spring 1983

course guide

HAMPSHIRECollege

Amherst, MA 01002

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Calendar

SPRING TERM

Students Arrive New Students Program Sat. Jan 29- Tues. Feb 1 Matriculation/Course Interview Day Classes Begin Course Selection Period Tues. Feb 1 - Fri. Feb 11 FIVE COLLEGE ADD DEADLINE Exam/Advising Day Spring Break Sat. Mar. 19 - Sun. Mar. 27 Exam/Advising Days Mon. Apr. 4 - Tues. Apr. 5 LEAVE NOTIFICATION DEADLINE Fri. Apr. 8 Five College Pre-registration Mon. Apr. 18 - Fri. Apr. 22 Advising Exam/Advising Day Thurs. Apr. 21 Exam/Advising Day Wed. May 4 Last Day of Classes Fri. May 13 Mon. May 16 - Tues. May 24 Examination Period Evaluation Period (no exams) Wed. May 25 - Fri. May 27 Commencement Sun. May 29

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

Academic Program | Registration

DIVISIONS:

Students at Hampshire College progress through three seque Ntugents at hampshire college progress through three sequential divisions—Basic Studies (Division I), Concentration (Division III) and Advance Studies (Division III), moving steadily toward greater independence in study. This divisional framework, which replaces the conventional freshman-senior sequence, is designed to accommodate individual patterns of learning and growth.

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

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

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

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

DIVISION II: In the Concentration, the student develops a program of studies in one or Are fields while continuing to explore other areas. Student determine with their faculty adviser what they want to a hieve in their concentrations, and design a program of study which will allow them to explore in depth one or more disciplines within one or more of the four schools, and to broaden their knowledge of the linkages among disciplines. The Division II examination includes evaluation of the work done in the Concentration and the student's readinges to proceed to advanced independent work. ness to proceed to advanced independent work

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

ADVISING:

New students at Hampshire are assigned to an adviser from one New students at Hampshite are assigned to an advantage of the Schools for advice on choice of courses and other academic matters. If this initial assignment is not satisfacoty, students may choose a new adviser. Changing of advisers is a demic matters. If this initial assignment is not satisfacety, students may choose a new advisor. Changing of advisors is a relatively simple process done in consultation with the Associate Dean for Advising, 112 Cole Science Center. The Associate Dean for Advising also assists students who are having problems with progress therough examinations, working with both students and their advisers.

The Options Office offers advice and assistance in the areas of career counselling, graduate school applications, field study and study abroad. The Student Advising Center, the Whole and study-abroad. Ine Student advising Center are sources to dead state of consistence for formulating Division I exams and Division In and III contracts, as well as for more general advice on the scademic programs available at Hampshire and at the other colleges in the Valley.

schedule of classes on Pull-Out Centerfold

Paaes 13-16

Check the course descriptions and schedule of classes thorough ly for enrollment methods. Some courses will hold lorteries the first day of classes; others will either have sign-up sheets or interviews. One day, Monday, January 31, will be used for course interviews, where specified. Some faculty may be available prior to this; however, all faculty will have office hours posted for some time to be available for interviews (where enrollment is limited) prior to the beginning of classes

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

CLEARLY PRINT YOUR FULL NAME -- first/middle/last -- NO NICKNAMES

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

Five College Interchange applications are available at Central Records. Be sure they are completely filled out and have all the necessary signatures; if they are incomplete they may have to be returned to you, causing delays which might affect your ability to set into a particular course. The deadline for to be returned to you, cousing delays which might affect your ability to get into a particular course. The deadline for filing interchange applications is Friday, February 11. Mo Five College courses may be added after this date. Familiarize yourself with all the rules, regulations and penalties associated with Five College Interchange. They are all listed in the Student Handbook and it is your responsibility to be aware of them

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

IF YOU HAVE ANY QUESTIONS RECARDING THIS PROCEDURE, PLEASE CON-TACT CENTRAL RECORDS, EXTENSION 421.

NOTE TO PIVE COLLEGE STUDENTS:

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

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

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

Statement on Affirmative Action

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

Hampshire College does not discriminate on the basis of sex, mampshire coilege 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

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.

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School of Humanities & Arts

Curriculum Statement

Curriculum Statement

Course offerings in the Humanities and Arts say appear to differ
markedly from those arranged at other respectively to the course of t

Likewise, our courses often deliberately make connections between the Bumaniates and the Arts, or between one of the visual or performing Arts and another. Thus a course in modern drams will focus on the phenomenen of dramatic performance, a course on "Stage Flay" in taught by a humaniaty artiste and an artist/ humaniat, and courses are offered combining aspects of film, wideo, or theater production.

Division I offerings address initial questions of the different ways artists and hummists (as contrasted, say, with scientiate) 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 Hamphire's requirement for advanced students where the ais is to integrate study and practice in more than a single discipline, effecting an attempt to share with other one's own work in a community of interdisciplinary-integrates in the humanities and attempt to the students of the

THE HUMAN TIES FORUM

In the spring of 1983, the School of Humanities and Arts, under the numptoes of the National Endowment for the Humanities, is inaugurating the Humanities Forum. The purpose of the Humanities Forum is to re-examine the methods through which knowledge has traditionally been gathered and dispensed and to explore a re-definition of criticism as it is applied in the humanities and the arts.

This spring the Humanities Forum will present a series of lec-tures and workshops conducted by distinguished guest lecturers. Possible visiting lecturers include Professor Mitchel Silverman of Brown University, speaking on history, Tile, and semiotics, and Juliet Hitchell; author of Psychosnalysis and Psathites.

In addition, there will be a curricular component to the Humani-ties Forum. A small group of faculty will offer a core grouping of courses exploring a common set of problems. These courses are indicated in the course listings with a double asterisk.

As part of the curricular component of the Rumanities Forum, Peter Stallybraum, associate visiting professor of literature, will be in residence for the spring term. Professor Stallybraum is a Lecturer in Renaissance Studies at the University of is a Lecturer in Menalesance Studies at one university of Summer, co-subthor of The Politics and Ponetics of Cantival and Trangression and author of the forthcoming Enclosure and Social Closure; Body, Estate and State in Early Modern England. He will be teaching a course on Shakespeare and cultural revi-sionism (HA 273).

List of Courses DIVISION I

PAPERING HA 102	Blakeslee
COLOR HA 108	Hoener
FILM WORKSHOP I NA 110	Fischel.
STILL PHOTOGRAPHY WORKSHOP HA lllakb	Kirk Plunkett
MODERN DARCE I HA 113	Mello McClellan
BEGINNING BALLET HA 120	Ruggiero McClellan
CONTEMPORARY LATIN AMERICAN FICTION HA 129	Márquez
THREE RUSSIAN WRITIERS HA 130	J. Hubbs
COLLEGE WRITING: VICTORIAN VOICES (proseminar)* HA 134a	P. Smith
COLLEGE WRITING: THE EUROPEAN	P. Smith

PAPERING HA 102	Blakeslee
COLOR HA 108	Hoener
FILM WORKSHOP I HA 110	Pischel .
STILL PHOTOGRAPHY WORKSHOP HA 111045	Kirk Plunkett
MODERN DARCE I HA 113	Mello McClellan
BEGINNING BALLET HA 120	Ruggiero McClellan
CONTEMPORARY LATIN AMERICAN FICTION HA 129	Márquez
THREE RUSSIAN WRITIERS HA 130	J. Hubbs
COLLEGE WRITING: VICTORIAN VOICES (proseminar)* HA 13ha	P. Smith
COLLEGE WRITING: THE EUROPEAR SHORT STORY (proseminar)* HA 1345	P. Smith
WRITING WORKSHOP HA 141	Berkman
MAR-MADE ENVIRONMENT: PROCESSES OF DESIGN HA 159	Juster Pope
REMEMAL, RECOVERY, REBIRTH HA 164	Boettiger

	THE PASSAGE FROM CEILDHOOD TO ADULTHOOD TA 169	Kobin
1	PIANO WORKSHOP I HA 183	Wiggins
	THE MUSIC PRIMER - PART II HA 185	R. McClellan
Ι.	BRITISH DRAMA SINCE <u>LOOK BACK IN</u> ANGER HA 192	Browne
	THE DESIGN RESPONSE HA 193**	Kramer
1	DIVISION I AND 11	
	THE AMERICAN CRAFTS RENAISSANCE HA 106/206	Superior
	POETRY WRITING WORKSHOP HA 131/231	Salkey
	FICTION WRITING WORKSHOP HA 137/237	Salkey
	INTERMEDIATE DIRECTING HA 101/291a	Sonenberg
١	SCENE STUDY RA 196/296	Sonenberg
١	DIVISION II	
١	STUDIO ART CRITIQUE HA 203	Blakeslee
	ADVANCED STUDIO FORUM HA 207	Hoener
	MAKING PLACES - THE EXPERIENCE OF DESIGN HA 209	Juster Pope
	FILM WORKSHOP 11 HA 210	Ravett Matthews Pischel
	PHOTOGRAPHY WORKSHOP II HA 211	Mattheys
	THE JAPANESE CINEMA HA 212	Ravett
	PILM/PHOTOGRAPHY STUDIES: INDIVIDUAL PROBLEMS IN PILMOWRING, PHOTOGRAPHY AND RELATED MEDIA HA 220	Ravett Matthews Fischel
	MODERN DANCE III HA 215	Nordstrom
ļ	MODERN DANCE V NA 21,7	Nordstrom
	TWENTIETH CENTURY FRENCH LITERATURE: SUBJECTIVITY, SEXUALITY, AND SUBVERSION HA 226**	Levis
	OBSERVER AND OBSERVED IN LITERATURE AND ANTHEOPOLOGY HA 228 (SS 228)	D. Smith Yngvesson
	THE FICTION OF HISTORY: HISTORICAL TRUTH AND IMAGINATIVE INVENTION IN THE NOVEL HA 243 **	Marquez
	EURIPIDES HA 246	Meagher
	AMERICAN LITERARY REALISM: MARK TWAIN, HENRY JAMES, STEPHEN CRANE HA 251	Lyon
	LATE NINETEENTH CENTURY EUROPE: ISSUES IN HISTORY AND THEORY HA 262**(SS 266)	Russo Fitch
	MADNESS IN FICTION BY WOMEN HA 263	Hanley
	LITERATURE/FILM/MYTH HA 272	C. Hubbs
	APPROPRIATING SHAKESPEARE HA 273**	Stallybrass

THE PSYCHOLOGY OF THE BLACK EXPERIENCE HA 278

LABAH MOVEMENT ANALYSIS II: OBSERVING THE BODYMIND IN MOTION HA 285

CREATIVE MUSIC - ADVANCED SECTION

THE CREATIVE ART OF IMPROVISATION HA 288

AFRO-AMERICAN CHAMBER ENSEMBLE HA 289

DANCE/MOVEMENT STUDIES CRITIQUE CLASS

CREATIVE MUSIC: ITS THEORY AND APPLICATION HA 284

SOUND AWARENESS AND THE CREATIVE PROCESS HA 283

AYWRIGHTS' WORKSHOP

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 Bamphire, subjects in an interdisciplinary grouping unique. to Bamphire, subjects in an interdisciplinary and areas of study can be son the intercomment of the subject of the s

When the focus of study is on individual minds -usually human ---we call the enterprise "cognitive science." Questions of inirrest 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 eath 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 energypers first appear? How do the form and content of the media shape our beliefs? How would we know it 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 skiming of the descriptions may lead to unexpected in retreats. Note Happshire courses are without foreal persent est in a Division II courses may sak the instructor about taking it. Division I courses are ospecially designed to help students propers for and complete their Division I course for man complete their Division I course for man complete their Division I countainston projects, but older students who have passed exams in other Schools may well prefer to get the background they need in more advanced courses.

List of Courses

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Иeagher

R. McClellar

T McCleller

Wiggins

Wiggins

Copeland

Copeland

T. McClellan

Frye

DIVISION 1	
WORKING IN THE CONSCIOUSNESS INDUSTRY LC 110	J. Miller
COMPUTER STUDIES LEARNING COMMUNITY LC 128	lba
HOW DO THEY SPELL RELIEF? THE PICTURE OF LC 142	Durham
LANGUAGE AND HUMAN NATURE: AN INTRODUCTION TO THE WORK OF NOAN CHONSKY LC 144	Weisler
THE CONSCIOUS AND UNCONSCIOUS MIND IN PSYCHOLOGY LC 145	Stillings
LANGUAGE DISORDERS: APHASIA AND DYSLEXIA LC 146	Feinstein Linebarger
DIVISION II	
LEARNING TO LEARN: CHILD DEVELOPMENT AND THE DAY-CARE EXPERIENCE LC 204	E. Cooney
CHILDREN, COMPUTERS, AND CLASSROOMS LC 211	Karsh Tamlyn
DEVELOPMENTAL DISORDERS IN CHILDROOD LC 213	E. Cooney
INTRODUCTION TO VIDEO PRODUCTION LC 214	Olicker
THE PHILOSOPHY OF PHOTOGRAPHY: CONCEPTUAL AND AESTHETIC ISSUES LC 216	Witherspoon Preeland
THE COMPUTER WORKSHOP	Muller
CULTURE, LANGUAGE, AND POLITICS LC 231/SS 212	Feinstein Glick
ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING LC 241	Iba
COMPUTER PROGRAMMING IN PASCAL LC 246	Hersh Davis
VIDEO DOCUMENTARY WORKSHOP LC 253	Muller Olicker
OPERATING SYSTEMS FOR MICROCOMPUTERS LC 255	Stone
POLITICAL SYMBOL, POLITICAL ACTION LC 261	J. Miller

LINEAR ALGEBRA AND ITS APPLICATIONS

LC 266

MEANING AND TRUTH: ISSUES IN THE PHILOSOPHY

Kelly

Garfield

Fowlkes

Tracy

Glick

Natural Science courses come in a variety of forms: lecture series; field and laboratory projects; and seminars. There are courses for atudents who are excited by science and ready to plumps into thair subject and for students who are ekeptical shout the value of science.

about the value of settlenes.

It is sepecially important for students to be clear about the distinction between Division I and Division II courses. Division I courses are intended by the property of the settleness of the property of the settleness of the settlene

Division II courses may be divided into two categories. The first includes broad survey courses designed to introduce students to the traditional scientific disciplines. The secon includes more advanced topical courses designed to allow students the fluxblitty to pursue their particular concentrations. Divinion II courses are a response to student needs, and many of the courses are student intitated.

It should be noted that many courses—physics, biology, the calculus, chemistry, etc.—which are standard introductory courses at other colleges, are Division II courses. These courses are intended to give Division II students the skill stay need to pursue that work. These courses are usually they note that the stay of the stay of

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 akills necessary to successfully pursue a bivision I project. Students who arrive at Hampshire with a strong interest and background in science are especially encouraged to begin Division I projects as soon as possible.

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

List of Courses

DIVISION II

PLANT PHYSIOLOGY NS 208

ORGANIC CHEMISTRY NS 212

er 'r roll

THE ECOLOGY OF PLOODING

PARASITOLOGY OF ANADRONOUS FISHES

DIVISION I	
BLACK HOLES AND THE UNIVERSE NS 103	C.Gordon
THE CLIMATE OF THE CONNECTICUT RIVER VALLEY NS 116	Reid Foster
BEANBAG GENETICS: THE EVOLUTION OF CENETICS NS 126 (mini)	L.Miller
THE MECHANIZATION OF RURAL LIFE MS 130	Mack
MARAGING THE NEW ENGLAND SMALL FARM: AN ECOSYSTEM APPROACH 'NS 131	Winship
THE BIOLOGY OF WOMEN WS 142	Goddard Martin
MICROBIAL ECOLOGY RS 154	L.Miller
SOLAR DESIGN AND SOLAR AQUACULTURE NS 166	Bruno D'Avanzo Williams
DOWN THE DRAIN: STUDIES IN HYDRODYNAMICS NS 170	Wirth
HISTORY OF ASTRONOMY	TBA

-	CHEMICAL STRATEGIES IN LIVING CELLS NS 224	Foster
	THE GENETICS OF EVOLUTION: ALTRUISTIC GENES? NS 228 (mini)	L. Miller Hoffman
	THE ROOTS OF THE ARMS RACE NS 233 (SS 278)	Krass Cerullo Lewis
	HUMAN ORIGINS NS 251	Mortin
	ISSUES IN WOMEN'S HEALTH CARE NS 253	Ayvazian
	INTRODUCTION TO CALCULUS AND COMPUTER MODELING FOR SCIENTISTS AND SOCIAL SCIENTISTS NS 261	Kelly
	THE CALCULUS CONTINUED NS 263	Kelly
	LINEAR ALGEBRA AND ITS APPLICATIONS NS 264 (LC 264)	Kelly
	EXPERIMENTAL DESIGN AND DATA ANALYSIS NS 268	K.Gordon
	GENERAL PHYSICS B NS 283	Wirth
į	ELECTRICITY AND MAGNETISM NS 285	Krase
	PROGRESS IS OUR MOST IMPORTANT PRODUCT: AN INTRODUCTION TO THE HISTORY, PHILOSOPHY AND ASSESSMENT OF TECHNOLOGY MS 28B (LC 288)	Garfield Krass Mack
	HITCHCOCK CENTER PRACTICUM IN ENVIRONMENTAL EDUCATION NS 295	Bruno Darmstacter+
	COSMOLOGY ASTFC 20	Bennis*
	GALAXIES AND THE UNIVERSE ASTFC 22	Edwards*
	OBSERVATIONAL RADIO ASTRONOMY ASTFC 38	C.R.Huguenin*

*Five College Astronomy Department faculty

ASTROPHYSICS II ASTFC 44

Curriculum Statement

Van Blerkou

The faculty of the School of Social Science have worked to create a curticulum based on critical inquiry in a variety of problem areas which reflect their interest in social inations and social change. The aim of such inquiry be describe society, but to understand the discussion of the society, but to understand the discussion of the society, but conditions and social change. The aim of such inquiry we have focus and the structures. Accordingly, we have focus accoming an extractive to the society of the society

and social change than any one discipline can offer.

Our faculty come from a variety of disciplinary backgrounds—
enthropology, economics, history, law, political science, paychology, and sociology. Bowever, the School's identity is
shaped much been entering constellations of thematic interentering the science of t

List of Courses

DIVISION I

All but first-semester Division I students should also look at courses numbered SS 201-215.

POVERTY AND WEALTH RACE TO POWER: THE STRUGGLE FOR SOUTHERN Bengelsdorf AFRICA SS 110

CLASSICS OF POLITICAL ECONOMY Hogan ATTITUDE CHANGE: PATTY HEARST, THE UNIFICATION CHURCH, AND THE PEPSI CHALLENGE SS 138

THE HISTORY OF THE FAMILY (proseminar)* SS 165

THE FORGOTTEN PEOPLE: LAW AND THE STATE MENTAL INSTITUTION SS 168

AMERICAN LABOR HISTORY SS 190 POLITICAL SOCIOLOGY OF THE NEW RIGHT Hunter

SS 201-215 are designed as introductions to some of the issues, ideas, and subject matter virally important as background for advanced work in Social Science. They are open to all but first-semester Division I students.

FROM HARD TIMES TO SCOUNDREL TIME: AMERICAN SOCIETY AND POLITICS FROM THE GREAT DEPRESSION TO THE COLD WAR SS 205

INTRODUCTION TO STATISTICS AND DATA ANALYSIS SS 207 CRITICAL ISSUES IN AMERICAN EDUCATION SS 209

INTRODUCTORY ECONOMICS SS 210 Varnet MEDICINE, HEALTH CARE, AND SOCIETY SS 211

Nisonoff you der Lippe CULTURE, LANGUAGE, AND POLITICS SS 212 (LC 231) THE ROOTS OF THE ARMS RACE SS 213 Cerullo Krass Lewis

AMERICAN SOCIOLOGY AND SOCIAL THEORY: HOW DID WE GET HERE? WHERE ARE WE GOING? SS 214

INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY SS 215 The following courses are for students with some background in Division 11 work.

PROBLEMS IN THE PHILOSOPHY OF LAW AND

BLACK AMERICANS IN A CAPITALIST SOCIETY SS 223 OBSERVER AND OBSERVED IN LITERATURE AND ANTHROPOLOGY

SS 228 (HA 228) SHUTDOWN IN CULPEPPER: A CONFLICT BETWEEN CAPITAL AND COMMUNITY SS 244 Breitbart

Rakoff POLITICS OF HOUSING SS 254 Breitbart

Ackel sberg LAW AND LABOR IN AMERICAN HISTORY SS 258

LATE NINETEENTH CENTURY EUROPE: ISSUES IN Fitch

HISTORY AND THEORY SS 266 (HA 262) STATE AND SOCIETY

Hogan

WORKSHOP ON THE DYNAMICS OF HUMAN POPULATION GROWTH (mini-course continued from fall term) SS 279

ARNORMAL PSYCHOLOGY SEX ROLES IN CROSS-CULTURAL PERSPECTIVE SS 290

Fornham

SECURITY AND DISARMAMENT ISSUES IN THE EUROPEAN CONTEXT . SS 291

MULTINATIONAL CORPORATIONS AND THIRD WORLD

HAMPSHIRE COLLEGE NOVEMBER 1982 VOLUME 9 ISSUE 4 Published quarterly by Hampshire College 105 Cole Science Center, Amberst, Massachusetts 01002. Second class postage (422690) paid at Amberst, Massachusetts 01002. Postages and address changes to the Addissions Office, Hampshire College, Amberst, Massachusetts 01002.

OF SAMERACE.

Winship

Loury

Goddard

1983 Spring Term Course **Descriptions**

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

This course will emphasize paper's role as both object and sur-face in the art process. This emphasis will help the student develop a sensitivity to materials and the role of materials in the expression of ideas.

The course vill also emphasize the use of materials in con-temporary art as both subject and medium, as well as the devel-opsent of paper's cultural role from the "precious" to the utilitarian.

The students will be expected to use the variety of paper avail able, both commercial and handmade, in order to experiment with the literal construction of ideas.

course will meet twice weekly in 1% hour sessions. Enrollis limited to 15 by instructor permission. No prerequisites

COLOR

Arthur Hoener

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

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

The class will meet twice weekly for ly hour sensions and will involve outside assignments. Each student will be responsible for her/his personal art supplies, which are available through local dealers.

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

HA 110

PTLM WORKSHOP I

This workshop is concerned with film as personal vision and public communication. It is a film production course that will cover besic motion picture camers and film editing skills. Students will be involved in all stages of production; the development of treatment, acript or storm making titles. Sanic 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 must provide their own film and editing supplies.

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

HA 11104b

STILL PHOTOGRAPHY WORKSHOP

a-Kethy Kirk; b-Dan Plunkett*

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

Photography has become one of the primary means of visual ex-perience today. The directness and impact of the photography makes an understanding of its techniques indispensable to artist, teacher, and student. So waried is the use of photo-graphy in all areas of human endeavor that the need of a "visual liturey" becomes of basic importance.

The course is designed to develop a personal photographic per ception in the student through workshop experiments, discuss of Aistory 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 vill supply chemicals, laboratory supplies and special materials and equipment. Students must provide her/his own film and

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.

*Kathy Kirk and Dan Plunkett are U-Mass graduate students

MODERN DANCE I

Belinds Mello* and Tara McClellan

Introduction to baric modern dame technique. Students will learn exercises and movement sequences designed to help develop physical strength, flexibility, coordinate and inscretation and kinesthetic marcaness and a better understanding through a disciplined tidl for expression and kinesthetic movement form. Power and the attention will be paid to postural alliagment and techniques for increasing case and efficiency of novement.

Class will meet twice weekly for 1% nours. Enrollment is limited to 20 on a first-come basis.

*Belinda Mello is a Division III student and will teach this course under Tara McClellan's supervision.

BEGINNING BALLET

Nanette Ruggiero* and Tara McClellan

Introduction to fundamentals and experience of classical bal-letic form; the understanding of correct body placement; posi-tions of feet, head, and arms, and the development of elementar habits of movement applicable to the form.

The class will meet twice a week for li-hour sessions. Enrollment is limited to 20 on a first-come, first-served basis

ette Ruggiero is a U-Mass student.

CONTEMPORARY LATIN AMERICAN FICTION

Roberto Marques

Latin American fiction is, beyond any doubt, one of the richest and most exciting currently being written anywhere. The Latin American novel, in particular, has had-sand continues to haven an important impact and influence on contemporary writing in general. The originality, daring, and sheer literary showing of writter like Gabriel Garcies Marques and organization of written like Gabriel Garcies Marques and organization to make only the two best known, has amount the craftmen, the world by storm. Their swritten of fiction, they and their contemporary of the storm of the same have come to terms with "literations" and the particularity of their concerns as Colombians, Argentinians, Peruvians, Cubans, Purto Ricans, Brasilians, etc., has earned them a world-wide public of admirers, adherents, and initiators.

Focusing on the specific characteristics--technical, thematic regional, ideological--of their work, on the literary candes of the reproduction of the prominence, this course will commist of selected readings from the extraordinerily varied canon of contemporary latin American fiction.

The course will meet twice weekly for 1% hours sessions. Enrollment is open.

HA 130

THREE RUSSIAN WRITERS: PUSHKIN, . GOGOL AND DOSTOEVSKY

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

There are servels there: the woodsprite roams, a merisid sits in the branches; there are tracks of strange animals on systeming paths; a but on here legs stands there, without windows or doors; ... a sorverer carries a knight through Yee clouds, across forests and sees; a princess pines sawy in prison, and a brown wolf serves her faithfully; a sorter with a batter with the standard of which in it waits along by itself was there; if small so there, ... it smalls of tree by the see and sat under it, while the learned cat told se lite stories..."

The learned cat told se lite stories..."

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

Gogol, Dead Souls

"...But God will save his people, for Russia is great in her humility." Dostoevsky, The Brothers Karamazov

Books will include: Pushkin, <u>Bugene Omegin</u>. <u>The Cartain's</u> <u>Bughter, Teles of Bejkin</u>. <u>The Gone of Spades</u>; Gogol, <u>Bead Souls</u>, "The Overcost, "The Nose, "Disay of a kad kan, other short stories; Datoewsky, Sotes from Inderground, <u>The Brothern Karasmator</u>, The Pushkin Estech.

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

WRITING WORKSHOP

Decoran serminal miss course has the following underlying premises: 1) students learn to write through writing and rewriting through practice and revision; 2) the most effective form of the control is a untervention in the stage of the pend class throubles students will address questions where the pend class time writing and will address question where the control is the writing and will address overall drafts; and students will under several drafts; and students will be recommended to the control of the work of the

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

Please see the Writing Program liebing for other writing

Note: HA 181, Writing Workshop, is also cross-listed in the Writing Program listings, where you will find other writing skills classes.

MAN-MADE ENVIRONMENT: PROCESSES OF DESIGN

Norton Juster and Earl Pope

This course deals with the analysis and design of human environment—the ways in which human activities and needs find expression in the course of the concerned with a developed anastivity to appropriate the property of the concerned with a developed anastivity to arroundings, an understanding of place, and the same of the individual an an effective force in creating or altering his/her own environment.

The particular focus of this course will be on the determination of human needs, meeting functional requirements, the development of program as a creative step in the design process, peterns of habitation as a generator of environment and with the way environmental form and expression is desired.

This is primarily a workshop course, using direct investigation, research, and design projects of a non-technical nature to confront and expose environmental permeters of the property of the property of the projects of the property of the project of the project

Nuch of the work will require visual presentations and analysis however, no prior technical knowledge or drawing skills will be necessary. The student must provide his/her orn drawing tools Projects and papers will be due throughout the term. This course demands both time and committeent.

There will be two 24-hour meetings per week plus odd day sessions for special problems (to be mutually determined. Enrollment 10 open.

HA 164

RENEWAL, RECOVERY, REBIRTH

John R. Boettiger

--Prom ancient myths of death, rebirth, and resurrection to contemporary accounts of recovery from illness or other profound loss.

--from philosophical, psychological, and religious reflections on the nature of healing and redemption to personal stories of such turnings in literature and life histories,

humankind has had an enduring need to witness, symbolize, and understand the renewal of life.

The darkening which precedes such experiences may suddenly occur in the form, may, of an accident or the unexpected loss of a loved one; or it may appear as a sense of gradual abserdomment, cumulative stagmation or decreasion. In either case our vitality, or: unity of being and purpose, is loss.

Such losses may endure or deepsh. If recovery and renewal occur, they may emerge in a variety of ways, some sought, some immediates, unexpected; solitary oct or journeys of courses and immediates, gift of the private of puts or friend; alliances of patient there is no puts or friend; alliances are puts of the private of the puts of the puts

Our search in this seminar, then, will be for a better under standing of the varieties of redemptive experience. Comsid-erable critical reading and writing will be expected, and ce ful attention devoted to the development of those skills.

Readings for the course will include such works as Joseph Henderson's and Maud Oakes' The Nindom of the Serpent. The Mytho of Death, Rebirth, and Resurrection, Bailse Griffin's Turnings Reflections on the Experience of Conversion, the poetry of T. S. Eliot, Inguar Bergman's screenplay, Wild Strawberrice, Norman Cousin's memoir, Anatomy of an Illews, Hannah Green's nowel, I kever Promised You a Rose Carden, and Puter Matthlessen's The Snow Leopard.

