPENED?
Carol Bequelandorf, Margaret Cerullo

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

What happened? This course will focus on these four pillars of American foreign policy in an attempt to understand why all of them have been seriously weakened in the 38 years since 1945. To what extent was this weakening caused by U.S. actions; to what extent by the actions of others; and to what extent by irresistible forces beyond the control of any nation? It is our intention to try to understand the domestic roots and consequences of U.S. power and its erosion. This should enable us to locate the bases and the historical meaning of the social movements which have been growing around the draft, U.S. intervention, and nuclear weapons.

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

SS 123 SOCIAL ORDER—SOCIAL DISORDER
Robert von der Lippe

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

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

SS 125 KIDS AND KIN: THE SOCIAL ORGANIZATION OF CHILDREARING
Maureen Mahoney, Barbara Yngvesson

In this course we will examine parent-child relationships in cross-cultural and comparative perspective. We will do this in light of theoretical literature, both psychological and sociological, on the development of social attachments and how these support or undermine commitment to the larger community. We shall focus on contrasting social organizations: pre-industrial hunting and gathering societies (for example, the Kung and the Eskimo), fully industrialized societies (for example, the United States) and urban communities that have attempted to change family roles by consciously rearranging childrearing practices (for example, the Israeli kibbutz and the Omeida Community). We will examine the relative diffusion of childrearing responsibility by asking who takes care of children? Is the mother given primary responsibility or is the child cared for by a network of adults who share the task and who are available to support the mother? What role are men expected to take with children? What has happened to "creditable" roles in utopian communities whose goal has been to change them? What is the impact on children of these various arrangements? And how do the various arrangements complement or conflict with organizational and ideological goals of the society?

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

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

SS 127 URBAN SOCIAL MOVEMENTS: PARTICIPATORY STRUGGLES FOR CHANGE IN THE CONTEMPORARY CITY
Myrna Breitbart

The urban crisis and protest actions of the 1960s generated a new wave of social activism. Many of those involved placed their hopes for radical change in these actions and, though few issues were local, issues were local in the sense that they were struggle. Given the historic ideological separation of work from community in American life and the political schism between workplace and community organizing, these continuing struggles around the urban environment raise several important questions: To what extent do contemporary urban social movements challenge the bases of power and involve strategies for transforming social and economic structures? How do these social struggle and the physical locus of protest activity (the city) play in the radicalization process and social change? What factors explain the particular predominance of women in urban social movements? The answers to these and other related questions will be sought in an examination of several topics: THE CITY AND CITY PLANNING IN CONTEMPORARY CAPITALISM (class structure, capital accumulation and patterns of metropolitan development; traditional vs. advocacy planning, etc.); CASE STUDIES OF ISSUE-ORIENTED URBAN STRUGGLES OVER HOUSING, EMPLOYMENT, EDUCATION, AND THE ENVIRONMENT (housing co-ops, squatting and other direct actions of protest, tenant organizing vs. displacement; efforts at community economic development;

the city as a resource for critical learning; Love Canal, etc.); CITY-WIDE MOVEMENTS FOR SOCIAL CHANGE ("socialism" in Burlington, Vermont; economic democracy and Santa Monica; the Montreal Citizens Movement, etc.); THEORETICAL PERSPECTIVES AND DEBATES ON THE ROLE OF PARTICIPATION AND URBAN STRUGGLE IN RADICAL SOCIAL CHANGE.

Classes will combine lecture and discussion with students assuming responsibility for the presentation of topics of particular interest to them. Readings will include such books as *CITY TRENCHES: Urban Politics and the Patterned of Class in the U.S.* by Ira Katznelson; *Urban Self-Management* by Steven Agger; *The Social Good* by Cynthia Cockburn; *The City and Radical Social Change* ed. by Dimitri Roussopoulos; *Loft Living* by Sharon Zukin; *Planning in an Age of Austerity* ed. by Pierre Claval et al; *Four People's Movements* by Piven and Cloward.

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

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

SS 204 FROM ENLIGHTENMENT TO REVOLUTION: THE ORIGINS AND IMPLICATIONS OF THE AMERICAN, FRENCH, AND HAITIAN REVOLUTIONS
Nancy Fitch, Joan Landow, Susan Tracy

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

Readings will be drawn from primary and secondary materials, including the following: selections from the writings of Jean-Jacques Rousseau, Montesquieu, Edmund Burke, Thomas Paine, Emmanuel Kant, V. F. Hegel, Alexis de Tocqueville, as well as the following texts: *The Federalist Papers*; Eric Williams, *Capitalism and Slavery*; C. L. R. James, *The Black Jacobins*; Albert Soboul, *The French Revolution*.

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

SS 210 INTRODUCTORY ECONOMICS
Frederick Weaver

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

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

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

SS 218 PUBLIC POLICY IN THE AMERICAN WELFARE STATE
Aaron Berman, Robert Rakoff

The goal of this course is the development of an adequate theoretical framework for explaining and assessing the making and implementing of welfare policies in the U.S. We shall consider theories of state-society interrelations but will concentrate on investigating the institutions and processes — both public and private — that are able to act in the name and with the authority of the state. We shall investigate the historical roots of contemporary domestic policies in the changing relationship of state and economy during the era of monopoly capitalism. Among the issues to be considered will be the conflict between the public good and special interests; the role of the state in dealing with inequality and social change; "big government" vs. personal autonomy and economic freedom; and the crisis of legitimacy in the modern state.

Our substantive focus will be on the development of welfare policies such as Social Security, Aid to Families with Dependent Children, and a variety of other social and work related employment compensation, food stamps and other nutrition programs, and health care programs. We will investigate in depth the institutional processes through which such programs develop and get implemented. This will include analysis of decision making in all branches of government, the budget process, spending and taxing, and the role of "private" power in the public arena. We will be concerned throughout with describing and assessing the impacts of public programs on both beneficiaries and the political economic structure itself. Reagan Administration attempts to alter significantly the nature of the modern welfare state will receive special attention.

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

SS 222 ADVERTISING IN ECONOMY AND SOCIETY
 Donald Poca, T. R. Durham

Mass media advertising—the private production and public distribution of information and imagery to advance private aims—is a major form of social communication, one intimately connected with our own daily affairs. What does advertising do—inform, persuade, deceive, control, or corrupt? How? For whom? Is it a necessary and efficient handmaiden to the organization of economic activity, or does it demean the individual, degrade social and cultural values, in service to political-economic interests? Can advertising practices be controlled to enhance their social usefulness, while minimizing the social costs imposed on those incurred through regulatory efforts?

Drawing upon an eclectic literature, we will explore various positions on these and related questions, emphasizing the relation between views on advertising and evaluation of the larger political economy and social structure. Class participation, including presentations parallel with assigned readings, will be encouraged. Assignments will include at least one short paper dealing with assigned readings, a class presentation of a proposal for individual projects to be completed for the course, and the completed project or paper.

The class will meet twice a week for 1-1/2 hours each session. Enrollment is limited to 20; instructor permission required.

SS 223 COMPARATIVE SOCIALIST DEVELOPMENT
 Carol Bengelsdorf, Kay Johnson

The wide variety of socialist development experiences will be explored, as well as what is common to all. The focus will be upon the historical framework, class structure, and political and economic organization conditioning the various development strategies pursued, performances obtained, and quality of life enjoyed. We will study the Soviet Union, China, and Cuba. While we intend to approach these societies from a broadly comparative perspective, we will also explore in depth certain topics that have a special bearing on each society, such as the extensive development strategy debates in the Soviet Union in the 1920s, the Cultural Revolution in China, and the process of institutionalizing new political structures in Cuba.

The topics to be discussed within a comparative framework include among others: the background of each revolutionary situation and the role of the nature of class structures and political institutions before the revolutions; attempts to create new political institutions appropriate to the evolving societies; the nature and degree of worker and peasant and national mass participation; the relation between agriculture and industry in development; the choice between peasant small-holding, state farms, and fully collective organization in agriculture; industrial strategy; planning and marketing structures; the problem of bureaucracy; theories of the transition from capitalism to socialism.

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

SS 225 PERSONALITY, MORAL DEVELOPMENT AND SOCIAL LIFE
 Margaret Cerullo, Maureen Mahoney

Personality development and socialization can be seen as two ways of conceptualizing the same process. Theories of personality development, however, have traditionally been the domain of psychology, whereas socialization has been the concern of sociologists. These two perspectives have led psychologists and sociologists to formulate different kinds of questions, but there are several points of intersection. These points emerge in theories that examine the role of motivation in relation to developing social behavior. Such theories raise the questions of moral and cognitive development on the one hand, and the importance of social and peer relations on the other. The process of socialization is then conceived partially as one of learning, and learning, in turn, is seen as participation in social interaction. The sociological rather than individualistic attitude toward personality development leads us to theories of society that also analyze cognitive processes.

We shall examine the interrelation of psychological and sociological theories as they address these issues through the work of Freud, Rousseau, G. H. Mead, Durkheim, Sullivan, Piaget, and Marcuse, as well as recent feminist contributions. The following are examples of questions that will be considered: (1) How does the theorist define the relationship between innate motivation and learned values? What are the significant elements in socialization? What role does rationality play? (2) How do social cohesion and social order come into being? Is societal conflict inevitable? Are individuals necessarily and naturally brought into opposition with social order? What is self-interest? (3) Why do certain theories give such importance to communication in the creation of social order, while other theories attribute more importance to self-preservation? The interdisciplinary focus will be represented by the instructors as well as the subject matter (Margaret Cerullo is a sociologist and Maureen Mahoney is a developmental psychologist).

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

SS 229 WORKPLACE DEMOCRACY
 Stanley Warner

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

The readings will include Shearer and Garner's *Economic Democracy: Prospects for the Eighties*; Zwerdling's *Workplace Democracy: Montegomery's Worker's Control in America*; Horvat, Marovic, Supsek's *Self-Governing Socialism*; and Bernstein's *Workplace Democracy: A Critique*. There will be a number of guest speakers, as well as films, and occasional field trips. It is open to graduate students, who will be expected to research and lead discussions on special topics. A background in economics is helpful although not required.

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

SS 294 JAPANESE SOCIETY
 Aihwa Ong

Japan and the Japanese are variously misperceived by Western societies, in part because of their new image as number one in the world economy. In this course, we hope to transcend cultural myths and stereotypes by undertaking a study of "people's history" from the Tokugawa Period to the present day. The main theme will be class conflict in the transition to capitalism which enabled the country to undertake a "late development" strategy of industrialization.

Historical, literary, anthropological and sociological texts will focus on the subterranean groups who play a major role in the modernization process. Topics to be dealt with include class conflict, alienation, changing rural society, peasant migration to cities, the emergence of new classes, the organization of Japanese factories and the changing roles of Japanese women in the transformed political economy. Students are expected to make brief class presentations of assigned readings and to write two essays, based on additional readings.

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

SS 299 CASE STUDIES IN AMERICAN FOREIGN POLICY
 W. Anthony K. Lake

A detailed examination of some decisions that have been central to American foreign policy since World War II, covering such cases as the Korea and Vietnam Wars, the Suez crisis, the Bay of Pigs and the Cuban missile crisis, SALT I and SALT II, and U.S. policy towards Southern Africa. In each case the course analyzes the events and substantive choices facing policy-makers, the bureaucratic and political contexts in which they acted, and the general foreign policy views they brought to bear on these decisions. Each case study provides a basis for discussion of bureaucratic behavior, relations between the executive branch and Congress, the ways in which domestic politics shape foreign policies, and the role of the press.

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

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

SS 303 CRIME AND PUNISHMENT
 Lester Mazer, Donald Poe

Issues of crime and punishment are central in modern society. Much of our daily news, our politics, and our major forms of entertainment are given to accounts of some aspect of the criminal law and the processes of its administration. This course will review each of the principal aspects of the law and institutions involved with crime and punishment with a view toward developing an understanding of both their specific character and their general role in contemporary society.

Among the matters we will consider are such institutions as the police, the criminal courts, prosecution and defense lawyers, probation, imprisonment and parole; the main features of the substantive and procedural criminal law and proposals for change in them, and specific controversies over such issues as: capital punishment, preventive detention, electronic surveillance, plea bargaining, criminal law in rape cases and domestic violence, the intensity of discretionary powers of police and other criminal justice agencies, lawyers' ethics in criminal cases, and the adversary system. Although our emphasis will be upon the contemporary United States, we will place our study in historical and comparative perspective, working from our backgrounds in law and social psychology, respectively.

The class will meet twice a week for 1-1/2 hours each session. There will also be an evening series of films and speakers. Enrollment is unlimited; permission of instructor required.

SS 306 CONTEMPORARY ISSUES IN LABOR AND COMMUNITY STUDIES
 Myran Breitbart, Laurie Nisonoff

Newspaper headlines in the 1980s reveal to us the many ways in which our work experience and community lives have come under attack by Reaganomics and the world economic crisis. In addition to many traditional responses to the problems posed by the decline in the quality of life, it is also a time of revitalized interest in alternative forms of community economic development. This course will address several issues and controversies facing labor today with special emphasis placed on the economic situation in New England. Among the topics to be

considered are: **DEINDUSTRIALIZATION**—plant closings and run-away shops, the role of multinationals in local economies; **COMMUNITY ECONOMIC DEVELOPMENT**—traditional approaches to and new feminist/left critiques; **DISORDERLY ZONES** and underclass sweatshops, community development corporations, community and worker ownership; **REDESIGNING THE WORKPLACE AND WORKPLACE RELATIONS**—quality of working life, progressive workers' control, feminism and self-management; **CHANGES IN THE LABOR FORCE**—automation, unfettered, women and work; **QUALITY OF WORK AND COMMUNITY LIFE**—worker health and safety, community health (Love Canal), cutbacks in job benefits (labor concessions) and reduced social services.

Each of these topics will be discussed in such a way as to highlight the interrelationships between the labor process and community life. Broader themes such as the changing nature of conflict between capital and labor and the evolving spatial context for these conflicts will also permeate discussions and aid in our understanding of the specific issues and controversies listed above. This course will be organized as a seminar with students assuming a substantial responsibility for discussion. As far as possible, projects and assignments will involve the use of local and regional data and will focus on generating original research materials relevant to the particular topics considered.

The course is open to Division II, Division III and Five College students and can be considered part of the "Core" curriculum for a certificate in the Five College Project on Work and Democracy. The class will meet twice a week for 1-1/2 hours each week for theoretical discussion and the planning of fieldwork and research. No enrollment limit, but instructor permission is required.

SS 310 THE SOCIOLOGY OF HEALTH AND ILLNESS
 Robert von der Lippe

The aim of this course will be to view health, illness and the healing professions and institutions from a sociological perspective. Traditionally questions of health and illness have been discussed and studied in the biological sciences and in psychology. In the recent past, however, the social sciences in general have been consulted by medical institutions for their views on various aspects of health as they concern the ongoing processes of modern industrialized societies. Sociology's interests in the area are as broad as the discipline of sociology itself since it is felt that the perspectives and skills of the sociologist have relevance for many areas of health and illness. The extent to which social factors may play a part in the creation of health, illness, and in the recovery process are general concerns of the course.

The class will meet twice a week for two hours each session. Enrollment is unlimited; permission of instructor required.

SS 329 BREAKING THE SILENCE ON DOMESTIC VIOLENCE
 Gloria Joseph

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

Readings for the course will include *Behind Closed Doors* by Murray Straus, Susan Steinmetz and Richard Gelles; *Angels in Marble* (ending violence against women); *Sweet Six* by Helen Yglesias; *Take Back the Night*, edited by Laura Lederer; and various feminist papers and periodicals.

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

SS 332 PSYCHOTHERAPY
 Louise Farnham

The focus of this seminar will be upon the process of psychotherapy from the perspective of the therapist. Topics will include the therapist-client interaction, the search for balance and resisting change, and various approaches to facilitating change. Readings will include various personal accounts written by therapists which describe their experiences and attempts to facilitate change. In addition, we will read and discuss theories and research dealing with the relationship between personality dynamics and therapeutic strategies. Expected work will include several papers, at least one oral presentation (and responsibility for leading discussion of that presentation), and active participation in all discussions.

This is an advanced Division II seminar and will be STRICTLY limited to students in Division II. The size limit is 16; if more than 16 students are interested, preference will be given to those who have had some field experience in mental health or are in a field placement.

The seminar will meet for 1-1/2 hours twice a week. Admission to the seminar by written permission of the instructor after a brief interview.

SS 340 THE POLITICAL ECONOMY OF SOUTHEAST ASIA
 Aihwa Ong

This course will explore the structure and processes of change in the agrarian societies of Southeast Asia from colonialism to incorporation within the world economy. The first part deals with the distinctive features of peasant socio-economic organization while the second part focuses on peasant socio-

political responses to change.

We will begin by considering peasant strategies of survival in circumstances engendered by the colonial state, the penetration of capital, the green revolution and the introduction of multinational industries. The special position of ethnic Chinese minorities and the relative autonomy of women in SE Asian peasant societies will also be considered in this light. Secondly, this seminar hopes to enhance understanding of the relationship between the subsistence needs of peasants and their politics.

Topics such as Asian and political behavior, patron-clientalism, class formation and peasant movements (in Java and Vietnam) will be examined in specific cultural and socio-historical contexts.

The course aims to provide guidance in theoretical and methodological problems--the incorporation of historical process into the analysis of social behaviour; linkages between local and extra-local levels of organization; the relationship of culture to political economy--encountered in the study of "complex" societies. Students will be evaluated on the basis of their participation in seminar discussions and their written work. Each participant is expected to submit two essays (approximately 10 pages in length); a minimum of additional reading is necessary.

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

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

Division III Integrative Seminars

A STUDY OF FEMALE LEADERSHIP ROLES IN REBELLION AND REVOLUTION IN THE U.S.A. AND SELECTED THIRD WORLD COUNTRIES
IN301

Joseph

PERSONALITY THEORY AND LITERATURE
IN302

Farnham

WOMEN AND SCIENCE
IN342

Goddard
Woodhull

IN301 A STUDY OF FEMALE LEADERSHIP ROLES IN REBELLION AND REVOLUTION IN THE U.S.A. AND SELECTED THIRD WORLD COUNTRIES
Gloria Joseph

The course design is two-fold: (1) to analytically study, contrast and compare ideologies and perspectives on specific historical phenomena and events--riots, rebellion and revolution--in the U.S.A. and the following Third World countries: (Africa) Zimbabwe and Mozambique; (Latin America) Nicaragua and El Salvador; (Caribbean) Jamaica and the Virgin Islands. In the U.S.A. events covered will be the American Revolution; Slave Rebellion; The Black Power Movement; and the Black Women and the Feminist Movement. (2) To discover and popularize the leadership roles performed by the Black, Latin, African and Caribbean women in the freedom struggles.

The pre-rebellion, pre-revolutionary conditions existing in the various geographical arenas will be studied and contrasted. In addition, the attitudes, roles and behaviors/actions of the oppressed will be examined in light of recognizing similarities in the psychology of their actions and reactions to their situations and conditions. The condition--material and psychological--of the women, and their positions in their communities and society will be examined. Extensive research will be necessary to validate the female leaders and heroines.

