

spring 1983

course guide

HAMPSHIRE College

Amherst, MA 01002

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Calendar

SPRING TERM

Students Arrive	Sat. Jan 29
New Students Program	Sat. Jan 29- Tues. Feb 1
Matriculation/Course Interview Day	Mon. Jan 31
Classes Begin	Wed. Feb 2
Course Selection Period	Tues. Feb 1 - Fri. Feb 11
FIVE COLLEGE ADD DEADLINE	Fri. Feb 11
Exam/Advising Day	Tues. March 1
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 Advising	Mon. Apr. 18 - Fri. Apr. 22
Exam/Advising Day	Thurs. Apr. 21
Exam/Advising Day	Wed. May 4
Last Day of Classes	Fri. May 13
Examination Period	Mon. May 16 - Tues. May 24
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 matriculation 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

DIVISIONS:

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

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

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

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

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

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

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

ADVISING:

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

The Options Office offers advice and assistance in the areas of career counselling, graduate school applications, field study and study abroad. The Student Advising Center, the Wheeler Women Center, and the Third World Advising Center are sources of assistance for formulating Division I exams and Division II and III contracts, as well as for more general advice on the academic programs available at Hampshire and at the other colleges in the Valley.

schedule of classes on Pull-Out Centerfold

Pages 13-16

Registration

Check the course descriptions and schedule of classes thoroughly for enrollment methods. Some courses will hold lotteries the first day of classes; others will either have sign-up sheets or interviews. One day, Monday, 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 decide in which ones you wish to be enrolled. Class list forms, provided by Central Rec. dc, 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 ASTPC courses at the other schools, and Division III students taking no courses, should sign the appropriate lists at Central Records.

NOTES:

Five College Interchange applications are available at Central Records. Be sure they are completely filled out and have all the necessary signatures; if they are incomplete they may have to be returned to you, causing delays which might affect your ability to get into a particular course. The deadline for filing interchange applications is Friday, February 11. No Five College courses may be added after this date. Familiarize yourself with all the rules, regulations and penalties associated with Five College Interchange. They are all listed in the Student Handbook and it is your responsibility to be aware of them.

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

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

NOTE TO FIVE COLLEGE STUDENTS:

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

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

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

Statement on Affirmative Action

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

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

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.

Hampshire College Course Guide

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

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

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

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

THE HUMANITIES FORUM

In the spring of 1983, the School of Humanities and Arts, under the auspices 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 redefinition of criticism as it is applied in the humanities and the arts.

This spring the Humanities Forum will present a series of lectures and workshops conducted by distinguished guest lecturers. Possible visiting lecturers include Professor Michael Silverman of Brown University, speaking on history, film, and esotericism, and Juliet Mitchell, author of *Psychoanalysis and Feminism*.

In addition, there will be a curricular component to the Humanities 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 Humanities Forum, Peter Stallybrass, associate visiting professor of literature, will be in residence for the spring term. Professor Stallybrass is a Lecturer in Renaissance Studies at the University of Sussex, co-author of *The Politics and Poetics of Carnival and Transgression* and author of the forthcoming *Emancipation and Social Closure: Body, State and Stage in Early Modern England*. He will be teaching a course on Shakespeare and cultural revisionism (HA 273).

List of Courses

DIVISION I

PAPERING HA 102	Blakeslee
COLOR HA 108	Hoener
FILM WORKSHOP I HA 110	Fischel
STILL PHOTOGRAPHY WORKSHOP HA 111a&b	Kirk Plunkett
MODERN DANCE I HA 113	Hello McClellan
BEGINNING BALLET HA 120	Ruggiero McClellan
CONTEMPORARY LATIN AMERICAN FICTION HA 129	Márquez
THREE RUSSIAN WRITERS HA 130	J. Hubbs
COLLEGE WRITING: VICTORIAN VOICES (proseminar)* HA 136a	F. Smith
COLLEGE WRITING: THE EUROPEAN SHORT STORY (proseminar)* HA 136b	F. Smith
WRITING WORKSHOP HA 141	Berkman
HAN-MADE ENVIRONMENT: PROCESSES OF DESIGN HA 159	Juster Pope
RENEWAL, RECOVERY, REBIRTH HA 164	Boettiger

THE PASSAGE FROM CHILDHOOD TO ADULTHOOD HA 169	Kobin
PLANO WORKSHOP I HA 183	Wiggins
THE MUSIC PRIMER - PART II HA 185	R. McClellan
BRITISH DRAMA SINCE LOOK BACK IN ANGER HA 192	Browne
THE DESIGN RESPONSE HA 193**	Kramer
DIVISION I AND II	
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
SCENE STUDY HA 196/296	Sonenberg
DIVISION II	
STUDIO ART CRITIQUE HA 203	Blakeslee
ADVANCED STUDIO FORUM HA 207	Hoener
MAKING PLACES - THE EXPERIENCE OF DESIGN HA 209	Juster Pope
FILM WORKSHOP II HA 210	Ravett Matthews Fischel
PHOTOGRAPHY WORKSHOP II HA 211	Matthews
THE JAPANESE CINEMA HA 212	Ravett
FILM/PHOTOGRAPHY STUDIES: INDIVIDUAL PROBLEMS IN FILMMAKING, PHOTOGRAPHY AND RELATED MEDIA HA 220	Ravett Matthews Fischel
MODERN DANCE III HA 215	Hordstrom
MODERN DANCE V HA 217	Hordstrom
TWENTIETH CENTURY FRENCH LITERATURE: SUBJECTIVITY, SEXUALITY, AND SUBVERSION HA 226**	Levis
OBSERVER AND OBSERVED IN LITERATURE AID ANTHROPOLOGY HA 228 (SS 228)	D. Smith Ingesson
THE FICTION OF HISTORY: HISTORICAL TRUTH AND IMAGINATIVE INVENTION IN THE NOVEL HA 253**	Márquez
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 262)	Russo Fitch
MADNESS IN FICTION BY WOMEN HA 263	Hanley
LITERATURE/FILM/MTHT HA 272	C. Hubbs
APPROPRIATING SHAKESPEARE HA 273**	Stallybrass
CAMUS HA 277	Meagher
THE PSYCHOLOGY OF THE BLACK EXPERIENCE HA 278	Frye
SOUND AWARENESS AND THE CREATIVE PROCESS HA 283	R. McClellan
CREATIVE MUSIC: ITS THEORY AND APPLICATION HA 284	Wiggins
LABAN MOVEMENT ANALYSIS II: OBSERVING THE BODY/MIND IN MOTION HA 285	T. McClellan
CREATIVE MUSIC - ADVANCED SECTION HA 286	Wiggins
THE CREATIVE ART OF IMPROVISATION HA 288	Copeland
AFRO-AMERICAN CHAMBER ENSEMBLE HA 289	Copeland
DANCE/MOVEMENT STUDIES CRITIQUE CLASS HA 297	T. McClellan