The seminar will neet twice weekly for 14 hours. Enrol nent is limited to 20 students, by sign-up and lottery necessary. All intere ed students should come to the first class.

THE PASSAGE FROM CHILDHOOD TO ADULTHOOD: ADOLESCENCE IN PSYCHOLOGY AND LITERATURE

We will read the works of several novelists who have drawn compelling portraits of people coming of age; in juxtaposition, we will study psychodynamic theories as they pertain to adolescent growth. Particular attention will be paid to the develescent growth. Particular attention will be paid to the development of autonomy; identity, and the capacity to love - and flow that development differs according to gender, class, race, and history. Reading and bout vritten assignments will focus on the interveaving of fiction, psychological theory, and life experience. Books include Anne Frank's Blary, Nichard Wright's Nlack Boy, Joyce's Portrait, G. Eliot's The Mill on the Floss and others; the theoretical writings of A. Freud, P. Blos, Erikson, R. Coles, F. Chodorow, Carol Gilligan.

Enrollment is limited to 16 by permission of the instructor. The class will meet once a week for two hours.

PIANO WORKSHOP I

This course is designed to expose music instrumentalists who do not play plane (guitarties, flutists, drummers, etc.) to a vide seray of harmonic, chordal, improvisational, pre-arranging, pre-compositional, chord-change-sight-reeding, ear training, whythate dictation, interval recognition, and chord voicing tachniques for which the instrument is so well suited. The axis call the play the development of abilities to produce combinations of tones through at least seventy-two source chords, many other assemblages, and/or pitch-scales. Students are expected to perform sow materials learned at each session. Howeverk, practice, outside listening, and reading are required.

Class will meet twice weekly for 1's hours. Enrollment is limited to 10 by 1) appointment, 2) audition, and 3) instructor

BA 185

THE MUSIC PRIMER - PART II

Randall McClellan

The Music Primer was designed as a basic introduction to music in both its technical and philosophical aspects. Areas for study included pitch and reprintic notation, relythat design, tonal scales and sades, pitch integrals, selectic composition, and simple musical forms. The production of the sensetar these technical same formers and the selection of the sensetar these technical same formers and the sensetar these technical selections are a sense and the selection of the selec

In the Spring semester we will concentrate on the element of harmony, two-part molodic writing and the shaping of musical

Throughout both sensators we will meet three times a week for 1% hours each. One class per week will be devoted exclusively to sight-singing practice; irrist sensets will stress rythmic practice, second sensator will concentrate on harmonic practice.

The format of the class will be primarily lecture, demonstration and discussion. Technical writing assignments will be given and discussion. Technical writing assignments will be given regularly and all students will be represented to complete them. Emphasis will be toward splication of principles of musical expression, desired principal principal writing theory to the special principal writing theory to the special principal writing the principal writing the special writing the sp

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

HA 192

BRITISH DRAMA SINCE LOOK SACK IN ANGER

A textual analysis course which fill examine a selection of plays from John Osborne's Look Bick in Anger to Sno Wilson's The Glad Hand. The plays will be read out loud and then discussed both in relation to each other and to the octio-political developments in Britain during the same time period.

rollment is limited to 20 on a first-come, first-served sis. Schedule of meetings to be announced.

HA 193**

THE DESIGN RESPONSE

a study of theatrical design modes and concepts, the course will emphasize the creative response of major theatre design areas (accnery, lights, costumes) to theatre the control cultural contexts. We will be the control to the artist cultural contexts. We will be the control to the artist contexts to the script light contexts that react on into commincation means and the state of the course will be control to the context of the course will be context to the course will be control to the course will be context of the course will be context of the course will be control to the course will be control to the course will be context of the course will be control to the course will be control t

The class will meet twice weekly for two-hour seasions. En-rollment is limited to 15 students by instructor permission.

HA 106/206 THE AMERICAN CRAFTS REMAISSANCE

A survey of contemporary crafts explored through slides, films, and ponsibly visiting artists or field trips to their studios. The content of this course vill deal with the aesthetic goals, philosophies, methods, and lifestyles of artist-craftspersons ovrking in the medis of wood, fiber, ceramics, glass, fabric,

Some time will be given to recent historical investigation of prominent and significant artist-craftspersons, their influence and their legacy.

This course should provide some insightful and inspirational exposure for those who range from hobby-interest to serious involvement in their own creat work. The main emphasis of the course will be, through presentation of the very best work available, to help establish an understanding of the anode of inquiry and propose some visual criteria for qualitative differentiation between artisamy and art.

Class will meet once a week for two hours. Enrollment is open-

HA 131/231 POETRY WRITING WORKSHOP

Andrew Salkey

This course vill emphasize the principle that <u>all</u> our workshop poetry writing should be done <u>primarily</u> for the reception and delight of our own workshop members and with them uppermost in mind, for after all we are our very first audience and group approval is vitally important as a source of confidence, our posts abould be resinded that being attention of the work of ourse the property of t

The workshop will be a forum for the relaxed rending of peems produced by its members. We will pay the closest possible critical attention to the prosedy and meaning of class members, and that ought to be done informally but without for tutorial effect. We will emphasize that the strengths in the work of the poets and thempt sensitively to analyze vendancese, 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, ofther 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 suchtemporary writing in verse.

The class will meet once a week for 15 hours. Enrollment is limited to 16, and permission of the instructor is required. Bring sumple of work to the interview.

HA 137/237 FICTION WRITING WORKSHOP

Andrew Salkey

This workshop will emphasize as its guiding principle that all our workshop fiction writing should be done <u>principle</u> for the reception and delight of our workshop members any rinst audience and group approval is vitally important as a source of confidence. Our writers should be reminded the 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 wirkshop 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 display of the imagination in terms of narrative, characterisation, 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 manuscript analytical discussion of all forms or literary constitution within the genre of fiction, and our writers will conscouraged to take my literary risk they may feel to be important to their development.

The class will meet once a veck for 13 hours. Enrollment is limited to 16, and permission of the instructor is required. Bring sample of work to the interview.

HA 191/291a INTERMEDIATE DIRECTING

Janet Somemberg

This is a continuation of introduction to Directing (RA 1/291). The class will focus on text analysis and conceptualization. Students will bring these Skills to their in-class scenework and such student will direct a one-act play to be performed in the Monday Afternoon Workshop Series.

Enrollment is limited to 12. Permission of the instructor is required. Students who have taken Introduction to Directing or its equivalent in another college will be considered. The class will need twice weekly for two-hour sessions.

HA 196/296 SCENE STUDY

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

It is recommended that students interested in this course have previously taken an introduction to acting class, theatre games, Theatre III, or movement/voice for actors.

The class will meet twice a week for two-hour sessions. Enrollment is limited to 12 by permission of the instructor

HA 203

STUDIO ART CRITIQUE

Marylou Blakeslee

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 warrant it.

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

ADVANCED STUDIO FORUM

Arthur Hoener

This course is intended for students with a highly develop This course is intended for students with a highly developed level of visual understanding which can be clearly except in their own work. The continued growth of critical under-standing will be one of the major purposes of the course. There will be brief slide presentations on relevant art may ments. The attention own will presume the processing of conjunction with whether is assigned as part of the class, notitive replacing the culture.

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

The class will meet once a week for 2% hours. Enrollment is sanited to 15 students by instructor permission.

MAKING PLACES-THE EXPERIENCE OF DESIGN

Norton Juster and Earl Pope

This is a design course. It concerns itself with the making of architectural fore and the design of the built environment. It is a design studio course organized to provide a broad over view of design studies and skills necessary for the engagement of environmental design problems. Students will have the opportunity to explore and investigate the experience and sethodology of environmental design.

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

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

Enrollment is limited to 10 students and permission of the in-structors in necessary. It is the student's responsibility to arrange for interviews with the instructors.

HA 210

FILM WORKSHOP II

Abraham Ravett, Sandra Matthews, Anne Pischel

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 we like film as tool for environmental and social control with the film as tool for environmental and social concern we like film as tool for environmental film, its new three films of the separate films, its new films of the films of the films of the separate films of the se

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

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 instructors.

HA 211

PHOTOGRAPHY WORKSHOP II.

Candra Matthews

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

Prior photographic experience required. Enrollment will be limited to 12 students, determined by permission of the instruc-tor. The Class vill meet once a week for hours, with actain-sive additional lab time available. There will be a lab fee

THE TAPANESE CENEMA

"I think that to find what is real one must look very closely at one's world, to search for those things which contribute to this reality which one feels under the surface. These are few and one quest then to create. These are the core around which the world moves, the axis on which it turns. The novels of Dostoevsky, Tolstoy, and furgency show us what these things are. To be an artist means to search for, find, and look at these things; to be an artist means never to avert one's eyes." Akira Kurosaev.

"I want to portray a man's character by eliminating all the dramatic devices. I want to make people feel what life is like without delineating all the dramatic was and downs."

"You want me to speak about my ort? That's impossible. A filamaker has nothing to say which is worth saying. Let us say that a man like myself is always tempted by the climate of beauty."

"Anti Minamaki"

Kenti Mizoguchi

This course will involve a comprehensive study of the tradi-tional narrative cinema in Japan. It will highlight the work of Yamujiro Guu, Akira Kurosawa, and Kenji Misoguchi. The films nereened will use the past to explore the meaning the tradition of the past to explore the meaning the the to articulate broader notal issues within the Japanese society. Highlighting this experience will be a series of lectures given by the noted scholar and authority on the Japanese cinema, Mr. Donald Hichie. Mr. Ritchie will present a series of lectures for throughout the Five Colleges on the work of Guu and Kurosawa. The Japan-United States Priendship Commission and the National Endowment for the Arts.

Class will meet once a week for four hours and additional time will be set in the evening for acreenings. Enrollment is open and there are no prerequisties. Students will be saked to com-plete a series of papers or individual projects. A series of required text will be listed in the Bookstore.

MODERN DANCE III

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

Class will meet twice weekly for 14 hours. Enrollment is limited to 20 by instructor permission.

H) 217

MODERN DANCE V .

Rebecca Mordstrom

High intermediate/advanced dance technique for students with strong background in modern dance. Suphasis will be placed o strengthening performance skills: focus, projection, clarity, stage presents.

Class will meet twice weekly for 14 hours. Enrollment is limited to 20 by instructor permission.

PILM/PHOTOGRAPHY STUDIES: INDIVIDUAL PROBLEMS IN FILMAKING, PHOTOGRAPHY, AND RELATED MEDIA

Abraham Ravett, Sandra Matthews, Anne Pischel

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

The class will attempt to integrate the procedural and formal concentration requirements of the College with the creative work produced by each student. It will offer a form for meaningful criticism, oxchange, and exposure to each other. In addition, warious-specific kinds of group experience will be offered: field trips to massems, galleries, and meaning a student of the control of the contro

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

HA 226**

TWENTIETH CENTURY FRENCH LITERATURE: SUBJECTIVITY, SEXUALITY, AND SUBVERSION

Mis course will now from three focal literary articulations of the early 20th century in France - texts by Marcel Proust, Andre Gide and works of surrealists - to explore questions concrining the construction of subjective consciousness, the significance of sexuality, and approaches to the subversion of social order which all recound throughout social order which all recount of the beginning from the work of these too for the subversion of subjectivity and the functioning of the literary text. Literary and critical texts by homosexual vriters, left-vring strists and feasinists occupy a range of important and contral positions in 20th century french culture. Discussion of sexuality, repression, hierarchy and social organization vriters such as Proust, Oide, Aragon, Genet, Barthae, Foucault. Here

aspects of their work will be juxtaposed with texts which ques-tion, in contrasting ways, the criteria of social, sexual, and literary "order"—texts by Leiris, Beauvoir, Cosaire, Butor, Eluard, Simone and Andre Schwartt-Bart, Bobbe-Griller, Legues Sarraute, Colette, Wittig. The course will be set to the texts and extract from texts of the text of the text of the course texts and extract from texts ways, the direction of political resistance and rethinking which contemporary literary and criti-cal figures are exploring, as a post '65 France moves toward socialism.

Course requirements: two mini-projects of research focus across the semester, and a substantial paper or series of essays to be submitted for evaluation. Class presentations.

course will meet twice weekly for 15 hour sessions. En-iment is limited to 20 by instructor permission.

OBSERVER AND OBSERVED IN LITERATURE AND ANTHROPOLOGY

David Smith and Barbara Yngvesson

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 fictive communities, noting in what ways they present them coherently and artistically, and we examine the work of practicing anthropologists to understand their efforts to "present" actual communities truthfully and accurately through their field work, writing, and reporting.

In particular we're interested in the notion that ethnography and some forms of fictional writing result from an <u>encounter</u> of <u>observer</u> and <u>observed</u>. This encounter with its effects and outcomes, establishes authenticity and requires critical attention.

Texts vary videly, including ethnographic work, papers dealing with problems in the fieldwork process or theoretical discussions, and literary text that in the past have included Gulliver's Travels, Gilman's Herland, Jevett's Country of the Pointed Firs, Ager and Franc's Let Us Bov Praise Famous Men. Turnbull's The Mountain People, Robert Coles' Uprooted Children and other works chosen to illustrate our points. Visions and speakers with "observer" experience add to our resources.

We want this course to appeal to students of literature, vri-ters, budding anthropologists, social historians, journalists, and auyone interested in the problems writers, photographers, and others encounter in 'observing' others sensitively. Visit will be expected to extend regularly, to Date 10 lives of the sions and the writing of shore produced to the course and not open for completion of Division I exams.

class meets twice a week. Enrollment is open, but we re-we the right to limit class size.

HA 243 **

THE FICTION OF HISTORY: HISTORICAL TRUTH AND IMAGINATIVE INVENTION IN THE NOVEL

Roberto Márquez

"In its earliest uses," writes Raymond Williams in Keyvords,
"history was a narrative account of events ... the sense ranged
from a <u>story</u> of events to a narrative of past events. In early
English use, <u>Mistory</u> and <u>story</u> ... were both applied to ah
account either of imaginary events or events supposed to be
true." "Fiction," the same author tells us, "has the interesting double sense of a kind of IMADIRATUR LITERAUME and of
pure (sometimes deliberately deceptive) invention."

There is a sense in which the original protean quality of these two concepts, fiction and history, is still with us. Indeed, the contemporary significance of a concept such as significance of a concept such as concept of the still with us. Indeed, the contemporary significance of a concept such as significance of a concept such as significance of a concept such as significance of the significance of the

This course, turning precise." to the relationship between the streams will embore the specific nature of the historical streams. While properties are precised as a superficient properties of representative examples of the genre, we will examine some of the issues implicit in the definitions quoted above. We will also seek to identify the range of devices and techniques the writer of historical fiction uses to effectively recreate the dynamic in which, as George Lukece argues, "certain crimes in the personal destinies of a number of human beings coincide extension of the devices themselves to an author's subjective vision of his own historical period will, of course, be an integral part of our more general concerns.

Our texts, reaging from works both "classic" and contemporary, will be drawn from the literary canon of Europe, Africa, and the Americas. Possible readings will include: C. Dickens, A. Tale of Two Cities; Steidshi, The Red and the Disch; G. di Lambudas, The Lopard: A. Carpentier, Euglodien in a Cathedrait, V. S. Reid, New Day; G. Lessing, Manivers of Wy Person; and C. Achebe. [Junge Pail Assign

The class will meet twice weekly for 14 hours. Enrollment is open.

Robert Meagher

This class will from the outset point out and develop the clear parallels between late 5th century Athens and late 20th century America. Athens, like the United to the outset of the control of the con

ior any scuent or survavor or the OU'S in American who reads through Thurydiaes' account of Athenian stasis.

Camus often described our modern age as at a point of impasse to which we are driven by a poisonous logic whose surest anti-dote he found in classical Greek that which he had in nind was above all Ornece been present that the survivor, calls for a conscious denial of heroic syth. "Beroes" rare those who find and affirm something or someone worth dying (and perhaps worth killing) for, whereas Des Pres argues that not perfection but sheer survival, literal and ethical, is our greatest challenge in the face of twentieth century atrocities. Our agenda sends us in search of something worth living for (and worth helitogophical question; and murder attocerns lower ethics the pursuit of the Charlette of the Cha

The class will meet twice weekly for \mathcal{V}_{0} hours. Enrollment is open.

AMERICAN LITERARY REALISM: MARK TWAIN, HENRY JAMES, STEPHEN CRANE

Richard Lyon

Richard Lyon

The American realists in fiction, like their forcrumers in Durope, wished to appropriate for the imagination the materials of everyday life—to capture for the imagination the materials of everyday life—to capture to the 'mociety in which they food that the state of the society in which they capture of the mociety in which they and frustrations of its members. In very different ways these three writers aimed to bring about a renewal of the imagination which would also be a renewal of social vision. 'Nor Mark Pwint hits meant the accurate recording of popular specie and manners, the sensibility of the people, and the issues besetting his own time—elsever, concent exploitation, raligion, the new technology. Henry James sought fidelity to consciousness, to his own as artist and to that of the characters he portrayed; the inner life becomes for his the register of the "real." And in the fiction of Stephen Crane, the social and the psychological are joined in a satiric and often sardonic impressionities.

The class will read novels, letters, essays, and several works of short fiction by each of these writers, and we will have occasion to notice, as we go, the different ways in which they reckon, through their art, with the events and crises of their own lives and of their times.

the class will seet twice weekly for an hour-and-s-half, Students will write a paper on each of the writers, and will-sarticipate in a group presentation to the class of a par-dicular work. Enrollment is open.

LATE NINETEENTH CENTURY EUROPE: ISSUES IN HISTORY AND THEORY

Mary Russo and Nancy Pitch

This course is designed to introduce major themes in the social, consists, and cultural history of Europe in the last decembe of the State sent central history of Europe in the last decembe of the State sent central and to provide a theoretical basis for the consideration of history as a particular form of inceptedge, of interpretation, and of cultural grounduction. In other words, the course will consider a selection of historical marretives, amendotes, and representations of the period in writing mail on file; these "historics" will then be analysed as specific cultural practices involving amerative forms, cultural historics involving amerative forms, cultural historics involving amerative forms, cultural historics involving amerative forms, cultural history, and why.

in many ways, the period under consideration epitomices many of the problems and crises of history and historical rationality inherited froe Enlightenent culture and developed in the earlie part of the Mineteenth century. By the end of the Mineteenth century, capitalism had transformed social life in Enrique. By bolized in the rise of the large Parisian department stores, fined-sicile capitalism in creasingly because a mode of produc-tion rooted in mass consumption. The creation of the communication of the desire for style (commodities, status, and em-tional/arotic connection with the new spaces and social organi-ation of the city is obviously related to this larger economic change, but precipely how and why is unclear. The relationship between the rational and irrational elements of this connection will be a subject of debate in this class.

ecifically, the crowd (both as an historical instance of ass conflict and as the manifestation of a new historical sub-

Required reading vill include Carlo Ginsburg, "Morelli, Freud, and Sherlock Holmes: Clues and Scientific Method;" Barbara Tuchman, The Proud Tower; Eric Hobbsbur, The Age of Copital; Karl Marx, The <u>Eliphteenth Brumaire of Louis Rapoleon</u>; and selections from the essays of Walter Benjamin, Histake, and from Suzanna Barrova, <u>Distorting Mirrors; Visions of the Crowd in late Mineteenth Chemuty France.</u> Additionally, we will be reading Sybillo Alerano's <u>A Mosman</u>, John Berger's novel G, and the poetry of Baudelairs. A complete reading list will be available at the end of January for those students who want to begin reading Defore Classes start.

Finally, this course is part of the Humanities Forum, and Bertolucci's film 1900 will be shown and discussed by Michael Silverman of Brown University.

The class will meet once a week for 2 hours. Enrollment is open

MADNESS IN FICTION BY WOMEN

HA 263

This course will explore the particular forms madness takes in fiction by women. We will be asking if insanity, for women, he any common sources, definitions, functions, forms or language. We will be examining the effects of patriarchy on women's sanity, and seeing if insanity, for women, took the same fictional forms in the nineteenth century as it takes took the first patriarchy of the contract of the contrac

Mary Shelley, <u>Prankenstein</u>; Emily Bronte, <u>Wuthering Reights</u>; Charlotte Bronte, <u>Willette</u>; George Ellot, <u>The Lifted Well</u>; Charlotte Pretkin Gilman, <u>The Yellow Malloper</u>; Wirdina Woolf, <u>Mrs. Balloway</u>; Dorie Lessing, <u>The Four-Gated City</u>; Jean Mayer, <u>Wide Sargabos Sea</u>; Sylvie Plath, <u>The Bell Jar</u>; Joan Didon, <u>Jide Sargabos Sea</u>; Sylvie Plath, <u>The Bell Jar</u>; Joan Didon, <u>Jide Sargabos Sea</u>; Sylvie Plath, <u>The Bell Jar</u>; Joan Didon, <u>Jides Sargabos Sea</u>; Sylvie Junium, Warger Lercy, <u>Woman on the Sake of This</u>; Allow Balker, <u>Beriddin</u>, Margaret 4, Samood, <u>Burfacing</u>.

We will meet for 14 hours twice a week. Enrollment will be limited to 30 by lottery.

BA 272 LITERATURE/PILM/MYTH

This is a course on narrative fiction and film—the two major methods of preserving and repeating stories—and the relation of story to myth. Ruserous anthropologists and ethnologists as well as litorary critics argue that stories have certain elementary forms or "archetypee" which can be catalogued, that all stories can be collated into a single uniform structure all stories can be

The view that we can discover in stories, wherever and whenever told, both specific and general patterns and forms, would seem to conflict with the view that stories are about the relation-ships of the individual to her or ris particular social; poli-tical, or cultural environment and that the reader is culture-bound.

The examination of this conflict—which sight be stated as, what to we mean by "myth?"—will be an important part of our reading and discussion. Background readings will include works by Levi-Strauss, Rothrup Free, and Roland Sarthese, and recently pertained by the strain of the will be written stories and narrative flowhich conclain them cient myths and selections from the spice which contain them readers, the texts will be selected to traditional and popular literary geores' spic, romance, detective story, science fiction, melodrams, satire.

Please note: This is not a course in film theory or technique nor will we be concerned with the question of how literature becomes film.

The class will meet twice weekly for two-hour sessions. Enrollment is limited to 25 on a first-come, first-served basis.

APPROPRIATING SHAKESPEARE

Peter Stallybrass+

Peter Stallybrans'
This will be an interdisciplinary course, combining literature, history, anthropology, theater and film. Our purpose will be the state of the west of which three of Shakespeare's texts the west to which three of Shakespeare's texts the state of t

The plays raise problems of production as well as of interpre-tation. What difference does it make when a boy actor is can taken. The state of the control of the control of the control would a flection of the control of the control of the would be control of the control of the control of the would be control of the control of the control of the would be control of the control of the control of the control of the theater to sell tobacco ("Dispipiness is a citar called Manlet") or to question sexual norms? In the course, we will look at

texts, productions (both theatrical and cinematic) and their social and cultural contexts.

Enrollment is open. Class will meet twice a week for 14 he

+Peter Stallyhrass is associate visiting professor of literature and will be in residence for the spring term.

HA 277

Several years after his death, Susan Sontag wrote of Cam "Karka arouses pity and terror, Joyce admiration, Proust Glds respect, but no writer that I can think of, except (has aroused love."

This course vill address itself not to this remarkable man, but to his works, which offer not only a pitiless perception of the evil genium of our times but a vision of rare compassion and integrity. We vill read and consider all of Camus' major works ranging from philosophy to fiction to demand and one of the constant of the consta

The class will meet twice weekly for li-hour sessions

HA 278

THE PSYCHOLOGY OF THE BLACK EXPERIENCE: A JUNGIAN APPROACH

For the ancients, psychology was the central philosophical con-cern. Psychology was the Science of the Soul. Soul, with all its implications, is similarly the point of departure and arri-val for this course. We will explore spistencing, aesthetics, and themusy-with "pristive" psychology as its focus. Read-ings will be drawn from the works or Jung, Elsden, Beumann, Campbell, Panon, Castaneta, Tutuba, and Barding.

The class, limited to 18 students, will meet twice weekly for two-hour sessions in the Enfield Master's House.

SOUND AWARENESS AND THE CREATIVE PROCESS **HA 283**

An examination of the process of creating music, the course focuses on discovery of our own innate musical creativity by increasing our sensitivity to cound and its potential. Thus will begin with the two basic components of rusalic-roomed and one erra-rand by means of sound saveness out. Then, by seense learn to focus our sense of sound saveness out. Then, by seense learn to focus series or guided activities, vs will read to own music in an effort to discover our natural creative polarital. We will utilize both individuals are considered to the country of the country o

We will meet three times weekly with one of the meetings d voted to discussion and theoretical matters, the exact nat which will depend on the needs and wishes of the students.

Enrollment is limited to 12 by instructor permission

CREATIVE MUSIC: ITS THEORY AND APPLICATION

This lacture class will focus on the interrelationship found in the conventional, non-conventional, and indigenous styles of music as viewed from a Western tomal base. Students will be offered analytic techniques for personal inventories as moloid harmonic, and rhythmic behaviors. Joseph Schiller, Vincent Persichetti, Henry Cowell and other twentieth-cut composer theorists will be explored in juntaposition with recreative music of Charlie Parker, Diray Olitelpies, Thus Jones, and John Coltrane. Outside reading and listening experiences are mandatory.

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

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

The class will omet 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.

LABAN MOVEMENT ANALYSIS II: OBSERVING THE BODYMIND IN MOTION

Tara McClellan

This course will use concepts from Laban Movement Analysis as a conceptual framework to assist people involved with teaching, the conceptual framework to assist people involved with teaching, the conceptual framework of the conceptual framework of the conceptual framework of the conceptual framework of the conceptual for the conceptua

Enrollment is open.

CREATIVE MUSIC - ADVANCED SECTION

Roland Wiggins

This course is offered to students who have completed Ra 28% or its equivalent. It will explore in depth the syntax of melody, herrony, and rythm in horitontal and vertical consistantions. Selected creative music of Dizzy Gilleppie, Jimmy Mesns, Archie Shepp, Sonny Portume, and colored in the principles. Ontside traditional and horizontal modern analytical principles. Ontside 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 per-

HA 288

THE CREATIVE ART OF IMPROVISATION

The perentially evasive and perplaring question, "Bow do you teach last..." has doubtlessly baffied most music educators since titams such as Louis Armstrong, blue Ellington, Charlie Parker, John Coltrane, Stan Kenton (all deceased), and Thelonious Bonk, Miles Davis, Dluzy Gillesple, Al Hirt, Stan Getz, Benny Goodman, have emerged as innovators of our indigenous American art fore entailing musical self-expression and creativity. Consequently, and in consummation of doctored secrediction in this comparatively musical self-expression and creativity. Gonesquently and in consummation of doctored secrediction in this comparative by the comparative of the constant of the formation of the fundamentals of jazz performance within school mystems, improvisational vorkshops, clinics, and seminars.

The Creative Art of Improvisation (A Methodological Approach to Performance and "Mass Education") is now an official supplement to the 18 289 Afro-American Chamber Emmemble. HA 288 dideatic seminars (open to visitors) and closed cessions of 11 to 2 hours will be presented each week on a rotating final vith the Chamber Emmemble. Members of the ensemble will be en-braged to participate in HA 285 seminars for continued described to the control of the cont

During open sominars, basic conceptual approaches to viable lass performance—in addition to dissected solos by the instruc-tion analyzed and discussed via ale projection and play-back. Distonte (modal) and chordal systems, turnback progra-tions, patterns, cliches, stc. viil also and of the con-formed collectively in union with recorded and/or live rhythm section accompanisms. Zer with participants; they may be dupli-cated for colleagues if desired.

Students interested in enrolling in this course should obtain questionnaires from the NBA office. Auditions with one be required, although a wither/audite; from the Afro-American tradition—vil be emissioned to office on the Afro-American tradition—vil be emissioned to office and the second of the second.

AFRO-AMERICAN CHAMBER ENSEMBLE

The Chamber Describle will focus on the interpretation, articulation, and performance of specifically designed orchestrations and performance of specifically designed orchestrations. When the control of the compositions by Duke Bilington, Theolonous Month, Randy Meeton, Quincy Jones, and other contemporary American composers besides concentration on an training, instrumental reading music notation in the Afronderical aspects of the course will provide the course will provide out the course will provide the course will provide out the course will provide the course will provide out the course will be considered to the course will provide the course will be considered to the course will be considered to the course will be course will be course will be course will be coursed to the course will be course will be course will be course will be considered to the course will be considered to

the ensemble and accompanying spinors seminars.