Reading will be extensive. Several excellent movies will be shown outside of class time. Students will be required to complete: (1) a biographical paper on two female leaders; (2) A term paper (based on course material); (3) Critique of movies.

The class will meet twice a week for two hours each session. Enrollment is limited to 20 Division III students (others with permission of instructor).

IN302 PERSONALITY THEORY AND LITERATURE
Louise Farnham

One purpose of this seminar is to explore the possibility of relationships between personality theories and the reading and understanding of literature. Have the psychologists who are interested in human personality anything to contribute to the understanding and criticism of literature? Is literature a valid and useful source of insights about human personality?

We will begin by reading Hawthorne's *Scarlet Letter* and at least some selections from *Crooks' The Sins of the Fathers*. Following these common readings, students will be responsible for choosing topics and organizing seminar sessions. In addition to these responsibilities, members of the seminar are expected to attend regularly and to contribute to discussions actively from the perspectives they have developed in their own work.

This seminar is STRICTLY limited to Division III students. The

size limit is 16 and admission to the seminar will be contingent on an interview with the instructor. The seminar will meet once a week for 2-1/2 hours.

IN 342 WOMEN AND SCIENCE

Nancy Goddard and Ann Woodhull

This seminar will examine women's place in science. The readings will include biographies and essays of women scientists (Reading Franklin and DNA, Working Is Sex) feminist criticisms of science (*Biological Woman: The Conventual Myth*), and articles on tokenism, the "mach gender," and body politics. We will address questions such as: How does science look at women? How are women scientists treated by their colleagues? Would the content of science change if more women were scientists? What are our own experiences been? Class discussions will also be based on the fall semester Women and Science lecture series.

It is necessary for the participants to be committed to the success of the seminar. Students will be expected to lead one discussion and to give a short presentation of work in progress. The seminar will meet once a week for 2-1/2 hours. The Women and Science lecture series meets four times during the semester.

PROSEMINARS

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

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

NOTE TO FIVE COLLEGE STUDENTS: There will be no pre-registration in Proseminars for Five College students.

PROSEMINARS

COLLEGE WRITING: THE IRISH VOICE IN LITERATURE
HA134a Smith

COLLEGE WRITING: AMERICAN 20th CENTURY FICTION
HA134b Smith

AMERICAN 'FAMILIES'
HA168 Boettiger

LANGUAGE, CULTURE, AND SOCIETY
LC171 Feinstein

DATIELINE: WASHINGTON, D.C.
LC183 Miller

HUMAN MOVEMENT PHYSIOLOGY
NS122 Woodhull

EXPLORATIONS IN ELEMENTARY MATHEMATICS
NS157 Kelly

FROM SETTLEMENT HOUSE TO SOUP KITCHEN: AMERICAN POLITICS, CULTURE, AND SOCIETY FROM 1900 TO WORLD WAR II
SS105 Berman
Glazer

WORK, TECHNOLOGY, AND SOCIETY
SS111 Fitch
Nisanoff
Hecht

POLITICAL JUSTICE
SS115 Mazor

POWER AND AUTHORITY
SS122 Landes
Sakoff

HA 134a COLLEGE WRITING: THE IRISH VOICE IN LITERATURE
Francis Smith

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

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

Enrollment is limited to 15 on a first come basis. We will meet twice weekly for one-hour sessions plus tutorials to be arranged.

HA 134b COLLEGE WRITING: AMERICAN 20th CENTURY FICTION
Francis Smith

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

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

Enrollment is limited to 15 students, on a first come basis. We will meet twice weekly for one-hour sessions plus tutorials to be arranged.

HA 168 AMERICAN FAMILIES
John Boettiger

This seminar will explore the changing and enduring character of American families through a useful focus. First, we'll attend to the characteristic relationships among a family's members, particularly those between wives and husbands and between parents and their children. Second, we'll be seeking awareness of a family's spaces, its intimate geography, its home. Each of us knows and remembers the individual rooms of a house and its surroundings (yard, street, barn, field) as possessed of a distinctive character--an atmosphere, an emotional tone, a vividness or emptiness, a clarity or mystery. Families and their home change, often in these times with bewildering and distressing tumult and rapidity. But the same families also endure; the lives and homes of two or three generations. If we look with care, are recognizably kin, more alike than we thought or perhaps wished to know.

Students will be working with three complementary modes of inquiry and expression, and gaining experience of imaginative and critical reading and writing in relation to each: (1) family history and biography, including the process of searching one's own heritage; (2) short fiction and novels portraying the character and evolution of American families and the homes that they shaped and that in turn gave shape to their lives; and (3) works of psychology and family therapy offering means of understanding a family's web of relationships and its patterns of growth, stasis, and decay.

The course will meet twice weekly for 1 1/2 hours. Enrollment is limited to 20.

LC 171 LANGUAGE, CULTURE, AND SOCIETY (PROSEMINAR)

Mark Feinstein

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

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

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

In the course we will be employing the methods of, and evaluating the assumptions and claims of, general linguistics (the study of language) as well as social and anthropological linguistics. The class will meet twice a week for 1 1/2 hours each time. Enrollment is limited to 20.

LC 183 DATELINE: WASHINGTON, D.C. (PROSEMINAR)
James Miller

Much of the daily newspaper's front page and many of the big stories on television's evening news are devoted to events dated Washington. Whether the story be about a politically partisan event, a domestic policy decision or some international occurrence, the cited source for the report often has ties to either the Washington press and federal officials. We will examine the routines of reporters—ever in search of "news-worthy" material—that bring them into regular contact with White House staff members of Congress, executive officers, and others. We will also investigate the elaborate public-relations machinery maintained by political figures that helps to ensure nearly continuous, and whenever possible, friendly news coverage. Our readings will include "insiders'" articles from current journalists reviews, as well as such books as The Washington Reporters by Hess, Reporters and Officials by Sigal, and The Other Government by Rivers. We will analyze Washington news on television and in newspapers. View films and tapes on related issues, and perhaps visit with a guest familiar with the news-construction practices of Washington, D.C.

Class will meet twice weekly for 1½ hours each time. Enrollment limit is 16.

NS 122 HUMAN MOVEMENT PHYSIOLOGY
Ann Woodhull

This course is for dancers, athletes, and others who are interested in how their bodies move. We will not attempt to survey all of human anatomy or kinesiology (the study of movement). Rather, by reading scientific papers we will look closely at how scientists try to obtain information on muscle use and control. I think it is both important and exciting to apply biologists' results and theories to our own bodies. In addition, we can extend our ideas about movement into the laboratory by measuring muscle activity with the electromyograph. No science background is needed.

Classes: one meeting of 1-1/2 & one of 3 hrs. Enrollment limit: 16. Instructor permission required for returning students only.

NS 157 EXPLORATIONS IN ELEMENTARY MATHEMATICS
David Kelly

A prerequisiteless potpourri of projects, problems, puzzles, and paradoxes for people who have previously missed the purpose, pleasure, and power of their mathematical pursuits. Particular purpose is to present palatable alternative approaches to the creation, understanding, and uses of mathematics. We'll appreciate the art of counting, play with probability, ponder the triangles of Pythagoras and Pascal, and grow geometric patterns, proofs, and polyhedra.

Participants will be expected to prepare projects and to share puzzles/problems, progress, pain, and pleasures.

Class will meet for one hour three times a week.

NS 105 FROM SETTLEMENT HOUSE TO SOUP KITCHEN: AMERICAN POLITICS, CULTURE AND SOCIETY FROM 1900 TO WORLD WAR II
Aron Berman, Penina Glaser

Progressivism, a reform movement at the turn of the century, and the New Deal of the 1930s were both responses to dramatic economic change. In this course we will study how American politicians, intellectuals and activists attempted to cope with the problems of rapid industrialization and depression. We will also examine the ideas and actions of radical critics, including the Industrial Workers of the World and the Communist Party, who attacked Progressive reformers and New Dealers.

A century after Franklin Roosevelt's birth and in another period of economic distress, it seems appropriate to reconsider the nature of American reform movements. Particular attention will be devoted to the major political events and social trends which shaped the lives of the Depression and Progressive generations. We will read scholarly historical studies and works of literary fiction. Movies, newspapers and magazines of the two periods will also be examined. Through the use of these and other sources, including oral history, we will develop the basic social science skills necessary for understanding the nature of reform in American society, culture and politics during the Progressive and Depression generations.

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

SS 111 WORK, TECHNOLOGY, AND SOCIETY (proseminar)
Nancy Fitch, Laurie Misonoff, Naude Hecht*

In this course we want to examine the impact of computers on society and work in order to understand the economic, social, and political reasons behind the growth and power of state and corporate bureaucracies. Thus, the emphasis of this course will be on examining the development of capitalism and the state in the United States by analyzing the impact on work and society of three major technological innovations: the power

loom; the typewriter; and the computer, especially the personal computer. By focusing on these three innovations, students will be exposed to theoretical and historical issues related to industrialization, the development of monopoly capitalism, and the development of computers and the modern state. At the same time, we intend to introduce students to the personal computer and its uses. As a part of the course, students will be introduced to using the personal computer for writing and revision, etc. The course will critically examine new computer techniques while attempting to understand its benefits and attraction. By the end of the course, students should be able to understand and interpret historical evidence, secondary literature, and sample graphs and charts. Students should also be able to begin to use the computer for writing and research.

Required reading will include: George Orwell, 1984; Stephen Marglin, "Marx Do Bosses Do?"; Thomas Dublin, Woman at Work; Edward Bellamy, Looking Backward; Harry Braverman, Labor and Monopoly Capital; Alvin Toffler, The Third Wave; and Buckminster Fuller.

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

*Naude Hecht is a Hampshire student.

SS 115 POLITICAL JUSTICE
Lester Mazor

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

We will begin by examining the roles of the parties, attorneys, witnesses, judge and jurors in a conventional trial on a matter which is not highly charged with political consequences or emotion. The bulk of the course will consist of class study of a number of notable political trials and of the myths which arise from them. Examples of the kinds of trials I have in mind are the trials and Vanetti case, the Rosenberg case, and the case of the Chicago Eight. What political ends were sought and obtained and whether justice was done will be persistent questions. The material for discussion will include transcripts of the trials and contemporary news accounts wherever possible; Kafka, The Trial, and other works of poetry and fiction; Kirchheimer, Political Justice, and other works of political and legal theory. During the last third of the course students will work in small groups to develop presentations on particular cases. Several Hampshire students who are doing advanced work in this field will assist in leading these groups and also will work closely with the students in the course during its earlier phases.

The course will meet twice a week for 1-1/2 hours each meeting. Enrollment is limited to 20.

SS 122 POWER AND AUTHORITY
Joan Landes, Robert Rakoff

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

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

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

Coordinated Basic Studies Program

The Coordinated Basic Studies is a new educational program for the first college semester in which three faculty and about fifty entering students work together full time as a cooperative learning group. Each student takes one of three courses taught individually by the faculty members and designed to represent a substantial time commitment. Everyone also participates in a jointly taught seminar emphasizing interdisciplinary approaches to the basic theme of the program. The program this year is entitled "Images of Humanity". Its central theme is the role of culturally transmitted values in human life, with particular emphasis on how this has been portrayed in film. In addition to the courses there will be other activities, some designed for the group, others open to everyone in the college.

An important goal of the program will be to familiarize students with Hampshire and to introduce them to the educational system. Critical skills and writing will receive attention, and we'll aim to have every student well along on at least one Division I examination by the end of the term.

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

NOTE TO FIVE COLLEGE STUDENTS: No registrations will be accepted in the Coordinated Basic Studies Program for Five College students.

Below are described, first, the course offered for everyone in the program, then the three courses of which each student will enroll in one.

CS5101 IMAGES OF HUMANITY
Leonard Glick, Sandra Matthews, Chris Witherspoon

A film seminar jointly conducted by the three faculty members on the role of culturally transmitted values in the lives of individuals and groups. Some films will be ethnographic or social documentaries; others will be drawn from European and American cinema; and some will be films made by people from various cultural backgrounds portraying their own societies. Among the subjects to be considered will be the meaning of cultural relativism, cultural structuring of perception, and the impact of European cultural and technological on other societies. Our goal will be to develop an interdisciplinary and cross-cultural perspective on human values and behavior.

Each week we'll view one or two films, often twice each, stop the second time to discuss scenes or sequences of particular interest. We'll think about the films as creative works and as sources of information on human life.

Students will write short essays centering on personal and critical responses to the films. The primary goal of the writing assignments will be to accustom you to writing frequently, openly, and articulately.

Special Interest Seminars (choose one)

A. CULTURE, THOUGHT, AND BEHAVIOR - Leonard Glick

This course, taught by a cultural anthropologist and designed to integrate with the film seminar, will offer an introduction to the study of how human beings around the world resemble and differ from one another. We'll begin with the question of what is meant by "human nature," to be explored from two perspectives: first, how the human species evolved and what we all share as the result of that evolutionary heritage; second, what we can learn about human unity from cross-cultural studies - that is, from detailed observations to the customs and behavioral patterns of people in diverse societies. But cross-cultural studies also leads to realization that at some level people may focus on cultural differences (differences in values, views of what life is about, ways of relating to one another, and so on) and discuss their significance for the particular kinds of problems facing the contemporary world.

Whenever possible, we'll be studying people who are the subjects of films in the "Images of Humanity" course. Our overall goal will be to conclude with deeper understanding of what it means to be human: of what we share with all other people, as well as what makes us distinctive as individuals and as members of particular social groups.

B. PHOTOGRAPHY, FILM, AND CULTURE - Sandra Matthews

This course will meet twice a week for intensive examination of the relationship between photographic images and culture. We will view a large number of photographs (in slide, book, and exhibition form) and films from throughout the history of science media. Discussions will center on the role of photography and film in Western (American and European) culture and cross-culturally. We will analyze images that function within an artistic or literary tradition ("art" film and photography), commercial images, images that function primarily as information about culture ("documentary" films and photographs), and home-made images (home movies and snapshots). Questions underlying our study will include: To what extent can a photograph image really inform us? What are the cultural biases built into images? What are our own culturally determined ways of "reading" images? Who are the images made of, who are they made by, and who are the audiences? How have ideas about photographic images changed over the history of the media?

We hope to broaden our sense of what images can mean through cross-cultural study, and to gain an understanding of ourselves in the process. Each participant in the course will write a number of analytical papers, keep a journal of her/his response to images, and complete a photographic project.

The preliminary reading list for the course includes: Susan Sontag, On Photography; John Berger, Another Way of Telling; Judith Guroton, Through Indian Eyes; Franz Schanz, The New Photography; Irving Goffman, Gender Advertisements; SOL Worth, Studying Visual Communication.

C. RELATIVISM, RATIONALITY AND PHILOSOPHY - Chris Witherspoon

This seminar is an intensive introduction to the contemporary study of philosophical problems.

When we reflect on encounters between people belonging to different cultures, or on cross-cultural differences in perception and language, or on our very real possibilities of our own provinciality and philistinism, we are naturally led to the beginnings of some important philosophical lines of thought. These, particularly as they have to do with understanding and evaluation, represent our starting points in this seminar.

16 Hampshire College Course Guide

Initially we will explore some different conceptions of relativism and of subjectivism (after all, "relativizing to a 'subject' or her/his experience), and we will study some different kinds of relativism—moral, cultural, cognitive, and others—and the positions which they oppose—absolutism, realism, and others. The second part of the seminar will focus on problems of understanding: understanding cultures, cultural artifacts (especially texts and pictures), and other people and their perspectives. Next we will take up questions of human nature and of cross-cultural universals. Finally, we will study some important contemporary work on relativism and will pay special attention to notions of conceptual frameworks, to what Thomas Kuhn has termed "paradigms", and to some other constructs put forward in answering the question "Relative to what?"

Our readings will be drawn from a wide range of sources and will include in addition to writings by philosophers, work by anthropologists, sociologists, cultural historians, and historians of science. Students will write several different kinds of papers and oral presentations, and some of these will be read aloud and defended, either in tutorials or in meetings of the seminar. There will be a 12-20 page term paper at the end of the course which should be capable of being developed into a Division I examination essay.

WRWRWRWRWRWR Writing/Reading Program

The Reading and Writing Program offers assistance to students interested in strengthening their communication skills. Because of the importance which writing acquires 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. Generally, this means course work, divisional exams, proposals, division II and III papers. From this writing we address the issues of organization, clarity, effective analysis, clarity, voice, and development of an effective composing process. Our concern also is to help students to understand their problems with starting and/or finishing work, and to develop strategies for overcoming writing anxiety and procrastination. Further, we regard reading and writing as inseparable from each other and thus also provide assistance in such areas as study skills, reading effectiveness and research skills.

Writing help includes classes as well as individual tutorials. Each semester Basic Writing Skills and Writing Workshop (see below for descriptions) are offered. In the spring, *Revising Skills*, a course designed to assist students with the preparation of divisional exams, is also taught. Beginning in fall '83, a course designed for students for whom English is a second language will be added to our course selections.

Periodically throughout the year, we conduct workshops in the houses. Topics covered include stress and the decisional process, writing anxiety, and the composing process - from getting an idea to polishing the final revision. During January term, courses are offered which are explicitly concerned with revising term papers so that they are acceptable as divisional exams.

Appointments for tutorials may be made by calling Deborah Berkman at x531 or Will Ryan at x646. Classes are run each semester and are open to all students.

WRITING WORKSHOP

Deborah Berkman

This class will have as its subject matter ourselves as writers. Class time will be spent engaging in three activities: (1) *Writing*. Students will work on writing assignments, while the instructor circulates, helping students with the revision process; (2) *Reading* work: At regular intervals students will read their writing to other members of the class in order to strengthen voice and develop audience, as well as to receive feedback and constructive criticism. At the completion of a final draft, the class will again discuss the paper, this time with a focus on the effectiveness of the changes which the drafts have undergone; (3) *Discussions* of the writing process: Also at regular intervals, we will discuss as a group the particular difficulties we are having, or have had in the past, with writing. These discussions will help us to develop strategies for overcoming writing block, procrastination and other hazards to our progress as students and as writers.

The goals of the class then, are the following: (1) to understand the central role of revision in the composing process, and to gain revision skills through concentration on a few papers which will go through successive drafts; (2) develop critical/analytical skills in relation to peers' writing; and (3) to overcome writing anxiety and "blocks" through an understanding and usage of the concept of writing as process.

The class will meet twice weekly for 1 hour. Enrollment is limited to 16 - by lottery if necessary.

Will Ryan's writing course is listed under the Writing Program. Check there for other writing courses and program description.

READING AND WRITING SKILLS FOR ESL STUDENTS

Will Ryan

This course will provide instruction in communication skill development, and is designed specifically to assist students for whom English is a second language. Although the course will focus primarily on the development of writing skills, other issues such as analytical reasoning, reading comprehension, note taking, and research skills will be addressed as well. Assignments and topics will draw on different disciplines, and students will be encouraged to use their other courses as a forum for improving their skills.

Class limit is 15. We will meet for one hour, twice a week. Sign up at 101 Prescott or first class.