Kobin
Wiggins
R. McClellan
Browne
Kramer
Superior
Salkey
Salkey
Sonenberg
Sonenberg
Blakeslee
Hoener
Juster Pope
Ravett Matthews Fischel
Matthews
Ravett
Ravett Matthews Fischel
Hordstrom
Hordstrom
Levis
D. Smith Ingesson
Márquez
Meagher
Lyon
Russo Fitch
Hanley
C. Hubbs
Stallybrass
Meagher
Frye
R. McClellan
Wiggins
T. McClellan
Wiggins
Copeland
Copeland
T. McClellan

PLAYWRIGHTS' WORKSHOP HA 299

Browne

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

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

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

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

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

List of Courses

DIVISION I

WORKING IN THE CONSCIOUSNESS INDUSTRY LC 110	J. Miller
COMPUTER STUDIES LEARNING COMMUNITY LC 128	Iba
HOW DO THEY SPELL RELIEF? THE PICTURE OF HEALTH IN ADVERTISING LC 142	Durham
LANGUAGE AND HUMAN NATURE: AN INTRODUCTION TO THE WORK OF NOAM CHOMSKY LC 144	Weisler
THE CONSCIOUS AND UNCONSCIOUS MIND IN PSYCHOLOGY LC 145	Stilling
LANGUAGE DISORDERS: APHASIA AND DYSLEXIA LC 146	Feinstein Linsberger
DIVISION II	
LEARNING TO LEARN: CHILD DEVELOPMENT AND THE DAY-CARE EXPERIENCE LC 204	E. Cooney
CHILDREN, COMPUTERS, AND CLASSROOMS LC 211	Marsh Taslyn
DEVELOPMENTAL DISORDERS IN CHILDHOOD LC 213	E. Cooney
INTRODUCTION TO VIDEO PRODUCTION LC 214	Olicker
THE PHILOSOPHY OF PHOTOGRAPHY: CONCEPTUAL AND AESTHETIC ISSUES LC 216	Witherpoon Freeland
THE COMPUTER WORKSHOP LC 217*	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	Marsh 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 264 (NS 264)	Kelly
MEANING AND TRUTH: ISSUES IN THE PHILOSOPHY OF LANGUAGE LC 266	Garfield Weisler

Hampshire College Course Guide

1983 Spring Term Course Descriptions

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

HA 102

PAPERING

Marylou Blakeslee

This course will emphasize paper's role as both object and surface 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 will also emphasize the use of materials in contemporary art as both subject and medium, as well as the development of paper's cultural role from the "precious" to the utilitarian.

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

The course will meet twice weekly in 1 1/2 hour sessions. Enrollment is limited to 15 by instructor permission. No prerequisites are necessary.

HA 108

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 principles. No prior studio experience is required or special talent expected.

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

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

HA 110

FILM WORKSHOP I

Anne Fischel

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

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

All work and personal projects will be produced in Super-8 format. A \$35 lab fee is charged for this course. The College will supply equipment, but students 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 111lab

STILL PHOTOGRAPHY WORKSHOP

Kathy Kirk; Dan Plunkett*

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

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

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

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

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

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

HA 113

MODERN DANCE I

Belinda Mello* and Tara McClellan

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

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

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

HA 120

BEGINNING BALLET

Nanette Ruggiero* and Tara McClellan

Introduction to Fundamentals and experience of classical balletic form; the understanding of correct body placement; positions of feet, head and arms, and the development of elementary habits of movement applicable to the form.

The class will meet twice a week for 1 1/2 hour sessions. Enrollment is limited to 20 on a first-come, first-served basis.

*Nanette Ruggiero is a U-Mass student.

HA 129

CONTEMPORARY LATIN AMERICAN FICTION

Roberto Marquez

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—and continues to have—an important impact and influence on contemporary writing in general. The originality, daring, and sheer literary stature of writers like Gabriel Garcia Marquez and Jorge Luis Borges, to name only the two best known, has almost literally taken the world by storm. Their skill as imaginative craftsmen, the inventive ways in which—as writers of fiction, they and their colleagues throughout the area have come to terms with "Literature" and the particularity of their concerns as Colombians, Argentines, Peruvians, Cubans, Puerto Ricans, Brazilians, etc., has earned them a world-wide public of admirers, adherents, and imitators.

Focusing on the specific characteristics—technical, thematic, regional, ideological—of their work, on the literary and extraliterary context of its prominence, this course will consist of selected readings from an extremely rich and varied canon of contemporary Latin American fiction.

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

HA 130

THREE RUSSIAN WRITERS: PUSHKIN, GOGOL AND DOSTOEVSKY

Joanna Hubbo

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

There are marvels there: the woodsprite comes, a mermaid sits in the branches; there are tracks of strange animals on mysterious paths; a hut on hen's legs stands there, without windows or doors; ... a sorcerer carries a knight through 've clouds, across forests and seas; a princess pines away in prison, and a brown wolf serves her faithfully; a mortar with a Baba Yaga (witch) in it walks along by itself... there is a Russian oak there... it smells of Russia! And I was there, I drank mead, I saw the green oak tree by the sea and sat under it, while the learned cat told me its stories..."
Pushkin, Prologue from *Ruslan and Ludmila*

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

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

This is a course in Russian cultural history. Pushkin and Gogol are the first great nineteenth-century Russian writers to give full expression to the vitality, richness, and persistence of the culture in which they live. Dostoevsky, of a later generation, broods over its images and meanings. Our concern in this seminar will be to explore this obsession with Russia which all three writers share, by looking at their major works in the light of certain aspects of Russian culture, particularly its religious and mythological heritage.

Books will include: Pushkin, *Eugene Onegin*; The Captain's Daughter, *Tales of Belkin*; The Queen of Spades; Gogol, *Dead Souls*, *The Overcoat*, *The Nose*, *Diary of a Mad Man*, other short stories; Dostoevsky, *Notes from Underground*, *The Brothers Karamazov*, *The Idiot*, *The Brothers*.