The Afro-American Chamber Ensemble's repertoire will be adapted to the instrumentation of the participating must cham. Depending on the qualified enrolless, the personnel chamber of the conventional rivith (plano, guitar, bus medium sized combonents of wind instruments rangiage values are medium sized combonents of wind instruments rangiage values are medium sized combonents of wind instruments rangiage values and the size of the properties of t

Auditions will be required in addition to a complete ques-tionnaire from each applicant; forms may be obtained in the HRA office. Maximum enrollment would consist of a conventional read section of five ascophones (including Fintes, clariofts, etc.), seven to eight brass (trumpet, flugshorn, transhore, French horn; cuphonium, wha, etc.), and we rhythm sections (including auxiliary percussion), if available.

Auditions will be scheduled at the autual convenience of the instructor and each cirolite. The Chamber Ensemble will convene on Fridays for two hours. The exact time will be designated prior to the beginning of rebearsals.

HAMPSHIRE COLLEGE CHORUS

The Chorus will meet on Monday and Wednesday, N-5PM, in the Recital Hall of the Nusic Bulleting. Dur Spring scanon will include a tour to Boston and concert at Emapather. The project Called Tood New Jesus and Spring Called Tood New Jesus Call

PLAYWRICHTS' WORKSHOP

A writing correspon for students who already have a grasp of the bests mechanics of crafting a play. Bing a rite, class critique, rewrite format, the course will focus on the development of a rull-length or long one-act play from each student. Close attention will be paid to the use of the core advanced elements of the craft: multiple these; sub-plot; perceptual shifts

Enrollment will be strictly limited to 10 students who will be chosen on the basis of a one-act play submitted to the instructor. Class will meet once a week for four hours.

DANCE/MOVEMENT STUDIES CRITIQUE CLASS RA 297

If you are a dance/movement concentrator (II or III), or if dance/movement is a part of your academic concentration, or if you love to choreograph and perform— this is your class.

The course will focus on faculty-student discussion of Divisional creative work. It will offer a forum for meaningful critiques, exchange and exposure to each other. In addition the course will attempt to address processes and concepts derived from one's ongoing thece's average to tudies (technique, body-level information, each studies citethique, body-level information contentions, therapy, dance ethnology.)

Readings appropriate to students interest will be given as topics of interest and concern emerge, or are decided upon by class members. Students will be expected to show and share we experiment, attend concerts and films, and write critiques.

Class will meet on alternate Pridays for two hours. Enroll-

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

WORKING IN THE CONSCIOUSNESS INDUSTRY

Worries about censorship in mass communication usually take a familiar tack; there is some single person or sail conspiratorial group with too much influence, or the government meddles where it ought not, or business practice has put the account and targe. From this perspective, seasthing exceptional has occurred; outside intervention threatens an otherwise free process of expression tyrough the case media.

Such explanations only go so far. Their greatest weakness is that they neglect the everyday constraints inherent in the organization of modis content production by occupational and professions; groups who labor in the industrial reals of transmittenal, conglowerate ocporations. They simply miss the point that public expression through the moders of their work constitutes in important, internal filter in the flow of information. This course will survey some of these work-related constraints. We will examine aspects of news-construction, the work of Bollywood TV producers and economic imperatives of selected constraints. The course will assure a consonic imperatives of selected manufactures. We will also address questions posed by the introduction of new technologies in the mass questions posed by the will insert for 1½ hours which as well. Emolyment is open.

LC 128

COMPUTER STUDIES LEARNING COMMUNITY

This is not a course-it is both more and less than a course. It is more than a course, in that the potential range of learning is much greater and breader than in a typical course, and the possible variety of experiences is much larger. It is less by virtue of being much less extructured in aducational format annuintellectual focus. It is open to the participation of student at all Divisional levels who are interested in learning about computers and exploring lesses in aducation, though beginning condentrators and monconcentrators allke are welcome.

Concentrators and conconcentrators since are vectors.

Planning and design of this activity will be done collectively
by the perticipants, thus it is impossible to specify in detail
all of what this noncourse 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 mother in areas related
to computer studies or experimental education, working together
on group projects and participating in seminare 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 on the ground operators for our putponers.

We actions rolle as intertuctor include resource person, facilitator
role model, and co-learner.

I envision a certain amount of self-conactous reflection on such matters as social processes in education and the design of supportive learning environments which encourage intellectual and personal growth. Some of this process will begin via a January Term activity entitled "Designing Learning Environment" which I am sponsoring. The encourage all the process of t

Enrollment is open and meeting times will be scheduled dynami-cally by perticipates as appropriate. Initial "memmunity meet-lugs" will be Twesdays and Thursdays from 1:00-3:00 FM. The only prerequisite is interest and an open mind.

HOW DO THEY SPELL RELIEF?: THE PICTURE OF HEALTH IN ADVERTISING

T. R. Durham

Commercial advertising is for most of us the dominant continuing source of information and exhortation about personal halth, disgnosis, and treatment. Products are put the state of the s

The class will meet twice a week for $1\frac{1}{2}$ hours each time. Eurollment is limited to 25 by permission of the instructor.

LANGUAGE AND HUMAN NATURE: AN INTRODUCTION TO THE WORK OF NOAM CHOMSKY

Noas Chomsky has, since the early 60's, been a leading intel-lectual figure whose pioneering work in linguistics, philosophy, psychology, and political theory is one of the most impressive attempts in modern times to understand the psychological, blo-logical and social capacities that make us human. The study of language from the Chomskyan point of view has brought home any fundamental the property of the property of the party of the samp fundamental asseming them: Now can the "bind" be studied? Which aspects of human knowledge are learned! Which are part of our biological endowment? Now much are humans limited (or lib-erated) by our biology?

In this course we will concentrate on Chomsky's views on children and language, the role of the (social) environment in learning, the question of innareness (Mart heam abilities for inborn'), and the nature of empirical extensions of the contract of paychologists b. F. Skinner and J. Piaget and the Midlesphere V. V. O. Quine.

THE CONSCIOUS AND UNCONSCIOUS MIND IN PSYCHOLOGY

The study of connectourness and the postulation of unconscious santal processes is a major theme in psychology. This course provides an intensitie introduction to psychology through the study of some of the theories and research areas that have been concerned with the conscious and unconscious sind! Freudian theory; the behaviorist's claim that psychology shouldn't be about consciousness at all but about external behavior; the pending the provides of the pro

Class meetings will consist mainly of discussion of the readings, which will be chosen from both classic sources, e.g., Freud, Skinner, and William James, and from contemporary research in compilities, social, and physical psychology. Occasional brief writing exercises will be assigned and a term paper on one of the topics and a term paper on one of the topics of

LANGUAGE DISORDERS: APHASIA AND DYSLEXIA

Mark Feinstein and Marcia Linebarger

When our language ablitties are working normally, we rarely give them a second thought. But when they malfunction it can be a personal and social cotastrophe. In this course we util closely examine two kinds of linguistic disorders: aphasia and dyslexia. In aphasia, disruption of the language capacity arises from braid damage and has dramatic effects on the individual's ability to produce and/or perceive and process speech. In dyslexia, the ability to read and write is somehow impaired; its causes are systemically but its effects of the some second in the second and the shifty of the

The course will be organized in two modules: the aphacia module and the dyslexia module. Each module will meet in a two-hour session once a week. Students are expected to participate fully

in both modules. There will be regular ro-fings from the lin-guistic, psycholinguistic, and neurolinguistic literatures as well as videotape presentations. Class format fill be informal lecture/discussion and a final poper will be required. Emroli-ment is limited to 20 on a first-come, first-served basis.

LEARNING TO LEARN: CHILD DEVELOPMENT AND THE DAY-CARE EXPERIENCE

Ellen Cooncy

Students of child devolu, — to education often find it diffi-cult to relace their acadeatc co-new work to their practical ex-pertence with children. Liberton, at adonts actually working with children of the children of t

Hampshire College now has an exciting new resource for students of infant and early childhood development education—the Hampshire College Day-Care Center. Opened last year, this center provides an excellent developementally based program for children from 2 months to 5 years of ago. Students in the conser will spend 8 hours a week as interns in the center. Each will choose apend 8 hours a week as interns in the center. Each will choose a particular child to concentrate on most intensively but the involved with all the children in all aspects of day-care activities: helping to plan appropriate activities for "group time," working on her dramatic play contro with the 3-5 year-dde, working on art projects, supervising free play for toddlers.

The weekly seminar will give us the opportunity to discuss issues in child development and education and relate them to our common experience. Each week we will forment, development of intellectual development. Insuper development of actaclisment intellectual the season according to the season of the presentation and readings and how they relate to our dipartance in the centre.

In addition to participating in the internelip and the seminar, each student will write 2 papers, one on a seminar copic of particular interest (in conjunction with the class presentation) and the second relating the various topics to the understanding of an individual child. The class is open to students at either the Division I or II level by prior permission of the degreate director and course instructor. It may be possible to arrange for practicum and pre-practicum credit for the carrier of through this cancel with the instructor of the this should discount will make tonce with the instructor. Barolleont limit is 10. Seminar will meet once a week for two hours.

CHILDREN, COMPUTERS, AND CLASEROOMS

William Marsh and Jane Tamlyn

Suddenly computers are a part of virtually every child's ex-perience. Computer games and graphics are enticing and videly available. Many iddle-class children already have access at home to quite powerful computers, and all children should soon have them in their schools. This course will examine how com-puters, and in particular the language LOGO, change our ideas on what can be taught in grades K-3.

We will start by learning LAGO and reading Seymour Papert's book, <u>Mindstorms: Gitldenn, Computers and Powerful Ideas</u> we will then look at the current curriculum in eleanniary mathematics. The first instructor will the Why Lahonn Can A. Add. From the attack on it in New York which will be a first in the paper with Papert that elementary school arthmetic more closely resembles modern computer science than it does mathematics.

We will also look at the importance of good teaching in the use of any curriculum by reading John Nolt's Nov. Children Fail We will look briefly at the limits of children's cognitive abilities suggested by such developmental psychologists as Jean Plaget, with whose Papers toudied and worked.

For the second half of the semester we will be primarily in-volved in the development of group curriculum design (project in the area of elementary mathematics, Class will seet three times a week for an hour. Euroliment is unlimited with in-structur permission required for students who have not complet an LSC Division I examination.

1.C 213

DEVELOPMENTAL DISORDERS OF CHILDHOOD

Ellen (Cooney)
Whether interest in children arises from our goals as prospective reachers, therapists, parents or simply out of a faecinition about the children we all once were, the question of description and the children we all once were, the question of description of the children we all once were, the question of description of the children we all once were the cause of the content of the

INTRODUCTION TO VIDEO PRODUCTION

This course will introduce students to the techniques and tools, critical and sesthetic issues portinent to producing work in

Camera work, lighting, sound, editing, and the use of Hampshire facilities will be presented in the initial part of the course. The responsibilities of the videomaker to subject, suddence, and self-will be continuing themes for discussion. There will be written as well as production assignments. The course is intended as an overall introduction to video production. We will meet twice a week for two hours each time. Enrollment is limited to 16 by permission of the instructor.

LC 216

THE PHILOSOPHY OF PHOTOGRAPHY: CONCEPTUAL AND AESTHETIC ISSUES

Christopher Witherspoon and Cynthia Freeland

In this course we will investigate several clusters of issues about photography, photographs, and the activities of photographs, and the activities of photographs are not only the critical literature on photography from the mid-minateenth cantury to the present; we will load st and discuss a wide range of photographs, alides and other reproductions, and films; and contemporary theories in the philosophy of art (understood as (the same as philosophical aesthetics).

We will proceed by discussing the following: what photography is and what photograph are; photography and visual perception; what photographs show, picture, and commiscate, and how they do this; interpreting and understanding photographs (and how to deal with differing and conflicting interpretations); whether photography is an art, and why, and when; expression and style in photography; what photograph should be-(o) beauty and other assistant and artistic values, and (b) social, personal, documentary, and other kinds of nonwestbatic value, are come of the special problems reised by color photography; how photography and painting have influenced each other; and issues of special interest to students in the class.

For evaluation students will be expected to write several short papers and a final longer paper. Although this is a Division II course, extrangements can be made for students in it to complete Division I LGC exams by elaborating work for the course; the topics of such exams should be negotiated early in the term, and the exams themselves completed before spring break.

Required cexts: Revhall, Theoreticably, Reserve on Longer, Calibras, Dictates where the Photography, and the Calibras, Calibra

This Procland is assistant professor of philosophy at the University of Massachusetts.

THE COMPUTER WORKSHOP

Richard Muller

This course is intended for advanced students interested in working on computer-related projects and for students who are in the process of designing a concentration which involves some aspect of computer studies. It has two major thrusts: (1) to provide a forum for problem solving and the exchange of ideas among students, and (2) to develop ways of helping students who are not in the course acquire specific computer-related skills.

The group will meet twice a wask for two hours; one meeting will be a seminar at which students present work in progress; the second will be devoted to planning and executing workshops and short courses attend at helping other students learn to use Hampshire's computing facilities.

Students will be expected to pursue a well-defined project, to participate in both sessions regularly, to make at least one sessions presentation, and to be responsible for at least one workhop site at students outside this course; in participal students are urged to work with participants in the Computer Studies Learning Community (LC 128). Enrollment limit is 15 by instructor permission.

CULTURE, LANGUAGE, AND POLITICS

Mark Feinstein and Leonard Glick

Many modern nations have been torn by conflicts defined and partly pooted in cultural and linguistic differences, and often control problems of the forest and partly proceed in cultural and linguistic differences, and often control problems of the forest and partle independent partle control problems of the problems of the control problems

In this course we will consider in some detail the cituations in the course we will consider in some detail the cituations in a number of nations, probably including india. Guatemain, the Soviet Union. Canada, selectors in 19th and sarly 20th States, Kurde in Ireq, and perfect in 19th and sarly 20th century in Germany, and point will be to develop a broad perspective bear of combination of empirical studies, fiction, and political exact recommendations. Students will be expected to make about a comparison of the control of the course of the control of the control of the course of the control of the course of th

ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING

Can computers think? Can they learn? Will they someday be as smart as us (or smarter)? Is this science fiction come to life? Artificial Incelligence (All is an interdisciplinary field which is attempting to answer these questions by writing computer programs which exhibit various dimensions of intelligence. This undertaking shows great promise for providing insights into the mature of mind and intelligence is general.

The course will begin with a brief survey of the field which in-cludes such diverse areas as vision, robotics, natural language understanding, expert systems, concept learning, and problem solving. We will proceed on to a pore detailed acudy of work in the areas of problem solving and learning.

Students will learn to program computers using the language VISF which is especially swited to symbolic processing and is used extensively in the field of AI. Some experience with programing a computer will be assumed.

Work will involve reading, writing several short papers, pro-graming assignments, and a major class project involving pro-graming. We will neet typic as week for 2 hours each time. Earollment is open. Prerequisite: experience in using at less one high level programming language.

COMPUTER PROGRAMMING IN PASCAL

William Marsh and Gwen Wilson-Davis

Bave you ever wondered how a computer does what it does? Have you wanted to do something special with a computer and found that there was no program available to do lit? The solution is to learn to write your own programs. We will atudy the art computer programsing using the language Paical. Pascal is a powerful language owners are the property of the programs with the programs with the programs with a red efficient and which are intelligible to humans as well as to computers.

The features of Pascal will be introduced by means of sample The features of Pascal will be introduced by mean or sample problems and programs. Deamlers it is expected, and action of the problems are also processed, and students will have the opportunity to write programs for both microcomputers and a large system. We will meet three times each week for 14 hours each time. There are no prerequisition and enrollment is open.

VIDEO DOCUMENTARY WORKSHOP

This course provides a framework for rtudents with prior training in documentary wideo techniques to work on projects of their design. The cophesis will be on developing skills in production organization, writing and research, field shooting, and planning post-production. Richard Muller and Joel Olicker

The course will meet twice a week for two hours, but the bulk of course work will be done outside of class time. Students will be selected for the course on the basis of a written tree ment for the project they want to pursue; the treatment should present a production schedule, identify the individuals who are committed to seeing the project through, and describe the previous related experience of these people.

Evaluation will be based on the quality of the acripts, plannic documents, and tapes which are completed during the course. Envolvent is limited to 30 by permission of the instructor.

LC 255

OPERATING SYSTEMS FOR MICROCOMPUTERS

This course will investigate microcomputer operating systems as special case, restricted to, a single-user environment, of gcaraci operating systems. We will develop an environment, of gcaraci operating systems. We will develop unlive user's view of the functions of such a system of the system o

The class will meet twice a week for 15 hours each time. The enrollment is open.

LC 261

POLITICAL SYMBOL, POLITICAL ACTION

James Miller

Is it possible to inventigate election campaigns as a ceremony or fitual? Do history textbooks and the nightly news spread political mytha? Can the language of public policy ago nee thing, while the substantive consequences of policy actions, have different meening? Can the expressions of modern political life, from woring to the legislative process and judicial decision-making, be considered a sort of public drama?

This advanced sentner will wreatle with the notion that the style or form of political action is often every bit as impor-tent as its content, and that symbolic politics may be especial-ly important under conditions of contemptary society.

Readings will cover a range of material. In addition to certain classic writings and material on culture, symbol, and drams, we will read recent work to sempaign management, like Sabac's The Rise of Political Committants, semi-popular accounts of

Nedia Power Politics (by Paletz and Entagn), Fitzgereld's voll-documented record of the changing depiction of United Statos history, America Revised, and perhaps Garry Wills' demolition of the image of our nation's equivalent of a royal family, the Rennedy Imprinoment. Class size will be limited to 15 by par-mission of the instructor. We will nect for 1½ hours twice a week.

LINEAR ALGEBRA AND ITS APPLICATIONS

See complete course description under Natural Science 264.

MEANING AND TRUTH: ISSUES IN THE PHILOSOPHY OF LANGUAGE

Between us and our fellows, between us and our world, perhaps even between us and our thoughts stands language. How does language hook up with the world? How do sentences and words get their meanings? What is truth?

These and other perplexing philosophical questions confront anyone trying to understand the nature of human communication,
thought, and the relation of persons to each other and to thoir
world. This seminar will marshall the resources of twentieth
century philosophy of language and linguistics to explore
foundational issues in logical form, the theory of reference,
the nature of semantic knowledge, and the nature of truth and
its connection with beaning.

The course will meet once a week for three hours. At least one course in either philosophy or linguistics is a prorequistic to taking the course. Enrollment is limited to 30 by paraission of the instructors.

THE INFORMATION ECONOMY

This course still exemine processes of information production, distribution, and use in the American merket economy. Together will include the role and importance of information in business organization, labor and consumer product as the import of the devertising and product of the import of information technology at the control of the distribution of the control of the distribution of the distribution

The class will meet twice a week for two hours each time. En-rollment is open.

WORKINGS OF THE MIND: THE PSYCHOLOGY LABORATORY

David Rosenbaum and Neil Stillings

David Rosenbaum and Neil Stillings

Collecting new data is one of the great pleasures and challenges in psychology. Reading about psychological research conveys very little of excitement or the craft throulved in doing superhological exceptions. The purpose of this course is to do experiments. The purpose of this course is to do experiments. We will show you some of the craft, share some of your own. We will emphasize the use of Hamphite's psychological and cognitive actions laboratory located on an experiment and cognitive actions laboratory located in Franklin Patterns, including Apple computers, that can support of its angular action including Apple computers, that can support of angular action of research. At the beginning of the course we are several the periments on perception, emercy, resulted of movement (Rosenbaum) and the preception of face of the complex visual force and the preception of face of the complex visual force and the preception of face of the complex visual force or small groups of students to design and run original experiments of their own.

Class will meet twice a week for 2 hours each time. Enrollment limit is 12 by permission of instructors.

PROGRESS IS OUR MOST IMPORTANT PRODUCT: AN INTRODUCTION TO THE HISTORY, PHILOSOPHY, AND ASSESSMENT OF TECHNOLOGY

Jay Garfield, Allen Krase, and Pamela Mack

The world we live in is a creature of technology. Much of our everyday life involves commerce with technological products. Our politics and actence are dominated by technological interestaguably our society and we ourselves are errifacts formed by very technology we have created.

wery technology we have created.

This comtipresence of technology is increasingly becoming an object of active for philosophere, historians, sociologists, and natural scientists. In this course we will little from the principal philosophical, historiac the relation between technology poses. We will examine the charlest problems technology and science, structured for assessing new technologies and deploying account, and the face of the problems of the proble

INTENSIVE PRENCH

Elisabeth Leete

Intensive French is offered in two six-week modules which provide interested and motivated students on in-depth exploration of the French language and culture. Classes will ment two hours a day, four days a week, and will cover the state of the country of the c Classes Vill

skill areas of listening, speaking, reading and writing, with an empissis on oral communication skills. Literature and poetry are incorporated into the reading and writing sections as appropriate to the levels and increate of the students. Innovative teaching techniques are used, such as Community Language Learning, Total Physical Response, Silent Way and the Dattcouth intensive Model. A component of the intermediate levels is supervised research and independent study designed to disprove scudents' research abilities and oriting

At the end of the hast levels, the student will be able to travel to France or a French-speaking country and communicate. After the intermediate level, students will be able to carry on substantive conversations in French. After the initial six-week module, the student w.il have the option of continu-ing in the second six-week module.

This program is designed and staffed by Larquage Program Con-sultants, Inc., an innovative language and cross-cultural training organization. Students interested in this program (at any linguistic level) should contact the LPC office in Prescott 1010 at extension 526.

Class is enrolled to ten, by interview.

gt 102

INTENSIVE SPANISH

Angel Nieto

Intensive Spanish is designed and staffed by Language Program Consultants, Inc. in the same manner as Intensive French Ft, 101, described above. In addition, as integral component of the Spanish modules is an experiential stddy of various Hispanic cultures and communities by means of speakers. Hispanic cultures and community ethnic dinners and field trips.

Class is limited to 10 by placement interview and meets two hours a day, four days a week.

NEW ENGLAND FARM CENTER

One of the unique features of the Natural Science curriculum is the New England Farm Center. Located on two hundred acres of land adjacent to campus, it includes pastures, a barm, and a farm house. Offices are in the farm house which is the next house down from thorpe and easily accessible to students.

The Farm's goals are two-fold: to teach science through agri-culture within the liberal arts setting of Rampshire and the Five College community; and to help revitalize agriculture in New England.

The Farm Center is presently analyzing data on 435 livestock guarding dogs bred from srock originally imported from Europe and Asia Ninor. Research on plants and soil management is also ongoing, including a study of alders—fract-growing, shrubby trees which are palatable to sheep, high in protein, outdetolarest, perennial, and fix nitrogen. Finally, the Ferm is studying warlous sheep production methods and problems.

Saveral faculty members lead courses and research projects re-lated to the Pars. This year Ray Coppinger is on leave: Lorns coppinger, Lynn Hiller, and plant physicolgist Lawrence Winship will lead research projects and sesset students with thair own projects. There is also an anisal caretaker, a special research-sessetant for the dog research, and s small number of work-study students, some of whom are himself for the summer of work-study students, some of whom are himself of the facultural titles listed in the Pive Collage libraries, sheep, dogs, and contact with farmeirs. Namy students do eams at the Parm Center.

The Farm Center also sponsors a small number of number renearch projects, stemming from work done during the school year. Student participation is encouraged, and if you are interacted, make an appointment directly with the faculty or call Peter Cluckler, Farm Center administrator, for general information:

WOMEN AND SCIENCE

Nomen and Science is an informal progres with faculty, students, and staff involved in meninars, courses, and project advising in the following areas: actentific theories shout women and the impact of these theories on women's lives, women's biology, women's health, and study of the participation of women in the actences. We are also concerned with thy women have not participated fully in the sciences, how to encourage women to study science at 31 levels of their education (including women who are not interested in actentific careers), and how a substantial increase in the number of involved women may change the sciences

For more information contact Ann Woodhull or Nancy Lowry.

Courses and other offerings:

COULSES BIG CLEFFINGS:
**Wissen and Science Lecture Series (Ann Woodhull, Noncy Lowry,
*Pamala Mach.
**Siclosy of Women (1) (Nancy Goddard, Debra Martin)
**Current Leruse in Contraceptive Technology (II) (Nancy Goddard)
**Male and Semala Reproductive Function (1) (Nancy Goddard)
**Alexand Science (III) (Nancy Lowry, Debra Martin)
**Issues in Women's Health Care (III) (Andrea Ayvasian)
The Origins of the Sex Hormones(I) (Michael Gross*, Nancy

Goddard)
Male Brain/Femele Brain? (1) (Michael Gross*, Nancy Goddard)
Elementary School Science Workshop (1) (Merle Bruno and
Courtney Gordon)

Library Consultation (Helaine Selin) Other faculty involved: Ruth Rinard, Charlene D'Avanzo

ENVIRONMENTAL SERIES: SPEAKERS, SEMINARS, AND EVENTS

This semester-long series of events will cover a wide range of environmental topics. Inter will be amnounced by posters and magic board. Contact Ralph Lutte, 620 1315, ext. 775, if you wish to be on a mailing list for announcements.

DIVISION I PHYSICS AT HAMPSHIRE

The physical sciences curficulum includes a range of courses which ran help you study physics and its related disciplines. In this year's program, the physics faculty offer courses at all levels. Any physical science Division I course may serve for general interest as an introduction to further physics work, or to develop a Division I commission. It may discipline the physical science of the physics work of the physics are proposed to the physics are proposed to the physics are the physics ascertime caught in first year college courses is part of Division II at Hampshire.

Faculty in the physical sciences offer courses in physica-related fields including astronomy, mathematics, and geology. Everyone is invited to physical science interest group sectings (to be amounced) where faculty, students, and staff share in discussions of science, the copies and in plannial decisions that help shape our work. For zore information and help in planning your physics studies, please contact help physical science coordinator, Professor Herbert Bernstein.

BLACK HOLES AND THE UNIVERSE

Courtney and Kurtiss Cordon

Questions about the origin and structure of the universe have purified humanity for ages. Within the universe, nature performs experience under extreme conditions which we can never hope to duplicate on earth—but which we can set to be encoratly of the universe itself, the theory of relativity finds application. A qualitative understanding of the theory is greated to conduct the conductor of th

Expected student input: short paper during first 6 weeks, major paper or other project during second half of term, or paper or other project during second half of terroort to class on the project during final two weeks.

Class meetings: Two 1-1/2 hour meetings per weak for first 6 and last 2 weeks of the term, with intervening time to be spent on projects.

NS 116

THE CLIMATE OF THE CONNECTICUT RIVER VALLEY

John Reid and John Foster

New England is a battleground for the weather, where cold sir from the Arctic, warm moise sir from the Gulf of Mexico and chilly raw aft from the Allantic all collide. In addition the bills along the Connecticut River Valley produce accompheric invereines and other local effects specialt to the region. Namy other weather phenomena are produced on a mill all like acceled in various per produced on a mill all like acceled in various per produced to a mill all like acceled in various per produced to a mill all like acceled to a mil

This course will be a combination of field and leboratory study of the details of the local climate, and will concentrate most heavily on the properties of air and water and the ways they interact with the ground. We intend to investigate experimentally phenomens such as the formation of frost and dew, the generation and dissipation of atmospheric invertions in lower spots and the many ways in which log can form. This should help us get a feeling for "seat-of-the-pants" weather prediction. Opportunities for projects abound.

Class will meet for two hours twice a week plus a laboratory

NS 126 (mini)

BRANBAG GENETICS: THE EVOLUTION OF GENETICS

This course is intended to be an introduction to the history and the concepts of genetics. We will spend the first six weeks of the class time reading and discussing some of the original re-search papers from the early days of modern genetics. We will try to do four things in this period:

- (1) learn to analyze genetic research papers;
- (2) learn to think mathematically about genetics;
- learn to think about the historical and social context of
- start to work on individual or group projects in areas of genetics of interest to the students in the class.

class each weck will be devoted to the mathematics of

Students who complete the course and wish to work on Division I Natural Science exams will be able to work with the instructor during the last six weeks of the semester.

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

THE MECHANIZATION OF RURAL LIFE

This course will look at how technology affected the farm, in contrast to the city examples that are usually discussed. It will cover the period from shown 1850 to 1950 in America. Three types of technology will be emphasized: farm machinery rural electrification, and household technology. Because our technology has usually been designed for centralized, large scale systems, the partorns of rural choice rural technology and and the total centralized of the course of the cou

Class will meet for 1-1/2 hours twice a week plus an occasional additional afternoon field trip. Enrollment is open.

MANAGING THE NEW ENGLAND SMALL FARM: AN ECOSYSTEM APPROACH

Lawrence Winship

There are many ways to make management decisions when running a farm. Farmers, pressed for time, money and energy, must often rely on their own judgement based on experience, on extension service envice and on luck to earry them through. Since our livelihoods are not at stake, we can afford to take a more studied and time-consuming approach to the vuys in which a fare works and to a rational, responsible plan for the management of a farm, exemplified in our case by the New England Farm Center.

England Farm Center.