BASIC WRITING

Will Ryan

In this class students will work to improve their expository writing skills; understand writing as a process; and develop effective writing strategies for different disciplines. The class will also emphasize the importance of critical thinking as a first step in effective analytical writing. Thus, we will spend considerable time discussing selected readings representative of different disciplines. Writing assignments will be largely in response to these readings. Students will have the opportunity for regular individual work with the instructor.

The class is open to first-year students, with a limit of 15. Other students may enroll if space is available. Interested students should sign up before the first class. We will meet for one hour, twice a week. Sign up at Prescott 101.

OPOPOPOPOPOPO Outdoors Program

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

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

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

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

During January Term and vacations, the Outdoors Program's major trips and expeditions occur. They have included climbing Alaska, Yosemite, and Colorado, canoeing and back-packing in Utah, women's trips in southern Georgia and Cumberland Sound and Swancee River, to Yellowstone and kayaking in Texas.

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

In addition to the following courses, the O.P. offers a great variety of trips and other activities. These range from slide shows to three week-long wilderness trips. These are announced through the O.P. bulletin boards, house newsletters, and the O.P. calendar (available at the O.P. office).

TOP ROPE CLIMBING A

OP 106

Kyker

WILDERNESS 101

OP 107

Kolota Johnson

TOP ROPE CLIMBING B

OP 111

Gamrinian

FLAT-WATER CANOEING

OP 145

Kyker

EQUIPMENT DESIGN AND CONSTRUCTION

OP 148

Kyker

OP 106

TOP ROPE CLIMBING A

Kathy Kyker

This course will cover basic safety techniques, rope management, knots, and rock climbing technique. Enjoy exercising and stretching your mind and body in several local climbing areas and on the indoor climbing wall.

Beginners are especially welcome, as are climbers interested in improving their technique.

Enrollment limited to 12. Class meets Tuesdays, 12:30-5:30. Sign up at the Outdoors Program.

OP 107

WILDERNESS 101

Paul Kolota and Lynn Johnson

This course is designed to provide a broad-based introduction to wilderness skills and wilderness living techniques, for safe enjoyment of the outdoors. Through active group participation, we will learn together the essentials of traveling, living, and working as a group in the outdoors, in order to fully appreciate the wilderness experience. Whatever your outdoor pursuit, this will be a useful and enjoyable way to sharpen skills, broaden your knowledge base, and learn safe and environmentally sound wilderness behaviors. Topics covered will include: minimum impact camping techniques, first aid and safety, equipment selection and care, food and nutrition, map and compass use, environmental awareness, and expedition dynamics.

This course will require full commitment and participation, as we will be emphasizing the group experience in the outdoors. Readings, guest lectures, and small projects and writings will integrate our class experience with other aspects of the outdoors. "Hands-on" and field learning will be emphasized, with three weekend trips to provide a fun way to develop and apply our skills. The course will meet one afternoon each week for three hours, for either a classroom or outdoor session.

Anyone who has an interest in the outdoors is welcome. No previous experience or skill is needed, only a willingness to learn and enjoy!

Completion of this course is a good preparation for further pursuits in outdoor education. Those interested in taking the Outdoor Leadership course offered in the spring are especially encouraged to take this course.

Enrollment is limited to 12. Class meets Wednesday afternoons, 1:30-4:30. Sign up at the Outdoors Program.

OP 111

TOP ROPE CLIMBING B

Bob Gamrinian

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

Enrollment limit: 12. Class meets Wednesday afternoons 12:00-5:30, and ends at Thanksgiving.

OP 145

FLAT-WATER CANOEING

Kathy Kyker

This course will include instruction in all basic canoeing strokes and canoe safety and rescue techniques. After an initial pool session, we will spend our afternoons canoeing on near-by lakes and rivers. We will spend one afternoon altogether in the war (or peace) canoe. Instruction in building your own paddles will be offered if there is interest.

Come paddle on some beautiful local waterways!

Enrollment limited to 12. Class meets Wednesdays 12:30-5:00. Sign up at the Outdoors Program.

OP 148

EQUIPMENT DESIGN AND CONSTRUCTION

Kathy Kyker

This course will cover the basics of making your own outdoor gear. Instruction will cover operating a sewing machine, using different fabrics and threads, using appropriate sewing techniques, using a pattern, and designing what you want. After some work on the basics, individuals will work on projects of their own choice.

We hope to generate creative ideas and quality functional clothing and gear. No previous sewing experience is necessary.

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

HAMPSHIRE College

Amherst, MA 01002

Schedule of Classes

Codes

ARB	Arts Building
CSC	Cole Science Center
EDH	Emily Dickinson Hall
FPH	Franklin Patterson Hall
MDB	Music and Dance Building
PFB	Photography and Film
RCC	Robert Crown Center
LIB	Harold F. Johnson Library
DH	Dakin House
EH	Enfield House
GH	Greenwich House
MH	Merrill House
PH	Prescott House
ELH	East Lecture Hall
MLH	Main Lecture Hall
WLH	West Lecture Hall
Donut	Greenwich House—Center Room
PAC	Performing Arts Center
BKSEM	Book Seminar
TBA	To be announced or arranged
*	Course/time is not term-long; see course description

H&A&A&A&A&A&A&A School of Humanities and Arts

Course	Instructor	Enrollment Method	Limit	Time	Place	
CBS 101	Images of Humanity	L. Glick, etal	1st Come	50-Div I	TTh 1-3+	FPH WLH
HA 107	Design/Illusionistic	A. Hoener	Open	None	MW 1030-12	ARB
HA 110	Film Workshop I	A. Fischel	InstrPer	15	T 930-1230	PFB
HA 111a	Still Photo Workshop	A. Fischel	1st Come	15	W 2-5	PFB
HA 111b	Still Photo Workshop	TBA	1st Come	15	TBA	
HA 113	Modern Dance I	R. Nordstrom	1st Come	20	TBA	
HA 121	Dostoevsky	J. Hubbs	1st Come	16	MW 1030-12	EDH 15
HA 134a	College Writing-Irish	F. Smith	ProSem	15	TTh 830-930	FPH 108
HA 134b	College Writing-American	F. Smith	ProSem	15	MW 830-930	FPH 108
HA 139	5 Southern Writers	L.B. Kennedy	1st Come	15	TBA	
HA 141	Writing Workshop	D. Berkman	1st Come	16	MW 2-3	FPH 103
HA 155	Aristotle I	R.K. Bradt	Open	None	TBA	
HA 157	Hegel I	R.K. Bradt	Open	None	TBA	
HA 165	Places & Spaces	N. Juster/E. Pope	1st Come	12	WF 2-4	TBA
HA 168	American Families	J. Boettiger	ProSem	20	MW 9-1030	DH Masters
HA 184	Laban Movement	R. Nordstrom	InstrPer	15	MW 3-5	MDB Studio
HA 185	Music Primer	R. McClellan	1st Come	20	MTW 9-1030	MDB Class
HA 186	Music Performance	R. McClellan	1st Come	8	M 7-10pm	MDB
HA 195	Theatre Three	D. Cohen, etal	Open	None	TTh 1030-12/W1030-1230	PAC
HA 201	Drawing	J. Murray	1st Come	30	TTh 1030-1230	ARB
HA 203	Studio Art Critique	A. Hoener	InstrPer	15	W 130-430	ARB
HA 210	Film Workshop II	J. Liebling	InstrPer	12	TBA	
HA 211	Photography Workshop II	J. Liebling	InstrPer	12	TBA	
HA 215	Modern Dance III	R. Nordstrom	InstrPer	20	TTh 1030-12	MDB Studio
HA 216	Photography-Crit Issues	TBA	Open	None	TBA	
EA 217	Modern Dance V	TBA	InstrPer	20	MW 1-3	MDB Studio
HA 227	History of Caribbean	R. Marquez	Open	None	TTh 1030-12	FPH 108
HA 231	Poetry Writing Workshop	A. Salkey	Open	None	T 130-3	EDH 15
HA 232	Reading Texts	D. Smith/L.B. Kennedy	InstrPer	16	TBA	
HA 237	Fiction Writing Workshop	A. Salkey	InstrPer	16	Th 130-3	EDH 15
HA 240	Writing	N. Payne	InstrPer	15	T 930-12	Kiva
HA 269	Contemp Caribbean Fiction	R. Marquez	Open	None	TTh 130-3	FPH 104
HA 275	Modern Tradition	R. Lyon	Open	None	MWF 12-1	FPH 103
HA 276	Amer Intellectual History	R. Lyon	Open	None	Th 730-1030pm	Instr Home
HA 279	African Philosophy	R. Lyon	Open	None	W 6-9pm	EH Masters
HA 282	Orchestration/Composition	C. Frye	Open	None	TBA	
HA 283	World Music-N. India/Iran	R. Copeiand	InstrPer	7	TBA	
HA 284	Creative Music-Theory/App	R. McClellan	Open	None	MW 1030-12	MDB Class
		R. Wiggins	InstrPer	15	MW 1-3	MDB Class

20 Hampshire College Course Guide

OPOPOPOPOPO 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 130-430	PH C-1
*OP 111 Top Rope Climbing B	B. Garmirian	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	

RARARARARARARAR 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	TThSun 6-8pm	RCC
RA 104 Adv Shotokan Karate	M. Taylor	InstrPer	None	TThSun 8-9pm	So Lounge
RA 106 Aikido	P. Sylvain	Open	None	TTh 1245-2	So Lounge
RA 108 Beg T'ai Chi	P. Gallagher	Open	None	M 630-745pm	So Lounge
RA 109 Cont T'ai Chi	P. Gallagher	Open	None	M 8-930pm	So Lounge
*RA 110 Women's Self-Defense	L. DiAnne	Open	None	TTh 1130-1230	So Lounge
RA 112 Beg Hatha Yoga	C. Colby	Open	None	M 330-430	So Lounge
RA 113 Cont Hatha Yoga	C. Colby	Open	None	W 430-6	So Lounge
RA 114 Flexi Yoga	K. Weinstein	Open	None	TTh 315-430	So Lounge
RA 116 Fencing	W. Weber	Open	None	TTh pm	RCC
RA 117 Physical Fitness Class	R. Ridders	1st Come	75	TF 1205-105	RCC
RA 118 Aerobic Dancing	K. Laliberte	1st Come	20	TTh 430-6pm	So Lounge
RA 120 Shim-Gum-Do	A. Sanchez	Open	None	M 330-630/F 4-6pm	So Lounge
*RA 121 Lifesaving	J. Tucker/P. Robbins	Open	None	MTWTh 915pm	Pool
RA 122 Basic Scuba Cert	T. Ryan	Open	None	M 6-730/730-9pm	Pool/RCC
RA 125 Kayak Rolling	L. Harrison	1st Come	9	T 615-815pm	RCC
RA 126 Beg Whitewater Kayak X	L. Harrison	1st Come	8	W 1030-12/F 9-3	Pool/River
RA 127 Beg Whitewater Kayak Y	L. Harrison	1st Come	6	T 1-230/Th 1230-6	Pool/River
RA 128 Novice Whitewater Kayak	L. Harrison	1st Come	7	T 230-4/Th 1230-6	Pool/River
RA 129 Slalom Gate/Stroke	L. Harrison	1st Come	7	W 630-8pm	Pool
RA 135 Wormgod Soccer	TBA	Open	None	TTh 4-5pm	Field
RA 136 Ultimate Frisbee	B. Boyce	Open	None	MTWThF 4-6pm	Field
RA 137 Field Hockey	TBA	Open	None	MW 4-530pm	Field
RA 138 Sailing	A. Maderia, etal	1st Come	18	See Course Description	
RA 139 Windsurfing	TBA	1st Come	12	See Course Description	
RA 141 Women's Team Basketball	K. Adams	1st Come	12	See Course Description	
RA 142 Team Volleyball	M. Meredith	1st Come	12	See Course Description	

RARARARARARARARAR
Recreational Athletics

BEGINNING SHOTOKAN KARATE RA 101	Taylor
INTERMEDIATE SHOTOKAN KARATE RA 103	Taylor
ADVANCED SHOTOKAN KARATE RA 104	Taylor
AIKIDO RA 106	Sylvain
BEGINNING T'AI CHI RA 108	Gallagher
CONTINUING T'AI CHI RA 109	Gallagher
WOMEN'S SELF-DEFENSE RA 110	DIAnne
BEGINNING HATHA YOGA RA 112	Colby
CONTINUING HATHA YOGA RA 113	Colby
FLEXI YOGA RA 114	Weinstein
FENCING RA 116	Weber
PHYSICAL FITNESS CLASS RA 117	Rikkera
AEROBIC DANCING RA 118	Laliberte
SHIM-GUM-DO RA 120	Sanchez
LIFESAVING RA 121	Tucker Robbins
BASIC SCUBA CERTIFICATION RA 122	Ryan
KAYAK ROLLING RA 125	Harrison
BEGINNING WHITEWATER KAYAKING (X) RA 126	Harrison
BEGINNING WHITEWATER KAYAKING (Y) RA 127	Harrison
NOVICE WHITEWATER KAYAKING RA 128	Harrison
SLALOM GATE & STROKE TECHNIQUE RA 129	Harrison
WORMGOD SOCCER RA 135	TBA
ULTIMATE FRISBEE RA 136	Boyce
FIELD HOCKEY RA 137	TBA
SAILING RA 138	Maderlin Salch Silberstein
WINDSURFING RA 139	TBA
WOMEN'S TEAM BASKETBALL RA '41	Adams
TEAM VOLLEYBALL RA 142	Meredith

RA 101 BEGINNING SHOTOKAN KARATE
 Marion Taylor
 Shotokan Karate is an unarmed form of self-defense developed in Japan. It stresses the use of balance, timing and co-ordination to avoid an attack and effective means of counter-attack to be used only if necessary. The beginning course will cover: basic methods of blocking, punching, kicking and combinations thereof; basic sparring and basic kata, a prearranged sequence of techniques simulating defense against multiple opponents.
 Classes will meet during fall term on Monday, Wednesday and Friday from 6:00 to 8:00PM in the Playing Floor of the Robert Crown Center. Five-college students will be graded on a pass/fail basis and must negotiate credits with their registrars. Enrollment unlimited. To register come to the first class.

RA 103 INTERMEDIATE SHOTOKAN KARATE II
 Marion Taylor
 This course is for students who have completed RA 101 and RA 102.
 The class will meet Tuesday, Thursday and Sunday from 6:00 to 8:00PM on the Playing Floor of the Robert Crown Center. List none. Enrollment by instructor's permission.

RA 104 ADVANCED SHOTOKAN KARATE
 Marion Taylor
 This course is for students who have attained the rank of brown belt or black belt.
 Class will meet Tuesday, Thursday and Sunday from 8:00-9:00PM in the South Lounge of the Robert Crown Center. Enrollment list none; instructor's permission.

RA 106 AIKIDO
 Paul Sylvain
 Aikido is a modern Japanese martial art which is non-offensive and non-competitive. Its self-defense movements are designed to off-balance and control the attacker by harmonizing (AI), rather than conflicting with the offensive force and redirecting it to a relatively harmless outlet by means of (KI) total body awareness. Though modern, Aikido has its roots in ancient Japanese sword, spear, and Jujitsu. The movements of Aiki are large and circular, appearing rather dance-like and graceful. In the beginning class we will deal with basic beginning techniques designed to build "KI" awareness, increase body flexibility and balance, and learn self-defense falling. Also we will begin to explore the power of Aiki with some of its self-defensive techniques.

The class will meet on Tuesdays and Thursdays from 12:15 to 2PM in the South Lounge of the Robert Crown Center. To register attend the first class.

RA 108 BEGINNING T'AI CHI
 Paul B. Gallagher
 T'ai Chi is the best known Taoist movement and martial art, with a history dating back at least 1,200 years. Created by Taoist priests, it is a "cloud water dance", stimulating energy centers, creating stamina, endurance, and vitality. The course will stress a good foundation: strength, stretching, basic standing meditation, and the first series of the T'ai Chi form. Relevant aspects of Chinese medicine and philosophy will also be discussed.

The class meets on Monday evenings from 6:30 to 7:45PM in the South Lounge of the Robert Crown Center. Enrollment open. Register by attending 1st class.

RA 109 CONTINUING T'AI CHI
 Paul B. Gallagher
 For students who have completed the beginning course; we will develop more standing meditation for power and vitality, proceed through the second sequence of the T'ai Chi form, and consider applications of the movements. Two-person practice will also be introduced, and we will study the T'ai Chi Classics in detail.
 The class meets on Monday evenings from 8:00 to 9:30PM in the South Lounge of the Robert Crown Center. Enrollment open. Register by attending first class.

RA 110 WOMEN'S SELF-DEFENSE
 Lorraine DIAnne
 This course is geared to introduce women to the possibility that they hold the potential to defend themselves. We will work first on our bodies to tone and try to understand our individual advantages (quickness, flexibility, etc.). Then we will begin by working on the fears that inhibit women and make them feel inferior to men. Throughout this whole experience we will continue to discuss each woman's feelings or experiences and share our breakthroughs. I will teach variety to utilize those on any hypothetical situation we can think of. The essence of self-defense is self confidence, and hopefully each woman will gain a great deal of self confidence, physical fitness, and therefore self-defense.

The class will meet on Tuesday and Thursday from 11:30AM to 12:30PM, for ten weeks at the Robert Crown Center, South Lounge. To register attend the first class.

RA 112 BEGINNING HATHA YOGA
 Carolyn Colby
 Hatha Yoga is the ancient science of postures and movements designed to relax, cleanse and stretch the body. We will focus on postures, breathing exercises, relaxation and inner well-being.
 The class meets on Mondays from 3:30 to 4:30PM in the South Lounge of the Robert Crown Center. Enrollment is open. To register attend the first class.

RA 113 CONTINUING HATHA YOGA
 Carolyn Colby
 This class builds on the work of RA 112 - Beginning Yoga, deepening experience with the postures and introducing meditation.

The class meets on Wednesdays from 4:30 to 6:00PM in the South Lounge of the Robert Crown Center. Enrollment open. To register attend the first class.

RA 114 FLEXI YOGA
 Keith Weinstein
 This course brings together many techniques which help connect one's moment to moment emotions with the rhythms of the body. Breathing, moving, stretching, lifting and balancing are taught to become part of a personal, routine/critical focused awareness, guided imagery and deeply relaxed movement allow for immersion in deep muscular and glandular sensations.
 Classes meet from 3:15 to 4:30PM Tuesdays and Thursdays in the South Lounge of the Robert Crown Center. Enrollment open. Beginners welcome. To register attend the first class.

RA 116 FENCING
 Will Weber
 Classes for both beginners and experienced fencers. No experience necessary; beginners are especially welcome. Basic equipment is provided.
 This class is held on Tuesday and Thursday evenings in the Robert Crown Center. Enrollment is open. To register sign-up on the bulletin board at the ROC and attend the first class.