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

BA 181

WRITING WORKSHOP

Deborah Berkman

This course has the following underlying premises: 1) students learn to write through writing and rewriting - through practice and revision; 2) the most effective form of instruction is intervention in the stage of the process that troubles students. Students will therefore spend class time writing and revising. Students will therefore spend class time writing and revising. Students will therefore spend class time writing and revising. Students will therefore spend class time writing and revising. Students will therefore spend class time writing and revising.

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 courses.

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

HA 159

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 forms and patterns that reflect and shape their lives. We will be concerned with a developed sensitivity to the surroundings, an understanding of place, and the sense of the individual as 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, and the terms of habitation as a generator of environment and with the way environmental form and expression is derived.

This is primarily a workshop course, using direct investigation, research, and design projects of a non-technical nature to confront and expose environmental problems and to understand the approaches and creative processes through which environment is made. The subject of these investigations includes: the identification of human needs, the functional and emotional concerns of environmental design—problem seeking and problem definition; the scale of human environment; creative synthesis—the leap to form; the translation of ideas, analysis, program and technical parameters into environment.

Much 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 own drawing tools. Projects and papers will be due throughout the term. This course demands both time and commitment.

There will be two 2 1/2-hour meetings per week plus odd day sessions for special problems (to be mutually determined. Enrollment is open.

HA 164

RENEWAL, RECOVERY, REBIRTH

John R. Boettiger

--From 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, and 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, say, of an accident or the unexpected loss of a loved one; or it may appear as a sense of gradual abandonment, cumulative stagnation or depression. In either case our vitality, our unity of being and purpose, is lost.

Such losses may endure or deepen. If recovery and renewal occur, they may emerge in a variety of ways, some sought, some unbidden, unexpected: solitary acts or journeys of courage and strength; crises of faith of a parent, a spouse or friend; alliances of patient and physician, priest and believer. They are sometimes experienced as singular events, moments of sudden grace or conversion; but more often they are imbedded in the ongoing stuff of everyday life.

Our search in this seminar, then, will be for a better understanding of the varieties of redemptive experience. Considerable attention will be devoted to the development of these skills.

Readings for the course will include such works as Joseph Henderson's and Maud Oakes' *The Wisdom of the Serpent*; *The Myth of Death, Rebirth, and Resurrection*; Edith Griffin's *Turning: Reflections on the Experience of Conversion*, the poetry of T. S. Eliot, Ingeborg Bergman's screenplay, *Wild Strawberries*, Norman Cousins' memoir, *Anatomy of an Illness*, Hannah Green's novel, *I Never Promised You a Rose Garden*, and Peter Matthiessen's *The Snow Leopard*.

The seminar will meet twice weekly for 1 1/2 hours. Enrollment is limited to 20 students, by sign-up and lottery if necessary. All interested students should come to the first class.

HA 169 THE PASSAGE FROM CHILDHOOD TO ADULTHOOD: ADOLESCENCE IN PSYCHOLOGY AND LITERATURE

Joann Kobin

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 development of autonomy, identity, and the capacity to love - and how they development differs according to gender, class, race, and history. Reading and short written assignments will focus on the interweaving of fiction, psychological theory, and life experience. Books include Anne Frank's *Diary*, Richard Wright's *Black Boy*, Joyce's *Portrait*, G. Eliot's *The Mill on the Floss* and others; the theoretical writings of A. Freud, E. Erikson, Erikson, R. Coles, S. Chodorow, Carol Gilligan.

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

HA 183 PIANO WORKSHOP I
Roland Higgins

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

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

HA 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 rhythmic notation, rhythmic design, tonal scales and modes, pitch intervals, melodic composition, and simple musical forms. Through the semester these technical aspects were examined within a context of music as a manifestation of energy and as a transmutative process of shaping and unfolding through time and space.

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

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

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

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

HA 192 BRITISH DRAMA SINCE LOOK BACK IN ANGER
Stuart Browne

A textual analysis course which will examine a selection of plays from John Osborne's *Look Back in Anger* to Noel Wilson's *The Glass Menace*. The plays will be read out loud and then discussed both in relation to each other and to the socio-political developments in Britain during the same time period.

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

HA 193 THE DESIGN RESPONSE**
Wayne Kramer

A study of theatrical design modes and concepts, the course will emphasize the creative response of scenic, costume, and lighting design areas (scenery, lights, costumes) to theatrical texts and cultural contexts. We will try to discover how the artist reacts to the script and translates that reaction into communication modes for other theatre artists and the audience. In addition to exploring design elements, this term the course will treat some general problems related to the implications of particular design choices in the production and communication of meaning in the theatre. The course will be augmented with guest lectures by practitioners and theoreticians in the theatre arts and cultural criticism.

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

HA 106/206 THE AMERICAN CRAFTS RENAISSANCE

Roy Superior

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

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 craft work. The main emphasis of the course will be, through presentation of the very best work available, to help establish an understanding of the mode of inquiry and propose some visual criteria for qualitative differentiation between artisanry and art.

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

HA 131/231 POETRY WRITING WORKSHOP
Andrew Salkey

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

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

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

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

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

HA 137/237 FICTION WRITING WORKSHOP
Andrew Salkey

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

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

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

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

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

HA 191/291A INTERMEDIATE DIRECTING
Janet Sosenberg

This is a continuation of Introduction to Directing (HA 1/291). The class will focus on text analysis and conceptualization. Students will bring these skills to their in-class scene work and each 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 meet twice weekly for two-hour sessions.

HA 156/296 SCENE STUDY

Janet Sosenberg

In this acting class we will concentrate on personalization and pursuit 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 spent 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.

HA 507 ADVANCED STUDIO FORUM
Arthur Hoener

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

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

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

HA 209 MAKING PLACES-THE EXPERIENCE OF DESIGN
Norton Juster and Earl Pope

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

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

The course will provide an intense design experience for those seriously interested in environmental design, or interested in defining their interest. It is a logical extension of the Div 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 instructors is necessary. It is the student's responsibility to arrange for interviews with the instructors.

HA 210 FILM WORKSHOP II
Abraham Ravett, Sandra Matthews, Anne Fischel

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

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

Sandra Matthews

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

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

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HA 212 THE JAPANESE CINEMA

Abraham Ravett

"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 uses them to create. These are the core around which the world moves, the axis on which it turns. The novels of Doszovsky, Tolstoy, and Purgenev 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 Kurosawa
"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 ups and downs."