An ecosystem approach involves several steps: 1) defining the physical environment—climate, microclimate, and soils: 2) defining the blotic components—producers, consumers, and decomposers; 3) determining the ways components are connected. Such connections are often dearthed as cycles: of water, carbon, mitrogen, minerals. We will first survey the physical environment at the Farm Center, then the biology constraints and it. New Will them believe of nutrient men of it. New Will them britten, since the entire Farm system is far too complicated, and since nitrogen in the soil and forage often listes the productively of a farm while intropen fertilizer is very expensive, we will focus on the anticogen cycle at the Parm Center. Ne will work as a creen, with each student or group of students attacking a single problem related to the input, output and exchange of aftrogen on the Parm. The written results of these projects, whether literature or laboratory work, will be the besis for an evaluation in this course. If enough students participate, these collected papers could be assembled into a samagement plan for nitrogen at the Parm Center.

Class will meet for 1-1/2 hours cwice a week plus an afterno lab or field trip. Enrollment is open.

NS 142

THE BIOLOGY OF WOMEN

Noney Goddard and Debra Martin

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 anatony and physiology will enable a woman to sort out the myths, be aware of ways that health can be enhanced, and thus be a more enlightened consumer. In this course we will study relevant systems of the body and learn ways fa which women can play an active role in maintaining their own health.

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

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

Enrollment: 20, instructor's permission first week of classes.

MICROBIAL ECOLOGY

The smallest living organisms are one hundred million times emailer than home maptens in length. The bacteria are a stillion times emailer than we are, yet they constitute perhaps 501 of the total mass of living things on our planet. In this course we will read discuss Look at, play around within and think about the enormous diversity of the "little animals" that were first seen by Leuwenhock 300 years ago. Students will write 3 short essays or one longer paper during the course.

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

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

Limit: 16 - first come.

MATH EXERCISE CLASS

Do your mathematical muscles feel soft and flabby? Tired of having math jock types kick intellectual sand in your face? Then you own it to yourself to come work out once a week to keep in shape. A complete well-reunded exercise program, involving solving equations (single and simultaneous) graphing, logarithms, (choke!) yord problems, etc. will be available.

**Offered this Spring

We will meet once a week to review systemotically the high points of algebraic terminology and techniques. Three or four pages of notes will be handed out each time and a short set of note that the state of the st

Class will meet for one hour once a week.

NS 166

SOLAR DESIGN AND SOLAR AGUACULTURE

Merle Bruno, Charlene D'Avanzo, Lloyd Williams

This course will deal primarily with two aspects of solar energy: the design and evaluation of passive solar structures and the use of such structures (i.e., solar greenhouse) in the solar structures and the use of such structures (i.e., solar greenhouse) in the solar structures of solar structures and the use of such structures (i.e., solar greenhouse) in the solar sol

We will neet two times a week for three hours each. Students will be expected to participate in class discussions and con-plete class sneignments during the first part of the semester and pursue a project in one of the working groups. Enrollment is open, and there may be a \$10 lab fee for computer use depending on the nature of the project.

APPROPRIATE TECHNOLOGY CENTER

The Technology Center is envisioned as a resource for all Hamphire students and faculty whose examinations, courses, or projects are in need of technological help. It will set as a source, or a referral to a source, of expertise in project design and construction, dark collection, material to a source, or a support of the set of

NS 170

DOWN THE DRAIN: STUDIES IN HYDRODYNAMICS

Water plays a central role in a large number of biological, chemical secretological, goological and physical processes. Exercise we describe the processes of t

Class will meet twice weekly-one hour lecture and a two hour lab. Earollment is open.

ASTEC 34

HISTORY OF ASTRONOMY

Astronosy and commology are traced from prehistoric relica through the beginnings of Egyptian and Babylonian antronosy to dual culmination in Babylon and Greece in the last of thristian centuries. The influence of this time of christian centuries are influenced of the middle ages is noticed through the Compoundation to the beginning of modern meteors in the common through the Compoundation to the beginning of modern meteors in the action of the common tentury. The history of gravitational astronomy and actrophysics in the 18th and 19th centuries leads are present understanding of the universe. Emphasize the state of the universe. Emphasize and the relation of astronomy to other cultural trends. Reading is largely from original sources and translations.

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

MS 207

THE ECOLOGY OF FLOODING

Charlene D'Avanzo and John Reid

A flood is often seen as an aberration, an instance of the river getting out of control. In fact, floods are an integral part of the life of a river, and many of its major ecological and geomorphological features are dependent on periodic floods for their "enewsl.

In the first section of the course we will touch on several supports of fiverine flooding—including meterology and goology, public policy issues, and folk lore and history in the second but we will study one section of the control profit of the flood with respect to the ecology of control words, the gloody of one deposits, and the warriest chemistry of flooding waters and newly-deposited floodylain soils.

Class will meet for two full afternoons weekly. Enrollment is

PLANT PHYSIOLOGY NS 208

Lawrence Winship

In this course, we will study the cellular, blochemical and physical processes which allow plants to grow and reproduce at to adopt to their physical and biotic environment. Topics we will cover include:

wall cover include:
-carbon and energy gain: C3,C4,CAM photosynthesis;
-water uptake, transport and loss: transpiration and drought
stress:

--act: uptase, transport and loss: transpiration and drought actess:
-mineral nutrient uptake and allocation: soil/plant interactionnitrogen assisilation: symbiotic nitrogen fixation, nitrate reduction:
-plant growth and regulation: hormones and herbicides;
-liowering and reproduction: photoperiodism, meed biology;
-disease residentleader research papers which deal with significant issues and discoveries in plant science as our primary reading material. The text vill supplement and add breach to the main readings. In the laboratory, we will gain hands-on experience in the workings of experience halp plant physiology by completing projects which complement the readings.

To obtain an evaluation, each student must choose four of the eight lab projects which will be done during the term, and write these up as short but complete papers.

Class will meet for one hour three times a week, plus an afternoon lab session. Enrollment is open.

NS 212

ORGANIC CHEMISTRY

Nancy Lowry

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

Class will meet for 1-1/2 hours three times a week, plus one

NS 216

PARASITOLOGY OF ANADROHOUS FISHES

Nancy Goddard

In this course we will study the form, variety, and distribution of parasites infecting anadromous fishes indigenous to the Commodition of the state of the state

Instructor's permission required, no limit.

NS 218

CURRENT ISSUES IN CONTRACEPTIVE TECHNOLOGY

This course will not be taught this term, but many of the same issues will be covered in NS 253 Issues in Momen's Health Care taught by Andrea Ayvazian.

CHEMICAL STRATEGIES IN LIVING CELLS

John Foster

The principles of blochemistry are important—to anyone with a serious interest in biology, and to everyone in terms of the impact that modern blochemical reaserch, in areas such as recombinant DRA technology or the mechanisms of hursman enterior and the serior of the companies of hursman enterior and the serior of the serio

The course will include the following cleaners: Laboratory work, in which you can witness life processes, its respiration and farmentation or the laboratories will be formed by with papers from the research literarchies will be describe the use of these techniques from the control of the co

These elements will be assambled, in some combination, in collaboration with the class. The objective is to devote the secenter to the study of blochemistry in a way which will meet the needs and intrests of the students.

Class will meet in the lab from 1:30 pm until as late into the evening as is necessary to get the work done, plus an additions l-1/2 hour conference per week.

Enrollment: 16 (biv. I acudents only with permission of the instructor.)

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

THE GENETICS OF EVOLUTION: ALTRUISTIC GENES?

Lynn Miller and Kenneth Hoffman

Dynn milet mo kenneth Hoftam

This course is designed for students instructed in current
ideas of the mechanism of conduction. We will read and discuss
both many? 's fenerties of the Novietionary Process and Lewonth's

The Genetic Masis of Evolutionary Themes, Much of our time will
be used to become familiar with some of the mathematical concepts that have been used to describe evolutionary processes.

We will read the papers of Hamilton, Trivers, and other workers
on the subjects of group selection, altruistic genes, and the
models of sociothology, Students will be intervitted or other
individual sevols. Students who do not know elementary genetic
theory should enroll in NS 126 Beanbag Genetics, which runs the
first half of the term.

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

THE ROOTS OF THE ARMS RACE

Allan Krass, Margaret Cerullo and Jill Lewis

Why do the United States and the Soviet Union build ICRMs, meutron bombs, Trident submarines, Bl bombers and all the other lathal hardware that make up their nuclear aremails? Is it because they threaten war egainst each other for political objectives? Or is it because military bureaucractes and industries push for more money and power irrespective of what the other side does? Or do the resemon lie even desper in the nature of white mile-dominated society.

This course will examine a number of these possible roots of the arms race through readings and discussion. Emphasis will be on differing perceptions of the Soviet through analyses of the relation between spending and the accompany the production of the control of the relation between spending and the accompany through the production of the same race. Special attention willow the production of the same race. Special attention willow the production of the same race.

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

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

No letter grades will be given,

HUMAN ORIGINS

Debra Martin

This course will critically examine the research strategy, data base, hypotheses and conclusions which various scientiate have used concerning the biological basis for human behavior and evolution. You weeks each will be spent on the following controversist topics:
-The evolution of bigedalism and the origin of "human" (how is "human" examined the control of labor. "man-the-hunter", and dominance.
-The evolution of the human reproductive system and the origin of a unique set of mating and child rearing behaviors.
-The evolution of the dispetive system and the origin of a unique set, of mating and child rearing behaviors.
-The evolution of the videstive system and the origin of an unique set. Or manifestive system and the origin of an unique set. Or manifestive system and the origin of an unique set. Or manifestive system and the origin of an unique set. Or manifestive system and the origin of language.
-Synthesis: Stochenvior and seed they-can we predict behavioral responses based on an understanding of anatomy and biology?

biology?
The course will aim to get at the bisses which permeate the scientific literature concerning the role of males and fensles in evolution. Esplicas of early fossil human prochamen remains, and skeletons from prehistoric humans will be used to examine the biological evidence emporting the various claims in the scientific literature concerning human origins and behavior.

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

ISSUES IN WOMEN'S HEALTH CARE

Amouse AyMALAMM

The majority of women in this country learn what they know about important issues in women's health care from a health care professional or from the lay literature. This course will examine three specific issues in women the activation care; we will compare and contrast what is writtened the scientific literature on these issues but will focus on several aspects of senon-places, breast or from the various treatment modal-pump, breast our of the breast, and the various treatment modal-real contraceptivas. In addition to a scientific examination of these issues, we will approach this "subject from a sociological perspective. Working in small groups, students will nanlyse what happens in the translation from scientific research to popular books and articles.

Although this is primarily a Division II course, it can serve interested Hampshire Division III students as an integrative scennar and Division III students are welcome. In the course, Division is students will are the furth unit of the course, Division II students will and present usinesse concerning women's health convenience will not be model established in the principle. The course of th

Class will must for 1-1/2 hours twice a week. Enrollment is open.

Hamnshire Callege Caurse Guide

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Hampshire	e College Cours	se Guide	
	- J	1 80	sons to elementary and/or secondary classrooms. Meeting times
	1	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	sons to elementary analor accumulation are flexible. *School Program Coordinator, Bitchcock Center for the Environment.
NS 261 INTRODUCTION T		S 283 GENERAL PHYSICS B	
SCIENTISTS AND	SO SOCIAL SCIENCES	Frederick Wirth	ASTFC 20 COSHOLOGY
David Kelly Traditionally, the mathemat	atical preparation for scientists and tri	ricity and magnetics, training or spinate in the laboratory	Tom Dennis
more of the calculus. Eas)	ial scientists begins with a year or in: ial scientists begins with a year or in: sy access to high speed computers has and of other tools. For almost all scien-	information in this countries of the classroom setting. Considered as and then be examined in the classroom setting. Considered as complement to General Physics A-in the sense that together courses form a comprehensive study of introductory physics be courses form a comprehensive study of introductory physics	Cosmological models and the relationship between models and topics in current astronomy which bear observable parameters. Topics in current astronomy which bear observable parameters in cluding background electromagneti
increased the usefulness of tists and social scientists	of other tools. For almost all scients (with the possible exception of the content of this course is more to tools will include:	the courses form a comprehensive study of introductify pro- copics—the course is nevertheless open to all Division II opics—the course is nevertheless open to all Division II students, even those who have not had General Physics A. The students, even those who have not had General Physics A. The	observable parameters, including background electrons upon cosmological problems, including background, electronations netic radiation, nucleosynthesis, dating methods, determinations netic radiation, nucleosynthesis, and the Hubble constant,
appropriate than calculus.	Topics will include:	course will presuppose a knowledge or algebra, that for and calculus (which may be taken as a co-requisite), that for any course willing to shoulder an extra load during the first	netic radiation, nucleons of the universe and the Hubble Comessarior of the mean density of the universe and the Hubble Comessarior and the comessarior of the mean tests of gravitational theories. Questions concerning the and control of the community of the com
Functions and graphs Computer simulation, calcu Elementary linear algebra	culation, and plotting two (vectors and matrices) input-output analysis, linear	but students willing to shoulder an extra load where topics. The two weeks of the semester can get help with these topics. The laboratory will also be concerned with electronics, data acquisation and processing, noise reduction tactics and many other attrion and processing, noise reduction tactics and many other actions.	requisites: one gemester of calculus and one physical accuracy course.
Elementary linear algebra Linear Models (including i	input-output analysis, linear si is of variance)	sition and processing, make the street equipment valuable topics involving use of state-of-the-art equipment valuable	LINTUPESE.
Concepts of the calculus (Difference methods (applie differential equations)	ied to approximating solutions to	experience for anyone Carlo following this description. Please note "Physics Relp" following this description. Class will meet three times a week including one problem-	ASTFC 22 CALAXIES AND THE UNIVERSE Suzan 'Edvarde
Elementary probability and interactive statistical	1 programs to save, source, so	Class will meet three times a week including one problem- solving session. Enrollment is limited to 20 on a first come, first served basis.	the reductory course, covering stomic and molecu-
No previous programming ex	experience is required; the computer the course.	EMPORTMENT 18 AUGUSTED to 20 on a first come, first served basis.	har spectra, emaster of stars and planetary systems, the medium, the formation of stars and planetary systems, comic medium, and roration of galaxies and star clusters, comic
Classes will meet three t	times a week for 1 hour each session;	PHYSICS HELP	rays, the background radiation, and current theory
on-campus teaching assist sets will be assigned and	itants. Regular substantial problem and will constitute the heart of the	Frederick Wirth and Herbert Bernstein	the cosmic decays and of the universe. Requisites: inclosures origin and expansion of the universe. Requisites: inclosures original expansion of the universe. Requisites: inclosures original expansion.
sets will be assigned and course work.		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, conceptuali-	programming.
NS 263 THE CALCULUS	\ '	night? Come to us. We can mary tricks of said trade. Stu-	ASTFC 38 OBSERVATIONAL RADIO ASTROMONI
David Kelly	US CONTINUED y	dents taking General Physics B or any similar course assume should be especially aware of the existence of this resource.	G. Richard Huguanin
	ned for those who have studied the intain and extend their skills.	NS 285 ELECTRICITY AND MAGNETISM	An introduction to radio astronomical equipment, techniques, and the nature of cossic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature and the transfer of theory. Radio flux, brightness temperature and the contract of noise, sensitivity,
calculus and wish to main	Intern and order	Allan Krass	theory. Neato lut, reads sources. Effect of noise, sensitivity, radio redistion in cosmic sources. Effect of noise, sensitivity, bandwidth, and antenna efficiency. Techniques of beam switch-bandwidth, and antenna efficiency. Techniques of beam completely, and aperture synthesis. Besic types of
		This course will cover electromagnetism at the intermediate	ing, interferometry, and aparticular plasmas, masers, recombi-
NS 264 LINEAR ALCE	CEBRA AND ITS APPLICATIONS	level including such observations and possibly Maxwell's equations, electromagnetic radiation, and possibly Maxwell's equations, electromagnetic radiation with matter. The some aspects of the interaction to Electrodynamics by David text used will be introduction to Electrodynamics.	nation and hyperfine transitions; nonthermal sources cations to the sun, interstellar clouds, and extragalactic cations to the sun, interstellar clouds, and extragalactic objects. Prerequisite: physics through electromagnetism.
David Kelly		Griffiths.	
them to a wide range of	of problems and models. The material will ents who have taken either NS 261 (Intro-	in the calculus are easterners	David Van Blerkom
duction to Calculus and Social Scientists) or N consumers of mathematic	nd Computer Modeling for Scientists and NS 260 (The Calculus) and useful to most ics.	Class will meet twice a week for 1-1/2 hours each.	Atomic physics and opacity. Nuclear physics and nucleosynthesis in Stars. Gravitational instability and star formation. Stellar
Included will be discus spaces, matrix multipli	ussions of finite dimensional vector lication, eigenvectors and geometric	NS 288 PROCRESS IS OUR MOST IMPORTANT PRODUCT: AN INTRO-	in stars. Gravitational instability
spaces, matrix multipli transformations. Appli	lications will be made to computer graphics,	BUCTION TO THE HISTORY, PHILOSOPHIA	electromagnetic waves. Topics in magnetonydrodynamic waves. Dynamic and kinearic principles of cosmology and a waves. Dynamic and kinearic principles of cosmology and a waves.
physics, probability, a models, differential eq theory.	equations, linear programming, and game	Jay Garfield, Allen Krase, and Pamela Mack The world we live in is a creature of technology. Much of our	ASTFC 43 or permission of the instructor.
	or four hours each week and will require f problem solving; enrollment is open.	everyday life involves commerce are dominated by technological in- Our politics and science are dominated by technological in-	1 .
· [].		formed by the very technologies we have created.	
	ENTAL DESIGN AND DATA ANALYSIS	This omnipresence of technology is increasingly becoming an object of study for philosophers, historians, sociologists, and natural scientists. In this course we will survey a few	
Kurtiss G	be considered in order to design a valid	and natural scientists. An article and political of the principal philosophical, historical, and political of the principal philosophical will examine the relation beproblems technology poses. We will examine the relation between and actence, strategies for assessing new	•
from a set of experiment	mental data, yet avoid making claims which	merits of centralizing and decentralizing technologies and the	ne our
cents and tools needed	ed to answer these questions in a variety	merits of centralizing mu. issue of public vs. private control of technology. These four problems will be examined by reference to case studies of a problems will be examined by Problems is open. No prerequisite	out .
eman, variance, stand factorial design; reg is intended for stude	ndard error; t. F. and chi-square tests; agression; analysis of variance. The course tents concentrating in the natural sciences,	number of technologies. Entoties. Class will meet for two hours twice a week.	:
and we attrongly advis	ise all students considering experimental their Division II or III work to take this		•
course. Pacility Wit tion of quantitative prerequisite. We wil	e date is assumed, but calculus is not a fill include the use of computer-based sta-	NS 295 HITCHCOCK CENTER PRACTICUM IN ENVIRONMENTAL EDUCATION	-
tistical packages, ar	and how to know which ones are appropriate 11 also draw upon the scientific literature	e Merle Bruno and Nancy Darmstadter*	ıty
for some object less experiments. Studen research projects.	ents are encouraged to bring along their own	The Hitchcock Center for the Environment can provide a varie of opportunities for students who wish to gain teaching apple	one .
A lab fee of \$10 wil	Ill be charged to cover the cost of a er.	ience in environmental case are given below. Call Nancy Dar of two of the opportunities are given below. Call Nancy Dar of two of the opportunities are given below. Call Nancy Dar aredter (256-6006) before you register for either of these	arm- i
computer user number	er. r one hour three times a week. Enrollment is	stadter (256-6006) <u>before</u> you tegation	
open.		Integrated Environmental the development and implementation of the development and implementation and activity-oriented environmental education program. Part an activity-oriented environmental education program.	herst
	ICAL SCIENCES AT HAMPSHIRE	an activity-oriented environmental parts at the staff leading Amb pants will work with the Hitchcock Center staff leading Amb area school children on environmental field trips. The progress school children on environmental field trips.	aherst cogram
If you are taking p	physical sciences (including physics, gools ony, etc.) for upper division work, for post	logy, provides an opportunity to learn about mental learning experiences while offering familiarity with mental learning experiences and teaching methodologies.	th en-
chemistry, astronos graduate requiremen related fields, you more Professor M	omy, etc., or for support of upper division work on should contact the physical sciences cool Herbert Berustein. He will help you plan yo	k in vironmental education resources and p.m. preparatory workshop ordi- Participation includes Honday L-4 p.m. preparatory workshop your and discussions and assisting with field trips on Mednesday your third Threaday mornings. A minimum of Six hours weekly participa- tion of the present th	oya ov ov
physics and physics	cal science coursework, and, in turn, you we necture Hampshire's physical science offering	will Intracay motivings. In a required. is required.	•
be helping to atru- He can adviseor - proper sequences, -	direct you to those who can adviseabout sppropriate Five College courses, mathemat Hampshire students are ancouraged to tak	Browingmental Curriculum Development stees Browingmental Curriculum Development Browingmental Curriculum Conference Conditionation to di 282-	develop lents
requirements, etc. their General Phys MS 283. It includ	ysics here in the two semester sequence NS 2 years here in the two semester sequence NS 2 years have a physics problem session, which is ope wishing to improve or exercise their problem	and implement environmental classroom presentations of the per meet with the coordinator once a week to design short less meet with the coordinator once a week to design short less meet with the coordinator once and observe Hitchcock Center stell implementing established and observe Hitchcock Center stell present one or more original	sous ned pre-
solving skills. B	Beyond the general physics sequence, Hemp- faculty give book seminars each semester. T	and observe Hitchcock Center staff in American and Observe Hitchcock Cen	24 2 4 4 A A A A A A A A A A A A A A A A
shire's physical science i	interest group is a locus for sharing/resea		•
and study efforts	Or computacy.		

HAMPSHIRE College

Instructor

Schedule of Classes

Codes

Arts Building ARB Cole Science Center CSC Emily Dickinson Hall EDH Franklin Patterson Hall FPH Music and Dance Building MDB Photography and Film Building PFB Robert Crown Center Harold F. Johnson Library

Dakin House EH Enfield House Greenwich House Merrill House ΜН Prescott House

East Lecture Hall ELH Main Lecture Hall MLH West Lecture Hall WLH

Greenwich House - Center Room Donut Performing Arts Center PAC

BKSEM Book Seminar

To Be Announced or Arranged TBA Group Independent Study Course/time is not term-long, see course description

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

A Section 1997
Course
HA 102 Papering
HA 1/206 American Crafts
HA 108 Color
HA 110 Film Workshop I
v. 111a Crill Photo Workshop
un 111h Still Photo Workshop
114 113 Modern Dance I
ind posinning Ballet
11 120 Larin American Fiction
120 2 Duccian Writels
- 1021 Deatry Writing Wolkshop
HA 1/237 Fiction Writing Worksho
1/1 Haleing WOLKSHOP
nemorial / Recovery/ Neurice
HA 169 Adolescence-Psych/Lit
HA 169 Adolescence 107
HA 183 Piano Workshop I
HA 185 Music Primer II
HA 1/291a Intermediate Directin
HA 192 British Drama
HA 193 Design Response
HA 1/296 Scene Study
HA 203 Studio Art Circum
HA 203 Studio Forum
HA 209 Experience of Design
HA 210 Film Workshop II

Photo Workshop II

Japanese Cinema

Modern Dance V

Euripides

· Camus

Modern Dance III

Film/Photo Studies

20th Cent French Lit

Observer & Observed

American Literary Real

Late 19th Cent Europe

Madness-Fiction/Women

Literature/Film/Myth

Appropriatng Shakespeare

Fiction of History

HA 211

HA 212

HA 215

HA 217

HA 220

HA 226

HA 228

HA 243

HA 246

HA 251

HA 262

HA 263

HA 272

HA 273

HA 277

M. Blakeslee Superior Hoener A. Fischel K. Kirk D. Plunkett Mello/T. McClellan Ruggiero/T. McClellan R. Marquez Hubbs A. Salkey F. Smith F. Smith Salkey D. Berkman N. Juster/E. Pope J. Boettiger J. Kobin R. Wiggins R. McClellan J. Sonenberg s. Browne Kramer Sonenberg Blakeslee Hoener Juster/E. Pope Ravett, etal S. Matthews A. Ravett Nordstrom. Nordstrom A. Ravett, etal J. Lewis D. Smith/B. Yngvesson R. Marquez R. Meagher Lyon Russo/N. Fitch

Hanley

Hubbs

Meagher

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12 - 1st Come 15 1st Come 15 1st Come 20 1st Come 20 1st Come Open Open 16 InstrPer 20 ProSem ProSem 16 InstrPer 20 InstrPer Open 20 1st Come 16 InstrPer InstrPer 1st Come InstrPer 1st Come InstrPer InstrPer 1st Come InstrPer InstrPer InstrPer InstrPer 0pen InstrPer InstrPer Open InstrPer Open Open Open Open Open Lottery 1st Come Open Open

Enrollment

15

30

Method

1st Come

· lst Come

Open

Place Time Limit ARB TTh 1030-12 T-TBA None ARB MW 1030-12 PFB Th 930-1230 PFB Th 9-12 PFB W 9-12 MDB Dance TTh 9-1030 MDB Dance MW 3-430. CSC 126 TTh 130-3 None EDH 17 MW 1030-12 None EDH 15 T 130-3 FPH 108 MW 830-930 FPH 108 TTh 830-930 EDH 15 Th 130-3 PH C-1 MW 2-3 CSC 3rd F1 WF 2-4 None FPH 103 MW 9-1030 Kiva т 1030-1230 MDB Class MW 1030-12 MDB Class MWTh 1030-12 20 EDH Div 4 MW 1-3 12 EDH 16 F 9-12 EDH Div 4 TTh 1030-12 15 EDH Div 4 TTh 1-3 12 ARB м 7-9pm/W 1-4 ARB w 130-4 15 CSC 3rd F1 WF 1030-1230 10 PFB м 130-530 12 PFB Th 7-1030pm 12 т 9-1230 None MDB Dance TTh 1030-12 20 MDB Dance TTh 1-230 20 -PFB . W 130-530 Div3 Kiva MW 130-3 20 FPH 104 MW 1030-12 None CSC 126 TTh 1030-12 FPH 105 None MW 1030-12 None FPH 107 MW 1030-12 FPH 103 None м 3-5 None FPH ELH MW 1030-12 30 FPH 108 MW 1030-1230 25 None many Min 9-1030 or a state many PPH-104 and the None of the state of the state

Course		Instructor	Method	Limit	Time	Place
HA 278 HA 283 HA 284 HA 285 HA 286 HA 288 HA 289 HA 297 HA 299	Psych-Black Experience Sound Awareness-Creative Creative Music Laban Move Analysis II Creative Music-Adv Art of Improvisation AfroAm Chamber Ensemble Dance/Move Studies Playwright's Workshop Hampshire College Chorus	C. Frye R. McClellan R. Wiggins T. McClellan R. Wiggins R. Copeland T. McClellan S. Browne A. Kearns	1st Come InstrPer InstrPer Open InstrPer Open Audition Open InstrPer	18 12 15 None 10 None Div2/3	TTh 1030-1230 MW 1-230 MW 1-3 MW 1030-12 TTh 1-3 TBA TBA Alt-F 1-3 W 1-5 MW 4-6pm	EH Master's MDB MDB Class MDB Dance MDB Class MDB Dance EDH 17 MDB
WRITING	G PROGRAM					
WP 101 WP 102	Basic Writing Revising Skills	W. Ryan W. Ryan	InstrPer InstrPer	15 15	MW 3-4 MW 12-	PH C-1 PH C-1

Course		Instructor	Enrollment Method	Limit	Time	Place
LC 266	Microcomputers Political Symbol/Action Linear Algebra Philosophy of Language Information Economy Psychology Laboratory	J. Miller G. Iba T.R. Durham S. Weisler N. Stillings M. Feinstein/M. Linebarger E. Cooney W. Marsh/J. Tamlyn E. Cooney J. Olicker C. Witherspoon/C. Freeland R. Muller M. Feinstein/L. Glick G. Iba W. Marsh/G. Wilson-Davis R. Muller/J. Olicker J. Stone J. Miller D. Kelly J. Garfield/S. Weisler T.R. Durham D. Rosenbaum/N. Stillings A. Krass, etal	Open Open InstrPer InstrPer InstrPer Ist Come InstrPer Ist Come InstrPer Ist Come InstrPer Open	None None 25 20 30 10 None 20 16 None 15 20 None 30 None 15 None None 10 None 12 None	MW 9-1030 TTh 1-3 MW 1030-12 MW 1030-12 MW 130-3 TTh 1030-1230 WW 1-3 MWF 1-2 TTh 9-1030 TTh 130-3 WW 1-4 MW 1-3 MF 1030-12 MW 1-3 MWF 9-1030 TTh 1030-12 MW 9-1030 TTh 1030-12 MW 9-1030 TTh 1030-12 TTh 1030-12 TTh 1030-12	FPH 107 Kiva FPH 102 EDH 16 PH D-1 FPH 107 FPH 107 FPH 104 FPH WLH FPH 105 TV Class CSC 126 EDH 16 FPH WLH FPH 105 PH D-1 FPH 106 FPH 102 FPH 103 PH B-1 FPH WLH CSC 114
FORE 10	GN LANGUAGES					
*FL 101		E. Leete A. Nieto	InstrPer InstrPer	10 10	MTWTh 3-5 MTWTh 3-5	PH A-1 PH D-1