RA 117 PHYSICAL FITNESS CLASS
 Renate Rikkera
 This course is designed to promote good health, flexibility, cardiovascular efficiency, and a sense of well-being. Exercise programs and appropriate diet are considered on an individual basis.
 The class will meet on Tuesdays and Fridays from 12:05 to 1:05PM in the Robert Crown Center. Enrollment is limited to 75; open to students, faculty, staff and family members. Register at Career Options Office C-13 Franklin Patterson Hall before the first class. There is a one-time \$5 registration fee to help pay for equipment.

RA 118 AEROBIC DANCING
 Karen Laliberte
 This course involves dance steps choreographed to pop music, and students are encouraged to create new dances from their favorite songs. Aerobic dancing improves the cardio-vascular system. No experience or training required. Beginners welcome.
 Classes meet from 4:30 to 6PM on Tuesdays and Thursdays in the South Lounge of the Robert Crown Center. Enrollment limited to 20. To register sign-up on the ROC bulletin board or attend the first class.

RA 120 SHIM-GUM-DO
 Anthony Paul Sanchez
 Shim-Gum-Do is meditation in action. Shim means mind or primary point. Gum means sword. Do means path. Buddha said all is created by mind alone. Gum is the function of this primary point. What is good? What is bad? What is high? What is low? Become clear! What is true? What is false? Do means correct life. What is correct life? If you put down I, me, myself, then you and I can become one with this universe. If red comes then one sees red. If blue comes then one sees blue. Zen says if you attain your true self then you attain the correct way and True life. This is the Way of Zen, the Way of Shim-Gum-Do Zen Martial Arts. In Shim-Gum-Do we may cut-thinking, go straight, become clear.
 This class meets from 3:30 to 6:30PM on Mondays, and 4 to 6PM on Fridays in the South Lounge of the Robert Crown Center. Enrollment is open. Register by attending first class.

RA 121 LIFESAVING
 John Tucker and Paul Robbins
 American Red Cross Lifesaving Course will be held in the pool for certification. Twenty-one hours of classes and a practical exam and written exam are included. Strong swimming skills are a prerequisite.
 Classes meet at 9:15PM Monday through Thursday in the Robert Crown Center pool. Enrollment open. To register sign-up on the bulletin board at the Robert Crown Center.

RA 122 BASIC SCUBA CERTIFICATION
 Tom Ryan
 This is a N. A. U. I. sanctioned course leading to basic Scuba certification. One and one-half hours of pool time and one and one-half hours of classroom instruction per week.
 Classes meet at the Robert Crown Center pool on Mondays from 6 to 7:30PM, and elsewhere in the R. C. C. from 7:30 to 9PM for classroom instruction. Fee: \$160 plus mask, fins and snorkel. All other equipment provided. Pre-requisite: adequate swimming skills. Enrollment open.

22 Hampshire College Course Guide



RA 123

KAYAK ROLLING

Linda Harrison

No experience required. Main emphasis will be learning to eskimo roll (tip a kayak right side up after capsizing). This is one of the most important kayak skills for building self confidence in a boat as well as an important safety skill. In addition paddling strokes will be introduced.

Classes will meet on Tuesday night 6:15 to 8:15PM at the Robert Crown Center. To register sign-up on the bulletin board in the RCC prior to the first class. Enrollment limit: 9



RA 126

BEGINNING WHITewater KAYAKING (X)

Linda Harrison

No experience required except swimming ability. Learn the fundamentals of kayaking and basic whitewater skills including: strokes, rescue maneuvering, eddy turns, ferrying, bracing, river reading, surfing, equipment and eskimo roll. This course is the same as RA 127 being held on alternate days.

Class will meet Wednesday from 10:30AM to 12:00PM for pool session and on Friday from 9AM to 3PM for river trips. To register sign-up on the bulletin board in the Robert Crown Center prior to the first class. Enrollment limit 8.



RA 127

BEGINNING WHITewater KAYAKING (Y)

Linda Harrison

No experience required except swimming ability. Learn the fundamentals of kayaking and basic whitewater skills including: strokes, rescue maneuvering, eddy turns, ferrying, bracing, river reading, surfing, equipment and eskimo roll. This course is the same as RA 126 being held on alternate days.

Class will meet on Tuesday from 1:00 to 2:30PM for pool session and on Thursdays from 12:30 to 6:00PM for river trips. To register sign-up on the bulletin board in the Robert Crown Center prior to the first class. Enrollment limit 6.



RA 128

NOVICE WHITewater KAYAKING

Linda Harrison

For people who have taken the beginning kayak class, or who have had some previous beginning instruction. Class II rivers will be paddled to practice the basic whitewater skills along with refining fundamental skills in the pool.

Classes will meet on Tuesday from 2:30 to 4PM for the pool session and on Thursdays from 12:30 to 6PM for the river trips. To register sign-up on the bulletin board in the Robert Crown Center prior to the first class. Enrollment limit 7.



RA 129

SLALOM GATE & STROKE TECHNIQUE

Linda Harrison

This course is designed for the novice and intermediate paddler who is interested in fine tuning paddling strokes and developing effective, efficient techniques. Slalom gates will be used as a tool for developing control and precision. Students will be expected to paddle one day a week in addition to the scheduled class for practicing paddling techniques.

Classes will meet on Wednesday from 6:30 to 8PM in the Robert Crown Center pool. To register sign-up on the bulletin board in the RCC prior to the first class. Enrollment limit 7.



RA 135

WORMWOOD SOCCER

TBA

This activity is for students who would like to learn to play soccer or improve their skills. The group's interest is in developing team play among a consistently active group of players, regardless of the individual skill level. Good play is encouraged.

Soccer will meet on Tuesday and Thursday from 4:00 to 5:00PM on the playing field. To register sign-up on the bulletin board in the Robert Crown Center. Enrollment unlimited.



RA 136

ULTIMATE FRISBEE

Brian Boyce

A fast moving sport which will help develop agility and physical conditioning. Frisbee is a new game to many people, no beginners both women and men, are especially encouraged to come and play. Games are often scheduled with outside groups.

The Ultimate Frisbee group will meet Monday through Friday (from 4:00 to 5:00PM) on the Playing Field. To register sign-up on the bulletin board in the Robert Crown Center. Enrollment unlimited.



RA 137

FIELD HOCKEY

TBA

The purpose of this class will be to get women involved in

playing and improving their field hockey skills. Beginners to experienced players are welcome. We would like to have enough participants to scrimmage regularly amongst ourselves. For those interested, we will be scheduling scrimmages 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 in the front lobby of the Robert Crown Center on the first day of classes. To register, sign-up on the bulletin board at the Robert Crown Center. Enrollment unlimited.



RA 138

SAILING

Ananda Maderia, Thomas Smith, David Silberstein

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 upwind, and tacking. Come sail in the Autumn breeze. All skill levels welcome.

Class will meet for an organizational meeting September 14th, at 8:00PM in the Robert Crown Center. To register sign-up on the bulletin board in the Robert Crown Center prior to the meeting. Enrollment limit 18.



RA 139

WINDSURFING

TBA

Come try one of the fastest growing sports in America - Windsurfing (Board Sailing). The course will cover balancing on a board, reading wind currents and utilizing them to propel the board, turning, steering, and leaning out. A great time to learn, with warm water and autumn winds. A modest fee may be charged to help cover rental costs of the boards.

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



RA 141

WOMEN'S TEAM BASKETBALL

Kokie Adams

The Hoopsters offer women of varying skill levels the opportunity to participate in the unifying experience of team play. Consistent participation will be expected in preparation for games with outside groups.

Women Hoopsters will meet for an organizational meeting on October 5th, at 7:00PM in the Robert Crown Center. To register sign-up on the bulletin board at the RCC prior to the meeting. Enrollment limit: 12



RA 142

TEAM VOLLEYBALL

Mike Meredith

This activity will be organized toward players improving team skills as well as individual improvements. The group will play trial volleyball, setting up team plays and following game rules in preparation for games with outside groups. With sincere interest in team improvement and unity, participants will be expected to participate consistently. All skill levels are welcome. An emphasis will be put on developing ability levels (not on initial skills) through regular participation.

Volleyball will meet for an organizational meeting October 5th, at 7:00PM at the Robert Crown Center. To register sign-up on the bulletin board at the Robert Crown Center prior to the meeting. Enrollment limit: 12

SPPSPSPSPSPSPSPS Special Programs



RA 143

BUSINESS AND SOCIETY

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



RA 144

COMPUTER STUDIES

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

The goal of the Computer Studies Program is to offer students courses and other learning activities which will help them to evaluate the impact of computers and prepare them to use computers intelligently and appropriately both in their chosen fields of study and in their daily lives. To meet these goals,

Computer Studies offerings take a variety of forms, including courses, workshops and single lectures. These are intended to serve a variety of needs, from removing some of the mystique from computers to assisting those who need to use the computer as a tool in their academic work or those who want to study computers in more depth. Several faculty are especially interested in the ways in which computers and similar technologies impact on the individual and on society.

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

Humanities & Arts

Roland Higgins

Language & Communication

Jay Garfield (on leave Fall)
Glenn Iba (on leave Spring)
William Marsh (on leave Spring)
Richard Muller (on leave Fall)
Neil Strillings

Natural Science

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

Social Science

Nancy Fitch



RA 145

EDUCATION AND CHILD STUDIES

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

Students desiring a concentration in this program are encouraged to use these inquiries as a guide and to use both approach in their search for understanding. Following a broad liberal arts base, students are urged to select relevant courses and the various goals and aspirations of the individuals and groups of which the child is a part; what is the impact of different philosophies, policies, cultural norms, and political pressures on the structure and character of education.

Relevant offerings will vary with each student's special needs and/or interests. Students planning to enter the teaching field should be concerned with a sound preparation for teaching, which should include special courses in philosophy and psychology of education, some of the selected courses central to the student's program, general knowledge, speaking and writing skills, and sufficient background to understand and teach a general school curriculum. Students preparing to teach in elementary schools must also be proficient in a specific field. See Catherine Adamowicz, program assistant, for help in planning a concentration and/or preparing for teacher certification. Students should also watch the Weekly Bulletin and special announcements throughout the year, or call extension 409.



RA 146

FEMINIST STUDIES

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

Humanities and Arts

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

Natural Science

Merle Bruno
Nancy Gaddard
Courtney Gordon
Michael Gross
Nancy Loory
Debra Martin
Ruth Rindard
Ann Woodhull

Social Science

Carol Bengelardoff
Margaret Cerullo
Nancy Fitch
Pamela Glaser
Joan Landes
Maureen Mahoney
Lester Naraz
Laurie Nisnoff
Miriam Slater (PT Leave)
Frances White (PT Leave)



RA 147

FOREIGN LANGUAGES/LANGUAGE STUDIES

Hampshire College has no special foreign language departments although instruction in French and Spanish is offered (by contract with Language Program Consultants) at the introductory and intermediate levels through intensive courses. Proficiency in a foreign language also cannot be presented to fulfill a divisional requirement in any of the Schools. But students with an interest in language will find that a deeper

knowledge of foreign languages can enhance their work in many areas of language research: linguistic theory, sociolinguistics, literary stylistics, and anthropology. Courses in other languages and foreign language literature courses are available through Five College cooperation. Some examples: Chinese and Japanese, as part of the Five College Asian Studies Program; Greek and Latin; Germanic languages, including Danish, Dutch, and Swedish; Slavic languages, including Russian and Polish; and Romance languages, including Italian and Portuguese.

For further information, contact the Language Program Coordinator in Precourt 101D at extension 528, or Mark Feinstein at extension 350.

LAW PROGRAM

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

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

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

Independent study related to law may be done under the supervision of any of the faculty working in the Law Program. In particular, E. Oliver Fowlkes is especially interested in mental health, the legal profession, representation for the poor, and welfare law, and can provide assistance in arranging field work placement. Jay Garfield is interested in the philosophy of law, applied ethics, social and political philosophy, affirmative action and reproductive rights. Patricia Hennessey, Director of the Civil Liberties and Public Policy Program, is interested in civil liberty law especially reproductive rights. Lester Mazor is especially interested in legal history, philosophy of law, the legal profession, criminal law, labor law, and family law. James Miller is interested in communications law and the regulation of the mass media. Students interested in dispute resolution and social control in cross-cultural contexts should contact Barbara Yngvesson. Those interested in government policy and its implications, politics, and law should contact Robert Rakoff.

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

No formality of admission or membership is required for participation in the Law Program. The way to indicate your affiliation and to keep informed is by placing your name on the Law Program mailing list so that you will receive notices of Law Program events and activities. This list is maintained in room 218 of Franklin Patterson Hall. For further information contact James Miller, FPH 614, extension 510.

Faculty

H&A H&A H&A H&A School of Humanities & Arts

John R. Boettiger, professor of human development, joined the Hampshire planning staff in 1967. In those first years of the College's life he contributed to the early design of educational policy and academic programs. He is particularly interested in personal history, biography, family studies, psychoanalytic psychology, and psychotherapy. He taught at Amherst College from which he received a B.A. in 1960, conducted research for the Rand Corporation in California, and completed his Ph.D. in human development and psychotherapy. His publications include *Vietnam and American Foreign Policy* and a recent study in biography and family history, *A Love in Shadow*.

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

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

Anno Fischel, visiting assistant professor of film/photography, has worked as an independent filmmaker in the Boston area for a number of years, producing, directing, writing, and editing documentary films. She has also been professionally involved in ethnographic filmmaking and in projects for public television.

Charles Frey, associate professor of education, holds a B.A. and M.A. degrees from Howard University and a Ph.D. from the University of Pittsburgh. Charles' interests include spiritual religion and philosophy with an emphasis on Africa, Black Studies administrative and curricular development, and Jungian psychology. His degrees are in higher education, African studies, and political science. He has done continuing work in the humanities and directed an interdisciplinary studies program.

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

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

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

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

Ann Keenan, assistant professor of music, is director of the Hampshire College Chorus. She holds an M.M. in Music History from the University of Wisconsin and studied choral conducting at Juillard. She serves as liaison to the Five College Early Music Program and edits for publication performing editions of Renaissance choral works.

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

Wayne Krayer, associate professor of theatre arts, is also the Co-Dom for the Arts in the School of Humanities and Arts. He holds both the B.F.A. and M.F.A. with emphasis in design work for the theatre. He has some eleven years experience in black theatre, children's theatre, and the production of original scripts, and has directed for the stage and television. His design work has been seen both in this country and in Europe. He has been a guest artist with the Smith College Theatre on several occasions and designed the New York production of *Snifford Road* which later performed in Scotland.

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

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

Richard Lyon, professor of English and American studies, holds B.A. degrees from Texas and Cambridge, an M.A. from Connecticut, and a Ph.D. in American Studies from Minnesota. He was

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

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

Sandra Matthews, assistant professor of film/photography, has a B.A. from Radcliffe and an M.F.A. from SUNY at Buffalo. She has wide experience professionally and in teaching both filmmaking and photography. She has particular interest in film and photography as a cross-cultural resource.

Randall McClellan, associate professor of music, is a composer-performer and a singer of Hindustani music. He received his B.M. and M.M. from the Cincinnati College Conservatory of Music and his Ph.D. in composition from the Eastern School of Music. He has studied composition with Scott Huston, Bernard Rogers, Wayne Barlow, and George Crumb; and he has studied North Indian vocal music with Laxmi Tewari, Prah Nath, and Sushil Mukherjee. His teaching specialties include composition, sound awareness training, world music, American music, philosophy of music, anthropology of music, North Indian vocal music, and the therapeutic aspects of music. He is currently writing a book on *Healing Through Music: History, Theory and Practice*. He has been a faculty member of the School For Body/Mind Centering and is the founder/director of Rana Press.

Robert Neagher, assistant professor of philosophy of religion, has a B.A. from the University of Notre Dame and an M.A. from Harvard. His publications include *Personalities and Powers*, *Beckoning*, *Teaching Stones*, *Rethinking the Politics of Love*, *Notes*, and *An Introduction to Augustine*. He has taught at the University of Notre Dame and at Indiana University. He is on leave during Fall term.

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

Rebecca Nordstrom, assistant professor of dance/movement holds a B.A. in art from Antioch College and an MFA in dance from Smith College. She was co-founder of Collaborations Dance-work in Brattleboro, Vt. and has performed with Laura Dean Dance and Musicians in N.Y.C. She has taught at Windham College and the University of Delaware. Areas of special interest: choreography, improvisation and Lohan Movement Analysis.

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

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

Abraham Ravett, assistant professor of film and photography, holds a B.A. in psychology from Brooklyn College, a B.F.A. in filmmaking and photography from the Massachusetts College of Art, and an M.F.A. in photography from Syracuse University. Complementing a career in filmmaking and photography, he has also worked as video tape specialist and media consultant. Professor Ravett will be on leave academic year 1983-84.

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

Andrew Salkey, professor of writing, has published widely in the fields of fiction, non-fiction, and poetry. A Jamaican national, he has also worked as a broadcaster, journalist, teacher, and lecturer. He received his education at St. George College and Hunter College in Jamaica and graduated from the University of London in English Literature.

David E. Smith, professor of English and American Studies, is also Co-Dom for the Humanities in the School of Humanities and Arts. He holds a B.A. from Middlebury College and M.A. and Ph.D. from the University of Minnesota. He has been at Hampshire since it opened since it opened since it opened. He is Director of Indiana University's graduate program in American Studies. His writing and teaching reflect an interest in American social and intellectual attitudes toward land and landscape.

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

Janet Sonnenberg, assistant professor of theatre, has a B.A. from Tufts University and an M.F.A. in directing from New York University School of Arts. She has taught acting at Teatro de Los Artes in Caracas and directed several Spanish-speaking plays while in Venezuela. Her work also includes producing, directing, stage managing, and costuming a variety of productions in New York. Professor Sonnenberg will be on leave during the Fall term.

Poland Wiggins, associate professor of music, holds B.A., M.A. and M.M. degrees in music composition from the University of the College of Music in Philadelphia. Mr. Wiggins' professional interests include a project concerning aids to urban music education and music therapy projects. He is presently pursuing candidacy for additional earned doctorate in philosophy with emphasis on modern analytic logic and linguistics as they relate to urban children.

L&C & C&C & C&L School of Language & Communication

Lynne Baker-Ward, assistant professor of psychology, received her Ph.D. in psychology from the University of North Carolina at Chapel Hill. Her primary interest is in cognitive development and its implications for education and social policy.

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

T. B. Durban, visiting assistant professor of mass communications, has a B.A. from Cornell University, a Ph.D. in social science from the Maxwell School, Syracuse University, and did his doctoral work in sociology at the Johns Hopkins University. His general interests are in sociology, organizational and group communications and mass communications. Recent research has been on organization of work, a social regulation of health risks, advertising, and preventive health.

Mark Feinstein, associate professor of language studies, holds a Ph.D. in linguistics from the City University of New York. Among his special interests are sociolinguistics (variation theory), bilingualism, ethnicity and language, phonology, syntax, neurolinguistics, and animal communication. Mr. Feinstein is dean of the School of Language and Communication.

Jay Garfield, assistant professor of philosophy, received his B.A. from Oberlin College and is completing his Ph.D. in philosophy at the University of Pittsburgh. His main teaching interests are in philosophy, philosophy of mind, and ethics. His recent research compares the model of explanation used by behaviorists with that of contemporary cognitive psychologists. Mr. Garfield is on leave for fall term 1983.