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

Kenji Mizoguchi

This course will involve a comprehensive study of the traditional narrative cinema in Japan. It will highlight the work of Yasujiro Ozu, Akira Kurosawa, and Kenji Mizoguchi. The films screened will use the past to explore the meaning of the present, examine the relationships within families, and attempt to articulate broader social 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 Richie. Mr. Richie will present series of lectures throughout the Five Colleges on the work of Ozu and Kurosawa. His presence in the valley will be supported by a grant from the Japan-United States Friendship 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 screenings. Enrollment is open and there are no prerequisites. Students will be asked to complete a series of papers or individual projects. A series of required texts will be listed in the Bookstore.

HA 215 MODERN DANCE III

Rebecca Nordstrom

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

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

HA 217 MODERN DANCE V

Rebecca Nordstrom

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

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

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

Abraham Ravett, Sandra Matthews, Anne Pichler

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 Colleges with the creative work produced by each student. It will offer a forum for meaningful criticism, exchange, and exposure to each other. In addition, various-specific kinds of group experience will be offered: field trips to museums, galleries, and other environments; a guest lecture and workshop series; and encounters with student concentrators, teachers, and professionals who are in the other visual arts or related endeavors.

Each student's contract must be written prior to enrollment. Enrollment is unlimited to Division III concentrators whose contracts have been filed. All other students by consent of the instructor. 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

Jill Lewis

This course will move from three focal literary articulations of the early 20th century in France - texts by Marcel Proust, Andre Gide and works of surrealists - to explore questions concerning the construction of subjective consciousness, the significance of sexuality, and approaches to the subversion of social order which all revolve throughout the "literary canon" of twentieth century France. Discussion beginning from the work of these two "eminent" writers and the surrealist movement in general will open discussion of the history and rethinking of literary genres and the literary production of "meaning" and "order"; art and political awareness and struggle; realism and attempts to revolutionize literary practice; different attempts to challenge and subvert codes of sexual "normality"; shifting definitions of subjectivity and the functioning of the literary text. Literary and critical texts by homosexual writers, left-wing artists and feminists occupy a range of important and central positions in 20th century French culture. Discussion of sexuality, repression, hierarchy and social organization of power and "normality" are pivotally present in texts by writers such as Proust, Gide, Aragon, Genet, Barthes, Foucault. Here

aspects of their work will be juxtaposed with texts which question, in contrasting ways, the criteria of social, sexual, and literary "order"-texts by Leiris, Beauvoir, Cesaire, Butor, Eluard, Simone and Andre Schwartz-Bart, Robbe-Grillet, LeGros, Sarrance, Colette, Wittig. The course will eventually discuss texts and extracts from texts published over the last ten years or so, discussing, in yet new ways, the dimensions of political resistance and rethinking which contemporary literary and critical figures are exploring, as a post '68 France moves toward socialism.

A reading knowledge of French would be helpful, but the main readings will be read in translation. Students wishing to take this course should come having read already at least the first volume (Swann's Way) and last volume (Time Regained-Le Temps Retrouve) of Proust's work in Search of Lost Time. Modern readers often experience difficulty in engaging in Proust's texts initially, so it is important that students have made significant headway in these texts before the course begins.

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

The course will meet twice weekly for 1 1/2 hour sessions. Enrollment is limited to 20 by instructor permission.

HA 228 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 work-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 the efforts to "present" actual communities 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 encounter of observer and observed. This encounter with its effects and outcomes, establishes authenticity and requires critical attention.

Texts vary widely, including ethnographic work, papers dealing with problems in the fieldwork process or theoretical discussion and literary texts that in the past have included Gulliver's Travels, Gilman's Herland, Jewett's Country of the Pointed Pine, Age and Evans' Let Us Now Praise Famous Men, Turnbull's The Mountain People, Robert Coles' Unrooted Children and other works chosen for their sensitive points. Visitors and speakers with "observer" experience add to our resources.

We want this course to appeal to students of literature, writers, budding anthropologists, social historians, journalists, and anyone interested in the problems writers, photographers, and others encounter in "observing" others sensitively. You will be expected to attend regularly, to participate in discussions and the writing of short papers. Not a Division I course and not open for completion of Division I exams.

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

HA 243** THE FICTION OF HISTORY: HISTORICAL TRUTH AND IMAGINATIVE INVENTION IN THE NOVEL

Roberto Marquez

"In its earliest sense," writes Raymond Williams in *Keywords*, "history was a narrative...the story ranged from a record of events to a narrative of past events. In early English use, history and story...were both applied to an 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 IMAGINATIVE LITERATURE and of pure (sometimes deliberately deceptive) invention."

There is a sense in which the original protean quality of these concepts, fiction and history, is still with us. Indeed, the contemporary significance of a concept such as ideology, one could argue, has even given the range of connotation to which Williams refers a new currency and vogue. Moreover is this more apparent than in the growing popularity, throughout the world, of the historical or historical/political novel. More than any other genre, the historical novel relies on this constitutive fiction of meaning to beguile the reader and achieve its intended effect. Its success-as novel and convincing ideological statement--depends largely on the writer's ability to make persuasive use of the gray area between "events" supposed to be true and "pure (sometimes deliberately deceptive) invention."

This course, turning precisely to the relationship between the two, will explore the specific nature of the historical novel. Through close analysis 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 Georg Lukacs argues, "certain crises in the personal destinies of a number of human beings coincide and interweave with the determining context of an historical crisis." The relationship of the devices themselves to an author's subjective vision of his own historical period will, of course, be an integral part of our general concerns.

Our texts, ranging from works both "classic" and contemporary, will be drawn from the literary canon of Europe, Africa, and the Americas. Possible readings will include: G. Dickens, *A Tale of Two Cities*; Steindahl, *The Red and the Black*; G. de Lamudra, *The Leopard*; A. Carpenter, *Explosion in a Cathedral*; V. S. Reid, *Red Day*; G. Lamming, *Natives of My Person*; and C. Achebe, *Things Fall Apart*.