NSNSNSNSNSNSNSNS School of Natural Science

Course		Instructor	Enrollment Method	Limit	Time	Place
NS 103 NS 116 *NS 126 NS 130 NS 131 NS 142 NS 154 NS 166 NS 170 NS 207		C. Gordon/K. Gordon J. Reid/J. Foster L. Miller P. Mack L. Winship N. Goddard/D. Martin L. Miller M. Bruno, etal F. Wirth C. D'Avanzo/J. Reid	Open Open 1st Come Open Open InstrPer 1st Come Open Open Open	None None 16 None 20 16 None None	MW 130-3 MW 8-10am/TRA MWF 1030-12 MW 1-230 MW 1030-12 TTh 130-3 T 1-4/Th 1-230 MW 130-430 T 11-12/Th 1030-12 TTh 1-2/2-5	CSC 114 Lib/Lab FPH 106 CSC 202 PH D-1 CSC 114 CSC 202 EDH 4 CSC 3rd #4 PH A-1/F14
	Plant Physiology	L. Winship	Open	None	MWF 9-10/W 1-5	FPH 106/14

Schedule, Spring Term 1983

Course		Instructor	Enrollment Method	Limit	Time	Place
NS 212	Organic Chemistry	N. Lowry	0pen	None	MWF 1030-12/MT 1-3	CSC 114/Lab
NS 216	Parasitology-Fish	N. Goddard	InstrPer	None	MW 1:0-3	PH A-1
NS 224	Chemical Strategies	J. Foster	Prereq	16	M 130-3/W 1-5	CSC 302/Lab
*NS 228	Genetics of Evolution	L. Miller/K. Hoffman	0pen	None	MWF 1030-12	FPH 106
NS 233	Roots of Arms Race	A. Krass, etal	Prereq	None	TTh 130-3	FPH 104
NS 251	Human Origins	D. Martin	Open	None	MW 9-1030	CSC 202
NS 253	Women's Health Care	A. Ayvazian	Open	None	TTh 130-3	EDH 16
NS 261	Intro-Calculus/Computer	D. Kelly	0pen	None	MWF 930-1030	FPH 102
NS 263	Calculus Continued	D. Kelly	Open	None	TBA	
NS 264	Linear Algebra	D. Kelly	Open	None	MW 1-2/F 1-3	FPH 102
NS 268	Experimental Design	K. Gordon	0pen	None	MWF 930-1030	FPH 105
NS 283	General Physics B	F. Wirth	1st Come	20	T 1-5/Th 1-230	CSC 3rd Fl
NS 285	Electricity & Magnetism	A. Krass	. Prereq	None	TBA	
NS 288	Intro-Technology	J. Garfield, etal	Open	None	TTh 1030-1230	CSC 114
NS 295	Practicum-Environ Ed	M. Bruno/N. Darmstadter	See Course De	scription	for Details	
	Math Exercise Class	D. Kelly	Open	None	Th 1230-130	FPH 102
•	Environmental Series	R. Lutts	Open	None	T 12-1	CSC 126
ASTFC (020 Cosmology	T. Dennis	Prereq	None	TBA	
ASTFC (D22 Galaxies & Universe	S. Edwards	Prereq	None	TBA	
ASTFC (034 History of Astronomy	TBA	Open	None	TBA	
ASTFC (038 Obs Radio Astronomy	G.R. Huegenin	Prereq	None	TBA	
ASTFC (044 Astrophysics II	D. Van Blerkom	Prereq	None	TBA	

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	•	Method	Limit	Time	Flace
SS 102 Poverty & Wealth SS 110 Race to Power-S. Africa SS 118 The Holocaust SS 126 Political Economy SS 138 Attitude Change SS 165 History of the Family SS 168 Forgotten People SS 190 Amer Labor History SS 193 New Right SS 205 From Hard Times SS 206 Law & Tax Policy SS 207 Intro-Statistics/Data American Education SS 210 Medicine/Health Care SS 211 Medicine/Health Care SS 212 Roots of Arms Race SS 214 American Sociology SS 215 Intro-Develop Psych SS 217 Philo-Law/Justice SS 228 American Sociology SS 228 Observer & Observed SS 244 Capital & Community SS 254 Politics of Housing SS 256 Late 19th Cent Europe SS 275 State and Society Human Population Growth Abnormal Psychology SS 286 Abnormal Psychology SS 290 Sex Roles-Kcultural SS 291 Security/Disarmament Multinational Corps	Instructor L. Nisonoff C. Bengelsdorf L. Gizck/R. Alpert L. Hogan D. Poe M. Mahoney/M. Slater O. Fowlkes S. Tracy A. Hunter A. Berman O. Fowlkes D. Poe H. Rose S. Warner L. Farnham, etal L. Glick/M. Feinstein A. Krass, etal A. Hunter TBA L. Mazor L. Hogan D. Smith/B. Yngvesson M. Breitbart/S. Warner R. Rakoff M. Breitbart, etal L. Mazor N. Fitch/M. Russo C. Bengelsdorf, etal L. Hogan L. Farnham A. Ong J. Cooney A. Ong	Method 1st Come Open Open Open Open Open Open Open Ope	Limit 15 20 25 20 25 15 25 None None None None None None 20 None 20 None 20 None 15 None 20 None 20 None 25 None None 25 None 25 None 25 None 25 None	Time Tth 1030-12 Tth 1030-12 Tth 1030-12 Tth 9-1030 MW 1-3 Tth 9-1030 MW 1-3 Tth 130-3 WF 1030-12 Tth 130-3 MF 9-1030 TBA MW 130-3 TTh 1-3 MW 1030-12 W9 30-12 W9 130-3 Tth 1-3 MW 1030-12 Tth 130-3 MW 130-3 Tth 1020-1210 Tth 130-3 MM 3-5 Tth 1030-12 TBA MW 130-3 MM 3-430 Tth 130-3	FPH 104 FPH 105 FPH 105 FPH 106 FPH 107 FPH 104 FPH ELH FPH 106 PH B-1 PH A-1 Kiva FPH WLH FPH 103 GH Master's FPH ELH CSC 126 FPH 104 PH B-1 FPH MLH FPH 103 FPH 104 GH Master's FPH ELH FPH 103 FPH 106 Smith FPH 102 FPH 106 FPH 107 FPH 108 FPH 108 FPH 108 FPH 108 FPH 108 FPH 108

Enrollment

All Control

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Course	Instructor	Method	Timm	Time	17
Course IN 313 New Ways-Knowledge IN 320 People Studying People IN 321 Politics of History IN 322 Professional Culture IN 323 Feminist Studies IN 324 Ethical Issues-Research IN 325 Environmental Symposium IN 327 Economic Democracy/Work IN 328 IS: Computer Studies IN 329 Great Books Seminar IN 330 Move/Art/Dreams	H. Bernstein R. von der Lippe A. Berman/N. Fitch P. Glazer/M. Slater S. Tracy D. Rosenbaum M. Bruno, etal	InstrPer InstrPer Lottery Open InstrPer Open Open Open Open InstrPer InstrPer InstrPer	None 15 15 None 15 None None None 10 15	T 130-430 W 3-5 W 7-930pm W 1-3 W 4-7pm W 12-3 TBA W 1-4 TTh 1-3 Th 8-11pm F 9-1130 W 730-9pm	EDH 17 PH B-1 Kiva CSC 126 CSC 126 PH B-1 FPH 105 Kiva Instr's Res. MDB FPH 103

Enrollment

Outdoors Program

Course	Instructor	Enrollment Method	Limit	Time	Place
*OP 111 Beg Top Rope Climb OP 121 Triathalon Training OP 126 CT River Study *OP 129 Women's Top Rope Climb *OP 132 X-Country Skiing *OP 143 Climbing Ice *OP 145 Flat-Water Canoe OP 147 Yellowstone Odyssey *OP 205a Adv Rock Climb-Intro *OP 205b Adv Rock Climb-Tech OP 218 Outdoor Leadership	B. Garmirian A. Ayvazian/B. Judd K. Kyker K. Kyker B. Garmirian A. Ayvazian S. Anderson K. Kyker/B. Garmirian K. Kyker/B. Garmirian S. Anderson	1st Come 1st Come 1st Come 1st Come 1st Come InstrPer 1st Come 1st Come 1st Come 1st Come	12 15 10 12 12 12 8 12 12 16 16	W 12-530 MWF 830-10 WF 9-1030 W 1230-530 W 1230-6 pm W 1230-5 TT 1-3300-10-10-10-10-10-10-10-10-10-10-10-10-1	RCC EDH 17 RCC FPH 107 Shall FPH WLH PH A-1

RARARARARARAR Recreational Athletics

Course		Instructor	Enrollment Method	Limit	Time	Place
RA 102 RA 103 RA 104 RA 105 RA 106 *RA 107 RA 108 RA 109 RA 110 RA 111 *RA 111 RA 112 RA 113	Int Shotokan Karate I Int Shotokan Karate II Adv Shotokan Karate Int Aikido Hatha Yoga Self Defense for Women T'ai Chi-Form Yang Cont T'ai Chi Fencing Physical Fitness Class Lacrosse Kayak Rolling & Pool Beg Whitewater River Int Whitewater Kayak Novice Whitewater Kayak	M. Taylor M. Taylor M. Taylor P. Sylvain C. Colby L. DiAnne P. Gallagher P. Gallagher W. Weber R. Rikkers S. Lawson B. Judd B. Judd B. Judd B. Judd	Prereq Prereq Prereq Prereq Open Open Open InstrPer Open Open Open Open Open Prereq Prereq	None None None None None None None None	MWF 2-4 TThSun 6-8pm F 6-8pm TTh 1245-2 M 315-430/W 430-6pm TTh 11-12 M 630-745pm M 8-930pm TBA TF 12-1 TTh 4-6pm W 6-730 *Th 1030-12 *Th 1-230 *Th 1-230	So Lounge So Lounge So Lounge So Lounge So Lounge So Lounge RCC RCC Pool Pool Pool
DA 117	Triathalon Training	A. Ayvazian/B. Judd	1st Come	15	MF 830-10/W 830-1030	RCC

Place

School of Social Science

All but first-senseter Division I students should also look at courses numbered SS 201-215.

POVERTY AND WEALTH 55 102

Laurie Nisonoff

"God and Nature have ordained the chances and conditions of life on earth once and for all. The case cannot be reopened, the cannot get a ravision of the laws of human life." W. Grabus Summer. "Contrary to what many believe, poor people are not poor because they are naturally lary and stupted or because thay have too many children. Nor is it because there are not soops lost to go around or because poverty is a 'natural' condition of society...(There is in America) a business elite that has historically kept certain cleanests 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 powerty is the richest country in history? Although often semcified by economic theorists in oblique formulas, the state of powerty and the character of wealth go to the heart of what it is to live in America. In this spirit them, what of what it is to live in America. In this opinit then, what are the human terms of the sconnonic activity known coolly as "income distribution" I this course is designed to encourage inquiry into a hard accounting of this contemporary social and accounting this problem on exists in often suited by the dominant ethos of American industrializes o childhood, that (as expressed by W. 6. Summer) "it is not whiched to be rich; any, even...it is not whiched to be rich; any, even...it is not whiched to be richer than one's manighor."

measure. There will be themetic units such as: federal income measurement—ties facts and its fictions, the business clite, inaution, femily and sean, health care and genetic endomment, 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, se will also examine three practigates in economic inquiry: the redical, the liberal, and the conservative. Readings will include: David October [64], Problems in Political Records; Battern P. Marchille Marchille (ed.), Proping and Income Distribution; Relean Cinshars (ed.), Powetty, Economics and Society. Evaluation will be based or class participation and swarfley robusts and themes assigned throughout the senseter.

The class meets for 1-1/2 hours twice a week. Enrollment is limited to 15; first come, first served.

RACE TO POWER: THE STRUGGLE FOR SOUTHERN AFRICA

Carol Sangeledort

This course will focus upon the nature and component elements
of the crisis in southern Africa. It will deal with the power
relations within that region and their international discussion.
The first seastion of the course will be devoted the course
tion of the major bastion of white said the devoted the course
making south Africa it will attempt to understand
the dynamics of south Africa it was colarly by examining and assecsing the tast society: the analysis which have been put forth to
experte of complete racial segregation as rooted in an irration
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pritted of the complete racial segregation as rooted in an irration
pritted as a highly rational system of jabor. We described as the
complete in this context, we will focus upon the effects of
the system along class, race, and gender lines in South African
sectiety.

It is impossible to understand South Africa in isolation. We will, therefore, proceed in the next sections of the course to consideration of South Africa in the context of the southern Africa survival and the southern Africa as whole in the context of international political rivalities. Here, the payment of international political rivalities. Here, the payment of the southern Africa, to Kissingerian strategy and to the Recording, to the strategy and to the Recording of the strategy and to the Recording of the strategy and to the Recording of coursent fundamental redesign of it. This study in necessarily involve students in srigorously close of loving of current volve students in srigorously close with differing models of events. Again, we will be concerned with differing models of malysis; again, we will streagh to locate a methodology which will enable us to assess the validity of these models.

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

THE BOLOCAUST ee 118

Leonard B. Glick, Richard Alpert

The Molocaust, one of the most avesomely wicked undertakings is hisrory, was unique in the annals of genocide in that the entire process was bureaucratically managed and engintered. This course is onseed on the conviction that, difficure though it may be to understand why and how so many people were ayardered, the Bolocaust is not beyond comprehension—and that it can tell us a great deal, including the convector of the second process of

The course does not begin with Hitler. It begins in early medium! Europe and moves gradually forward as we consider first the conditions of life for the due of Europe over some fifteen hundred parts; metry a volution of German mationalist idealogy in the nite idealogy; and then, reasons why the linguise of owner when the description of the due to the discussion of the due to the discussion of the due to the due to

guilt and punishment, and attempts to prove that none of this ever really happened.

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

SS 126

CLASSICS OF POLITICAL ECONOMY

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

porate liberalism.

An historical survey of the development of liberal ideology (from its classical to new liberal paradigm) will be presented and smalyzed within the context of the changing nature of converse of the most representative authors in each of these models. Some possible candidates for study are Adam Smith, David Ricardo, John Locke, Alfred Marshall, Jereay Bentham, Thomas Hobbes, John Devey, John Maynard Kaynes, Charles Cooley, Edward Ross, Jama Addams, Richard Ely, Mary Parker Pollett, Walter Lippmann, Ceorge Herbert Mead, Joseph Schwapeter, Tjelling Kooppman, John Stuart Hill, Herbert Croly, or Charles Nerriam. In each case, emphasis will be placed on: (1) the nature of standing of contemporary economic process; (2) the special way in which the author formulated the problems to be studied; (3) his/her peculiar or unique mode of inquiry; (4) the impact of his/har works on contemporary understanding and future development of Western liberal thought. The basis for evaluation will be a series of short papers which demonstrate an understanding of the main ideas and malptic methods as well understanding of the main ideas and malptic methods as well and the interrelationship between the authors.

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

SS 138

ATTITUDE CHANGE: PATTY HEARST, THE UNIFICATION CHURCH, AND THE PEPSI CHALLENGE

Donald Poe

This course will use the investigation of social influence as a these for introducing students to the ways in which social pay-chologies when the world, approach intellectual problems, and gather information. Students will learn about and boliefs with underlie the many control of the con-obteining knowledge, and implementation of social psychological problems, and implementation of social psychological

experiments.

The topics in social influence which will be used to illustrate the social psychological approach include brainwashing, subliminated by the social psychological approach include brainwashing, as a social intelligence of the social psychological services and acception, the formation of the control of the control of the social psychological constraints with also examine the role of the incherface psychological psychologi eive an evaluation.

Class will meet twice a week for 1-1/2 hours each session. Enrollment is limited to 25 students on a first come, first served basis.

SS 168

THE FORGOTTEN PEOPLE: LAW AND THE STATE MENTAL INSTITUTION

Oliver Foulkes

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

The course will examine the above issues with the purpose of illuminating supporting class readings and projects with field experience. Students will look at literature by Sass. Offman, Northan, Schmann, Schman

In addition to attending class, each student will be expet to devote additional time to class preparation and field servation. A fair embedding to design the expected in dition to writing the expected in dition to writing the expected in dition to writing the expected in the expected in the expected in the expected expe

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

AMERICAN LABOR HISTORY

This course will be an introductory exploration of the history of the American working class from its formation in the 1830s and 1840s to the present. We will discuss the relevance of historical concepts like industrialism, temagration, whan action and addernization for working class conactowness and working class culture. We will income working class culture to the control of t

The class will meet twice a week for 14 hours each session.

SS 193

POLITICAL SOCIOLOGY OF THE NEW RIGHT

Allen hunter

Today the New Kight promotes numerous conservative positionsopposition to abortion, the Equal Rights Asendment, gay rights,
see education, busing and affirmative action, trade unions,
environmental and industrial hoslit and mafety regulation. It
does this in the name of the traditional family and in opposition to the bureaucratic welfare state. This course will look
at what the New Right is: how it is organized, what it stratracted to it; its use of cultural symbols; its connections to
resigious revivalism; its ultimate goals. We will study representative writings of such New Right is connections to
schiefly, lease Helmi, Jerry Paluell, and other commentative
which the New Right has arisen. Quaries and other commentation
which the New Right has arisen. Quaries capitalism and comparisons with past right-wing movements will also be part of our
approach. The course will thus be an interdisciplinary study
of a social movement.

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

SS 201-215 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 PIRST-SEMESTER DIVISION I STUDENTS.

\$5 205

PROM HARD TIMES TO SCOUNDREL TIME: AMERICAN SOCIETY AND POLITICS FROM THE GREAT DEPRESSION TO THE COLD WAR

In the years between 1928 and 1932 Americans experienced a great depression, a world war and a cold war. Massive unempered to the control of the devices which we have a cold war and a cold war. The second of the devices welfare state. A shittent abor sow-emericant formed in the thirties only to be destroyed by conservative force in the poor-war years. The Soviet Union was bailed for great ally of the United States in the battle against fastism and then became this country's greatest advarsary at the end of that conflict.

During the semester we will examine various topics dealing with the political, social and intellectual history of the 1929-1932 period. Subjects to be examined are the New Particular and the Labor novement, the American the College and the Labor novement, the American the College and the Labor novement, the College and the Labor novement and the Labor novement and the College and the Labor novement and the College and the Labor novement and the Labor nove

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

LAW AND TAX POLICY

E. Oliver Fowlkes

In the early 1960s President Johnson launched a bold new as-sault on poverty through his Great Society program. 1981 aw another president take office. The property of the cenome-ics and Congress' supportive land the supportant to econom-ics and congress' supportive land at its essentiag the inequality knell for government pollines and the inequality supportive programment of the president between poor and rich. Those who were skeptical of President Reagan's supply aids economics, he referred to as "Chicken Littles".

The Economic Tax Act of 1981, taking effect for the most part in 1982, underscores the shift sawy from direct government so-cial and economic programs for lover income people and toward creater concentration of exporate and personal wealth. The research concentration of exporate and personal wealth. The needs of the most of exporate and personal wealth the results of the most of exporate and personal wealth the creates of the personal concentration of these savings into the economy. This course concentration of the personal content of the personal concentration of the personal concentration of wealth between generations, business tax breats, depreciation, financing, leasing, personal income texes and deductions. The following issues, among others, will be discussed: the likelihood that "trickle down" of tax savings will cussed:

reach the people previously covered by direct programs, how the income tax differs from other taxes, the effect of tax reform on various socio-economic status groups besides the poor, changes in earlier tax policies, and what the ramifications on wreders tax policy will be on state and local governments.