Glenn Iba, assistant professor of computer science, has both a B.S. and an M.S. in mathematics from the Massachusetts Institute of Technology and is completing his doctorate in artificial intelligence there. His interests include learning and problem solving, both as done by humans and by computers. He is also interested in the use of ideas from artificial intelligence in cognitive science and in alternatives in education.

Gregory Jones, assistant professor of communication, has an A.B. in theatre from Dartmouth College and an M.F.A. in theatre and speech from Smith College. He is currently completing a doctoral program at the University of Massachusetts in the Communication Studies Department. He has taught at U. Mass., Fitchburg State College, and Hampshire College in the areas of television production, interpersonal, intrapersonal and group communication, and rhetoric. He has had professional experience as a theatre producer, social worker, and English teacher (in Torino, Italy). He has additional academic and extracurricular interests in photography, film, music, acting, directing, and educational theory.

David Kerr, associate professor of mass communications and Master of Merrill House, has a B.A. from Miami University in Ohio, and an M.A. from Vanderbilt University. His teaching experience includes courses in communication research and journalistic history. His educational interests include the radical press in America, how television affects the public, and communications law. He is currently researching the history of the Liberation News Service.

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

Jane Miller, assistant professor of communications, holds a Ph.D. from the Annenberg School of Communications at the University of Pennsylvania. Her interests include contemporary cultural phenomena, especially in the political realm, such as the ideological messages implicit in popular entertainment and news. She also expresses special forces that shape mass media content, from organizational and occupational influences to technology to national and international policy. At a practical level he has contributed to such alternatives to dominant media systems as the public television service, and he has also been critical academic and practitioner in the communication field.

Richard Miller, associate professor of communication and computer studies, holds a B.A. from Amherst College and a Ph.D. from Syracuse University. He has been director of Instructional Communications at SUNY Utica Medical Center in Syracuse and associate director of the Hampshire College Library Center. He is interested in the use of personal computers in education and in the home, the social and cultural consequences of the dissemination of information technology, and has taught several languages and techniques, and outdoor education. Mr. Miller is on leave for fall term 1983.

Joni Olicker, instructor in television production, is a graduate of Hampshire College who has most recently worked as news video editor for ABC News in New York, assigned to the *Nightline* news program. He has also worked as a *60 Minutes* camera operator and has produced a number of independent video works. He has also worked as writer, producer, and editor for the Agency for International Development.

David Rosenbaum, assistant professor of cognitive studies, is a cognitive psychologist who received his Ph.D. at Stanford and worked in the Human Information Processing Research Department at Bell Laboratories at Princeton. He has also been interested in research on the cognitive processes underlying physical action, movement timing, attention, and body space representation. His

main interests are perceptual and motor skills, cognition, perception, and the neurophysiology of cognition and behavior.

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

Thomas Wartenberg, visiting assistant professor of philosophy, holds a B.A. from Amherst College, an M.A. from Stanford University, and a Ph.D. from the University of Pittsburgh. His teaching and research interests are in social and political philosophy, the history of philosophy, especially Kant and the 19th century, and aesthetics. Mr. Wartenberg is on leave from Duke University where he has taught since 1977.

Steven Weisler, visiting assistant professor of linguistics, has his main interests in semantics, syntax, language acquisition, and the philosophy of language. He has a Ph.D. in linguistics from Stanford University and an M.A. in communication from Case Western Reserve University. For the two years before coming to Hampshire he held a postdoctoral fellowship in cognitive science at the University of Massachusetts.

Christopher Witherspoon, associate professor of philosophy, is mainly interested in philosophical problems of mind, knowledge, language, art. His undergraduate work was at Arkansas Tech, and his graduate work at Berkeley. Mr. Witherspoon will be teaching in the Coordinated Basic Studies Program in the fall term.

School of Natural Science

Herbert J. Bernstein, associate professor of physics, received his B.S. from Columbia, his M.S. and Ph.D. from the University of California, San Diego, and did postdoctoral work at the Institute for Advanced Study at Princeton. He has taught at Technion in Haifa, Israel, and at the Technische Hogeschool in Leuven, Belgium. He has consulted for numerous organizations including the World Bank, AAAS, NSF, and the Hudson Institute. He was recently Technical Director for Volunteers in Technical Assistance in Berkeley, California, and research interests include reconstructive knowledge, science and technology policy, appropriate technology, economic development, and theoretical, practical, and applied physics.

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

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

Raymond P. Coppinger, professor of biology, has worked at the Woods Hole Oceanographic Institute, the Smithsonian Astrophysical Observatory in Cambridge, the U.S. Fish and Wildlife Service, and the Beebe Tropical Research Station in the West Indies. He holds a Four College Ph.D. (Amherst, Smith, North Holyoke, UMass). Varied interests include philosophy, forest management, and behavior. Six England catfish, monkeys in the Caribbean, African ecology, biosocial human adaptation (anthropology/ecology), and meowny theory (book in progress). Ray has been a past New England sled dog racing champion, and has collected rare dogs from all over the world for his research at the Farm Center.

Charlene D'Avanzo, assistant professor of ecology, received her B.A. from Skidmore and her Ph.D. from Boston University Marine Program, Marine Biology Lab Woods Hole. She has taught at Dalhousie University in Nova Scotia. Her research has been in the area of salt marsh and estuarine ecology, nitrogen fixation, and the ecology of riverine wetlands. Charlene will be away for the Fall term.

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

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

Stanley Goldberg, professor of the history of science, taught at Antioch College, was a senior lecturer at the University of Cambridge, and postdoctoral fellow at the Cavendish Institution. His Ph.D. is from Harvard. His teaching and research interests include physics, history of science (particularly early 20th century physics), science and public policy, and geography.

Courtney P. Gordon, associate professor of astronomy, holds a Ph.D. from the University of Michigan. Her work includes studies at the Kitt Peak National Observatory in Flagstaff, the Harvard College Observatory, the Arctico Observatory, the Kitt Peak National Observatory, and the National Radio Astronomy

Observatory. In addition to astronomy, Courtney is interested in relativity, cosmology, extraterrestrial communication, codes and ciphers, and animal communication (dolphins and chimps). She is a member of the Five College Astronomy Department.

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

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

Kenneth R. Hoffman, associate professor of mathematics, has an M.A. from Harvard, where he also served as a teaching fellow. He has taught mathematics at Tufts University since 1965-70. In addition to algebraic number theory and number theory, Ken's interests include education, American Indians, natural history, and farming. Ken is the Dean of Natural Science.

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

Allan S. Krass, professor of physics and science policy assessment, was educated at Cornell and Stanford, where he received a B.S. in theoretical physics and a Ph.D. in nuclear physics from Princeton University, the University of California at Santa Barbara, and the University of Iowa, as well as the Open University in England. He has been a visiting researcher at the Princeton foundations of energy and environmental studies and the Stockholm International Peace Research Institute. His interests include physics, and science and public policy, particularly dealing with nuclear weapons and nuclear energy. Allan will be away for the fall term.

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

Ralph H. Lutze, adjunct assistant professor of environmental studies, received his B.A. in biology from Trinity University and his Ed.D. from UMass, where he studied the theoretical foundations of environmental studies. He is Director of the Blue Hill Interpretive Centers (Trailside Museum/Orchard at Blue Hill, in Milton, Massachusetts). Before coming to Hampshire in 1972, he was a curator at the Museum of Science, Boston. He is a member of the Boards of Directors for the New England Environmental Education Alliance and the Massachusetts Environmental Education Society. His interests include natural history, environmental history, environmental ethics, environmental education, museum education, and natural history. He is particularly interested in exploring ways of joining the sciences and humanities in our attempt to understand our environment and our relationship with it.

Debra L. Martin, visiting assistant professor of biology, received a B.S. from Cleveland State University, and her Ph.D. at the University of Massachusetts Biological Sciences Institute. She has done research on the evolution, growth, development, and nutrition of the human skeletal system. She is presently the curator and principal investigator of a prehistoric American skeletal population from Black Mesa, Arizona. Recently she has been exploring the health effects of poor nutrition, multiple pregnancies, and long lactation periods on female skeletal systems. Her teaching and research interests include nutritional anthropology, skeletal anatomy, human growth and development, health and disease in prehistory, gerontology, and human origins.

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

John B. Reid, Jr., associate professor of geology, has pursued his research with lunar surface and earth's interior at the Smithsonian Astrophysical Observatory, the Geochronology Laboratory at N.I.T., Rensselaer Polytechnic Institute, and the Los Alamos Scientific Laboratory. He received his Ph.D. from M.I.T. His professional interests involve the study of granitic and volcanic rocks as a means of understanding the chemical evolution of the earth's crust and the evolution of the Floodplain of rivers, particularly that of the Connecticut River. He has been a forester with the U.S. Forest Service and has taught at Kittling College house construction, cabinetry, and interior design. John will be away for the Fall term.

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

Arthur B. Westing, adjunct professor of ecology, received his A.B. from Columbia and his M.F. and Ph.D. degrees from Yale. He has been a forester with the U.S. Forest Service and has taught at Purdue, the University of Massachusetts, Middlebury,

and Windham where he was also the chairman of the biology department and head of the science division. He has been a trustee of the Vermont Wild Land Foundation, the Vermont Academy of Arts and Sciences, the Society for Social Responsibility in Science, and the Rachel Carson Council. He is currently a Senior Research Fellow for the Center for Chemical and Environmental Research Institute and does research primarily on military activities and the human environment in cooperation with the United Nations Environment Programme (UNEP).

Lloyd C. Williams, associate professor of chemistry, received his A.B. from Colgate University and his Ph.D. from the University of Wisconsin. He has taught at the University of Wisconsin and worked for Micro Chemical Company, International Paper Company, and E. I. duPont Company. Lloyd's interests include: computer studies, water and air pollution chemistry, and energy conservation. He also enjoys whitewater kayaking, rock climbing, and nature photography.

Lawrence J. Winship, assistant professor of botany, received his B.S. in Biology from Yale University and plans to complete his Ph.D. at Stanford University this fall. His doctoral work concerned the physiological ecology of nitrogen fixation and nitrate use by annual lupinus growing on the California coast. He was most recently a research associate at the Harvard Forest, where he studied nitrogen fixation by alder trees. He is very interested in all aspects of whole plant physiology and in the mechanisms plants use to adapt to varying extreme environments. He is also interested in the role of nitrogen in the process of symbiotic nitrogen fixation and to apply work in that area in innovative systems for agriculture in New England. He enjoys building his own research equipment and instruments. His current interests include: nitrogen fixing, field botany, gardening, Bonsai, music and cooking.

Frederick B. Wirth, assistant professor of physics, holds a B.S. from Queens College of CUNY and a Ph.D. from Stony Brook University of SUNY. His research interests center around low-temperature phenomena, especially the behavior of helium. One of Fred's main goals at Hampshire College is to create laboratory programs in the physical sciences and an appropriate technology center to help all students, regardless of their course of study, with their increasingly probable collision with technological obstacles. Fred is also a committed and experienced practitioner of meditation who periodically offers instruction in this discipline.

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

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

School of Social Science

Richard M. Alger, assistant professor of political science and associate dean of the faculty, has served on the research staff of the Urban Institute in Washington, D. C. His B.A. is from Hobart College and his Ph.D. from Harvard. He will be on leave for the academic year 1983-84.

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

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

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

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

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

Henny Fitch, assistant professor of history, has a B.A. and M.A. from San Diego State University. She is completing her Ph.D. dissertation at the University of California, Los Angeles. Her teaching interests include European social and political history, 1900-1940, with emphasis on early modern European history, the old regime and the French Revolution, and Europe in the 19th century; women's history in a comparative perspective; agrarian and demographic history; and quantitative history.

Michael Ford, dean of students and assistant professor of political science, earned a B.A. from Kent College and an M.A. in political science from Northeastern University, where he is completing his doctoral work. He has taught at the University of Massachusetts, Brown University, and Chicago City College in the area of politics of East Africa, Sub-Saharan African Governments, Black politics, and neocolonialism and underdevelopment.

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

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

Lloyd Hagan, associate professor of economics, has an M.A. from the University of Chicago and has done graduate work in public affairs at the State University of New York, Albany. He is former editor of the Review of Black Economy and assistant director for research and teaching at the Black Economic Research Center. He is author of numerous articles and has taught at Amherst College and Harvard University. His major interests are economic development in Black America, economic geography, and minority-owned enterprises. He will be on leave during fall term 1983.

Frank Holmquist, associate professor of politics, received his B.A. from Lawrence University, and his M.A. and Ph.D. from Indiana University. His interests are in the areas of comparative politics, political and administrative development, and American politics. He will be on leave during fall term 1983.

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

Gloria I. Joseph, professor of Black and women's studies, has a B.S. from New York University and a Ph.D. from Cornell University. At the University of Massachusetts, where she was associate professor of education, she served as co-chairperson of the school's Committee to Combat Racism, and at Cornell she was assistant dean of students, director of the Committee on Special Educational Programs, and associate professor in the African Studies and Research Center. She will be on leave during spring term.

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

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

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

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

Albina Ong, visiting assistant professor of Asian studies, received her B.A. from Barnard College and Ph.D. from Columbia University. She has done extensive research in Southeast Asia, and her major interests are in social, economic and political change in the area, with special emphases on the world economy and the role of women.

Donald Poe, assistant professor of psychology, received his B.A. from Duke University, his M.A. and Ph.D. from Cornell University and State University and his Ph.D. from Cornell University. His major areas of interest are social psychology, environmental psychology, and statistics. He will be on leave spring term 1984.

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

Hedwig Rose, assistant professor of education and coordinator of education and child studies, has a B.A. from Cornell and an M.A. from Smith College, where she concentrated in comparative education. She is presently a doctoral candidate at the University of Massachusetts. She was supervisor of practice teaching at Smith College's Department of Education and Child Study and has worked with the Northampton public school system. Her academic interests include the history, philosophy, and sociology of education; the socialization process; comparative education; law; and teacher education. She will be on leave fall term 1983.

Miriam Slater, professor of history and master of Dakin House until 1974, received a Ph.D. from Princeton University, where she held the first fellowship designed to allow a woman with children to attend graduate school half time. Her

research interests include history of the family, early modern Europe, Puritanism, and history of professionalism. She has recently completed a book with P. Glazer on women's entrance into the professions in early twentieth century America. She will be on leave for the 1983-84 academic year.

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

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

Stanley Warner, associate professor of economics and master of Greenwich House, holds a B.A. from Albion College, an M.A. from Michigan State, and a Ph.D. from Harvard. His research and teaching interests include American economic history, economic development, and industrial organization. He has taught previously at Santa Cruz and Bucknell. He will be on leave spring term 1984.

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

E. Frances White, associate professor of History and Black studies, received her B.A. from Wheaton College and Ph.D. from Boston University. She has taught at Fourth Bay College (Sierra Leone) and Temple University. Her interests include African women and Afro-American and Caribbean social history. She will be on leave during fall term 1983.

Barbara Yvesson, professor of anthropology, received her B.A. from Barnard College and her Ph.D. from the University of California at Berkeley. She specializes in the anthropology of social organization, and in some field work in Peru and Sweden. She has also worked for the Department of Native Affairs in Papua, New Guinea.

Five College Course Offerings By Five College Faculty

CANADIAN AND AMERICAN POLITICAL THEORY Conway
IN HISTORICAL PERSPECTIVE
UMaes: History 597C

COFFEE AND SLAVES: A PLANTATION COMMUNITY Graham
IN 19th CENTURY BRAZIL
Mount Holyoke: History D115f

HISTORY OF BRAZIL SINCE INDEPENDENCE Graham
UMaes: History 359

CASE STUDIES IN AMERICAN FOREIGN POLICY Lake
Hampshire: SS 299

THE VIETNAM WAR Lake
Amherst: Political Science 30f

GEOCHEMISTRY OF MANTLES AND MAGMAS Rhodes
UMaes: Geology 590A

THE RISE OF THE CANADIAN NOVEL Staines
Mount Holyoke: English 247f

UMaes: History 597C CANADIAN AND AMERICAN POLITICAL THEORY
IN HISTORICAL PERSPECTIVE

John J. Conway

In North America in the 18th and 19th centuries, British political theory appeared into its white and tory components: the whig finding its fullest expression in the United States, the tory in Canada. As a result, one country is a republic, the other a constitutional monarchy; one congressional, the other parliamentary. Both claim to be democratic. The seminar will examine this thesis together with the origins and some of the consequences of Canadian toryism and American liberalism.

MH History D115f OFFER AND SLAVES: A PLANTATION
COMMUNITY IN 19th CENTURY BRAZIL

Sandra L. Graham

An introduction both to the craft of the social historian and to Latin America's past through the particular issue of Brazilian slavery. By intensive examination of primary materials that include wills, letters, photographs, maps, manuscripts, censuses, etc., students will reconstruct the experiences of slaves and masters who lived on the coffee plantations of 19th century Brazil.

26 Hampshire College Course Guide

1984 Spring Term Preliminary Course Descriptions

L&CL&CL&CL&CL School of Language & Communication

DIVISION I

HEALTH AND HEALTH CARE IN THE MASS MEDIA
LC 104

GODEL, ESCHER, AND BACH
LC 107

THE CONSCIOUS AND UNCONSCIOUS MIND IN PSYCHOLOGY
LC 145

DIVISION II
FROM STAGE TO SCREEN
LC 207

PHILOSOPHICAL PROBLEMS
LC 212

INTRODUCTION TO COMPUTER PROGRAMMING IN PASCAL
LC 215

TV STUDIO WORKSHOP
LC 218

MODELS AND METHODS IN MASS COMMUNICATIONS
LC 219

THEORY OF LANGUAGE: LINGUISTIC AND PHILOSOPHICAL PERSPECTIVES
LC 226

CHILD NINE-ADULT MIND
LC 263

WORKINGS OF THE MIND: THE PSYCHOLOGY LABORATORY
LC 270

DIVISION III
SEMANTICS
LC 301

PHILOSOPHY OF MIND
LC 308

COMPUTER TECHNIQUES IN JOURNALISM
LC 309

POPULAR CULTURE: INTENSIVE STUDIES
LC 310

CONCENTRATORS' SEMINAR IN COMMUNICATIONS
LC 311

CONTEMPORARY AESTHETICS
LC 312

LC 104 HEALTH AND HEALTH CARE IN THE MASS MEDIA

T. R. Durham

This course is intended primarily as a Division I workshop providing students an opportunity to complete a Division I L&C paper in the area of media studies in conjunction with others working on similar topics. The first half of the term will be based on class discussion of assigned readings focused on the role of mass media in constructing ideas of health, health care, status of health professionals and institutions, perception of health risks, patient-doctor relations, and misconceptions of health risks. The second half will be devoted to student presentation of proposals, individual and group consultations on projects, presentation of papers or projects, and revisions.

Class will meet twice a week for 1 1/2 hours each time. Enrollment limit is 15 on a first-come basis.