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

HA 246 EURIPIDES

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 States, had in recent years the will to make the world safe for democracy and won, in victory, the crown of defender of world freedom. However, Athens promptly converted her ethical preeminence into more negotiable currency and constructed an economic and military empire from the spoils. Athens, the crown of defender of world freedom, then came a war in which Athenian greed, arrogance, and brutality were summoned and exposed in the extreme. A frowning war in which the worst came out. They did it, of course, the grand chronicler of the steep path down from Pericles to Alcibiades. And there is an inevitably self-revelatory quality in the story for any student or survivor of the 50's in American who reads through *They*'s account of Athenian *stasis*.

Canam often described our modern age as at a point of impasse which we are driven by a poisonous logic whose surest antidote he found in classical Greek thought. What he had in mind was above all Greek theatre, and most appropriately Euripides. Similarly, Terence Des Pres, in his book *The Survivors*, calls for a conscious denial of heroic myth. "Heroes are 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 only goal. He senses the fact of these concerns in the 50's and bears richer fruit than in the drama of Euripides. In Euripides we confront the loss of a people's incentive, the demise of an integrated culture, the gulf between *nomos* and *physis*, the loss of gods and gods, and the clash between inherited professed ideas and current operative values. We find the death of god, a secular, humanly derived morality, and upheaval in the traditional relations between the sexes. In the 50's, the same upheavals witnessed the most unmitigated conquests and brutality ever brought to stage and yet we discern there as well a lucid secular ethic of human survival with integrity and modest purpose. It is a theatre suited to our times and we would do well to take a closer look."

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

HA 251 AMERICAN LITERARY REALISM: MARK TWAIN, HENRY JAMES, STEPHEN CRANE

Richard Lyon

The American realists in fiction, like their fore-runners in Europe, wished to appropriate for the masses the materials of everyday life-to capture in their stories the look and feel, the sounds and atmosphere of the society in which they lived, together with the ambitions and perplexities and hopes and frustrations of its members. In very different ways these writers aimed to bring about a renewal of the imagination which would also be a renewal of social vision. For Mark Twain this meant the accurate recording of popular speech and manners, the sensibility of the people, and the issues besetting his own time-slavery, economic exploitation, religion, and 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 became the register of the social and the psychological are joined in a satiric and often sardonic impressionism.

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 times and of our times.

The class will meet twice weekly for an hour-and-a-half. Students will write a paper on each of the writers, and will participate in a group presentation to the class of a particular work. Enrollment is open.

HA 262** LATE NINETEENTH CENTURY EUROPE: ISSUES IN HISTORY AND THEORY

Mary Russo and Nancy Pritch

This course is designed to introduce major themes in the social, economic and cultural history of Europe in the last decades of the Nineteenth century and to provide a theoretical basis for the consideration of history as a particular form of knowledge, of interpretation, and of cultural production. In other words, the course will consider the nature of historical narratives, episodes, and representations of the period in writing and on film; these "histories" will then be analyzed as specific: cultural practices involving narrative forms, cultural hierarchies, and ideological assumptions about who makes history, how, and why.

In many ways, the period under consideration epitomizes many of the conflicts and contradictions of historical rationality inherited from Enlightenment culture and developed in the earlier part of the Nineteenth century. By the end of the Nineteenth century, capitalism had transformed social life in Europe. Symbolic in the rise of the large Parisian department stores, the fine-de-siecle capitalism increasingly became a mode of production rooted in mass consumption. The creation of the consumer and his/her desire for style, commodities, status, and entertainment/consumption with the new spaces and social organization of the city is obviously related to this larger economic change, but precisely 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.

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

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HA 299 PLAYWRIGHTS' WORKSHOP
Stuart Brovne

A writing workshop for students who already have a grasp of the basic mechanics of creating a play. Using a write, class critique, rewrite format, the course will focus on the development of a full-length or long one-act play from each student. Close attention will be paid to the use of the core dramatic elements of the craft: multiple themes; sub-plot; perceptual shifts; metaphor, etc.

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.

HA 297 DANCE/MOVEMENT STUDIES CRITIQUE CLASS
Tara McClellan

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 problems and concepts derived from one's ongoing dance/movement studies (technique, body-level information, aesthetics, creative work, history and current trends in dance presentations, therapy, dance ethnology.)

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

Class will meet on alternate Fridays for two hours. Enrollment is open to concentrators as described above.

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

LC 110 WORKING IN THE CONSCIOUSNESS INDUSTRY
James Miller

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

Such explanations only go so far. Their greatest weakness is that they neglect the everyday constraints inherent in the organization of media content production by occupational and professional groups who labor in the industrial realm of transnational, conglomerate corporations. They simply miss the point that public expression through the media requires the work of many people and the patterns and contexts of their work constitute an 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 Hollywood TV producers and economic imperatives of selected mass media industries. We will also address questions posed by the introduction of new technologies in the mass media workplace. We will meet for 1 1/2 hours twice a week. Enrollment is open.

LC 128 COMPUTER STUDIES LEARNING COMMUNITY
Glenn Iba

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 broader than in a typical course, and the possible variety of experiences is much larger. It is less by virtue of being much less structured in educational format and intellectual focus. It is open to the participation of students at all Divisional levels who are interested in learning about computers and exploring issues in education, though beginning students are especially encouraged to participate. Both computer concentrators and nonconcentrators alike are welcome.

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

I envision a certain amount of self-conscious reflection on such matters as social processes in education and the design of supportive learning environments which encourage intellectual and personal growth. Some of this process will begin via a January Term activity entitled "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—anyone should feel free to "join" this community at any time.

Enrollment is open and meeting times will be scheduled dynamically by participants as appropriate. Initial "community meetings" will be Tuesdays and Thursdays from 1:00-3:00 PM. The only prerequisite is interest and an open mind.

LC 142 HOW DO THEY SPELL RELIEF?: THE PICTURE OF HEALTH IN ADVERTISING
T. R. Durban

Commercial advertising is for most of us the dominant continuing source of information and exhortation about personal health, diagnosis, and treatment. Products are promoted specifically to enhance health or reduce discomfort, or their use is associated with healthful and desirable personal benefits. At the same time, numerous "life-style" products have been indicted for contributing to health problems in general or for specific groups. Although successful intervention often depends on people's attitudes and information, public health education efforts often ignore the role of commercial advertising content and style in shaping people's views of personal health and proper treatment. This course will, through selected readings and individual or group projects, attempt to identify major health themes or norms invoked by commercial advertising, with particular attention to the types of information or appeals directed to different audiences. Following class discussion of readings in modern times to understand the psychological, biological and social capacities that make us human. The study of language from the Chomskyan point of view has brought into focus many fundamental questions at the intersection of the humanities and the sciences, among them: How can the "mind" be studied? Which aspects of human knowledge are learned? Which are part of our biological endowment? How much are humans limited (or liberated) by our biology?