on various socio-economic status groups besides the poor, changes in earlier tax policies, and what the ramifications of	In this course we will consider in some detail the situations in a number of nations, probably including India, Gustemala,	SS 223 BLACK AMERICANS IN A CAPITALIST SOCIETY
new federal tax policy will be on state and local governments. The class will meet twice a week for 1-1/2 hours each session;	the Soviet Union, Canada, selected ethnic groups in the United	Lloyd Hogan The basic objective of the course is to critically examine the
open anrollment.	based on a combination of empirical studies, fiction, and poli-	nature of the forces governing the process and whites
	-lass procentations based on independent research into parti-	in the processes of production, discussion attachmentive meth-
SS 207 INTRODUCTION TO STATISTICS AND DATA ANALYSIS	The state of 1 must redon a week for 1-1/2 hours each session.	ments in the economic well-being of the black population are
Donald Poe	Enrollment is limited to 30, on a first-come, first-served basis.	explored and analyzed.
This course is an introduction to formal data analysis. It is intended for students who are doing experiments as part of		framework of the United States Comments and a cen-
their Division IIs or IIIs and/or who intend to apply to grad- uate programs demanding some statistical background. The	and sum poore of the April PACE	tral tocus. Current as well as hinch accommic activity.
course's content will provide a formal but introductory sta- tistical background to the procedures used throughout the course, while at the same time demanding of each student going	(85 255)	Gaps in empirical data and in theoretical land of Finally.
well beyond mere competence at using computing systems and statistical packages in the analysis of data.	Why do the United States and the Soviet Union build ICBMs, neu-	the framework is used as a basis of the relative economic po- long run policies designed to enhance the relative economic po-
The course is designed primarily to give students the intel-	lethal hardware that make up their nuclear arsenals? Is it be-	the economics of slavery, the post-Civil War economic recon-
lectual skills and concepts plus the computing technical skills necessary to make intelligent interpretations of data. As such, it will more than cover the standard introductory ma-	much for more money and nower irrespective of what the other	the great migration from the land, the totalens on the subse-
terial of any classical statistics course. This spring our text will be Statistics by Freedman, Pisani, and Purves. In	side does? Or do the reasons lie even deeper in the nature of white male-dominated society?	quent development of American capitalism.
addition there will be a set of required computing manuals and assorted duplicated materials.	This course will examine a number of these possible roots of the arms race through readings and discussion. Emphasis will be	throughout the course is the lambachonomical formations of the lating dynamics during the various economical formations of the last 350 years in the United States.
The class will neet twice a week for 1-1/2 hours each session. Enrollment is open.	on differing perceptions of the Soviet thrust, analyses of the	A wide selection of rendings are done from standard economic texts, from Marx and the modern radical economists, from the
Ziroria in a speni	resucratic and technological momentum in perpetuating the orms race. Special attention will also be given to a feminist analy- sis of the social basis of militarism in our society.	"cliometricians," and from recent contributions and importance
SS 209 CRITICAL ISSUES IN AMERICAN EDUCATION	The class will west twice a week for 1-1/2 hours each session.	are used widely in the course: Competition and Coercion: Blacks in the American Economy, 1865-1914 by Robert Higgs; One Kind of Freedom: The Economic Consequences of Emancipation by
Hedy Rose	The course is own only to students who have completed a Divi- sion I exam in Natural Science and/or Social Science. No letter	Honey Pholog Brown Classes meet twice a week for lectures
This course will examine the writings and ideas of certain	grades will be given.	and discussion. The lectures are designed to supplement and
major figures in the development of American education. We will consider the contributions of such figures as Horace Mann, Devey, Whitehead, Conant, Henry, Rogers, Goodman, Den-	SS 214 AMERICAN SOCIOLOGY AND SOCIAL THEORY: HOW DID WE	class discussion is encouraged to help reinforce the student's ability to articulate a consistent theoratical framework of black economic activity. Each student will be required to
nison, MacLuhan, Holt, and others to the mainstream of Ameri- can educational philosophy. Our concern will be with the so-	SS 214 AMERICAN SOCIOLOGY AND SOCIAL THEORY: HOW DID WE GET HERE! WHERE ARE WE GOING?	
cial and historical context as well as with the impact of these ideas on American education.	Allen Hunter	ficant relevance to the course material. The final paper should be of a minimum quality not significantly lower than the typical reading material you will encounter in this course
The format will be seminar-atyle. Students will prepare re- ports on various writers for group discussion and will write	This course will be organized as a great books seminar and will introduce students to significant works in American sociology	Your sim, however, should be to prepare a paper of suitable
individual term papers demonstracting an understanding of the relationship between educational philosophies and social real-	and social theory. The focus will be on books which have had an impact on the general intellectual climate of the time, and which were also important to the development of social science	when of Black Political Economy. As an example of the quality of paper, please refer to the article by William Darity in RBPE, Vol. V, No. 3, 1975.
ities. The class will meet twice a week for 1-1/2 hours each session.	in the United States. The books focus on such varied topics as	The class will meet twice a weak for 1-1/2 hours each session.
Enrollment is unlimited.	ism and the rise of mass culture, conformity and alternation, individualism, the status of women. The seminar will read such	Enrollment is limited to 15; first come, first served.
	Perkins Gilman, Women and Economics; Thorstein Veblen, Absentee	
SS 210 INTRODUCTORY ECONOMICS	The Lonely Crowd; C. Wright Mills, White Coller; Peul Baran and Paul Sweezy, Monopoly Capital; Rerbert Marcuse, One Dimensional Paul Sweezy, Monopoly Capital; Rerbert Marcuse, One Dimensional Paul Capital	SS 228 OBSERVER AND OBSERVED IN LITERATURE AND (HA 229) ANTHROPOLOGY
	Paul Sweety, Indiana and Nature: Bentel Bell The Cultural	()
Stanley Warner An introduction to economic Analysis, covering the principles	Contradictions of Capitalism.	Barbara Yngwesson, David Smith
An introduction to economic analysis, covering the principles of both major areas of conventional economic theory (i.e., mi- ero and macro): serves as the needed prerequisite to virtually	Man; Susan Griffin, Moment and Macure, Deliver Berry, The Susan Berry	Barbara Yngwesson, David Smith This course attempts to crabine the insights of cultural authoropology and literary titicism by examining forks-ethno-
An introduction to economic analysis, covering the principles of both mater areas of conventional economic theory (i.e., mi-	Contradictions of Capitalism. The class will meet twice a week for 1-1/2 hours each session.	Barbara Yngwesson, David Smith This course attempts to combine the insights of cultural authoropology and literary itsicism by examining lorks-methonography, satire, criticism, fiction-in which the relationship of an outsider-observer to a community is an issue.
An introduction to economic analysis, covering the principles of both major areas of conventional economic theory (i.e., micros and march) serves as the needed prerequisite to virtually all advanced accommics courses and itself contributes to a wide variety of concentrations. The text is R. Lipsey and P. Steiner, <u>Economics</u> , and the ac-	Contradictions of Capitalism. The class will meet twice a week for 1-1/2 hours each session.	Barbara Yngwesson, David Smith This course attempts to combine the insights of cultural authoropology and literary itsicism by examining lorks-ethnography, satire, criticism, fiction-in which the relationship of an outsider-observer to a community is an issue. We consider attempts of nerrator/sauthors to understand their fictive communities, noting in what ways they present them co-
An introduction to economic analysis, covering the principles of both major areas of conventional economic theory (i.e., micros and macro); serves as the needed persequiate to virtually all advanced economics courses and itself contributes to a vide variety of concentrations: The text is R. Lipsey and P. Steiner, <u>Reconomics</u> , 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 limited to 20; first come, first served.	Barbara Yngwesson, David Smith This course attempts to combine the insights of cultural authoropology and literary itsicism by examining lorks-ethnography, sacing, citticism by fiction-in which the relationship of an outsider-observer to a community is an ifsue. We consider attempts of nerrator/suthors to understand their fictive communities, noting in what ways they present thes coherently and artistically, and we examine the work of practice in anthronologists to understand their efforts to "present"
An introduction to economic analysis, covering the principles of both major areas of conventional economic theory (i.e., nicro and macro); serves as the needed prerequisite to virtually all advanced economics courses and itself contributes to a wide variety of concentrations: The test is R. Lipsey and P. Steiner, <u>Economics</u> , and the accompanying vortbook. 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. Earollment is unlimited. Five-College students will be graded	The class vill meet twice a week for 1-1/2 hours each session. Enrollment is limited to 20; first come, first served. SS 215 INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY	Barbara Yngwesson, David Smith This course attempts to crabine the insights of cultural authoropology and literary itsicis by examining lorks-ethnography, satire, criticism, fiction-in which the relationship of an outsider-observer to a consumity is an issue. We consider attempts of narrator/authors to understand their fictive roomunities, noting in what ways the/ present them to be communitied to the considerate of the consideration of the constitution of the communities and the constitution of the
An introduction to economic analysis, covering the principles of both major areas of conventional economic theory (i.e., micros and sacro); serves as the needed perequisite to virtually all advanced accommodics courses and itself contributes to a wide variety of concentrations. The cast is R. Lipsey and P. Stelner, <u>Economics</u> , 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.	The class will meet twice a week for 1-1/2 hours each session. Enrollment is limited to 20; first come, first served. SS 215 INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY To be announced	Barbara Yngwesson, David Smith This course attempts to crabine the insights of cultural authoropology and literary itsicis by examining lorks-ethnography, satire, criticism, fiction-in which the relationship of an outsider-observer to a consumity is an ifsue. We consider attempts of narrator/authors to understand their fictive roomunities, noting in what ways the/ present them to be communitied to the constant of the constant in anthropologists to understand sourcestly through their actual communities, and reporting. In particular we're interested in the notion that ethnography and some forms of fiction al writing result from an encounter of observer and observed.
An introduction to economic analysis, covering the principles of both major areas of conventional economic theory (i.e., nicro and macro); serves as the needed prerequisite to virtually all advanced economics courses and itself contributes to a wide variety of concentrations. The test is R. Lipsey and P. Steiner, <u>Economics</u> , and the accompanying overbook. There will be an extensive take-home examination at the end of the course. The class will seet twice a week for 1-1/2 hours each session. Earollsent is unlimited. Pive-College students will be graded PASS/FAIL only.	Course description will appear in the Course Guide Supplement. The following courses are for students with some background	Barbara Yngwesson, David Smith This course attempts to crebine the insights of cultural anthropology and literary itsician by examining : orks-ethno- graphy, satire, criticium, fiction-in which the relationship of an outsider-observer to a community is an ifsue. We consider attempts of narrator/authors to understand their fictive communities, noting in what ways they present their of the constant proposition of the contract o
An introduction to economic analysis, covering the principles of both major areas of conventional economic theory (i.e., nicro and macro); serves as the needed prerequisite to virtually all advanced economics courses and itself contributes to a wide variety of concentrations: The test is R. Lipsey and P. Steiner, <u>Economics</u> , and the accompanying vortbook. 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. Earollment is unlimited. Five-College students will be graded	Course description will appear in the Course Guide Supplement.	Barbara Yngwesson, David Smith This course attempts to combine the insights of cultural authoropology and literary itsicism by examinal works—ethnography, series, criticism, fiction—in which the relicionship of an outsider-observer to a community is an ifeue. We consider attempts of neartsor/sauthors to widerstand their fictive communities, noting in what ways they present them to be remained and artistically, and we examine the work of practicing anthropologists to understand their efforts to "present" actual communities cruthfully and securately through their field work, writing, and reporting. In particular we're instead in the notion that tenhography and some forms of ifaction al writing result from an encounter of observer and observed. This encounter, with its effects and outcomes, eatblishmes authenticity and requires critical attention. Texts vary videly, including ethnographic work, papers dealing with problems in the fieldwork process or theoretical discussions, and literary texts that in the past have fineled Gulli
An introduction to economic analysis, covering the principles of both major areas of conventional economic theory (i.e., nicros and macro); serves as the needed perequisite to virtually all advanced economics courses and itself contributes to a wide variety of concentrations. The cast is R. Lipsey and P. Steiner, <u>Economics</u> , and the accompanying overbook. 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 assion. Exrollment is unlimited. Pive-College students will be graded PASS/FALL only. SS 211 MEDICINE, HEALTH CARE, AND SOCIETY Louise Farnham, Leonard Glick, Laurie Nisonoff, Robert won der Lippe	Course description will appear in the Course Guide Supplement. The following courses are for students with some background	Barbara Yngwesson, David Smith This course attempts to crabine the insights of cultural authoropology and literary itsicism by examines, lorks-ethnography, settre, criticism, fiction-in which the relationship of an outsider-observer to a consumity is an ifsue. We consider attempts of nerretor/sattors to understand their fictive communities, noting in what ways they present them concerntly and artistically, and we examine the work of practicing anthropologists to understand their efforts to "presenting anthropologists to understand their efforts to "present field work, writing, and reporting. In particular we're interested in the notion that chmography and some forms of ifaction al writing result from an encounter of observer and observed. This encounter, with its effects and outcomes, entablishmes authenticity and requires critical attention. Texas vary videly, including ethnographic work, papers dealing with problems in the fieldwork process or theoretical discussions of the control of the co
An introduction to economic analysis, covering the principles of both major areas of conventional economic theory (i.e., nicros 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, <u>Reconomics</u> , and the accompanying workbook. There will be an extensive take-home examination at the and of the course. The class will meet twice a week for 1-1/2 hours each session. Exrollment is unlimited. Pive-College students will be graded PASS/FAIL only. SS 211 MEDICINE, HEALTH CARE, AND SOCIETY Louise Farnham, Leonard Click, Laurie Nisonoff, Robert von der Lippe This will be a group course looking into the various social science asproaches to the concepts of health and illness.	Course description will appear in the Course Guide Supplement. The following courses are for students with some background in Division II work.	Barbara Yngwesson, David Smith This course attempts to combine the insights of cultural anthropology and literary itsicism by examining incha-ethno- graphy, satire, criticism, fiction—in which the relationship of an outsider-observer to a community is an ifsue. We consider attempts of narrator/authors to understand their fictive communities, noting in what ways they present their or the control of the contr
An introduction to economic analysis, covering the principles of both major areas of conventional economic theory (i.e., nicros and march); serves as the needed percequisite to virtually all advanced economics courses and itself contributes to a wide variety of concentrations. The cast is R. Lipsey and P. Steiner, <u>Reconomics</u> , and the accompanying overbook. 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. Exrollment is unlimited. Pive-College students will be graded PASS/FALL only. SS 211 MEDICINE, HEALTH CARE, AND SOCIETY Louise Farnham, Leonard Glick, Laurie Nisonoff, Robert von der Lippe This will be a group course looking into the various social science approaches to the concepts of health and tilmens. There will be segments on medical sociology, medical psychology, red confidence in the concepts of health and tilmens.	Course description will appear in the Course Guide Supplement. The following courses are for students with some background in Division II work.	Barbara Yngwesson, David Smith This course attempts to crabine the insights of collural anthropology and literary liticism by examining lords—ethnography, satirity, citicism, flexino—in dich miditionahip of an outsider-observer to a community is an infect. We consider attempts of nerrator/sathors to understand their fictive communities, noting in what ways they present them coherently and artistically, and we examine the work operating anthropologists to understand their efforts to "presenting anthropologists to understand their efforts to "present field work, writing, and reporting. In perticular we're intended understand their efforts to "present field work, writing, and reporting. In perticular we're intended to the notion that ethnography and converge and observed. This encounter, with its effects and outcomes, establishes authenticity and requires critical attention. Texas vary videly, including ethoographic work, papers dealing with problems in the fieldwork process or theoretical discussions, and literary texts that in the pass have included Guill wer's Trovels, Gilsan's Heriand, Jewert's Country of the Folia d'Hira, Age and Davan Let Us Nov Presire Pessous Man, burnel of the position of the proposition of the process of the process of the process of the pass of the passing of the position of the process of the process of the process of the process of the passing the passing of the process of the p
An introduction to economic analysis, covering the principles of both major areas of conventional economic theory (i.e., nicros and march); serves as the needed percequisite to virtually all advanced economics courses and itself contributes to a wide variety of concentrations. The cast is R. Lipsey and P. Steiner, <u>Reconomics</u> , and the accompanying overbook. 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. Exrollment is unlimited. Pive-College students will be graded PASS/FALL only. So 211 MEDICINE, HEALTH CARE, AND SCIETY Louise Farnham, Leonard Glick, Laurie Nisonoff, Robert von der Lippe This will be a group course looking into the various social science approaches to the concepts of health and illness. There will be segments on medical sociology, medical psychology, medical economics, and cross accuracy medical psychology, medical economics, and cross accuracy to converse to the concepts of health and illness. Pollowing this introductory segment of the course, sections will loving this introductory segment of the course, sections will	Contredictions of Capitalism The class will meet twice a week for 1-1/2 hours each session. Enrollment is limited to 20; first come, first served. SS 215 INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY To be announced Course description will appear in the Course Guide Supplement. The following courses are for students with some background in Division II work.	Barbara Yngwesson, David Smith This course attempts to combine the insights of cultural authoropology and literary liticism by examinal Jorka-ethnography, sering, criticism, fiction—In which the relicionship of an outsider-observer to a community is on if we literature of a community is on if we literature the consider observer to a community is on if we literature the content yand artistically, and we examine the work operand and artistically, and we examine the work operands and artistically, and we examine the work of presenting anthropologists to understand their efforts to "presenting field work, writing, and reporting. In particular we're interested in the notion that ethnography and some forms of fiction al writing result from an encounter of observer and observed. This encounter, wich the effects and outcomes, establishme authenticity and requires critical attention. Texa vary widely, including ethongraphic work, papers dealing with problems in the fieldwork process or theoretical discussions, and literary texts that in the past have included Gulli wer's Travels, Gilban's Herland, Jawert's Country of the Fold effers, age and Evann' Let Us Now Traite Pssous hem, Durnbuil's the Nountain Feoule, Robert Goles' Uproceed Children, and other works chosen to Illustrate our points. Wistors and speakers with 'observer' experience add to our resources. We woulding anthropologists, social blucratures, journalists, and anyone interested in the problems writers, photographers, and other secondaries in cheerings others accounted in the problems writers, photographers, and other works.
An introduction to economic analysis, covering the principles of both major areas of conventional economic theory (i.e., nicro and macro); serves as the needed perrequisite to virtually all advanced economics courses and itself contributes to a wide variety of concentrations. The tast is R. Lipsey and P. Steiner, <u>Economics</u> , and the accompanying overbook. 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 assion. Exrollment is unlimited. Pive-College students will be graded PASS/FALL only. SS 211 MEDICINE, REALTH CARE, AND SOCIETY Louise Farnham, Leonard Glick, Laurie Nisonoff, Robert won der Lippe This will be a group course looking into the various social science approaches to the concepts of health and illness. There will be segments on medical sociology, medical psychology, medical economics, and cross cultural medicine and psychiatry. Each discipline will spend two weeks outlining its perturbing this introductory segment of the course, sections will break away from each other to engage in directed independent study in the area or combination of areas that interest indi-	Contradictions of Capitalism The class will meet twice a week for 1-1/2 hours each session. Enrollment is limited to 20; first come, first served. SS 215 INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY To be announced Course description will appear in the Course Guide Supplement. The following courses are for students with some background in Division II work. SS 217 PROBLEMS IN THE PHILSOPHY OF LAW AND JUSTICE Lester Mazor What is the nature of law? What is the meaning of justice? These two questions have fisured in the works of major philos-	Barbara Yngwesson, David Smith This course attempts to crebine the insights of cultural anthropology and literary itsician by examining incha-ethnography, satire, criticium, fiction—in which the relationship of an outsider-observer to a community is an ifsue. We consider attempts of narrator/authors to understand their fictive communities, noting in what ways they present their control of the control of th
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SENTIONN IN CULPEPPER: A CONFILIT SETWESS CAPIT AND COMOUNITY Hyma Breithart, Stanley Warner This course will offer ad
An introduction to economic analysis, covering the principles of both major areas of conventional economic theory (i.e., micros and march); serves as the needed prerequisite to virtually all advanced economics surveys as the needed prerequisite to virtually all advanced economics courses and itself contributes to a wids verify by Concentration. The teast is R. Lipsey and P. Steiner, Economics, and the accompanying workbook. There will be an extensive take-home examination at the and of the course. The class will meet twice a week for 1-1/2 hours each measion. Examples of the course. The class will meet twice a week for 1-1/2 hours each measion. Examples of the contribute of the contribute of the contribute of the contribute of the principle of the contribute of the contrib	Contredictions of Capitalian The class will meet twice a week for 1-1/2 hours each session. Enrollment is limited to 20; first come, first served. SS 215 INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY To be announced Course description will appear in the Course Guide Supplement. The following courses are for students with some background in Division II work. SS 217 PROBLEMS IN THE PHILSOPHY OF LAW AND JUSTICE Lester Manor What is the nature of law? What is the meaning of justice? These two questions have figured in the works of major philosophers from Platto to the present day and in the writings of legal scholars. This course will explore their ideas and sect to determine their ignificance for a number of topics of current concern. A principal object of the course will be to examine the difference one's philosophic position makes to the resolution of practical problems. This caphais will be reflected in the manner in which the course will be to examine the difference one's philosophic position makes to the resolution of the charger of legal pilisophy. The supplies will be reflected in the manner in which the course will be to examine the difference one's philosophic position makes to the resolution of the intended of the class will be reflected in the manner in which the course will be to examine the difference one's philosophic position makes to the resolution of the intended of the term read student will speak on behalf of the resolution of the intended of the term read and the two philosophy is and language in the tapoc of actioned and technology upon law, and indicate from the problems of law in law of law in Historical Perspective; it art, be read to the philosophy of law in Historical Perspective; it art.	Barbara Yngwesson, David Smith This course attempts to crebine the insights of cultural anthopology and literary itsides by examining incha-ethnography, satire, criticism, fiction—in which the relationship of an outsider-observer to a community is an ifsue. We consider attempts of narrator/authors to understand their fictive communities, noting in what ways they present their control of the
An introduction to economic analysis, covering the principles of both major areas of conventional economic theory (i.e., micros and macro); serves as the needed prerequisite to wittually and the server of the principles of the server of the	The following courses are for students with some background to Division II work. SS 215 INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY To be announced Course description will appear in the Course Guide Supplement. The following courses are for students with some background to Division II work. SS 217 PROBLEMS IN THE PHILSOPHY OF LAW AND JUSTICE Lester Manor What is the nature of law? What is the meaning of justice? These two questions have figured in the works of major philosophers from Platto to the present day and in the writings of legal scholars. This course will explore their ideas and sect to determine their significance for a number of topics of current concern. A principal object of the course will be to examine the difference one's philosophic position makes to the resolution of practical problems. This caphais will be reflected in the manner in which the course will be taught. After a brief introductory emploration of the history of legal pilosophy members of the class will be the course of the capital course will be to examine the resolution of the history of legal pilosophy including civil disobedence, equality, the sanctive of infer the remainder of the terms seek student will speak on behalf of that philosophy civil disobedence, equality, the sanctive of life, the growth of the law, the capacities of international law to contribute to world order, the relationship of law and language in the impose of actioned and technology upon law, and the refer the problems materials prepared by the instructor. No previous work in the concept of Law if Nilosophy of Law in Muterical Perspective; lart. The Concept of Law in Viller, The Law in Quest of Itentic and problems materials prepared by the instructor. No previous work	Barbara Yngwesson, David Smith This course attempts to crebine the insights of cultural anthropology and literary icides by examining incha-ethnography, satire, criticism, fiction—in which the relationship of an outsider-observer to a community is an ifsue. We consider attempts of narrator/authors to understand their fictive communities, noting in what ways they present these contents of a distance of the contents of a distance in the control of the contents of a distance in the contents of the contents

cope by using various strategies, ranging from denial that a problem exists to outright mutder.

BLACK AMERICANS IN A CAPITALIST SOCIETY

threatened closing of Culpapper's (a pacudonys for the city) largest local employer. Each participant will receive a pact of background information relating to their specific role in the simulation, the general history of the city and industria question, as well as supporting articles, documents, and

The approach taken will be two-fold. On the one hand, lectures projects and assignments will provide atudents with factual information on such topics as: the reasons for captial filths and plant shutdowns; the effects of multi-mational activity on local economies; worker and community ownership options, etc. However, projects and lectures will also be designed to faulti-ratte participants, in their roles, with the manipulation of raw data and use of a series of analytical tools for problem solving, including methods for researching a company and predicting location changes; design of an early warning system to anticipate plant shutdowns and assessments of the likely impacts of plant closings on a community, etc.

Since this course is designed to simulate a real life situation as closely as possible, the commitment of students to sustain their roles and complete individual and group tests throughout the semester is essential. It is therefore requested that those interested in participating obtain permission from the instructors prior to entering the class. Some background in about student section of the class and the course such as Labor and Community, offered in the fall semester at Hampshire, wouls be useful.

The class will meet for 2-1/2 hours once a week. Enrollment is limited to 20 students, by permission of the instructors.

SS 254 POLITICS OF HOUSING

Robert Rakoff

Robert Rakoff

Housing occupies a crucial place in the daily life and attractural persistence of capitalize America. Not only is the protein persistence of capitalize America. Not only is the protein control of the economy, but the house provides a locue and a symbol for such of the reproduction of the culture of liberal capitalise. In this course, we will examine American housing from this dual perspective. Topics to be covered will include government policy; the role of banking and morrages credit; the importance of oursership; the relationship of home write from and values into home activities, including housework and childreating; and the changing nature of the home as a "separate ophere for women. We will also examine contemporary housing issues including the crisis is nortigate leading and the twin threats of condominium conversion and generalication. Throughout, we will don have a recurrent of the work of the content of the conten

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

DECENTRALISM

Myrna Breitbart, Robert Rakoff, Martha Ackelsberg*

Hyrna Breitbart, Robert Rakoff, Nartha Ackelsberga
In this course we will consider how political and economic centralization evolved under capitalism, affecting people directly
and indirectly egaid to the consequences of centralization of the consequences of centralization in the consequences of centralization in the consequences of centralization in the consequences of individuals and centralization of the centralization of individuals accordance of the crucial accide and accomment of individuals accordance of the crucial accide and accomment of individuals accentralization of the consequence of the centralization of

Classes will combine a lecture and discussion format with max-imum participation encouraged. Evaluations will be based upon this in-class participation and a rimber of short papers and/or group research projects. Since this course will be offered jointly by Saith and Esspehire, we will ment once a weak for three hours, the first half of the semselver at Saith and the second half at Esspehire. Execulsent limit 25; first come.

* Martha Ackelsberg is an essociate professor of political science at Smith College.

LAW AND LABOR IN AMERICAN HISTORY

Bow can we account for the large role that law plays in American society? Now can we account for the present—and in congrative terms on the society and the society of the position of American Labor both as a Class on the bistorical development of the position of social than on the bistorical development of the position of acciding the social change. We will address such topics as the social change. We will address such topics as the social change, which is the social change of the social change, which is the social change of the social change in the social competitional mobility, occupational mobility, occupational will be social constant of the social change in occupational services will be social constant of the social change in occupational services will be social constant of the social change in occupational change in occupational change in occupational changes in occupational proceed historically, tracing the transition of continuity income successive ategos of individual changes in occupational changes in occupationa

This course is intended to meet the needs of students with interests in economics, politics, law and American history. The course will include films, invited speakers, and some field trips.

Class will meet twice a week for 14 hours each session: open

LATE NINETEENTH CENTURY EUROPE: ISSUES IN HISTORY

This course is designed to introduce major themes in the social, economic, and cultural history of Europe in the last decades of the interestint century and to provide a theoretical basis for the consideration, and of cultural production. In other words, the course will consider a selection of historical narratives, amedicate, and representations of the period in writing and on film; these "historical" will them be smalyzed as specific according to the course will consider a selection of the priod in writing and on full; these "historical" will them be smalyzed as specific course practices lowering mercury to force the course of the cours

In many ways, the period under consideration epitomizes many of the problems and crises of history and historical rationality inherited from Enlightenment culture and developed in the eartherited from Enlightenment culture and developed in the eartherited from Enlightenment culture and developed in the eartherite control of the state of the large Parisian department rores, find-ea-sicel capitalism internatingly became a mode of production rored in mars consuprion. The creation of the consumer and his/her dealer for style, commodities, status, and emotional/arctic connection with the new spaces and social organization of the city is obviously related to this larger consumers of the city is obviously related to this larger connection will be subject of debate in this class. Specifically, the crowd (both as an historical inatance of class conflict and as the manifectation of a new historical subject); "shopping" as the cultural mode of consumerism in the reception of theater, photography, later-comantic literature) and, of recurse, social relations; and the "Lineary" (whitted and of considered in celation to France, Italy, and Vicons' will be considered in celation to France, Italy, and Vicons' Required reading will include Carlo Cinsburg, "Norelli, Freud.

Required reading will include Carlo Clanburs, "Morelli, Freud, and Sherlock Holmas: Clues and Scientific Method;" Barbara Tunhan, The Freud Tower; Fric Hobbshaw, The Age of Capital; Karl More, The Highteenth Brumstre of Louis Napoleon; and selections from the easey of Maler Benjamin, Metachel, and from Suranna Barrows, Distorting Mirrors: Visions of the Crowd in Late Mincenth Century France. Additionally, we will be reading Sybillo Alexano's A Moman, John Berger's novel, G. and he poetry of Baudelsire. A complete reading list who want to happin reading before a Community of the Country of the Mamonitan Community of the Mamonitan Capital C

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

SS 275

STATE AND SOCIETY

Carol Bengelsdorf, Margaret Cerullo, Lester Mazor

The course will exemine past and present theories of the capi-talist and socialist states (emphasis on the former) and their relation to society. Theories energy, harx, beint, wheer, as well as writers engaged will include a look at one or wore socialist states will include a look at one or wore socialist state. American ideology and consciousness regarding will not be a look of the course of contemporary American class seated the role and function of American political perties and elec-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.

THE DYNAMICS OF HUMAN POPULATION GROWTH mini-course

The first part of this mini-course was held during Fell Term 1982. This second, theoretical part is for formulating explanations of birth, death, and atgration parterns spaying special attention to the particular charged social relationships and stags of economic development on such martino. Successful participation will be avaluated to the basis of a specific project that covers a different set of empirical materials from the ones used directly in the course but that critically replicates the methodology developed in the course.

The class will meet once a week for three or four hours. Enrollment is limited to six students, subject to approval of the instructor. Class meetings will start in mid-March.

88 286

ARNORMAL PSYCHOLOGY

This course will deal with the diagnosis, treatment, and prevention of various categories of disordered behavior. Attention will be paid to personality theories and "schools" of prychotherapy as that is appropriate and relevant to the major for the property of the property of the clinical psychologists. The clinical psychologist will be explored. In addition to a textbook, students will read extensively in primary sources. Three brief writing assignments will be emplemented by a term paper on a topic of each student's choosing.

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

SEX ROLES IN CROSS-CULTURAL PERSPECTIVE

Aithwe Ong

This course brings two modes of social science inquiry—enthropology and political economy—to the study of sex roles. The statuses of vomen vis-a-vis mer and in relation to the wider society vill be examined in case studies drawn from Asia, the Pacific, Europe, Africa and the observing bands through peasent forms from sirpe hunting bands through peasent studies to the studies of the studies of the control of the studies of the control of gender; the ritualization of sex role conflicts; the sexual division of labor; sex antageniss; religion and sex; kinnish, residence and domestic organization; development and rural vomen; housework and the working class in industrialized societies and revolutionary change in sex roles. Dephasis vill be placed not only upon the limits and possibilities of women's attatuses and roles (culturally defined and subjected to political concept of the control of the contro

The class will meet for three hours once a week. Enrollment is limited to 25 students; lottery if necessary.

SS 291

SECURITY AND DISARMAMENT ISSUES IN THE EUROPEAN

James Cooney

James Cooney

This course will trace the European involvement in issues of national security shees world Mar II and will into 15. foreign policy.

Foreign policy.

The state of the state

The class will meet for three hours once a wack. Enrollment is limited to 25 students; lottery if necessary.

MULTINATIONAL CORPORATIONS AND THIRD WORLD WORKERS

Ainse Ong
This course will explore the role of multinational firms, in
the latest phase of capital accumulation, and it will emphasize the experiment of capital accumulation, and it will emphasize the experiment of capital accumulation, and it will emphasize the experiment of capital capital accumulation of multinational
size of the covered include the relocation of multinational
industries in Third World countries; the impact of NNGaccomposition and types of worker proximent positions; the
composition and types of worker proximent position of rural
women the composition of the characteristic proximent position of rural
women that composition of the characteristic proximent position of rural
women that composition of the composition of the
women that composition of the composition of the
Mexico, Puerto Rico, Bong Kong, Taivan, Singapore, and on additional reading, will be required of each participant.

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

Division III Integrative

Seminars

NEW WAYS OF KNOWLEDGE IN 313** PEOPLE STUDYING PEOPLE IN 320

von der Lippe

THE POLITICS OF HISTORY: CFEATING THE PAST IN 321

AMERICAN SOCIAL HISTORY IN THE 20TH CENTURY: THE DEVELOPMENT OF PROFES-SIONAL CULTURE IN 322

FEMINIST STUDIES IN 323

Rosenbaum

ETHICAL ISSUES IN SCIENTIFIC RESEARCH ENVIRONMENTAL SYMPOSIUM IN 325

ECONOMIC DEMOCRACY AND WORKPLACE DEMOCRACY IN 327

INTEGRATIVE SEMINAR: COMPUTER STUDIES LEARNING COMMUNITY IN 328

GREAT BOOKS SEMINAR TN 129

IN 330

MOVEMENT/ART/DREAMS: EXPLORATIONS OF THE SYMBOLMAKER

THE HISTORY OF EVIL IN 333

C. Hubbs J. Hubbs Witherspoor

WOMEN AND SCIENCE IN 342

IN 313**

NEW WAYS OF KNOWLEDGE

Herbert Bernstein

Beyond the groves of academe, many people face the personal and political problem of putting disciplinary excellence to use for the greater good. To address this question requiras us to examine the notion of value-free, objectified knowledge fire model provided by modern science as a securel and crucial leads to brutal consequences when applied as securel and crucial social i-suce. Even within science, the bornlity of such major applications as recombinant DNA and nuclear technology needs close scrutiny.

The second is not good; whether in Washington, Moscow, or Peking, in our own age or in the past, the brightest attempts (based on magnificant enalysis) at well-intentioned programs have all too often ended in human suffering. The overriding question becomes how can we see that we know to further the common good? What new ways of knowing are needed to http://limited.com implement. Teacher tham injoure, our highest human vellums?

This course is a place to start smarching for an answer. Together, we will study works by Foucault, Feyersbend, Lakaton, and Easkin in order to gain a shared vocabulary and direction. Farticipants will bring to our group discussions examples of work (whether their own or others') whose consequences and moral implications they wish to discuse. These examples will included investigations by the instructor on the roots of modern "Big-Science" physics and recombinant IMA technology. Other profits might include lessons of the thing the physical physics and recombinant IMA technology. Other profits might include lessons of the thing the physics of 1.0. The precise content will include the interests of svery participent.

This course will serve interested Hampshire Division III students as an integrative seminar but is open to all, with instructor's permission.

Class will meet once a week for 3 hours.

his course is included in the Humanities Forum. See nities and Arts for complete description.

IN 320

PEOPLE STUDYING PEOPLE

Participants in this seminar will be reaponsible for presenting an extensive and detailed summary of their Division III work in progress. A particular emphasis in our seniant sectings will be on the topic problem. The progress of the progress of the property of the prop

The course will be limited to Division III students who have begun to write, even in a very early draft way, their Division III theses. The teamon for this is that one source of material for analysis in the seminar will be your written work. If you have none because you have'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.

THE POLITICS OF HISTORY: CREATING THE PAST

Aaron Berman, Nancy Fitch

Liberal historians strive for the illusory ideal of objectivity. Radical critics have challenged this liberal claim that history can avoid bims. At some level, all writers must confront the political dimension of their own work.

political disension of their own work.

This course will examine the history and politics of several anglor historians in an attempt to assess the effect of contemporary conditions upon their interpretations upon their several vice-versa). In taking this appreach to the course class participant of the separate property of the contemporary conditions will consider the vritings of several historians the total consider the vritings of several historians the total consider the vritings of several historians the contemporary of the contemporary contemporary of the contemporary of the

The class will neet one evening a week for 2-1/2 or 3 hours, depending upon the interest and stamins of participants. Encollent is limited to 15 students, to be chosen by lottery.

IN 322

AMERICAN SOCIAL HISTORY IN THE 20TH CENTURY: THE DEVELOPMENT OF PROFESSIONAL CULTURE

Penina Glazer, Miriam Slater

The modern professions emerged out of the ferment of political economics and social change associated with late nineteenth/ early vennicieth century industrial captualism. The formation of this new and increasingly powerful elite had distinctive or sequences for the sobility aspirations of other groups as well as for public policy and mechanisms of social control. In the section we will explore the roots of these developments, as well as their consequences for sodern life and mentalized. We shall also examine the nature of work in contemporary society.

The class will meet for two hours once a week; open enrollment. Evaluation will be based on a short writing assignment, weekly class participation, and class presentation.

IN 323

PEMINIST STUDIES

This seminar is designed for Division III students who are either beginning or completing a Division III project that addresses the issue of itenians, sexism and/or gender. During the first eight weeks, students will read key texts and articles that address such issues as areproduction, production, reproduction of gender, and the production of gender, and the production for gender, and the production for gender, will be producted the production of gender, and the production that the production of gender, and the production that the production of gender is the production of the prod

The class will meet for three hours once a week. Enrollment is limited to 15 students; permission of the instructor required. An effort will be made to include students from all of the Schools at the College.

IN 324

ETHICAL ISSUES IN SCIENTIFIC RESEARCH

David Rosenbaum

What topics are scientists morally justified in studying? Row should the topics be investigated? And how should the results be reported after they are obtained?

These questions form the core of this seminar. First, we will consider some of the major ethical theories of philosophy and theology to gain a footing on questions concerning right and wrong, good and bad. Then we will address the question of what topics should and should not be studied. For example, its morally justifiable to study an abstract, escentic principle with the constant of the control of the cont

Next, we will address methods of research. What sources of support should a scientist seek to support his or her research? For exemple should financial support be sought from the military if a beneficial project could not be carried out without that support? As another example, is deception in research with human subjects ever justifiable?