LC 107

GODEL, ESCHER, AND BACH

Jay Garfield and Thomas Tymoczko*

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

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

We will be working primarily in logic, the philosophy of mind, and artificial intelligence, but along the way we will also explore bits of mathematics, music, art, and aesthetics. Every student will acquire the ability to read and write simple com-

UNHass: History 359 HISTORY OF BRAZIL SINCE INDEPENDENCE

Sandra L. Graham

Against a background of transforming events—Independence from Portugal in 1822, abolition of slavery in 1888 and establishment of republican government, the Vargas dictatorship from 1930, military coup d'état in 1964, and aftermath of the economic "miracle"—we will focus on the interpretive and themes of paternalism and patriarchy, ritual in religion and politics, forms of popular protest, and the prominence of urban mentality. Discussion based on a critical reading of selected contemporary histories, novels, and regional studies, as well as on several Brazilian films.

Hampshire SS 299 CASE STUDIES IN AMERICAN FOREIGN POLICY

M. Anthony K. Luke

A detailed examination of some decisions that have been central to American foreign policy since World War II, covering such as the Korean and Vietnam Wars, the Suez Crisis, the Bay of Pigs and the Cuban Missile Crisis, SALT I and SALT II, and U.S. policy toward Southern Africa. In each case, the course analyzes the event and substantive choices facing policy-makers, the bureaucratic and political contexts in which they acted, and the general foreign policy views they brought to bear on these decisions. Each case study provides a basis for discussion of the event and behavior, relations between the Executive Branch and Congress, the ways in which domestic politics shape foreign policies, and the role of the press. Unlimited enrollment.

AC Political Science 30f

THE VIETNAM WAR

M. Anthony K. Luke

The history of American involvement in Vietnam. A review of the origins of the war and American intervention; the domestic impact for deepening involvement and then withdrawal; the history of negotiations to find a peaceful settlement; and the effects of the war on our foreign policies. The war discussed in the context of broader events and trends in American thinking about the U.S. role in the world. Lectures and discussion, including occasional guest lectures.

UNHass: Geology 590A

GEOCHEMISTRY OF MANTLES AND MAGMA

J. Michael Rhodes

Geochemical aspects of the formation and evolution of the earth's mantle, and the generation of crustal rocks through magmatic processes. Topics will include cosmic abundances and nebula condensation, chemistry of meteorites, planetary accretion, geochronology, chemical and isotopic evolution of the mantle, composition and evolution of the earth's crust, trace element and isotopic constraints on magma genesis. Prerequisite: Petrology and/or Introductory Geochemistry. 4 credits, 4 lecture hours.

MI English 247f

THE RISE OF THE CANADIAN NOVEL

David Staines

Study of the history and development of the Canadian novel from its roots in late 19th century romantic fiction through its creation of a distinct literary voice. The course will focus on varieties of contemporary Canadian fiction and will observe, where important, relationships to British and American fiction. Readings will include works by Stephen Leacock, F. P. Grove, Meredith Willson, Hugh MacLennan, Sinclair Ross, Adele Wiseman, Herley Collingham, Margaret Laurence, Alice Munro, Timothy Findley, Robert Kroetsch, and Margaret Atwood. Visits by Canadian novelists will supplement lectures and discussions. (Sophomores, Juniors, Seniors, Freshman D155; or per II)

FIVE COLLEGE EARLY MUSIC PROGRAM

Thomas F. Kelly

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

puter program and will write one short (one to two page) paper each week.

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

*Thomas Tymoczko is Associate Professor of Philosophy at South College.

LC 145

THE CONSCIOUS AND UNCONSCIOUS MIND IN PSYCHOLOGY

Neil Stillingars

The study of consciousness and the postulation of unconscious mental processes is a major theme in psychology. This course provides an intensive introduction to psychology through the study of some of the theories and research areas that have been concerned with the conscious and unconscious mind: Freudian theory; the nature of emotions and states of consciousness; perception, memory, and creativity; the relation between our attitudes and actual social behavior; and questions about the nature of consciousness, its relation to the self, and tests for its presence in nonhuman organisms, computers, and people.

Class meetings will consist mainly of discussion of the readings, which will be chosen from both classic sources, e.g., Freud and from contemporary research in cognitive, social, and physiological psychology. Occasional brief writing exercises will be assigned and a term paper on one of the topics in the course is required. The course is primarily intended for students at any Divisional level who have little or no background in psychology. Students with more background should consult with the instructor about the suitability of the course. Class will meet twice a week for 1 1/2 hours each time. Enrollment limit is 20 with instructor permission.

LC 207

FROM STAGE TO SCREEN

Greg Jones

This course is an introduction to the theories and processes of directing, production planning, previsualization, and critical analysis. Such a course is necessary because students engaged in video or film production often attempt to write and produce in narrative productions when they have little or no experience in narrative production. The course will cover the theory, but, and scriptwriting, directing, acting, criticism, lighting, and resolution design. Focus often on technical aspects, but, and resolution design; analysis lacks specification; lighting is usually ambient; and settings are frequently arbitrary. There is no quick and magical way for an individual to become proficient in all of these areas, but this course should provide a broad introduction to the directorial process in narrative production so that students can evaluate their creative, organizational, analytic, and communicative abilities and plan future training in areas where they lack expertise.

This course will take a comparative approach to the analytic and production processes of stage and screen. Lectures and discussions will be based in part on evaluations of theatrical and televised renditions of plays. Class exercises will include textual analysis and production treatments; blocking, set, and light plot constructions; directing and acting scenarios; and script and storyboard; and written critiques of video programs and dramatic performances.

Enrollment is limited to 30 by lottery. Class will meet twice weekly for two hour sessions. Additional evening sessions will be scheduled for viewing video programs, films, and plays. This course is a complementary elective to "From Stage to Screen" offered by H&C. Students who are serious about pursuing a program of study in video production are advised to take both courses.

LC 212

PHILOSOPHICAL PROBLEMS

Christopher Witherspoon

This course is an intensive introduction to philosophy for second- and third-year students who have developed a serious interest in the subject. We will focus on five problem areas: personal identity, freedom, determinism and responsibility, the nature of morality and the rationality and objectivity of moral judgments, empirical knowledge and philosophical understanding. We will limit the philosophy and philosophical understanding. We will also work in less detail on a small group of other problems, e.g., the mind-body problem.

Virtually all of our readings will be drawn from contemporary writings. We will read Robert Nozick's *Philosophical Experiments* and Benson Mates' *Scottish Basics: A Text, Philosophical Problems and Arguments* by Corman, Lehrer and Pappas; several dialogues on philosophical issues; and several articles.

For evaluation students will write two take-home, open-book examinations each around 10 standard pages long and a medium-length final term paper. It will be possible to arrange Division I L&C examination work closely connected to the work for this course, but there will be little discussion of examination possibilities and processes. Class will meet twice a week for 1 1/2 hours each time. Enrollment is open.

LC 215

INTRODUCTION TO COMPUTER PROGRAMMING IN PASCAL

Richard Muller

Computer programming includes elements of art, craft and science. In this course we will touch on all three and lay a foundation for further work in computer studies. The questions on the table will be: How do we organize problems in ways which permit computers to solve them? What kinds of problems lend themselves to computers to solve them? We will confront these questions by learning computer solutions!

28 Hampshire College Course Guide

100 LEVEL

BASIC CHEMISTRY LABORATORY
NS 201

Williams

BASIC CHEMISTRY II
NS 203

Williams

PHYSIOLOGICAL PLANT ECOLOGY
NS 204

Winship

ORGANIC CHEMISTRY
NS 212

Lowry

PRIMATE BEHAVIOR AND ECOLOGY
NS 232

Martin

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

Kelly

GENERAL PHYSICS B
NS 283

Wirth

HITCOCK CENTER PRACTICUM IN ENVIRONMENTAL EDUCATION
NS 295

Bruno
Darnestadt*

HISTORY OF ASTRONOMY
ASTFC 34

Harrison*

300 LEVEL

REAL WORLD PROGRAMMING IN FORTH
NS 307

Al Woodhull

LINEAR ALGEBRA AND ITS APPLICATIONS
NS 316

Kelly

PARASITOLOGY OF ANADROMOUS FISHES
NS 325

Goddard

ENTOMES: LABORATORY EXPERIENCE IN BASIC BIOCHEMISTRY
NS 328

Foster

DIVISION II RESEARCH OPPORTUNITIES
NS 334

NS Faculty

BEHAVIOR SEMINAR
NS 340

Coppingter

COSMOLOGY
ASTFC 20

Harrison*

GALACTIC AND EXTRAGALACTIC ASTRONOMY
ASTFC 22

Edwards*
Dent*

TECHNIQUES OF RADIO ASTRONOMY
ASTFC 38

Goldsmith*

ASTROPHYSICS II
ASTFC 44

Kwan*

*School Program Coordinator, Hitchcock Center
*Five College Astronomy Department Faculty

ENVIRONMENTAL SPEAKERS SEMINAR

Ralph H. Lutts

This semester-long series of events will cover a wide range of environmental topics. It will meet roughly every two weeks. Dates and topics will be announced by posters and a sign board. Contact Ralph Lutts if you wish to be on a mailing list for announcements.

NS 113

ORGANIC CHEMICALS IN OUR EVERYDAY LIVES

Nancy Lowry

Like it or not, our lives are utterly dependent upon organic chemicals. From the flavors and aromas of food we eat and drink to drugs which are synthesized or naturally grown, to pesticides which are used for agricultural or health related purposes, we eat, breathe, and are otherwise exposed to a wide range of chemical materials.

This course will look at organic chemicals which are related to plants. Through field trips, classroom discussion, and limited laboratory work, we will explore plants (in and out of their habitats), elementary chemical structure, and the means by which the chemicals affect living things. Student projects will be required.

Class will meet for 90 minutes twice a week.

NS 124

THE BIOLOGY OF WOMEN

Nancy Goddard and Merle Bruno

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

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

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

NS 139

USEABLE MATHEMATICS

Kenneth Hoffman

In this course we will work on developing the student's proficiency in and confidence for mathematics by working through a selection of topics in elementary applied mathematics. This course is designed primarily for those who are unsure of their mathematical background and ability and want to do something about it; better prepared students are advised to consider one of the other math courses. Some of the topics we will cover are: -Surveying and mapping -Celestial navigation -Mathematics of carpentry -Introductory computer programming -How to read and use graphs

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

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

NS 140

A NATURAL HISTORY OF THE CONNECTICUT RIVER VALLEY

Charlene D'Avanzo

In the Connecticut River Valley and its environs there exists a wide diversity of natural habitats including lakes, streams and rivers, bogs, mountains, sandy deltas, and abandoned farms. Through field trips, readings, and discussions we will investigate the ecologic evolution of these environments; emphasis will be placed on plant ecology although other areas including geology, animal ecology, and microclimatology will be included in less detail.

The goal of this course is to enable the student to recognize ecologic processes at work in landscapes that appear on our time scale to be static. Students in this course will become skilled at certain field sampling and field analytical techniques, topographic map interpretation and surveying, and winter tree identification. For evaluation, students will write a series of short papers and they will identify and complete a confined field project. At the end of the term these projects will be presented to the group as a whole.

Enrollment is limited to 15, first come first served.

Class will meet two full afternoons a week.

NS 152

A REVOLUTION IN EVOLUTION

Raymond P. Coppingter

Most authors argue that the recent extinctions of many species like mastodons and dodos were caused by humans. An alternative hypothesis, however, is that a major evolutionary shift or advancement has allowed some kinds of animals, including humans, to thrive at the expense of forms that are not biologically fit. In this course we will study the biology of extinction, the evolutionary processes, Darwin's principle of diversity, the evolution of behavior, and, specifically, social behavior. Students will learn how scientists construct an hypothesis and will be expected to write a term paper testing the ideas generated in the course.

Class will meet for 90 minutes twice a week.

NS 164

FUNDAMENTAL EXPLORATIONS OF THE PHYSICAL SCIENCES

Frederick Wirth

Physics and Chemistry have earned their terrifying reputations at least partially because the slow development of scientific thought and method—the effort of many men and women of genius over hundreds of years—is presented in a single, stunning lump to men and women, not necessarily geniuses, over a period of a few weeks. We will attempt to remedy this. The course will address itself to the development of an individual scientific method in each of its students through a series of exercises, directed observations and laboratory projects, the nature of things. By attempting to answer "simple" questions like: Does the earth move around the sun? and Do atoms exist? we will lay bare through a process of rediscovery the modes of thought and the experimental methods that have transformed all of our lives (whether we like it or not). Along the path we may perhaps learn a little "physics" or "chemistry" but in small doses, as it was learned by the people who learned it first. Evaluation will be on the basis of a notebook each student will keep of their observations, series of observations, and laboratory projects, exercises and conclusions during the course of the semester, and a more formal paper expanding upon one particular exercise and conclusions, modes of thought and conclusions that have transformed all of our lives (whether we like it or not). This will be the main text of the course, but not all topics will be covered.

Enrollment will be limited to 20 on a first come basis.

NS 173

UNDERSTANDING RELATIVITY

KURTISS GORDON

In this course we will examine the sources of the basic elements of the special theory of relativity both from an historical point of view and in a more abstract and analytical context. We will assess the role that experiment played in suggesting and

verifying the theory and, in doing so, attempt to assess the extent to which experimental, philosophical, and social factors play a role in the changing patterns of our explanations of the physical world. We will also try to assure that students become comfortable with applying the formalism of special relativity to situations in the physical world. These applications include the equivalence of mass and energy and several famous "paradoxes" (e.g., the train paradox, the twin paradox).

Classes will be conducted with ample opportunity for discussion. Problems will be assigned regularly, and there is the expectation that some of the problems will lead to major projects suitable for Division I exams.

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

Class will meet for 90 minutes twice a week.

NS 180

AQUACULTURE RESEARCH IN THE HAMPSHIRE COLLEGE BIOSHELTER

Charlene D'Avanzo

The second floor balcony of our new solar greenhouse supports a battery of fiberglass silted that each hold over 500 gallons of water. Besides providing heat for the greenhouse at night during the cold season, the siltos provide a habitat for growth of fish and vegetables in New England in the winter. Students in this course will design and carry out a research project on solar aquaculture and hydroponics in the bioshelter. In order to do this, we will discuss a range of topics including general principles of solar greenhouse design, use of automatic plant nutrition, and food cycles in the aquaculture tanks. The class will then develop a research program that focuses on a single question. Students will work in the laboratory and in the bioshelter learning a set of techniques for measuring the measurements of greenhouse, tank and hydroponic performance. At the end of term the student-researchers will write a polished paper describing the experiment. Division II students are encouraged to join this class with permission of the instructor.

Enrollment is limited to 10, instructor permission.

Class will meet two full afternoons a week.

NS 183

QUANTUM MECHANICS FOR THE MYRIAD

Herbert Bernstein

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

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

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

NS 191

DOES SENILITY EXIST?

Michael Gross

A consideration of research on "senility" and its "treatment", from both medical and psychiatric perspectives. How is it treated? What are the broader implications of such research about our attitudes towards the elderly, aging, families, death, and the nature of the human organism?

This offering will emphasize access to and analysis of primary research literature in physiology and pharmacology. Writing assignments will entail about six (one type page) abstracts of scientific papers and a research paper that may become the foundation of a Division I project.

Class will meet for 90 minutes twice a week.

NS 192

ELEMENTARY SCHOOL SCIENCE WORKSHOP

Merle Bruno

Why do so many children leave school thinking that science is either unexciting, intimidating or both? Why are they expected to memorize "facts" that are soon outdated and not encouraged to develop their own, usually strong, ideas? How do we ask questions? Can children learn to do our experiences in elementary school science? How do our experiences influence how we end up teaching science?

In this workshop we will explore these questions and others by working with materials that have been chosen to stimulate children to ask questions about the natural world and to find ways of resolving some of those questions. For the first few weeks, you will be the students and will work with materials developed for elementary school children and try to understand some of the feelings that children experience in class. You will be encouraged to ask and follow-up on your own questions about movements of the sun, crayfish behavior, and "mystery powders." For the last part of the semester you will be developed for elementary school classrooms to observe their teachers and to respond to and guide and be guided by their solutions

and their problems.

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

NS 201 BASIC CHEMISTRY LABORATORY

Lloyd Williams

This course will consist of a series of laboratory exercises designed around a single, semester-long project. These exercises will draw heavily on material presented in Basic Chemistry II and concurrent registration in Basic Chemistry II is required for those taking this course. Students may choose a laboratory project from among suggestions provided by the instructor or may propose an investigation of their own. A written report summarizing the project is required for evaluation. Five College students will be graded on a pass-fail basis.

Class will meet for one afternoon each week.

NS 203 BASIC CHEMISTRY 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: solubility and complex ion equilibria; coordination compounds; chemical kinetics; nuclear chemistry; and electrochemistry. Summary problem sets will be required for evaluation.

Prerequisite: Successful completion of Basic Chemistry I or permission of the instructor. Concurrent enrollment in Basic Chemistry Laboratory is also required. Five College students will be graded on a pass-fail basis.

NS 204 PHYSIOLOGICAL PLANT ECOLOGY

Lawrence J. Winship

Ecology is the scientific study of the relationships among organisms and their physical and biotic environments. Physiological ecology is one of several ways to look at these relationships and focuses on the biological, chemical and physical mechanisms which underlie them. In this course we will examine the adaptive strategies which enable plants to grow and reproduce in a wide diversity of habitats and in situations of diverse environmental stress. Whenever possible, we will first study the plant in its natural setting and determine the range of conditions it must adapt to. Then, by bringing the plant into the lab, we will use controlled experiments to characterize its adaptive mechanisms.

Readings and discussion will be used to provide background and expertise needed to interpret the field and lab data. Possible topics include the interaction of leaf energy balance, temperature and drought stress; photosynthetic performance in varied light, temperature and water regimes; flooding and salt tolerance; competition for nutrient uptake; limitations of distribution due to soil type; eco-physiology of nitrogen fixation. Habitats to be investigated may include alpine meadows, mature forests, old fields, river banks, salt marshes and farm land. Evaluation for the course will require four short written-up lab and/or field data and one short review of a journal article.

There are no prerequisites, but organic chemistry and physics helpful.

Class will meet one hour three times a week and an afternoon lab.

NS 212 ORGANIC CHEMISTRY

Nancy Lovvy

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

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

ADVANCED BIOLOGY COURSES

There is a central core of upper-level biology courses at Hampshire organized around a four-semester sequence. Students can expect that in any given two-year period all of the courses will be offered, although the instructor, and hence the emphasis, of any given course will not necessarily be the same each time it is offered. The complete sequence is shown in the course schedule, with a notation on each course showing when it will next be offered. The courses to be offered in 83-84 are:

Fall: General Physiology, Cell Biology, Evolution/genetics.
Spring: Enzymes, Reproductive Physiology, Ecology, Behavior.

The courses to be offered in 84-85 are:

Fall: General Physiology, Molecular Biology, Plant Physiology.
Spring: Biochemistry, Reproductive Physiology, Ecology, Genetics.