The class will meet twice a week for 1 1/2 hours each time. Enrollment is limited to 25 by permission of the instructor.

LC 144 LANGUAGE AND HUMAN NATURE: AN INTRODUCTION TO THE WORK OF NOAM CHOMSKY
Steven Weisler

Noam Chomsky has, since the early 60's, been a leading intellectual figure whose pioneering work in linguistics, philosophy, psychology, and political theory is one of the most linguistically ambitious in modern times to understand the psychological, biological and social capacities that make us human. The study of language from the Chomskyan point of view has brought into focus many fundamental questions at the intersection of the humanities and the sciences, among them: How can the "mind" be studied? Which aspects of human knowledge are learned? Which are part of our biological endowment? How much are humans limited (or liberated) 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 innateness (What human abilities are inborn?), and the nature of empirical studies of our cognitive capacities. We will also examine the relationship between Chomsky's views on these subjects and his extremely controversial political positions on Southeast Asia and the Middle East. There will also be frequent comparisons of Chomsky's work with that of psychologists B. F. Skinner and J. Piaget and the philosopher V. V. Quine.

Enrollment is limited to 25 by instructor permission. Class will meet twice a week for 1 1/2 hours each time. No prerequisites.

LC 145 THE CONSCIOUS AND UNCONSCIOUS MIND IN PSYCHOLOGY
Neil Stillings

The study of consciousness and the postulation of unconscious mental processes is a major theme in psychology. This course provides an intensive introduction to psychology through the study of some of the theories and research areas that have been concerned with the conscious and unconscious mind: Freudian theory; the behaviorist's claim that psychology shouldn't be about consciousness at all but about external behavior; the nature of emotions and states of consciousness; e.g., sleep and hypnosis; unconscious cognitive processes in perception, memory, social behavior; and questions about the nature of consciousness, its relation to the self, and tests for its presence in nonhuman organisms, computers, and other people.

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 cognitive, social, and physiological psychology. Occasional brief writing exercises will be assigned and a term paper on one of the topics in the course is required. The course is primarily intended for students at any Divisional level who have little or no background in psychology. Students with more background should consult with the instructor about the suitability of the course. Class will meet twice a week for 1 1/2 hours each time. Enrollment limit is 30 with instructor permission.

LC 146 LANGUAGE DISORDERS: APHASIA AND DYSLLEXIA
Mark Feinstein and Marcia Lineberger

When our language abilities are working normally, we rarely give them a second thought. But when their malfunction it can be a personal and social catastrophe. In this course we will closely examine two kinds of linguistic disorders: aphasia and dyslexia. In aphasia, disruption of the language capacity arises from brain 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 mysterious, but its effects are widespread and can have a profound influence on education. These disorders raise provocative questions about the relationship between brain and language; about normal language processing; and about the links between reading, writing, and the language capacity.

The course will be organized in two modules: the aphasia 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 readings from the linguistic, psychological, and neuro-linguistic literatures as well as videotape presentations. Class format will be informal and lecture/discussion and a final paper will be required. Enrollment is limited to 20 on a first-come, first-served basis.

LC 204 LEARNING TO LEARN: CHILD DEVELOPMENT AND THE DAY-CARE EXPERIENCE
Ellen Cooney

Students of child development and education often find it difficult to relate their academic course work to their practical experience with children. Likewise, students actually working with children often have a hard time taking a step back and "making sense of it all." This course will attempt to bridge the gap between theory and practice by combining a weekly seminar on central issues in child development and education with a practical internship experience.

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 developmentally appropriate environment for students to observe and participate in the course will from 2 months to 3 years of age. Students in the course will spend 2 hours a week as interns in the center. Each will choose a particular child to concentrate on most intensively but be involved with all the children in all aspects of day-care activities: helping to plan appropriate activities for "group time," working in the dramatic play corner with the 3-5 year olds, working on art projects, supervising free play for toddlers.

The weekly seminar will give us the opportunity to discuss the issues in child development and education and relate them to our common experiences. Each week we will focus on one topic, e.g., intellectual development, language development, development of creativity, goals of education, the development of attachment. There will be a core of readings for all seminar members. In addition, each student will choose one topic to pursue more intensively and present to the seminar. The instructor, I will be jointly by and present to the seminar, the student responsible for that topic and the day-care director, will be devoted to discussions of the presentation and readings and how they relate to our experience in the center.

In addition to participating in the internship and the seminar, each student will write 2 papers, one on a seminar topic of particular interest and one on a topic of their own choosing. The second paper 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 day-care director and course instructor. It may be possible to arrange for internship and practicum credit for teacher certification through this course. Students interested in this should discuss it in advance with the instructor. Enrollment limit is 10. Seminar will meet once a week for two hours.

LC 211 CHILDREN, COMPUTERS, AND CLASSROOMS
William Marsh and Jane Tomlin

Suddenly computers are a part of virtually every child's experience. Computer games and graphics are exciting and widely available. Many middle-class children already have access at home to quite powerful computers, and all children should soon have them in their schools. This course will consider computers and in particular the language LOGO, change our ideas on what can be taught in grades K-3.

We will start by learning LOGO and reading Seymour Papert's book, *Mindstorms: Children, Computers and Powerful Ideas*. We will then look at the current curriculum in elementary mathematics. The first instructor will seek to defend the "new math" from the attack of the "old math" by the other instructor. Both instructors tend to agree with Papert that elementary school arithmetic 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 Holt's *How Children Fail*. We will look briefly at the limits of children's cognitive abilities suggested by such developmental psychologists as Jean Piaget, with whom Papert studied and worked.

For the second half of the semester we will be primarily involved in the development of group curriculum design (projects) in the area of elementary mathematics. Class will meet three times a week for an hour. Enrollment is unlimited with instructor permission required for students who have not completed an L&C Division I examination.