Finally, we will consider the reporting of research results. Is it misleading to report only summary statistics of a study, omitting details which might weeken the thrust of one's arguments is there ever an excuse for fabricating or altering data

The readings for the course will come from primary sources. Much of our time will be spent in listening to and talking with guest speakers oppresenting different fields of philosophy, science, and industry. Students will be expected to lead dis-cussions and write short papers which will be distributed to other members of the scaliner.

The seminar will meet once a week for three hours. Enrollment

ENVIRONMENTAL SYMPOSIUM

Merle Bruno, Bridget Dean* and Stephen Brown

This seminar will provide the opportunity to share a variety of perspectives on environmental issues. Hany fields are relevant to this project including ethics, law, caucarion, sciences, communication, and alternative energy and technology.

During the causes of the semester each student will present his or her own Division III work, giving we all the chance to defer the contract of the contract o

Division III students in environmental law and environmental

ECONOMIC DEMOCRACY AND WORKPLACE DEMOCRACY

Laurie Nisonoff, Kethy Locke,* Robin Jaffin*

Communic democracy and workplace dissertancy, actually two asspects of the same concept, is a relatively now idea which is developing in reaction to the undemocratic nature of capitalist social and economic relations. In the communication of the control of the

Theory.

One goal of this course is to have students from many disciplines come together and investigate the issues of democracy—their meaning and importance in their lives and work. The second goal of the course is for students to learn the applications of these theories. The members of the class will plan and organist the content and teaching of the course. They will be expected to formulate a democratic structure which will be expected to formulate a democratic structure which will be perfectly and organist the content and teaching of a class in their area of interest. The ranson that the course will be self-managed is to truly synthesize the ideas named in the title. The students must not only have prior experience with the cheories of economic democracy in this course they will learn how to put these when the control of the content of the conte

Some familiarity with economic democracy and/or workplace democracy through courses or experience is a necessity. Because this class is acident initiated, student organized and run, a very high level of commitment is required. The class will seet twice a week for two hours each session and editional less will be spent at the beginning and end of the ownerter. Enrollment is open.

* Advanced Hampshire students

IN 328

INTEGRATIVE SEMINAR: COMPUTER STUDIES

This seniner will be nun in conjunction with IC 128 Computer Studies Learning Community, a noncourse listed as Division I for the Spring Term. Headers of this interpretive senions will actively participate as embers of the "Learning community" and will help in its planning and operation. In this seniors we will focus on issues of education and learning in the area of computer studies, with special strention to the design of humanistic learning environments. Additional topics may include social process in education, influences of physical space on learning and social interaction, roles of students and instructors in various educational models, and applications of computers in education.

Some of this process will begin via a January Term activity titled "Designing Learning Environments" which I am sponsoring. I encourage all interested persons to consider participating in the January activity, though I wish to emphasize that it is in no way a prerequisite for this integrative seminar or for participation in the community.

Initial "community meetings" will be Tuesdays and Thursdays from 1:00-3:00 PM. Enrollment is open, and the only prerequeites are interest and an open mind.

GREAT BOOKS SEMINAR

Richard Lyon

The seminar gives graduating students a chance to get acquainted (or reacquainted) with a few of the Western classics they' we
always wanted to read but didn't find time to. We will read
ten books, five to be selected by the instructor and five by
the students. Since the class will seet for ten weeks-meding
in April to allow students freedom for last-minute work on independent study profects-one book will be read each week, and
will be the focus of discussion during a three-hour evening

Members of the seminar will write five three-page papers, discussing a term or an idea, an episode or a character, in five of the books to be read. No research will be expected or required for these papers. Topics will be suggested by the instructor, but drudents will be free to levies topics of their

Enrollment will be limited to 10, by lottery if necessary

IN 330

DVEMENT/ART/DREAMS: EXPLORATIONS F THE SYMBOLMAKER

Tara McClellan

Some questions

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

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

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

Nuch of the experiential work for this seminar will be drawn from the writings and research of C.G. Jung and Jean Houston. This class will provide a space/time for discovering, examining, and crystaliting personal and erchetypal symbols as they appear in one's life and creative work (visual form the province of the p

This seminar will meet once a week for 2½ hours. Enrollment is limited to 15 by permission of the instructor.

IN 333

THE HISTORY OF EVIL

Clay Hubbs, Joanna Hubbs, Christopher Witherspoon

seminar focuses on an issue seldom treated in scademic

A contemporary cultural historian has argued that phenomena considered universal and immediable, such as sexuality, must fact be understood as soulding through time. If this is tru of sex, what about evil?

In our first sessions we will sketch the changing faces of evi-from traditional images sen in Euripider Medon, Sophocles', Oddybu, and the Changes as Saran and Cein. Subsequently, or will savaine the Changes are the Changes and the Changes and Areado, Including files, which gleal directly with the ques-tion of will in the context of alienation.

Each student presentation will address a subject dealing with an aspect or phase in the history of evil. Participants will salect and make available appropriate readings for the class. Twalutions will be of participants lacture presentations and preparation, together with their contribution to discussions.

The class will meet one evening a week for two hours. Students will be accepted on the basis of instructor interview and a co-paragraph description of their seminar presentation topic.

TH 342

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WOMEN AND SCIENCE

Nancy Lowry and Debra Martin

This meaning will examine women's place in actence. The readings will include biographics and casesys of women actentiates will include biographics and casesys of women actentiates (Monating Pranklin and DNA (M

It is necessary for the participants to be countited 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 2½ hours. The Women in Science lecture series meets four times during the semmestry.

PSPSPSPSPSPSPSPSPSPSPSP Division I Proseminars

COLLEGE WRITING: VICTORIAN VOICES HA 134a COLLEGE WRITING: THE EUROPEAN SHORT STORY

THE HISTORY OF THE FAMILY

Mahoney Slater

COLLEGE WRITING: VICTORIAN VOICES HA 13ha

This is <u>primarily</u> 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.

Victorian England was, among other things, a battleground for ideas and styles. Mill, Arnold, Darvin, Newzan, and scores of others argued the great issues of the time in public debates and essays. New poetry, new drams, and new history were appearing. We will read representative writings of the period and learn to write sensible criticism and do basic scholarly research.

course will meet twice weekly for one-hour sessions plus orials to be arranged. Enrollment is limited to 20 on a tutorials to be arranged. Enrofirst-come, first-served basis.

HA 1346

COLLEGE WRITING: THE EUROPEAN SHORT STORY

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

We will read and write about the short fiction work of some ten writers from Chekhov to Camus, including Dinesen, Joyce, Lawrence, and Sartre. We will learn to write sensible criti-cism and do basic scholarly research.

The course will meet twice weekly for one-hour sessions plus tutorials to be arranged. Enrollment is limited to 20 on a first-come, first-served basis.

THE HISTORY OF THE FAMILY

reen Mahoney, Miriam Slacer

Now did the family set this way? All of un are to some extent expects on the family. Yet there are many questions concerning tis nature, here yet and the family and twure which seem difficult to enswer with presting and are the subject of much heated debate. Is with presting the family declining? If one from what to what! Should we try to reserve it? If so, how and why?

The fields of history and psychology have both offered useful tools and suggestive answers to these question. This course, tools and suggestive answers to these question. This course, tools are to

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

OPOPOPOPOPO

Outdoors Program

The Outdoors Program is a voluntary, cook alternative to compulsory physical education and intercollegiste team aports. In the past, it has offered underso extensive opportunities to learn remunication cook clicking, and other outdoor skills extensive opportunities to learn remunication that of the past o

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

"Fuzion 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

A third goal, to facilitate a personal experiencing of nature vill terminate in opportunities for local natural history ex-plorations, as well as continuing to make hiking, bittings, camping, cross-country skiing, snowshoeing, casing and expe-ditioning available to interespect students.

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

The Outdoors Program emerges as not a physical aducation de-partment, not an athletic program, not an outing club, not an Outward Sound model, not a nature study program, not intra-murals, and not a School of the College. What is if I is an attempt to open up possibilities for integrated learning of body and psyche, to promote an avenues and under study of nature, to support students in complyated may not learning outdoor experiences, and to provide laway of learning about meastly and the world with other ways of acquiring

In addition to the following courses, the 0.P. offers a great variety of trips and other activities. These range from side shows to three week-long violentees trips. These are amounted through the 0.P. bulletin boards, house montelers, and the 0.P. calendar (avoilable as the 0.P. office).

BEGINNING TOP ROPE CLIMBING OF 111

TRIATHALON TRAINING OP/RA 121 Kykar

CONNECTICUT RIVER STUDY OF 126 WOMEN'S TOP ROPE CLIMBING

CROSS COUNTRY SKIING GP 132

Garmirian CLIMBING ICE Ayvazian

PLAT-WATER CAMPEING OP 145 A YELLOWSTONE ODYSERY OP 147

ADVANCED ROCK CLIMETING OUTDOOR LEADERSHIP: AN OVERVIEW

BEGINNING TOP ROPE CLIMBING

Bob Garmirian

This course is for people with little or no climbing experient. It will cover basic safety techniques, rope work, mote and climbing techniques. Enjoy the opportunity to exercises your body and mind through such mediums as an indeor climbing wall and many of the local climbing areas. Beginners are especial westcome.

Enrollment limit: 12. Class meets Wednesday afternoons 12:00-5:30, starting after Spring Broak.

OP/RA 121 TRIATHALON TRAINING

Andrea Ayvazian and Becky Judd

Nelcome to a course designed for people eager to make a serious commitment to training. Our training will include swimming, rumning, camoning and cycling. As a for individuals, group members will be entering as less about the training will be considered as less about the work of the course of th

Enrollment limit: 15. Class meets Mondays and Fridays 8:30-10:00 a.m. and Wednesdays 8:30-10:00 at RCC.

Tellowstone Hational Park is one of the world's unique natural areas. The fur trappers who visited the area in the early 1800's were disbaltered when they returned with tales of bubbly boiling mud, caseding waterfails, wildly colored hot springs, and enugting geysers. These amoning goothermal features are accompassed by faccinating biological phenomen and unusual acological relationships. In addition to focusing our attention

	on Yellowstone's natural environment, we will also investigate the history of the area, the evolution of Yellowstone as the nation's first national park, current issues concerning the transgement of the park, and the impact of development in sur- rounding areas.	RARARARARARAR Recreational Athletics
	Industria areas.	SHOTOKAN KARATE I (INTERMEDIATE)
In this interdisciplinary course we will study the history	During the course, we will plan our Lune backpacking expedition, perhaps retracing the steps of early explorers to the park based on original journals and expedition accounts. No previous back-	RA 102 SHOTOKAN KARATE II (INTERMEDIATE) Taylor RA 103
and natural history of the connection after a few will enable us to conclude the course with a week long paddling trip beginning at the headwaters of the Connecticut River.	on original journals and expedition accounts. On previous campacking experience is necessary. Throughout the course, outdoor skills will be taught that will help you become a confident outdoorsperson.	ADVANCED SHOTOKAN KARATE Taylor
Through readings, discussions, field trips, and visits by	Students who participate in this course will be expected to make a commitment to the trip in June. The cost of this expedition to Wyoming is eatimated to be \$300. A deposit will be collected	RA 104 INTERMEDIATE AIKIDO Sylvain
connecticut. We will study such topics as the influence of	early in the course.	RA 105 HATRA YOGA Colby
river, current issues of water use, and the street of the	This course should provide opportunities for Division I exams in any of the four schools.	RA 106 SELF DEPENSE FOR MOMEN DIARNE
Connecticut on the matural environment, some plants cance- nimals. The culmination of the course, a week long cance- ing expedition, will give us the chance to see first hand and explore further the topics we have studied. This course should provide many opportunities for Division I exams.	Enrollment limit: 12. Class meets twice a week, once for dis- cussions, films, and lectures (2 hours), and once for skills development (4 hours). The course will also include two week- end trips in scenic New England.	RA 107 T'AI CHI: 108 FORM YANG STYLE Gallagher RA 108
Students perticipating in this course are expected to make a commitment to the May canoeing trip, May 13-20. There will also be one weekend trip and three Friday afternoon		T'AI CHI: CONTINUING Gallagher RA 109
field trips. Enrollment limit: 10. Class meets Wednesday and Friday	OP 205 ADVANCED ROCK CLIMBING Kathy Kyker and Bob Garmirian	FENCING Weber RA 110
from 9:00-10:30 a.w. Sign up at the Outdoors Program Office, RCC.	This course will be offered in two segments. Part I is open	PHYSICAL FITNESS Rikkers Ra 111
	to people who nave a solution and assessing of the technical aspects but who lack a complete understanding of the technical aspects of clambing. Part II is open to anyone who has a thorough understanding (including first hand experience) of the areas	LACROSSE Laveon
OP 129 WOMEN'S TOP ROPE CLIMBING	covered in Part I. Anyone successfully completing Part I may	KAYAK ROLLING AND POOL KAYAKING Judd
Kathy Kyker This course is for women with little or no climbing experi-	to be competent seconds for multi-pitch climbs and to provide instruction in lead climbing.	RA 113 BEGINNING WHITEMATER RIVER KAYARING Judd
ence. It will cover basic safety techniques, rope handling, knots, and climbing techniques. Enjoy the opportunity to	Both sections are by permission of instructors.	RA 114
exercise your body and wind with other women through such mediums as the indoor climbing wall and several local climb- ing areas. Beginners are especially welcome.	Part I TECHNICAL INTRODUCTION	INTERMEDIATE WHITEVATER KAYAKING Judd RA 115
Envelopent limit: 12. Class Facts Wednesday afternoons	Kathy Kyker and Bob Gerwirian This section will introduce the top rope climber to rope	NOVICE WHITEWATER KAYAKING Judd
12:-30-5:30 p.s. Sign up at the O.P. office. Classes begin after Spring Break.	This section will introduce me top top the section will introduce me top top the section of conjument, reppeling, and dynamics of belay systems. The course will take place on the climbing wall in the RCC.	TRIATHALON TRAINING Ayvazian RA/OF 117 Judd
OP 132 CROSS COUNTRY SKIING	Enrollment limit: 16. Class meets Tuesdays and runs Febru-	
Kathy Kyker	ary 3 through March 15. Part II TECHNICAL CLIMBING	RA 102 INTERMEDIATE SHOTORAN KARATE I
This course is open to skiers of any competence level. The, focus of the course will be to improve skiing skills, get	Kathy Kyker and Bob Carmirian	This course is for students who have completed RA 101 and/or
This course is open to skie. of any competence level. And focus of the course will be to improve skiing skills, set some erercise, and have a good time. Instruction for beginners is available. Ski technique, waxing, and appropriate clothing will be discussed and demonstrated.	The major emphasis of this section will be to actuate the theories covered in Part I. Students who are able may start to lead climbs as part of the course. The class will travel	the equivalent. The class will meet Monday, Mednesday and Friday from 2:00 -
We will be driving to Cummington Farms or Northfield Touring Centers to and on maintained touring trails. The course ends at Spring Break or when the snow runs out.	to many of the local cliffs including Crow Hill and Magged Mountain.	4:00PM in the South Lounge of the Rubert Crown Center.
Provilege 1 (mit: 12. Class meets Wednesday afternoons,	Enrollment limit: 16. Class meets Tuesdays and runs March 29 through May 10:	RA 103 INTERMEDIATE SHOTOKAN KARATE II
12:30-6:00 p.m. Sign up at the O.P. office.		Marion Taylor
OF 143 CLIMATING ICE	OP 218 CUTDOOR LEADERSHIP: AN OVERVIEW	This course is for students who have completed RA 101 and RA 102.
Bob Carmirian	Steve Anderson	The class will meet Tuesday, Thursday and Sunday from 6:00 - 8:00PM in the South Lounge of the Robert Crown Center.
This course will provide an opportunity for experienced rock climbars to try ice climbing in the local area. Basic use of	Outdoor leadership has many facets. This.course will focus on the development of both the technical skills and the people skills uncessary to lead groups in the outdoors. In	
Mount Tom and clerk entered of the ice flows if the weather	addition to skills development, we will also explore the issues relating to leadership in risk/challenge/adventure	FRA 104 ADVANCED SHOTOKAN KARATE
cooperates. Participants must provide themselves with rigid mountaineering boots and warm clothing.	programs. Through readings, lectures, discussions, simulations, role	Marion Taylor
Enrollment limit: 8. Permission of Instructor is necessary. Class meets Wednesdays 12:00-6:00 p.m. and runs February 2 through March 18.	plays, hands on experience and other ways, we will address such topics as: small group development, leadership theory, around dynamics, co-leading, mens and women's issues in out-	This course is for students who have attmined the rank of brown belt or black belt.
	door programs, the value of risk, legal responsibilities of	The class will meet on Friday from 6:00 - 8:00PM in the Sou Lounge of the Robert Crown Center.
OP 145 PLAT-WATER CANOBING	procedures, trip planning, environmentally induced injuries, mountain weather, low impact camping techniques, equipment selection and repair, energy conservation and trail techniques	
Andrea Ayvazian	The course is intended to provide a basis for your continued development as an outdoor leader.	BA 105 INTERMEDIATE AIKIDO
This seven-week wini course will meet from after Spring Break until the end of classes in May. The course will include in-	You will be expected to participate actively in this class, to facilitate some of the discussions, to keep a personal	*Paul Sylvain
struction in all basic cameeing strokes and camee safety and rescue techniques. After an initial pool session, we will be spending our afternooms canceing on near-by lakes and rivers.	journal and a weather log, to write a paper on "Sense of Self as a Leader," to participate in two weekend backpack trips, and to complete soweral project assignments.	Prerequisite: One term of Aikido or January Term course. In this class it will be expected that all participents are
We may spend one afternoon in the war camee (which seats ten and which we way rename the peace cance). Come learn to cance	Te to belieful though not processery that you have had some	comfortable with ukemi (falling) as well as the wasic move- ments. We will learn some advanced ukemi and Aiki technique
have fun, and visit some beautiful local areas. Enrollment limit: 12. Class meets Wednesdays 12:30-5:00 p.m.,	outdoor leadership experience, and desirable that you have had an outdoor experience as a group member.	and possibly we will begin with some Aiki wespons training. Time: 12:45 - 2:00PM Tuesday and Thursday
Enrollment Limit: 12. Class meets weenssdays 12:30-3:00 P.m., at RCC.	This course is strongly recommended for pre-college trip leaders, and it is a prerequisite for co-leading a January	Place: South Lounge, Robert Crown Center
	Term or Spring Break Trip. Enrollment limit: 12. Permission of instructor is re-	
OF 147 A YELLOWSTONE ODYSSEY Steve Anderson	quired. Sign up for an interview. Class meets three times a week, Vednosdays, Thursday, and Fridays.	RA 106 HATHA YOGA
This is an interdisciplinary course which is designed to inte- grate a variety of scadewic disciplines with an intensive out-		Carolyn Colby
grate a variety of academic disciplines with an intensive out- door experience. After a semester of study, we will embars a wilderness backpacking expedition through the Yellowstone Rational Park backcountry during the month of June.	,	A series of exercises designed to deepen the knowledge of body and how it works. There are specific postures taught provide stretch, strengthening and flexibility of the whol body and especially the spine. Also encompassed in this c

A series of exercises designed to deepen the knowledge of the body and how it works. There are specific postures taught to provide stretch, strengthening and [lastibility of the whole body and especially the spine. Also encompassed in this class are breathing techniques and relaxation.

The class will meet on Hondays from 3:15 - 4:30PM and on Wednesdays from 4:30 - 6:00PM. The classes are held in the South Lounge of the Robert Grown Center.

No.

BA 107	SELF DEFENSE FOR WOMEN
	Lorraine Diffane
the essence	is geared to introduce women to the possibility old the potential to defend themselves. We will no our bodies to tone and try to understand our divinces to tone and try to understand our divinces of the try to understand our divinces. Then in by working on the fears that inhibit women and hel idferior to men. Throughout this whole or will, continue to discuss each woman's feelings or and share our breakthroughs. I will teach varimoves and eccape movement, and then we will try them on any hypothetical situation we can think of of self defense is self confidence, and hopefully will gain a great deal of self confidence, physical it therefore self defense.
The class w 12:00 Noon, Lounge.	ill meet on Tuesday and Thursday from 11:00AM - for 10 weeks at the Robert Crown Center, South
RA 108	T'AI CHI: 108 FORM YANG STYLE Paul Gallagher
3	a form of moving meditation devised by ancient ist monks to promote perfect health and harmony regise: a dance like passing clouds and flowing slebrate our oneness with nature. Emphasis will se understanding of form and balance, stressing philosophical, and genthetic benefits of practice.
The class me South Lounge	sets on Monday evenings from 6:30 - 7:45 in the sof the Robert Crown Center.
RA. 109	CONTINUING T'AI CHI
	Paul Gallagher
Continuing 8:00 - 9:30 Permission students wi must be arr	T'AL Chi will meet on Monday evenings from in the South Lounge of the Robert Crown Center. of the insertactor is required. Pive-College il be graded on a pass/fall basis, and credits anged with their registrate.
EA 110	PENCING
	Will Weber
Classes for experience Basic equip	both beginners and experienced fencers. No necessary; beginners are especially welcome. ment is provided.
This course Robert Crow	is scheduled for two evenings per week in the n Center at a time to be announced.
L BA 111	PHYSICAL PITHESS CLASS
	Renate Rikkers
This course cardiovasco class is o	s is designed to promote good health, flexibility, alar efficiency and a sense of well-being. The sen to students, faculty, staff and family members.
Class will 1:GOPN in	meet on Tuesdays and Fridays from 12:00 noon - the Robert Crown Center.
	LACROSSE
BA 112	Sarah Lawson
fast, tir	s will stress orrimaging with individual attention meeded. We will be coed and play without body checks us safety reasons. We found that we still had good, ing games. Bempshire now woms a lacrosse goal and I be a crease drawn on the field.
. We will me first meet Crown Con	met Tuesday and Thursday from 4:00 to 6:00PM. The ting will take place on April 5. Heet at the Robert
BA 113	KAYAK ROLLING AND POOL KAYAKING
	Backy Judd
	iance required. Main emphasia will be on how to lear o roll (tip a kayak right side up after capstring). e unfamiliar with kayaking, atrokes, maneuvering on ates and paddling in the moby paddle board will be
Unlimite Classes	d enrollment. Sign up in the Robert Crown Center. will meet on Medneadays from 6:00 to 7:30PM.
	BEGINNING WHITEWATER RIVER KAYAKING
EA 114	nachu Indd
po egres	rience required except swimming ability. Learn the
fundame unil de bracing Sakino	risece required except swimming ability. Learn the stale of Laysking - strokes, rescue, maneuvering - as the besic whiteweste skills - eddy turns, ferrying, river teading, surfing, safety equipment, and coll.

Class meets Thursday, 10:30AM - 12:00 Noon, in the pool, un til March 10. From March 15th on the class will meet twice

weekly - on Tuesday from 12:30PM - 6:30PM for a river trip, and on Thursday from 10:30AM - 12:00 Noon in the pool again. SPSPSPSPSPSP Enrollment limited to eight. Sign up in the Robert Crown RA 115 INTERMEDIATE UNITEWATER KAYAKING BUSINESS AND SOCIETY This class is designed for people who have had previous white-water experience. You will learn and perfect advanced white-water techniques on class III water. Pre-requisites include an Eskimo roll on moving water and solid class II+ skills. Sign up in the Robert Crown Center. Enrollment limit seven. Class will meet in the pool from 1:00PM - 2:30PM on Thursdays until March 10. River trips will then meet on Thursdays from 12:30PM - 6:30PM. Permission of instructor required. COMPUTER STUDIES RA 116 NOVICE WHITEWATER KAYAKING Becky Judd For people who have taken the beginning class, or who have had some previous beginning instruction. Class II rivers will be paddled to practice the basic whitewater skills. Enrollment limited to eight. Sign up in the Röbert Crown Center Class will meet on Thursdays 1:00PM - 2:30PM in the pool UNTIL spring break. In April the class will meet on Priday 12:30PM to 6:30PM for river trips. RA/OP 117 TRIATHALON TRAINING Andrea Avvazian and Becky Judd Welcome to a course designed for people eager to make a serious commitment to training. Our creating will include serious commitment to training. Our creating will include the course of the course demands of the course of the course demands of the course o Meeting times: 'Monday and Friday from 8:30AM to 10:00AM and Mednesday from 8:30AM to 10:30AM. Enrollment limit: 15 Humanities & Arts Roland Wiggins Place: Robert Crown Center Jay Garrield Glenn Tha William March Richard Huller Neil Stillings Social Science Nancy Fitch

Special Programs If you are interested in pursuing a business career or attending graduate achool in business, be sure to talk to Stanley Narner or Fred Weaver in designing your program of attudies. Many students have used their liberal arts education and special resources at Hampainte successfully to prepare for business careers and for attending such business carbonias and for attending such business achools as Gnicago, Columbia, Marton, and others. Recent rapid advances in technology have made computers an important part of our daily lives. From large machines that keep records and process data to the microprocessors that control microwave ovens and video games, computers affect most of us nosem may. Computers have also had a major impact on all levels of education, and with the wideopread 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 systique from computers to assisting the course. These are intended to serve a variety of meeds, from removing some of the systique from computers to assisting the course who want to attudy computers in more depth. Several faculty are especially interested in the ways in which computers and sixilar exchanologies impact on the individual and on society. Computing facilities on campus include eight terminals connected to the UNASS CTREE computer and several microcomputers all located in the basement of the library. Those or aveilable for student use during regular library hours and student assistants are available as selected times to be not expended and setting setting started. In additional terminal properties of Lampuse and Communication and additional setting started. In additional setting started. In additional setting setting started. In additional setting setting started and setting sett Language & Communication

Jay Garfield

Glenn Iba Natural Science
Stanley Goldberg (on leave)
Ken Hoffman
Devid Kelly
Lloyd Williams
Albert Woodhull (on leave) EDUCATION AND CHILD STUDIES

The Education and Child Studies Program at Emmonitre College strives to meet the many diverse concerns of students interested in this area. Central to the study of educational issues is an understanding of children-how they grow, evelop, learn, and how they relact to family, friends, school assued to the large community. Closely connected is the need concern-hand are the values, goals and aspirations of the individuals and proups 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 quide and to use both approaches in their search understanding. Pollowing a broad liberal area of the concentration of the control of the co

sore specific topics of their own choice.

Relevant offerings will vary with each student's special needs and/or interests. Students pleaming to enter the teaching field should be conceeded with a sound preparation for itself, which should be conceeded to the selected courses compared to the selected courses contracting skills, and sufficient background to understand and carch a general school curriculum. Students specific and carch ageneral school curriculum students are selected courses contracted to the program government of the selected courses contracted to the selected courses contracted to the selected selected selec

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 that reademic programs.

Humanities and Arts

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

Natural Science

Nancy Goddard Saumdra Oyewole (AY leave) Jamice Raymond (AY leave) Ann Woodhull

Social Science

Carol Bengelsdorf
Margaret Cerullo (AY leave)
Nancy Fitch
Penina Clazer
Joan Landse (AY leave)
Haureen Mahoney
Leater Maxor
Laurle Misonoff
Miriam Slater
Pyances White

SORRICH 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. Froficiency in a foreign language alone cannot be precised to the control of the contr

For further information, contact the Language Program Consultants in Prescott 101D at extension 526, or Mark Feinstein at extension 550.

LAW PROGRAM

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

Law is a phenomenon which touches every aspect of our existmace. The study of law, the philosophy of law, legal processes, legal ideas and events, provides a focus for many kinds of inquity. 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 achool. Although there is some verial petremen 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. (Fre-law counselling is done by Lester Masor and E. Oliver Foulkes.)

The Division II courses are the core of the Law Program's content. Stedents who plan a concentration in law, or, as is oftent to take a concentration which includes some aspect of law
int, should look to the Division II courses as the foundation
ond entry point for their work. The Law Program also offers
courses in Mampahite's Division I, Basic Studies. Like all
insembire 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 atudy related to law may be done under the supervision of any of the faculty working in the Law Program. In particular, E. Oliver Towlkes is especially interested a metal health, the legal profession, espreason and the state of the legal profession, espreason arranging field work placement, etchica, social and political philosophy, aftermediate the state of the section of the Civil Liberties and Public Policy Program, is interested in civil Liberty law especially reproductive rights. Lester Masor is especially interested in legal history, philosophy of law, the legal profession, criminal law, labor law, and fastly law. James Miller is interested in communication and fastly law. James Miller is interested in communication law and the regulation of the mass sedia. Osterosciption of the mass sedia. Osterosciption and social control in dispute resolution and social control in dispute resolution and social control in dispute resolution and social control in the second context second context and the second context second con

Students have designed concentrations which draw very largely upon Law Progress courses or which include some contribution of the Law Progress to their plan of study. These have included concentrations in law and education, prisons, law and inequality, justile courts, and relevant portions of concentrations in philosophy, politics, history, economics, sociology environmental studies, women's studies, when studies and a number of other fields. The Law Program regularly sponsors speakers,

films and other social events. Hembers 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 mame of the Law Program mailing list so that you will receive motices of an Program events and activities. This list is maintained in room 218 of Franklin Patterson Mail. For durcher information contact James Miller, FPM Cide, extension 310.