NS 252 PRIMATE BEHAVIOR AND ECOLOGY

Debra Martin

To understand humans as humans, it is useful to understand humans as primates, a large and diverse mammalian order which also includes the prosimians, new and old world monkeys, and the other apes (gorillas, chimps, and orangs). This course critically examines the most recent scientific literature which uses primate models as analogies for the behavior of

early and modern humans. Using an evolutionary and ecological perspective, primates will be surveyed with respect to their taxonomy and their environmental and biobehavioral adaptations. Topics to be covered include: mating patterns (monogamy and polygamy are only two of the possible arrangements), reproductive strategies (male choice vs. female choice), mother-infant bonding (is father-infant bonding possible?), communication potential (teaching apes to converse with ASL and computers) tool use, and the roles of dominance-aggression-hierarchy vs. nurturance-submission-equality in maintaining social order.

This course will utilize films, anatomical replicas, and primary literature to stimulate discussion. Students will be expected to participate actively in class discussions and to execute a project designed to integrate their own specific interest in human biology with findings from primate/monkey research explaining, or suggesting the origins of, the biological trait.

Class will meet for 90 minutes twice a week.

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

David Kelly

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

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

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

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

NS 283 GENERAL PHYSICS B

Frederick Wirth

Selected topics in physics will be considered including electricity and magnetism, wave motion, and optics. Much of the information in this course will originate in the laboratory and then be examined in the classroom setting. Considered as a complement to the General Physics A--in the sense that together the courses form a comprehensive study of introductory physics topics--the course is nevertheless open to all Division II students, even those who have not had General Physics A. The events, even those who have not had General Physics A. The course will also be concerned with electronics, data acquisition and processing, noise reduction tactics and many other experiences for anyone considering an experimental career. Please note "Physics Help" following this description.

Class will meet three times a week including one problem-solving session.

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

PHYSICS HELP

Frederick Wirth and Herbert Bornstein

Do the "tools" of this particular trade look more like hostile weapons? Has problem 32 of chapter 9 given you a sleepless night? Come to us! We can help with information, conceptualization, practice and the various tricks of said trade. Students taking General Physics or any similar course elsewhere should be especially aware of the existence of this resource.

NS 295 HITCHCOCK CENTER PRACTICUM IN ENVIRONMENTAL EDUCATION

Merle Bruno and Nancy Darmstadter

The Hitchcock Center for the Environment can provide a variety of opportunities for students who wish to gain teaching experience in environmental education. More detailed descriptions of two of the opportunities are given below. Call Nancy Darmstadter (254-6006) before you register for either of these activities.

Integrated Environmental Curriculum

This program emphasizes the development and implementation of an activity-oriented environmental education program. Participants will work with the Hitchcock Center staff leading Ashcroft area school children on environmental field trips. The program provides an opportunity to learn about and facilitate environmental learning experiences while offering familiarity with environmental education resources and teaching methodologies. Participation includes Monday 1-6 pm. preparatory workshops and discussions and assisting with field trips on Wednesdays

Thursday mornings. A minimum of six hours weekly participation is required.

Environmental Curriculum Development

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

*School Program Coordinator, Hitchcock Center for the Environment.

ASTFC 34 HISTORY OF ASTRONOMY

E. R. Harrison

Developments in astronomy and their relation to other sciences and the social background. Astronomy and cosmology from earliest times; Babylonian and Egyptian computations and astrological divisions; Greek science, the Ionians, Pythagorean cosmos, Aristotelian universe, and Ptolemaic system; Islamic developments, rise of the medieval universe, and science and technology in the Middle Ages; the Copernican Revolution and the infinite universe; the Newtonian universe of stars and natural laws, the mechanistic universe in the Age of Reason of the 18th century (century of progress), and 19th century theory from ancient until modern times; development in our understanding of the origin, structure, and evolution of stars and galaxies; and developments in modern astronomy. Non-technical with emphasis on history and cosmology.

NS 307 REAL WORLD PROGRAMMING IN FORTH

Albert S. Woodhull

This course will teach you how to use the computer language and operating system called FORTH to reach out to the "real world" in two ways. FORTH was originally designed as a tool for use in scientific research laboratories; although it can be used for doing calculations, its real power is in applications that interface with the world around it--sensing switches and voltages, controlling motors and relays. There is another, more "real world" from which most computer languages insulate computer users--the world of the computer's own hardware. FORTH comprises an operating system and makes this system accessible to the user, and we will in this course use FORTH to learn about how the computer, and the languages used by the computer, work.

This is not a beginner's course. In addition to prior programming experience, you should be seriously interested either in how computers work on the inside or in using computers in a laboratory or other non-calculational purposes.

Prerequisite: ability to program in any computer language.

Class will meet for 90 minutes twice a week.

NS 316 LINEAR ALGEBRA AND ITS APPLICATIONS

David Kelly

This course develops the basic geometric, algebraic, and computational notions about vector spaces and matrices and applies them to a wide range of problems and models. The material will be accessible to students who have taken either NS 261 (Introduction to Calculus and Computer Modeling for Scientists and Social Scientists) or 260 (The Calculus) and useful to most consumers of mathematics.

Included will be discussions of finite dimensional vector spaces, matrix multiplication, eigenvectors and geometric transformations. Applications will be made to computer graphics, physics, probability, statistics, economic and environmental models, differential equations, linear programming, and game theory.

The class will meet for four hours each week and will require substantial amounts of problem solving; enrollment is open.

NS 325 PARASITOLOGY OF ANADROMOUS FISHES

Nancy Goddard

In this course we will study the form, variety, and distribution of parasites infesting anadromous fishes indigenous to the Connecticut River. Students will be expected to design and carry out projects that may reveal distinctive population groups among the fish species. Classroom, laboratory, and field work will be conducted. We will meet for 90 minutes twice weekly.

Instructor's permission required, no limit.

NS 328 ENZYMES: LABORATORY EXPERIENCE IN BASIC BIOCHEMISTRY

John Foster

Almost all chemical changes in living cells involve the action of enzymes. What is an enzyme? How does it function? What does one look like and how do you measure it? This course will take a look at various aspects of enzymes and enzymology. It will be divided into two distinct units:
Enzymes as catalysts: An enzyme reveals itself to the assay point in any enzyme study is a good assay. This unit will focus on techniques of enzyme assay and the nature of enzyme catalysis. Having learned the assay you can then use it to look at some of the properties of an enzyme (its kinetics, binding constants, response to environmental factors, etc.) without actually seeing the enzyme itself.

300 Hampshire College Course Guide

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

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

While the primary emphasis will be on the laboratory work there will also be a weekly 90-minute seminar. Discuss biochemical principles to be derived from the laboratory results and, as the semester progresses, to discuss papers from the research literature which employ the principles to solve some interesting biological problems. Prerequisites: one mandatory, but some background in chemistry will make life easier.

Division I students must secure the permission of the instructor.

NS 334 DIVISION II RESEARCH OPPORTUNITIES
Natural Science Faculty

The following faculty are engaged in ongoing research projects in which Division II students can join. This offers an opportunity to learn laboratory or field techniques while getting new results.

The student should count the project as a course and count on spending as much time (10-12 hours per week) on the project as on a course. The faculty member will give the framework for the research, as there are continuing projects with specific kinds of experiments that need to be done. Faculty expect to meet with such students on average one or two hours per week and will also provide aid with writing technical problems. There will be a seminar meeting every other week where all research students will present their work and discuss problems and progress with faculty.

Faculty: John Reid, Debra Martin, Nancy Goddard, Charlene D'Avanzo, Larry Winship, Ann Woodhill and others.

NS 340 BEHAVIOR SEMINAR
Raymond Coppinger

This seminar is intended for advanced students in animal behavior. We will review and discuss the literature, concentrating on journal articles and other literature which are relevant to ongoing domestic animal research at the Farm Center. The subject matter will revolve around the physiological, anatomical, and evolutionary antecedents of behavior. We will emphasize technique and present a series of research questions which the students will be expected to turn into an experimental design. Each student will carry out the experiment, reporting on the results both orally and in writing.

Seminar will meet once a week for 90 minutes.

ASTFC 20 COSMOLOGY
E. R. Harrison

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

ASTFC 22 GALACTIC AND EXTRAGALACTIC ASTRONOMY
Susan Edwards and William Bent

A quantitative introductory course, covering atomic and molecular spectra, emission and absorption nebulae, the interstellar medium, the formation of stars and planetary systems, the structure and rotation of galaxies and star clusters, cosmic rays, the nature of other galaxies, exploding galaxies, quasars, the cosmic background radiation, and current theories of the origin and expansion of the universe. Assignments will include writing of computer programs to solve astronomical problems, as well as more traditional exercises. Prerequisites: one semester of calculus, one semester of physics, and an elementary knowledge of computer programming.

Two 90 minute lectures per week, plus computer laboratories.

ASTFC 38 TECHNIQUES OF RADIO ASTRONOMY
Paul Goldsmith

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

ASTFC 44 ASTROPHYSICS II
John Kvan

An introduction to a broad range of general astrophysical principles and techniques, such as the processes of continuum and line emission, the calculation of radiation transfer and the treatment of hydrodynamics and shocks. Physical understanding of concepts, rather than mathematical rigor, is sought wherever possible. The goal is immediate application of techniques learned to diverse astronomical phenomena. Prerequisite: ASTFC 43 or permission of instructor.

School of Social Science

DIVISION I

All but first-semester Division I students should also look at 200 level courses.

POVERTY AND WEALTH Nisonoff

PROBLEMS IN URBAN POLITICAL ECONOMY Hogan

JEWISH RADICALISM: A CULTURAL AND HISTORICAL PERSPECTIVE Glick
Lansky

MANIC DEPRESSIVE ILLNESS Farnham

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

CAPITALISM AND EMPIRE: THE THIRD WORLD Ford
Holquist
Johnson
White

CRITICAL ISSUES IN AMERICAN EDUCATION Rose

INTRODUCTORY ECONOMICS TSA

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

HEALTH PSYCHOLOGY Farnham

AFRICAN DEVELOPMENT Ford
Holquist

LEGAL ORDER IN COMPARATIVE PERSPECTIVE Masor

THE TANNISHED DREAM: ZIONISM--A HISTORICAL PERSPECTIVE Burman

WOMEN, REVOLUTION, AND THE FAMILY Rengelard
Cervillo
Johnson
White

POLITICAL ECONOMY OF COMMUNITIES: A RESEARCH WORKSHOP Breitbart
Rakoff

THE NINETEENTH CENTURY: EUROPE AND THE U.S. Fitch
Tracy

THE LEGAL PROCESS: WOMEN AND CHILDREN UNDER THE LAW Masor

THE COLONIAL ENCOUNTER: A CULTURAL APPROACH Glick
Ong

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

STATE AND SOCIETY Rengelard
Cervillo
Landes
Masor

AUTONOMY AND COMMUNITY: THE DEVELOPMENT OF THE SELF AND SOCIAL INTERACTION Mahoney

OBSERVER AND OBSERVED IN LITERATURE AND ANTHROPOLOGY Yngvanson
D. Smith

WOMEN AND THE CITY Breitbart
Landes

COMPARATIVE HEALTH CARE: ASIA AND THE U.S. von der Lippe

THE KNOWLEDGE OF POWER: POLITICAL ECONOMY OF POLICY ANALYSIS Nisonoff
Rakoff

WOMEN IN ASIAN SOCIETIES Ong

All but first-semester Division I students should also look at 200 level courses.

SS 102 POVERTY AND WEALTH
Laurie Nisonoff

"God and Nature have ordained the chances and conditions of life on earth once and for all. The case cannot be reopened. We cannot get a revision of the laws of human life." W. Graham Sumner. "Contrary to what many believe, poor people are not poor because they are naturally lazy and stupid or because they have too many children. Nor is it because there aren't enough jobs to go around or because poverty is a 'natural' condition of society... (There is in America) a business elite that has historically kept certain elements of society poor for the benefit of the rich and powerful." P. Roby.

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

There will be thematic units such as: federal income measurement--its facts and its fiction, the business elite, taxation, family and sexual inequality and race, health care and genetic endowment, aging, education and the history of social welfare programs and charity. With the goal of fostering an understanding of the way income inequality is perceived and measured we will also examine the history of economic inquiry: the radical, the liberal, and the conservative. Readings will include: David Gordon (ed.), *Problems in Political Economy*; Herman P. Miller, *Rich Man Poor Man*; Pamela Roby (ed.), *The Poverty Establishment*; James C. Scoville (ed.), *Perspectives on Poverty and Income Distribution*; Helen Ginsberg (ed.), *Poverty, Economics and Society*. Evaluation will be based on class participation and several problem sets and those assigned throughout the semester.

The class meets for 1-1/2 hours twice a week. Enrollment is limited to 15; first come, first served.

SS 113 PROBLEMS IN URBAN POLITICAL ECONOMY
Lloyd Hogan

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

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

SS 158 JEWISH RADICALISM: A CULTURAL AND HISTORICAL PERSPECTIVE
Leonard Glick, Aaron Lansky

This course will combine historical, sociocultural, and literary approaches to a single question: Why have Jews been so prominent as radical thinkers and activists? There can be no question that they have been; not only is the list of individuals long (Marx, Trotsky, Luxemburg, etc.), the famous "non-Jewish Jews," as Deutscher called them, but Jews as a social group have been identified consistently with radical political and cultural movements, and indeed are often accused by their enemies of being the "hidden hand" behind revolutions. We'll pursue in depth the historical antecedents to this question, tracing the story from its ancient beginnings to its manifestations in our own time. In addition to political radicalism, we'll also examine the closely related cultural radicalism of such individuals as Sholem Aleichem, Lenny Bruce, and Abbie Hoffman. Our reading will be drawn from a wide range of historical, literary, and sociological sources. Students will be encouraged to give short class presentations and to write short papers on selected topics of personal interest.

The class will meet twice a week for 1-1/2 hours each session. All students in regular attendance will be enrolled in the course.

SS 162 MANIC DEPRESSIVE ILLNESS
Louise Farnham

The seminar will address such questions as: What is the nature of manic depressive illness? How does it differ from other personality-affecting psychoses from other forms of psychopathology? How does manic depressive illness develop? What therapies are currently employed and what therapies have been employed in

the past in the treatment of manic depressive illness? How effective are they? The first part of the seminar will be devoted to an introduction to the general principles of abnormal psychology and the classification and description of psychiatric disorders. After this context is provided, the remainder of the course will deal specifically with manic depressive illness, its causation, incidence, and treatment. Reading assignments will be drawn from a variety of texts, research papers, and reviews. The work of the seminar will include an independent project which can be either an oral presentation to the class or a research paper.

The seminar will meet twice a week for 1-1/2 hours each time. Enrollment is strictly limited to 20 Division I students. A lottery will be held if necessary.

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

SS 201 CAPITALISM AND EMPIRE: THE THIRD WORLD

Michael Ford, Frank Holmquist, Kay Johnson, Frances White

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

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

SS 209 CRITICAL ISSUES IN AMERICAN EDUCATION

Roese

This course will examine several major themes in American education and probe their underlying philosophical assumptions. The objective is to provide students with a socio-historical perspective on the philosophical issues that have helped to determine our present educational system. Readings will include writings of some of the major figures in the philosophy of education, both old and new, as well as their critics. Other readings, such as legal decisions, historical and sociological analyses and journalistic accounts will serve to supplement observations, films, field projects and guest speakers.

The class will meet twice a week for one and one-half hours each session. Enrollment is limited to 20, by permission of the instructor. Grades will be given to Five College students.

SS 210 INTRODUCTORY ECONOMICS

TBA

Description for this course will be published in the Course Guide for spring 1984.

SS 224 HA 324 WOMEN'S WRITING, WOMEN'S VISION: ISSUES IN RECENT FEMINIST THEORY

Joan Landes, Jill Lewis

Surveying the impressive outpourings of feminist writers in the last decade, we notice a powerful struggle to create a mode of expression and a subject matter which speaks of from woman's body and woman's experience; an effort to decenter the masculinist approach that stamps out "common" cultural inheritance. The search for a new language and a new form is at the core of the feminist challenge to established discourses of the human sciences, including psychoanalysis (Freud and two leading interpretations, British object relations and Lacanian psychoanalysis), social development theory (Rohlsberg and Piaget), and the social historical sciences (structuralism, Marxism and phenomenology).

We will look at overlapping issues of sexual difference and desire, sexuality and power, language and bodily expression, biology and society, patriarchy and history in feminist theory. We will focus on French feminist contributions (by H. Cixous, L. Irigaray, M. Monreay, J. Kristeva, M. Wittig and others), tracing their influence in English and American thought (J. Mitchell, J. Rose, G. Callor, C. Coward, C. Spivak), identifying contrasting perspectives in the writings of N. Chodorow, C. Gilligan, and D. Dinnerstein. We will pursue the topic of mothering and publicizing through the writings of J. Eisenstein, S. Rudick, and D. Seth. The course will include a survey of feminist film theory (A. Kuhn, L. Mulvey, L. Williams, J. LaSage). Selections will be made from recent women's fiction and students are encouraged to integrate other materials from literature, literary theory and the social sciences.

Seminar format. Enrollment is limited to 15; instructor permission required.

SS 234 HEALTH PSYCHOLOGY

Louise Farnham

Description for this course will appear in the Course Guide for spring 1984.

SS 257 AFRICAN DEVELOPMENT

Michael Ford, Frank Holmquist

The course is about African development, both social and material. We begin with a review of pre-colonial contacts (including slavery) with representatives of international capital. Illustrating how this contact conditioned African development even before the advent of formal colonial rule. The motives and nature of imperial struggle for territory and economic advantage will be reviewed, followed by an analysis of the nature of the colonial economy and the reasons why colonialism was overthrown. The class structure of post-colonial society will be examined in some detail with discussions of the state, ideology, multinational corporations, rural development, and the working class situation in post-colonial society. The nature of everyday politics and military coups d'etat will be discussed prior to a close look at Kenya and Tanzania (both countries just visited by one of the instructors) as examples of capitalist and socialist economic development respectively.

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

SS 258 LEGAL ORDER IN COMPARATIVE PERSPECTIVE

Lester Mazor

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

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

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

SS 260 THE TARNISHED DREAM: ZIONISM--A HISTORICAL PERSPECTIVE

Aaron Berman

Today discussions about Zionism and Israel usually turn into passionate and bitter debates. Some argue that Zionism is a racist, imperialist ideology and movement, while others maintain that it is intrinsically humane and progressive. In this course we will attempt to study Jewish nationalism objectively and academically. Primary attention will be given to the historical background of the current Palestinian-Zionist conflict.

We will begin by looking at the origins of Zionism. Topics to be discussed include: the emancipation and modernization of European Jewry in the nineteenth century; the ideas of Theodor Herzl and other Zionist theorists; and opponents of Zionism within the European Jewish community, including the socialist Bund. Attention will then be focused on the World War I period when Jewish nationalists won the official support of Great Britain. Arab and Palestinian nationalism, British imperial policy and Zionist perceptions of the Arabs during this period will be studied. When we deal with the decades of the thirties and forties, we will examine the centrality of the Holocaust to the success of the Zionist movement, and the intensification of the Arab-Jewish conflict in Palestine. Finally, we will look at the history of Zionism since the establishment of Israel in 1948. Issues to be discussed include: the Palestinian exile; the relationship between Israel and the American Jewish community; and the effects of the Cold War on American Middle Eastern policy.