LC 213 DEVELOPMENTAL DISORDERS OF CHILDHOOD
Ellen Cooney

Whether interest in children arises from our goals as prospective teachers, therapists, parents or simply out of a fascination about the children we all once were, the question of developmental disorders—of things that go awry in the course of development—is an important one. This course will examine developmental disorders of childhood. Although it will provide the student with a general understanding of the range of problems that may arise, it is not really a survey course on child psychopathology. Rather, it will focus on three general areas of problems: mental retardation, developmental disorders, and emotional disorders. Within each category we will survey the variety of associated disorders and focus in depth on several specific problems, e.g., school phobia, reading problems, autism. After the first "child's-eye" view of what it is like to have such a problem, we will examine the causes of the various disorders as well as issues of diagnosis, treatment, and prognosis. Course readings will consist largely of psychological and psychiatric research on developmental disorders but include some more journalistic or journalistic views of the problems under consideration. Field trips to schools, clinics, and other institutions working with such children will be arranged as well as occasional class visits by professionals in the field. Class will meet twice weekly for 1 1/2 hours each time. Enrollment limit is 20 on a first-come, first-served basis.

We will meet once a week to review systematically the high points of algebraic terminology and techniques. Three or four pages of notes will be handed out each time and a short set of review problems will be distributed for participants to work on between sessions. Designed for students currently in quantitative oriented NS or SS courses, or students who simply want to keep up their math skills. Will assume at least a revivable memory of Algebra I from high school. Not suitable for math whizzes, nor probably for students needing substantial basic remedial work. There is room in the curriculum to take up specific needs students are encountering in their courses or readings.

Class will meet for one hour once a week.

NS 166 SOLAR DESIGN AND SOLAR AQUACULTURE

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 greenhouses) in food production. The first part of the semester will be devoted to consideration of the techniques of doing solar design, including heat-loss analysis, siting and solar gain, heat storage, and economic analysis. We will also discuss the use of hydroponics and aquaculture in integrated food production systems in greenhouses. During the second part of the semester, we will break into working groups to pursue specific projects in the following areas:
-design of solar structures using the computer (students wishing to do computer projects should already have some programming experience),
-hydroponics and aquaculture.

We will meet two times a week for three hours each. Students will be expected to participate in class discussions and complete class assignments 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 Hampshire students and faculty whose examinations, courses, or projects are in need of technological help. It will act as a source, or a referral to a source, of expertise in project design, design and construction, data collection, materials, tools, and equipment. If you are clear on what you want to do but are unsure of the best way to go about it, the Appropriate Technology Center will be a good place to find out. The center person is Fred Wirth, CSC 306. Each semester the Center will try to be associated with a particular course while providing services for the entire College community. This semester that course will be:

NS 170 DOWN THE DRAIN: STUDIES IN HYDRODYNAMICS

Frederick Wirth

Water plays a central role in a large number of biological, chemical, meteorological, geological and physical processes. Each of us drinks it, cleans with it, rides on it, hides from it (as rain), adorns landscapes sculptured in part made of it (as 702), and breathes. Beginning with simple experiments involving water in the form of bubbles, jets, whirlpools, and droplets, we will systematically investigate various topics in hydrodynamics, hydrostatics, surface tension, turbulence, and hydrostatics, hydrodynamics, surface tension, turbulence, and hydrostatics. Students will become involved with a number of projects. Students will have an emphasis on the physical diverse other subjects Babylon and Greece in the last pre-Christian centuries. The influence of the achievements of antiquity on Arabic astronomy and the Latin middle age is followed through the Copernican revolution to the beginning of modern science in the 18th and 19th centuries. Emphasis is placed on ideas and the relation of astronomy to other cultures trends. Reading is largely from original sources and translations.

Class will meet twice weekly—one hour lecture and a two hour lab. Enrollment is open.

ASTFC 34 HISTORY OF ASTRONOMY

TBA

Astronomy and cosmology are traced from prehistoric relics through the beginnings of Egyptian and Greek astronomy to a dual culmination in Babylon and Greece in the last pre-Christian centuries. The influence of the achievements of antiquity on Arabic astronomy and the Latin middle age is followed through the Copernican revolution to the beginning of modern science in the 18th and 19th centuries. Emphasis is placed on ideas and the relation of astronomy to other cultures trends. Reading is largely from original sources and translations.

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

NS 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 and their "renewal".

In the first section of the course we will touch on several aspects of riverine flooding—including meteorology and geology, public policy issues, and folk lore and history. In the second part, we will study one section of the Connecticut River during the flood with respect to the activity of ephemeral ponds, the geology of new deposits, and the nutrient chemistry of flooding waters and newly-deposited floodplain soils.

Class will meet for two full afternoons weekly. Enrollment is open.

NS 208 PLANT PHYSIOLOGY

Lawrence Winship

In this course, we will study the cellular, biochemical and physical processes which allow plants to grow and reproduce and to adapt to their physical and biotic environment. Topics we will cover include:
-carbon and energy gain: C₃, C₄, CAM photosynthesis;
-water uptake, transport and loss: transpiration and drought stress;
-mineral nutrient uptake and allocation: soil/plant interaction
-nitrogen assimilation: symbiotic nitrogen fixation, nitrate reduction;
-plant growth and regulation: hormones and herbicides;
-flowering and reproduction: photoperiodism, seed biology;
-disease resistance.
We will use published research papers which deal with significant issues and discoveries in plant science as our primary reading material. The text will supplement and add breadth to the main readings. In the laboratory, we will gain hands-on experience in the workings of experimental 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 is on the functional groups and spectroscopic identification of organic compounds.

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

NS 216 PARASITOLOGY OF ANADROMOUS FISHES

Nancy Goddard

In this course we will study the form, variety, and distribution of parasitic infesting anadromous fishes indigenous to the Connecticut River. Students will be expected to design and carry out projects that may reveal distinctive population groups among the fish species. Classroom, laboratory, and field work will be conducted. We will meet for 1-1/2 hours twice weekly.

Instructor's permission required, no limit.

NS 218 CURRENT ISSUES IN CONTRACEPTIVE TECHNOLOGY

Nancy Goddard

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

NS 224 CHEMICAL STRATEGIES IN LIVING CELLS

John Foster

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

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

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

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 additional 1-1/2 hour conference per week.
Enrollment: 16 (Div. I students only with permission of the instructor.)

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

NS 228 THE GENETICS OF EVOLUTION: ALTRUISTIC GENES?