WRITING and READING PROGRAM

The Writing and Rending Program offers assistance in the areas of writing, reading and study skills. Help may be either individualization of whore or long tere, and is based entirely more of help with some specific aspect of paper writing; others come several times for work on a specific project, while still others come on a regular basis for assistance in basic skills, etc. Stallarly, work with reading (comprehension, retention, speed) and study skills may be short or long term, and a program is constructed according to the needs of the individual student.

Contact Deborah Berkman, director of the program, for appointments and additional information.

Laboratory: The materials in the lab provide students the opportunity to work at their own pace on self-guided materials in
the areas of grammar, spelling, composition, reading comprehension and retention, study skills, etc. For students who do
not wish to work on a long torm basis, three are also resources
materials available to answer specific questions in these areas,
for students who wish to work on their traces are successful as the students of the students of the students of the students of the students
reading pacrag machines and small paperback and magazine libratype to the students of the students of the students
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Workshops: Workshops dealing with specific problems in writing are offered several times each semester. The workshops are run through the houses and are open to the whole community.

Library Work: The reference librarians and other members of the Library Center staff give assistance to individual students and work with the faculty to develop special number of the units on such typical reasons problems location of sources and note taking. Contact Suean Doyall, media resources selvesty.

41 WRITING WORKSHOP

Dehorah Berkman

This course han the following underlying premises: (1) students learn to write through writing and revising—through practice and revision; (2) the good previous of instruction is intervention in the process that troubles the process that troubles the process that troubles the process that the process the process that the proces

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

Please see the Writing Program listing for other writing

_____.

BASIC URITING 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 emphasise the importance of critical thinks as a first step in effective analytical writing. The will spend considerable time discussing, serious middless representative of different continues. Writing assignment will be largely in order to these readings. Students will be largely in order to these readings. Students will be constructed to the continue of the continues of the continu

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

REVISING SKILLS

Will Ryan

This closs is intended for students who are working on a longer paper, particularly a division exam, and are anticipating or exportencing some difficulties in the Composing process. In the first part of the class, students will develop and perceiving strategies. In the second part, students of the class, students will develop and pertiagn and support each other's efforts at the twicion of a substantial paper of division each

Class light is 12. Interested students should sign up before the first class in Prescott 101. We will meet for one hour, twice a week.

Faculty

H&AH&AH&AH&AH

School of Humanities & Arts

Marylou Blakeslee, visiting assistant professor of art, received her NFA from U-Mass, where she taught printmaking, painting, drawing, and design.

John R. Roettiger, professor of human development, joined the Hampshire planning susff in 1967. In those first years of the College's life he contributed to the early design of educational policy and scademic programs. It is particularly psychoanalytic psychology, and psychotherapy psychoanalytic psychology, and psychotherapy in 1960, conducted research for the house psychotherapy and psychotherapy to the psychotherapy of the psychotherapy in 1960, conducted research for the lamb of the psychotherapy in 1960, considered the psychotherapy in 1960, considered

R. Kenyon Bredt, assistant professor of philosophy, although mainly a scholar of the western philosophical tradition, is also outstanding, in eastern studies scholarship, lore for a b.A. in philosophy and an N.A. in theology and an well as an M.A. in philosophy and an W.A. in theology and well as an M.A. in philosophy and an well as an M.A. in philosophy candidate for the Ph.D. Professor Bract will be on leave during spring term.

Stuart Brown, visiting assistant professor of theatre arts, holds on M.A. in art history from Cambridge University and M.F.A. in playwriting from Yale School of Drama. He has worked in directing, performing, and writing in theatre, as well as in administration, both in Dagland and America.

David Cohen, essistant professor of theetre arts, holds a B.A. in theatre honors from the University of Massachusetts and M.F.A. in playwriting from Brandeis University. He has written for Brandawy, television, and fill, and has taught playwriting and theatre arts at the Universities of Montana, South Carolina, and George Manon in Virginio. In addition to teaching, he has produced several festivats of new playwrights' works. Professor Cohen will be on leave during the academic year 1982-83.

Anne Fischel, visiting assistant professor of film/photography, hes worked as an independent filmsher in the Soston area for a number of years, professor of Girecting, virting, and editing documentary filmsher has also been professionally involved in thingraphic filmsaking and in projects for public television.

Charles Frre, associate professor of education, holds B.A. and M.A. degrees from Howard University and a Fh.D. from the University of Pittsburgh. His interests include oriental 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 consulting work in the humanities and directed an interdisciplinary studies program.

Lynne Hanley, visiting assistant professor of literature and vriting, was graduated from Cornell, took her Master's degree at Columbia, and earned her doctoral degree in English at the University of California at Berkeley: Her fields are English and American literature, the novel, composition and reactive vriting, and women's studies. She comes to Bampahire from Mr. Solyoke.

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 sculpand design work have been widely exhibit the superior as a graphic design consultant for the control of the country 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. Re received a B.S. in Journalism from the University of Missouri at Columbia and a Ph.D. from the University of Manington.

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

<u>Borton Juster</u>, professor of design, is a practicing architect, designer, and writer whose books include <u>The Phanton Tollbooth</u>, a children's fantasy; <u>The Dot and the Line</u>, a mathesial fable made into an Academy Award-Juning grown in the late made the control of the contr

Ann Kearna, assistant professor of music, is director of the Emaphire College Chorus. She holds an M.M. in Nuici History from the University of Visconsin and studies choral conducting at Juliliard. She serves as liston to the Five College Early Nusic Program and edits for publication performing chittons of Remissance Choral works.

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

Jonn Kohin, visiting assistant professor of human development, has the M.S.W. from Smith College. She has training and experience in therapy and social york, including a private practice, of many years. She is a published writer of fiction.

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Wayne Kramer, associate professor of theatre arts, is also the Co-Dean of 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 eleven years experience in black thaters resulting the activation of 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 Salford Road which later performed in Scotland.

Jill Levis, assistant professor of humanities, holds a B.A. from Newnham College, Cambridge, Empland, and is presently purating a Ph.D. at Cambridge University. She has iegen very active in the Women's Liberation Novement in Britain and Prance. Was Levis teaches courses in literature and cultural history at Mampshire. She will be on leave during Fall term.

Jerome Liebling, professor of film studies, has produced sever-al nward-winning films and has exhibited at the Museum of Modern Art, George Zastam House, and other museums. He has taught at the University of Minnesota and State University College at New Paltz, New York. Professor Liebling will be on leave during the academic year 1982-83.

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 Minesota. He was formerly chairman of the American Studies curriculum at the University of North Carolina at Chapel Mill, and was Mampainie's first

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 Middleex County in Massachusetts, and published translations of Latin American poetry. He holds a B.A. from Brandeis and Ph.D. from Harvard.

Sandra Matthevs, assistant professor of film/photography, has a B.A. from Badcliffe and M.F.A. from SUNY at Buffalo. She has vide experience professionally and in teaching both filemaking and photography. She has particular interest in file and photography as a cross-culturual resource.

Tara NeCloling, associate professor of dance, received a B.S. In dance from the Juilland School of Music and an M.Ed. From the University of Massochusetts. She was a member of the Joan Kerr Bance Company and the Anna School w Bance Company and analysed Jose Limon. She is certified as a teacher of Labanotation and as an Effort/Shape movement analyst. In "addition to being dancer and choreographer, whe has reconstructed several works from Labanotated scores. Tara's current work is in observing the bodymind in motion—in everyday behavior and in symbolic expression.

behavior and in symbolic expression.

Randell McClcllan, associate professor of music, is a composerperformer and a singer of Mindustani music. He received his
B.M. and M.M. from the Cincinnati College Conservatory of Music
and his P.D. in composition from the Baseous finced of Music
He has studied composition with South the heast studied composition with South the heast studied North Indian
Wayne, Barlow, and George work, Prah Rath, and Suchill Mucherlpes.
Heast studied to the studies of the South South Wareness
studing, world music, American music, philosophy of music,
anthropology of music, North Indian vocal music, and the thereputtic aspects of music. He is currently writing a book entitled, The Heating Forces of Music-History, Theory and Fractice. He has been a faculty member of the School for Sody/Mind
Centering and is the Founder/director of Rane Press.

Bobert Meagher, associate professor of philosophy of religion, has a B.A. from the University of Notre Dame and an M.A. from Section of the Professor of the Pr

Joan Martley Nurrey, assistant professor of art, holds a B.A. from Bampehire College and an M.A. in painting and color theory from Goddard College. Her work has been exhibited in group shows at Hampshire and the University of Connecticut and in a con-person showing at Goddard. She ham beginned to title and lecturer at a number professor Murray is on leave furning spring term.

Rebecca Bordstrom, visiting assistant professor of dance/ novement, was graduated from Antioch College, studied at Amer-tean University and the College of the Performing Arts, and took an AFA. An analysis of Smith College. She was co-founder of Col-laboration Deneroyrks in Bratileboro, Vermont, and taught danc at Windham College and Smith.

Sina Payne, assistant professor of writing and human development, received her S.A. From Sarah Lawrence College. A collection of the Management of the College and the Day Jong, was published by Athelica of the College and the College and

<u>Rarl Pope</u>, professor of design, holds a B.Arch. degree from <u>Morth Carolina</u> State College and has been design and construc-tion critic for the Pratt Institute in New York City. He has been emgaged in private practice since 1962.

Abrahem Ravett, assistant professor of film and photography, bolds a B.A. is psychology from Brooklyn College, a B.P.A. if the psychology from the Massechusetts, College of Abrahem 1997. In the psychology from the Massechusetts, College of Abrahem 1997. In the psychology of the psy

Mary Russo, associate professor of literature and critical theory, is the first recipient of the John D. MacArthur Chair in Semiotics. Mary holds a Ph.D. from Cornell University, has studied and traveled extensively in Europe and was a Pulbright Scholar at the University of Rome. She has written and published in the fields of cultural theory and history, literature, theatre, women's studies and the history of ideas.

Andrew Salkey, professor of writing, has published widely in the fields of fiction, non-fiction and poetry. A Janaican national, he has also worked an broadcaster, journalist, teacher, and lecturer. He review to the education at 8t. George College and Munro College in Janaica and the University of London.

<u>David E. Smith</u>, professor of English and American studies, is also Go-Dean of the School of Murantites and Arts. He holds a B.A. from Middlebury Gollege and N.A. and Pr.D. from the Uni-versity of Minnesota. He has been at Hampshire since it opened, and before that was Director of Indiana University's graduate program in American studies. Mis writing and teach-ing reflect an interest in American social and intellectual attitudes toward land and Landscape.

is <u>D. Smith</u>, professor of humanities and arts; a Marvard ate, he has taught in high schools and colleges, directed al community relations programs for Massachusetts, and ublished as a sociologist, playvright, and novelist.

Janet Sonemberg, assistant professor of theatre arts, holds a B.A. from Tufts University and M.F.A. in directing from New York University School of the Arts. Professor Sonemberg taught acting at Teatro de Los Artes in Caracas and directed several Spanish-speaking plays while in Veneruela. Her work albo includes producing, directing, stage managing, and casting a "warlety of productions in New York.

Ray Superior, essociate professor of art, earned his B.F.A. at the Peat: Institute in New York and H.P.A. at Yale University. He has also studied at the Institute Allende in Mexico. He has had many years of experience in teaching drawing, painting and printmaking, and has exhibited his work at a number of northeastern colleges and massums and at the Heller Gallery

Roland Wiggins, associate professor of music, holds B.A., M.A. and Mas.D. degrees in music composition from the Combe College of Music in Philadelphia. Mr. Wiggins' profession, interests include project concerning alds our whom music interests music, therapy projects. Me is presently pursuing candidacy for additional enred doctored in philadelphy with emphasis on defining the control of the co

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

Ellen Ward Cooney, visiting assistant professor of psychology and education, holds a B.A. from Redcliffe Collage and em Ed.D. in developmental psychology from the Harvard Graduste School of Education. Her interests are in cognitive-developmental theory, social and ego development, and applications of potelat-cognitive developmental theory to clinical and educations of social-cognitive the fell of 191 Emphire Collage for two years beginning in the fell of 191 Emphire Collage for two years beginning in

<u>Gwendolyn Wilson Dayis</u>, visiting essistant professor of mathematics, has an A.B. from Talladega College and an M.A. from the State University of New York at Suffail, both in authomatics. She has taught mathematics at both secondary and college level and was recently director of the Talladega College Mathematics

Susan Douglas, assistant professor of media studies, took her N.A. and Ph.D. at Brown University in American civilization, and has a B.A. in history from Elbira shiese. Before coming to Hampshire she was an history and recent of the Massaus of History and Technology and the Satthonian Institution, and she in the state of the Massaus of the Satthonian Institution, and she in the state of the Satthonian Institution, and she in the state of the s

T. R. Durham, visiting assistant professor of mass communications, has a B.A. from Cornell University, a Ph.D. in social science from the Hoxwell School, Syracuse University, and did protectoral work in sociology at the Johns Hopkins University in secretal interests are in sociology and economics of organizations and mass communications. Recent research has been on organization of work, a social regulation of health rieks, selectifying, and preventive health.

Mark Peinstein, associate professor of language studies, holds B.D.D. in Linguistics from the City University of New York, Among his special interests are: sociolinguistics (variation theory), bilinguists, athmicity and language, phonological theory, neurolinguistics, and animal communication. Mr. Pein-stein is dean of the School of Language and Communication.

Jay Carticle, essistant 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 the content of the philosophy of psychology, philosophy of mind, the content of the philosophy of psychology, philosophy of mind, this recent research compares the model of explanation used by bheaviorists with that of contemporary cognitive psychologists.

Giona Iba, assistant professor of computer science, has both a B.S. and an M.S. in mathematics from the Measachasetts Institute of Technology and is completing his doctorate in artificial intelligence there. Hs research is ni learning and puzzle solving, both as done by humans and by computers. He is also interested in the use of ideas from artificial intelligence in cognitive science and in alternatives in education.

Greary Jones, assistant professor of communication, has an A.B in theater from Dartmouth College and an M.F.A. in theater and in theater from Satth College. He is currently completting his doctoral study at the College. He is currently completting his doctoral Studies are considered to the Communication Studies of the Communication of the Communication

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<u>Marcia Linobarger</u>, assistant professor of linguistics, received her Ph.D. from the Massachusetts Institute of Technology. She has done postdoctoral over on aphasic linguage disorders aris-ing from brain damage) and research on dystoris and has taught at Surthcore College.

William Marsh, associate professor of mathematics, received his B.A., M.A., and Ph.D. from Dartmouth College. His primary research interests have been in sodel theory and in applications of mathematical logic in linguistics. He has taught and coraught courses of Hampshire involving uses of mathematics in all of the cognitive acciences and has taught mathematics, philosophy, and computer science in departments of elevatives. We is also inand computer science in departments of elevatives, which is also ingraphical computer science in departments of elevatives. We is also inspeciments with each of the remaining letters of the alphabet.

James Miller, assistant professor of communications, holds an a N.A. in mass communications from the University of Denver and a Ph.D. from the University of Pennsylvania's Annenberg School of econocic and ideological forces in contemporary culture. Recent research has investigated United States national telecomment cations policy planning and social-control factors in modile content production.

Richard Muller, associate professor of communication, holds a B.A. from Amheret Collage and a Ph.D. from Syracuse University. He has been director of instructional Communications at the Upstate Medical Center in Syracuse, and associate director of the Hampshire Collage Library Center. His interests include video production, television news and documentary, microcomputer splitations in adduction and the home, and outdoor

Joel Olicker, faculty associate in television production, is a graduate of Empshire College who has most recently worked as mose video editor for ABC News in New York, assigned to the <u>Nightline</u> news program. He has also edited for CBS's <u>Captain</u> Assignation and has produced a number of independent video works. He has also worked as writer, producer, and editor for the Agency for International Development.

<u>Bavid Rosenbaum</u>, assistant professor of cognitive studies, is cognitive psychologist who received his Ph.D. at Stanford and worked in the Ruman Information Processing Research Department at Bell Laborstories before coming to Rampahiru. He has done research on the cognitive processes underlying physical sction covenent timing, attention, and body space representation. He main interests are perceptual and motor skills, cognition, espition, and the neurophysiology of cognition and behavior.

Noil Stillings, associate professor of psychology, has a B.A. from Ambrett College and rm 0. in spechology from Stanford psychology from Stanford research and teaching concerns the spychology of language. He slow has substantial increast in other arese of cognition, such as memory, attention, visual an outloop perception, intelligence, and aemial representation.

Janica Stona, adjunct assistant professor of computer science, did her undergraduate work at this University in mathematics and graduate study and proppen in logic and the acchedology on a computer programmer as a computer programmer and enalyst. Recently she has been involved in designing and implementing a sicroprocessor system.

Michael Sutherland, associate professor of statistics and computer satismos, holds a B.A. from Antioch College and a Ph.D. more Barrard indiversity. Besides teaching a variety of courses related to statistical issues, he is an active consultant on computer resisted statistical issues, he is an active consultant on computer resisted statistical snalysis to embers of the Five Colleges. His primary interests are his family, authenatics, computer, and the Five Colleges. Hr. Sutherland is on leave for the academic year 1982-83.

Steven Neisler, visiting assistant professor of linguistics, has his main interests in semantics, syntax, lenguage acquistion, and the philosophy of language. He has a Ph.D. in linguistics from Stanford University and an H.A. in community of the control of the professor of the control of the control of the professor of the profe

Ovisionher Mitherspoon, associate professor of philosophy, is mainly intercested in philosophical problems of sind, knowledge, and lenguage, and problems in art theory and the foundations of art criticism (both in the visual arts and others). Bis undergraduate work was at Arkinass Tech, where most of his work in music and literature, and his graduate work was the property of the property philosophy. Bis the second in the property philosophy is research is a property of the property philosophy. Bis research is and undergranding.

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Andrea J. Ayvazian, visiting assistant professor of biology and instructor in the Outdoor Program, holds a B.A. from Oberlin College and am M.S. from Duke University. She is a registered nurse with a specialty in somer's health care and bloothics. Her interests include issues surrounding feathing and militaries, and her aspecial interest in the outdoors is extended wilderness expeditions.

Herbert J. Bernatein, associate professor of physics, received his S.A. from Columbia, his N.S. and Ph.D. from the University of California, San Diego, and did postdoctor over ket the Institute for Advanced Study and the Institute for Advanced Study of the Institute to Advanced Study of the Institute to Person in Balfa, Israello and the Institute two or Theoretische Pysics in Bet North Bank consulted for numerous organizations Pysics in Bet North Bank Communication of the Institute North Bank (North Study 1888). The Institute North Bank (North Study 1888) and research Institute. No was recently Technical Director for Volunteers in Technical Nasistance in Washington His tacking and research interests include reconstructive knowledge, science and technology policy appropriate technology, connocid development, and theoretical, practical, and applied physics.

Natio S. Bruno, associate professor of biology, holds a B.A. irous Systemes University and a Ph.D. from Harvard. She has more research in sensor; neurophysiclogy (sepecially view being and elementary school science teaching. Recently she has been calculated by the control of the control of

Lorna L. Coppinger, faculty associate in biology and outreach specialist in agriculture, holds an A.B. from Bostom University and an arrow of the control of

Raymond P. Coppinger, professor of biology, has worked at the Woods Bole Oceanographic Institute, the Saithmonian Astro-Woods Bole Oceanographic Institute, the Saithmonian Astro-Physical Observatory in Cambridge the U.S. Fish and Yildlife physical Observatory in Cambridge Research Station in the West Service, and the Beeth Trochloge Fh.D. (Acheret, Smith, Mount Hodyske, Unkern Warled interests include philosophy, forest Holyake, Unkern Land Shehavior, New England canids, monkeys in the management. Aftican ecology, biosocial human adaptation (anthopology/scology), and accessor theory (book in progress). Ray has been a past New England sled dog racing champion, has crigitated his own breed of sled dog, and is currently active in the Parm Center. Ray will be away for the entire year.

Charleme D'Avance, assistant professor of ecology, received her B.A. from Satebarc and her Ph.D. from Boston University from Satebarc and her Ph.D. from Boston University at Palhousie University in Nova Scotia. Not research has been in the area of sail zarah and esturaine ecology, nitrogen fixation, and the ecology of riverine wetlands.

John M. Foster, professor of biology, previously taught biochemistry at the Souton University School of Medicine and was a director of the Science Curriculum Improvement Program at NSF. He holds a Ph.D. in biochemistry from Marward. In addition to this involvement in biochemistry and in human biology, he is interested in ecology and field biology, amateur electronics, baroque music, and white water canoeling.

Nancy L. Coddard, associate professor of biology, was previously chairperson of the department of natural science and mathematics at Meet 1991 the State College. She obtained her Ph.D. from Conduction, health care for women, and endocrinologe of the state of the State College, and the state of the mathematics at the state of the (Caribbean) ecology.

Stmley Coldberg, professor of the history of science, taught at Anticch College, was a senior lecturer at the University of Zambia, and a postdoctoral fellow at the Smithannian leasting tion. His Ph.D. is from Harvard. His conclude in the continuous professor increases include physics, but can be provided as a postdoctory of the continuous professor increases include physics, but can and public policy, and photography. Stemley will be away for the entire year.

Rurtias J. Gordon, associate professor of astronomy, received him B.S. in physics at Antioch College, and him M.A. and Ph.D. from the University of Michigan. Hits interests include time (including the philosophy of time and space), relativity, extra terrestrial and anisals communication, and cosmology. Attended the research interests include galactic structure, interaseliar matter, and pulsars. He is a member of the Pive 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 intercate include the history of biology, capecially physically and medical theory, evolution, embryology, and emically physically professor in the college of the professor of the college of the

Kenneth R. Hoffman, essociate professor of mathematics, has an M.A. from Harvard, where he also served as a teaching fellow. He staged that the seath of the seat

<u>Bavid C. Kelly</u>, associate professor of unthematics, has taught as the College. Obetin, and Talladega College. He holds an S.M. From Lit. and an A.M. From Dartzouch. He has, since 1971, directed the NST-supported Harpshire College Surmer Studies in Arthematics for high shilling high school students. His interests are analysts, the history of mathematics, recreational mathematic; and sevences.

Alian S. Krass, professor or physics and science policy assessment, was edwared at Cornell and Stanford, where he received his a brain to theoretical physics. Be has tought at Princeron that the stay, the University of California at Santa Barbara, and the University of Lowa, as vell as the Open University in England. Be has been a visiting researcher at the Princeton Center for Energy and Environmental Studies and the Stockholm International Peace Research Institute. His interests include physics, and science and public policy, particularly denling with nuclear weapons and nuclear energy.

Nancy Lowry, associate professor of chemistry, holds a Ph.D.
From N.I.T. She has worked as a research associate at N.I.T.
and Amberst College and has taught at Santh College and the
College and has taught at Santh College and the
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Raiph H. Lutts adjunct sesistant professor of environmental study.

Raiph H. Lutts adjunct sesistant professor of environmental studies, received his 2A. in biology from Trinity University and his Ed.D. from UNDass, where he studied the foundations of environmental studien, Massachusetts before coming the Trailation of the Studies of

Pamela E. Mark, visiting assistant professor of history of science, holds an A.B. from Marward and will shortly receive a science, holds an A.B. from Marward and will shortly receive a Fh.D. in history of scan and technology from the University of Pennsylvania School and the Constant of the State and the Stat

Debra 1. Martin, visiting assistant professor of biology, received a 8.5. from Cleveland State University and is currently finishing her from Cleveland State University of Massachusetts in University of Massachusetts in the Cleveland State of the State of the State of the Cleveland State of the State

Anthony Melchisonda, adjunct associate professor of health aciances, holds a 8.5 from King's Gollege and an M.D. from the control of the cont

Lymn 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 general State College. His Ph.D. is from Stanford in fish general microbiology, and in nutrifical general microbiology, and in nutrifical the is especially interested in working with small groups of students in laboratory projects and tittering.

Saundra H. Oyewole, associate professor of microbiology, received her Ph.D. from the University of Massachusetts. Her the control of the c

Janice G. Roymond, associate professor of women's studies and medical ethics, received her Ph.D. from Boston College in religion and society. Before coming to shapphire she taught at Boston College and the face chool for Social Research. She is interested in genetic mechanicy, psychosurgery, and issues connected with women's health care. Her recent book, The Transactual Empire was well reviewed. Jan will be away all year.

John B. Reid. Jr., associate professor of goology, has pursued his robestch With lunar surface and earth's interior at the Saithsonian Astrophysical Debervatory, the Geochemology Laboratory at M.I.T., Kenssalear Folyrochnic Institute, and the Los Alamos Scientific Laboratory. Be received his Ph.D. from M.I.T. His professional interests center around social seasons are as access of undertracting and as our control of the earth and the earth and the care of professional power wanted disponent of the control of the care of goodstand power wanted disponent, timber-frame house construction, cabinet-making, homesteading, and canoes.

Ruth G. Rinard, associate professor of the history of science and master of Prescutt House, received her S.A., summa cum laude, from Kilvanker-Downer College, and her M.A. and Ph. From Cornell, where she concentrated in the history of science She taught at Kirkland College, where she also held the position of assistant dean of acadenic affairs. Rer inacreare include nineteenth century biology, science and rollagen, technology and society, and inteteenth century intellectual history. Professor Rinard will be on leave spring term.

Arthur H. Wosting, professor of biology, received his A.B. from Columbia and his M.F. and Ph.D. degrees from Tale. He has been a forester with the U.S. Forest Service, and has taught at

Purdue, the University of Massachusetts, Middlebury, and Witchan where he was also the chairman of the biology department, and hand oi the science division. He has been diversed of the Vermont Mild Land Foundation, the Vermont Access; of Arts and Sciences, the Society for Social Responsibility in Science, and the Rachel Carson Concil. He has been Sentor Research Follow at the Stockholm International Pence Research Institute and does research primarily on the carriometrial offects of war. Arthur will be away all year.

Lloyd G. Williams, assistant 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. He has taught at the University of Wisconsin and worked for Witco Chemical Gosphany, International Paper Company, and E.1. DuPont Company. Lloyd increases include: development of instructional materials and strategies for ceaching chemistry; water and air pollution desired; and energy conservation. He also enjoys whitewater kayaking, rock climbing, and nature photography.

Lavrence J. Winchig, assistant professor of botany, received his B.S. in blooky from Yale University and plans to complete his Professor of botany, received with the professor of the professor

Prederick B. Wirth, assistant professor of physics, holds s B.A. From Queens College of CNNY and a Ph.D. from Stomybrook University of SUNY. His research interests center around low-temperature phenomena, especially the behavior of helical horse freed's main goals at Hempshire College is to create laboratory program in the physical extences and an Appropriate Technology center to help all students, regardless of the college of study, with their increasingly probable collision with technological obstacles. Fred is also a committed and experienced practitioner of section who periodically offers instruction in this discipline.

Albert S. Woodhull, assistant professor of biology, received his Ph.D. from the University of Weshington. He has taught in the Peace Corps in the Course of the University of the Course of the Cour

Ann H. Woodhull, associate professor of biology, received her B.A. from Swerthmore and her Ph.D. from the University of Washington (physicalogy and composica). Her interests intolled human biology, per biology, neurobiology, and biological toxins. To the second composition of the professor of the period of th

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School of Social Science

Richard M. Alpert, assistant professor of political science and associate dean of the faculty, has served on the research staff of the Urban Institute in Washington, D.C. His B.A. is from Blobart College and his Ph.D. from Barvard.

Carol Bengelsdorf, usacciate professor of politica, holds an A.5. from Cornell, studied Russian history at Harvard, and is working on a doctorate in political science from M.1.T. She is interested in political development in Southern Africa and other Third Korld areas. She has conducted research in Algeria, Cube, and Peru, and has been a school teacher in Kenya and Ronduras.

Anron Berman, visiting assistant professor of history, received his B.A. from Hampshire College, and an M.A. in Jevish studies and M.F.Bli. in American history from Columbia Entirestry, where he is currently a doctoral candidate. He is particularly interested in the dynamics of ideology and politics.

Hyrna Breitbart, associate professor of geography, has an A.B. from Clark University, an M.A. from Sutgers, and a Ph.D. in geography from Clark University. Her teaching and research interests include the social geography of work; economic, social and political values as determinants of the built environment; social and spartial 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 as Brandais University. Her particular areas of increat are the sociology of women and the family in America; political sociology; stratification; sociology of work and leisure; and European social theory.

Jumes Cooney, visiting assistant professor of political science, received his 8.A. from Harvard College and Ph.D. from Massachus-serts Institute of Technology. Se has taught at MIT, Wellealey College, and Aichi Prefectural Intvestity in Japan, and was a Rulbright Scholar at the Free University of Barlin. For the last four years, he was Deputy Director and Director of Research at the Aspen Institute Berlin, where he continued his work on contemporary European politics with particular interests in nuclear energy policies.

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