Readings will include books and essays by historians and Zionist and Palestinian ideologues. Written work will be required for an evaluation.

Enrollment is limited to 30, on a lottery basis. Class meets for 1-1/2 hours twice a week.

SS 262 WOMEN'S REVOLUTION, AND THE FAMILY

Coro' Gersulio, Margaret Cerullo, Kay Johnson, Franc. Ito

Description for this course will appear in the Course Guide for spring 1984.

SS 264 POLITICAL ECONOMY OF COMMUNITIES: A RESEARCH WORKSHOP

Myrna Breitbart, Robert Rakoff

This course will provide a theoretical and practical/research introduction to the political economy of the Amerist-Norhampton area. In addition to looking in depth at specific political economic relationships manifest at the local level, we will consider more generally the ways in which these relationships shed light on our understanding of the broader national and multi-national political economy. Topics to be covered in readings, discussion and fieldwork exercises will include: property ownership; class and occupational structures; community power structures; economic base analysis; governmental process; and local social and political networks.

This class is designed for Division III students interested in developing research and fieldwork skills in the study of local political economies. Among the research methods to be considered are: analysis of census and other demographic data; use of public records on property ownership and taxation; work on archival materials; ethnography; oral history; participant observation and interviewing; analysis of planning surveys/reports; and other economic development materials. The class will meet on a regular basis for lecture and discussion of theoretical materials on the political economy of communities and for research workshops. Fieldwork will be involved in most of the research exercises.

SS 266 THE NINETEENTH CENTURY: EUROPE AND THE U.S.

Nancy Fitch, Susan Tracy

Description for this course will appear in the Course Guide for spring 1984.

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

Lester Mazor

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

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

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

SS 278 THE COLONIAL ENCOUNTER: A CULTURAL APPROACH

Leonard Click, Aihwa Ong

A study of the encounter between Europeans and other peoples, and the effects of colonialism on indigenous societies and cultures. Most parts of the world will receive some consideration, but the course will focus on representative peoples of insular Southeast Asia, the Pacific and the Caribbean. Among the subjects to receive attention: societies and cultures of the pre-colonial and colonial setting; European perceptions of other peoples, and how this shaped their actions; the "pacification" process; effects of rapid social change, economic exploitation, and cultural deterioration; results of the establishment of "new nations" in the post-colonial period. Students will be expected to lead some discussions based on readings and to write short essays responding to general ("open-ended") questions.

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

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

SS 301 STATE AND SOCIETY

Carol Bengelsdorf, Margaret Cerullo, Joan Landes, Lester Mazor

The course will examine past and present theories of the capitalist and socialist states (emphasis on the former) and their relation to society. Theories of Hegel, Marx, Lenin, Weber, as well as writers engaged in the current debate will be studied. Specific empirical topics will include a look at one or more socialist states, the cause and nature of the modern capitalist welfare state, American ideology and consciousness regarding the state, the nature of contemporary American class structure, the role and function of American political parties and elec-

32 Hampshire College Course Guide

tions, the current fiscal crisis of the state, and scenarios for the future.

The class will meet twice a week for 1-1/2 hours each session. Enrollment is unlimited, but instructor permission required.

SS 326 **AUTONOMY AND COMMUNITY: THE DEVELOPMENT OF THE SELF AND SOCIAL INTERACTION**

Maureen Mahoney

One of the most important milestones in personality development is the emergence of a sense of self as independent from others. At the same time, social life depends on cooperation and a sense of self as part of a larger community. In this course we will examine development in the first years of life with the goal of understanding the origins of the individual presuppositions that emerge in a dependent and that community presupposes autonomy. How does the infant, wholly dependent on her caretaker for sustenance, grow to have a sense of herself as independent and separate from others? Is this separation forced on the infant by external events? Or is the infant an active participant in seeking autonomy? To what extent is the infant's sense of autonomy shaped by her caretaker's behavior, her immediate environment, and the culture in which she lives? Are there sex differences in the development of autonomy and the resulting sense of self as either merged with or separate from others? Readings will focus on theoretical accounts of the development of the self, including Freud and Erikson's and Freudian model. Empirical research on infant development will also be examined.

The class will meet twice a week for 1-1/2 hours each session. Enrollment is limited to 20; instructor permission required.

SS 328 **OBSERVER AND OBSERVED IN LITERATURE AND ANTHROPOLOGY**

Barbara Yngvesson, David Smith

This course attempts to combine the insights of cultural anthropology and literary criticism by examining works—ethnography, satire, criticism, fiction—in which the relationship of an outsider-observer to a community is an issue.

We consider attempts of narrator/authors to understand their respective communities, noting in what ways they present their community and why they do so. We examine the work of practicing anthropologists to understand their efforts to "present" actual communities truthfully and accurately through their fieldwork, writing, and reporting. In particular we're interested in the notion that the relationship between the relationship of an outsider-observer to a community is an issue. This encounter, with its effects and outcomes, establishes authenticity and requires critical attention.

Texts vary widely, including ethnographic work, papers dealing with problems in the fieldwork process or theoretical discussions, and literary texts that, in the past have included Gulliver's Travels, Gilman's Herland, Jewett's Country of the Pointed Ears, Agee and Evans' Let Us Now Praise Famous Men, Turnbull's The Mountain People, Robert Coles' *Approved Children*, and other works chosen to illustrate our points. Visitors and speakers with "observer" experience add to our resources. We want this course to appeal to students of literature, writers, budding anthropologists, social historians, journalists, and anyone interested in problems writers, photographers, and anyone else encounter in "observing" others sensitively. You will be expected to attend regularly, to participate in discussions and the writing of short papers. This is not a Division I course and is not open for completion of Division I exams.

The class will meet twice a week for 1-1/2 hours each session. Enrollment is open, but the instructors reserve the right to limit class size.

SS 330 **WOMEN AND THE CITY**

Myrna Margulies-Breitbart, Joan Landes

The modern urban landscape has exerted a magnetic pull over women seeking to escape the oppressive confinement of the patriarchal, domestic, pastoral-rural setting. But the city has imposed its own constraints on women's freedom. The city, too, has been a crucible of women. Drawing primarily on U.S. cities, we will consider how historically specific forms of production and social reproduction have become essential to the political patterning of urban space and how this in turn relates to women's role and position in society. By integrating recent research from several disciplinary perspectives and a wide variety of additional tools (simulations, fictional writing, fieldwork, movies, environmental design), we will attempt to improve our understanding of women's often simultaneous experience as pioneers, mediators and shapers of city life.

In this light we will look at 19th and early 20th century feminism. We will ask how urbanism contributed to the shaping of women's politics, and how in turn women sought to restructure the city. Feminist theory, past and present, will provide an additional resource with which to approach the patriarchal structuring of urban social and physical space and the sexual divisions of space and time (affecting different ages, classes and race in metropolitan areas), as well as contrasting images of city and countryside, nature and culture, public and private, suburb and city. We will pursue our exploration of the political dimension of women's urban experience by looking at women's campaigns and urban self-help networks—what do these activities reflect about women's place in the city and the possibilities for social change at the present time? Finally, materialities for social change at the present time: planning professionals, women on women in the architecture and planning professions, women as vernacular builders and designers, and women's fiction will assist us in understanding how women have creatively conceptualized an alternative view and patterning of city space and urban life.

Seminar format; one meeting per week.

SS 334 **COMPARATIVE HEALTH CARE: ASIA AND THE U.S.**

Robert von der Lippe

Often by learning more about another system or way of doing something we learn more about our own way. Similarly, by looking at ourselves while being mindful of how others act and behave we gain insights into their behavior. Sometimes the biases of cross societal analysis lead to errors and incorrect stereotypes. On the other hand, when we hope happens is greater insight, deeper analysis, increased knowledge. We hope to test these assumptions by looking at the delivery of health care in different cultures this semester. This seminar will concentrate on the delivery of health care in Japan, and Japan and the United States in the recent past and at present. We hope to increase understanding while at the same time uncovering biases inherent in such an undertaking. We will survey urban/rural health care, public/private health care, health practices, medical delivery/health care, and the organization of services in the delivery of health care.

The class will meet twice a week for 1-1/2 hours per meeting. Enrollment is unlimited, but permission of instructor is required.

SS 336 **THE KNOWLEDGE OF POWER: POLITICAL ECONOMY OF POLICY ANALYSIS**

Laurel Misonoff, Robert Rakoff

The "science" of evaluating public policies has come to occupy a crucial role in the process of making, implementing, and legitimizing state activities. The knowledge and methods intrinsic to such evaluation are rooted both in the tradition of utilitarian thought and in the political and economic structures of liberal-democratic capitalist societies. The form, substance, impact, and justification of most public policies are structured by the historically specific ways of knowing and judging intrinsic to rationalized, bureaucratic, class-structured societies. Conversely, the development of a liberatory political practice necessarily assumes the development of new and qualitatively different methods for knowing and evaluating the social world.

In this course, we will examine both aspects of the relationship between knowledge and political power in the policy making process. We will discuss the epistemological underpinnings of contemporary policy analysis in utilitarian philosophy, positivist political theory, and 20th century welfare economics. We will critically evaluate recent examples of mainstream policy analysis including cost-benefit analysis, risk assessment, environmental impact statements, and analysis based on experimental research designs. We will also explore radical alternatives to these methods which self-consciously link progressive evaluation to both critical social theory and progressive politics. Some background in American politics, history, or political economy is expected. This course is designed for advanced Division II students (or early Division III students) whose curriculum includes public policy analysis. Students will have the opportunity to prepare and present research designs for their own policy analyses.

The course will meet once a week and operate as a seminar.

SS 348 **WOMEN IN ASIAN SOCIETIES**

Alvina Ong

Description for this course will appear in the Course Guide for spring 1984.

Division III Integrative Seminars

THE POLITICS OF HISTORY: CREATING THE PAST
Berman
Pitich

SCIENCE, SOCIAL POLICY, AND HUMAN POPULATION DYNAMICS
Hogan

WOMEN AND PSYCHOLOGY
Mahoney

PEOPLE STUDYING PEOPLE
von der Lippe

WORK, PLAY AND VOCATION
Gross

THE POLITICS OF HISTORY: CREATING THE PAST
Berman
Pitich

Liberal historians active for the illustrious ideal of objectivity. Radical critics have challenged this liberal claim that history can avoid bias. At some level, all writers must confront the political dimension of their own work.

This course will examine the history and politics of several major historicisms in an attempt to assess the effect of contemporary conditions upon their interpretations of the past (and vice-versa). In taking this approach, we hope to encourage class participants to consider the subjective context of their own research. We will consider the writings of several historians who have tried to deny the political nature of their texts, in addition to the works of scholars who have refused to separate

their political and intellectual selves. Tentative readings will include the works of E. P. Thompson and his critics, Braudel and the Annales, Marc Bloch, Eugene Genovese and Herbert Gutman, David Porter and Richard H. Rorty, Charles Beard and Bernard Bailyn, and perhaps others including Sheila Rowbotham, Estelle Freedman, Jesse Lemish, Lawrence Gougeon, and Stanley Elkins. After discussing some of these historians, participants will have an opportunity to present their Division III projects.

The class will meet one evening a week for 2-1/2 or 3 hours, depending upon the interest and stamina of participants. Enrollment is limited to 15 students, to be chosen by lottery.

IN 321 **SCIENCE, SOCIAL POLICY, AND HUMAN POPULATION DYNAMICS**

Lloyd Hogan

This seminar will be guided by the hypothesis that the OVERWHELMING INFLUENCE ON HUMAN POPULATION FORMATION, STRUCTURE, AND CHANGE OVER TIME STEMS FROM THE FORCES UNLEASHED BY THE CHARACTERISTIC ACTIVITIES WITHIN A GIVEN SOCIAL SYSTEM. Our main concern here will be with understanding the structure and functioning of the American capitalist political economy. To do this, we shall first sketch an outline of selected pre-capitalist systems in order to grasp the long-run processes of population change from one social system to another, as distinct from changes in structure and quantity within a given system. Next, we shall have to come to terms with the specific economic methods by which human labor is exploited, the associated mechanisms for distributing the fruits of that labor, and the process of wealth accumulation in the U.S. economy. We shall survey the experiments in population change with plants, animals, and bacteria in order to appreciate the fundamental limitations of these experiments when one attempts to apply them to human populations.

The second major focus of the course will examine the ways in which ideas on human population dynamics have found voice in the theories of influential American scientists, educators, and governmental decision makers throughout the twentieth century. We will show how echoes of Malthus and more sophisticated modern versions of neo-Malthusian theory have found their way into programs of family planning, I.Q. testing, public health, well-being in order to grasp the long-run processes of population change from one social system to another, as distinct from changes in structure and quantity within a given system. Next, we shall have to come to terms with the specific economic methods by which human labor is exploited, the associated mechanisms for distributing the fruits of that labor, and the process of wealth accumulation in the U.S. economy. We shall survey the experiments in population change with plants, animals, and bacteria in order to appreciate the fundamental limitations of these experiments when one attempts to apply them to human populations.

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

IN 322 **WOMEN AND PSYCHOLOGY**

Maureen Mahoney

Description for this seminar will be published in the Course Guide for spring 1984.

IN 323 **PEOPLE STUDYING PEOPLE**

Robert von der Lippe

Participants in this seminar will be responsible for presenting an extensive and detailed summary of their Division III work to the class. A particular emphasis in our seminar meetings will be on the topic/problem/value of people studying people. We will discuss their making observations, generalizations, and conclusions about their fellow human beings. You may not have confronted this aspect of research before but others have. We will try to provide support, guidance, and external readings to help participants will be able to "people studying people." All participants will be expected to familiarize themselves with the other students' work and with the necessary theoretical and empirical background for critical commentary following the presentations.

The course will be limited to Division III students who have begun to write, even in a very early draft, any of their Division III theses. The reason for this is that one hour of our seminar for analysis in the seminar will be your written work. If you have none because you haven't started your project, you will have nothing to contribute.

The class will meet for two hours once a week. Enrollment is limited to 15; permission of the instructor required.

IN 324 **WORK, PLAY AND VOCATION**

Michael Gross

What is the nature of work? Is "work" hard? In a professional and how does it differ from "play"? What is the work of an individual and how does it differ from the work of a group? What do we think about "men's work" and "women's work"? What do we think about "men's work" and "women's work"?

In this course we will draw upon relevant literature in historical sociology (e.g., DeCoster's *Time, Work Discipline and Industrial Capitalism*), management theory (e.g., Drucker's *The Concept of the Corporation*), anthropology (e.g., *Laboratory Life*), biography (e.g., Virginia Woolf's *A Room of One's Own*), the anthology *Working It Out*.

This is an advanced course insofar as 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 and/or writing about it.

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

Laurence, Stephen Leacock, Hugh MacLennan, Alice Munro, E. J. Pratt, and others. Visits from Canadian writers supplement lectures and discussions.

UNMss: English 891A THE WORLDS OF MEDIEVAL ROMANCE: THE NARRATOR, THE NARRATIVE, AND THE AUDIENCE
David Staines

A close reading of a variety of Medieval French and English poetic romances of the 12th, 13th, and 14th centuries. Examining the development of the romance genre, the seminar will pay particular attention to the position and role of the narrator and the importance of the various audiences addressed in the romances.

Statement on Affirmative Action

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

Hampshire College 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.

Hampshire College is an Affirmative Action/Equal Opportunity Employer. All employment policies and decisions are made without regard to sex, race, color, religion, national or ethnic origin, 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 IX of the Education Amendments Act of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Five College Course Offerings By Five College Faculty

LYRIC POETRY Brodsky
Mount Holyoke: English 245a

CONTEMPORARY CANADA: THE PROBLEM OF SURVIVAL Conway
Mount Holyoke: History 389

X-RAY FLUORESCENCE ANALYSIS Rhodes
UNMss: Geology 512

VOLCANOLOGY Rhodes
UNMss: Geology 591V

TWENTIETH CENTURY CANADIAN LITERATURE Staines
Smith: English 228b

THE WORLDS OF MEDIEVAL ROMANCE: THE NARRATOR, THE NARRATIVE, AND THE AUDIENCE Staines
UNMss: English 891A

*Institutional location of class may be changed, depending on enrollment.

MI English 245a LYRIC POETRY
Joseph Brodsky

Study, based on close analysis of texts, of the works of Thomas Hardy, W. H. Auden, Robert Frost, Constantine Cavafy, E. M. Rilke, and others. Requirements will include two ten-page papers and memorization of approximately one thousand lines from the above authors' works. Not open to Freshmen. Limited to thirty students.

MI History 389 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 province of Quebec and in several of the western provinces. The political, economic, cultural and military power and proximity of the United States seem well on the way to obliterating the differences between the two countries. This seminar examines 20th Century Canada in order to discover what options are available if unity and independence are to be maintained.

UNMss: 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. Prerequisite: Analytical Geochemistry recommended.

UNMss: Geology 591V VOLCANOLOGY
J. Michael Rhodes

A systematic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor, and Cascade volcanism. The tectonic aspects of volcanism covered through an overview of the volcano-tectonic evolution of western North America, placing volcanism in that region in a plate tectonic and historical perspective. Prerequisite: Petrology advised.

SC English 228b TWENTIETH CENTURY CANADIAN LITERATURE
David Staines

An introduction to the worlds of Canadian literature in English with special attention to the cultural contexts of contemporary writers. Focusing primarily on poetry and fiction, the course observes, where appropriate, relationships to British and American literature. Readings in Margaret Atwood, Morley Callaghan, A. W. Klein, Margaret

Campus Map

KEY

- 1 Blair Hall ES
- 2 Boat House A1
- 3 Bridge Cats E3
- 4 Bus Stop for Five College
- 5 Bus Stop for Five College
- 6 Charles M. Cole Science
- 7 Dakin House C3
- 8 Dining Commons C4
- 9 Emily Dickinson Hall F3
- 10 Entitled Master's House F4
- 11 Entitled Master's House F4
- 12 Franklin Patterson Hall D3
- 13 Fitness Trail Entrance E1
- 14 Franklin Patterson Hall D3
- 15 Greenhouses D2, E4
- 16 Greenhouses F2
- 17 Greenwich Master's House F3
- 18 Hampshire Pond A1
- 19 Harrod F. Johnson Library
- 20 Reminiscent House A1
- 21 Longworth Arts Village C2
- A Film and Photography Building and Dance Building
- C Studio Arts Building
- 22 Merrill House D4
- 23 Merrill Master's House C3
- 24 Montague Hall E5
- 25 New England Farm Center
- 26 Painting B4, C3, E3, F3, F4
- 27 Physical Plant A1
- 28 Playing Fields E1
- 29 Prescott Master's House D2
- 30 Prescott Master's House D2
- 31 Prescott Tavern C2
- 32 Red Barn E7
- 33 Robert Crown Center E3
- 34 Shivers' Courts E1
- 35 Shivers' Courts E1
- 36 Thorpe House F5
- 37 Warner House E5
- 38 Wayne Shiles House F5

LOCATION