Mini

Lynn Miller and Kenneth Hoffman

This course is designed for students interested in current ideas of the mechanism of evolution. We will read and discuss Dobzhansky's *Genetics of the Evolutionary Process* and Lewontin's *The Genetic Basis of Evolutionary Change*. Much of our time will be used to become familiar with some of the mathematical concepts that have been used to describe evolutionary processes. We will read the papers of Hamilton, Trivers, and other workers on the subjects of group selection, altruistic genes, and the models of sociobiology. Students will be expected to lead individual sessions and to produce substantive written or other analytical work. Students who do not know elementary genetic theory should enroll in NS 126 Reemag Genetics, which runs the first half of the term.

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

NS 231 THE ROOTS OF THE ARMS RACE

SS 276

Allen Krass, Margaret Cerullo and Jill Lewis

Why do the United States and the Soviet Union build ICBMs, neutron bombs, Trident submarines, H1 bombers and all the other lethal hardware that make up their nuclear arsenals? Is it because they threaten war against each other for political objectives? Or is it because military bureaucracies and industries push for more money and power irrespective of what the other side does? Or do the reasons lie even deeper in the nature of white male-dominated society.

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

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

Class will meet twice a week for 1-1/2 hours each.
No letter grades will be given.

NS 251 HUMAN ORIGINS

Dobra Martin

This course will critically examine the research scientific data base, hypotheses and conclusions which various scientists have used concerning the biological basis for human behavior and evolution. Two weeks each will be spent on the following controversial topics:
-The evolution of bipedalism and the origin of "humans" (how is "human" defined?).
-The evolution of sexual dimorphism and the origin of division 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 digestive system and the origin of hunting, gathering, foraging, farming, and high-tech food bases.
-The evolution of the vocal tract and the origin of language.
-Synthesis: Biobehavior and sociology—can we predict behavior and human response based on an understanding of anatomy and biology?
The course will aim to get at the biases which permeate the scientific literature concerning the role of males and females in evolution. Replicas of early fossil human and protohuman remains, non-human primates, and skeletons from prehistoric humans will be used to examine the biological evidence supporting 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.

NS 253 ISSUES IN WOMEN'S HEALTH CARE

Andrea Ayzavian

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's health care; we will examine those specific issues in women's health care; we will compare and contrast what is written in the scientific literature on these issues with the presentation of the subject in the lay literature. We will focus on several aspects of menopause, breast self-examination and the various treatment modalities for cancer of the breast, and the risks involved with oral contraceptives. In addition to a scientific examination of these issues, we will approach this subject from a socio-cultural perspective. Working in small groups, students will analyze 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 seminar and Division III students are welcome. In the final seminar and Division III students will choose a fourth issue concerning women's health care to study and present using the model established in the previous units, and Division III students will have an opportunity to present their work.

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

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spring 1983

course guide

HAMPSHIRE College

Schedule of Classes

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

Course	Instructor	Enrollment Method	Limit	Time	Place
HA 102. Papering	M. Blakeslee	1st Come	15	TTh 1030-12	ARB
HA 1/206 American Crafts	R. Superior	Open	None	T-TBA	ARB
HA 108 Color	A. Hoener	1st Come	30	MW 1030-12	PFB
HA 110 Film Workshop I	A. Fischel	1st Come	12	Th 930-1230	PFB
HA 111a Still Photo Workshop	K. Kirk	1st Come	15	Th 9-12	PFB
HA 111b Still Photo Workshop	D. Plunkett	1st Come	15	W 9-12	MDB Dance
HA 113 Modern Dance I	B. Mello/T. McClellan	1st Come	20	TTh 9-1030	MDB Dance
HA 120 Beginning Ballet	M. Ruggiero/T. McClellan	1st Come	20	MW 3-430	CSC 126
HA 129 Latin American Fiction	R. Marquez	Open	None	TTh 130-3	EDH 17
HA 130 3 Russian Writers	J. Hubbs	Open	None	MW 1030-12	EDH 15
HA 1/231 Poetry Writing Workshop	A. Salkey	InstrPer	16	T 130-3	FPH 108
HA 134a College Writing-Victorian	F. Smith	ProSem	20	MW 830-930	FPH 108
HA 134b College Writing-European	F. Smith	ProSem	20	TTh 830-930	EDH 15
HA 1/237 Fiction Writing Workshop	A. Salkey	InstrPer	16	TTh 130-3	PH C-1
HA 141 Writing Workshop	D. Berkman	InstrPer	20	MW 2-3	CSC 3rd Fl
HA 159 Man-Made Environment	N. Juster/E. Pope	Open	None	WF 2-4	FPH 103
HA 164 Ren6val/Recovery/Rebirth	J. Boettiger	1st Come	20	MW 9-1030	Kiva
HA 169 Adolescence-Psych/Lit	J. Kobin	InstrPer	16	T 1030-1230	MDB Class
HA 183 Piano Workshop I	R. Wiggins	InstrPer	10	MW 1030-12	MDB Class
HA 185 Music Primer II	R. McClellan	1st Come	20	MWTh 1030-12	EDH Div 4
HA 1/291a Intermediate Directing	J. Sonenberg	InstrPer	12	MW 1-3	EDH 16
HA 192 British Drama	S. Browne	1st Come	20	F 9-12	EDH Div 4
HA 193 Design Response	W. Kramer	InstrPer	15	TTh 1030-12	EDR Div 4
HA 1/296 Scene Study	J. Sonenberg	InstrPer	12	TTh 1-3	ARB
HA 203 Studio Art Critique	M. Blakeslee	1st Come	15	M 7-9pm/W 1-4	ARB
HA 207 Adv Studio Forum	A. Hoener	InstrPer	15	W 130-4	CSC 3rd Fl
HA 209 Experience of Design	N. Juster/E. Pope	InstrPer	10	WF 1030-1230	PFB
HA 210 Film Workshop II	A. Ravett, etal	InstrPer	12	M 130-530	PFB
HA 211. Photo Workshop II	S. Matthews	InstrPer	12	Th 7-1030pm	PFB
HA 212 Japanese Cinema	A. Ravett	Open	None	T 9-1230	MDB Dance
HA 215 Modern Dance III	R. Nordstrom	InstrPer	20	TTh 1030-12	MDB Dance
HA 217 Modern Dance V	R. Nordstrom	InstrPer	20	TTh 1-230	PFB
HA 220 Film/Photo Studies	A. Ravett, etal	Open	Div3	W 130-530	Kiva
HA 226 20th Cent French Lit	J. Lewis	InstrPer	20	MW 130-3	FPH 104
HA 228 Observer & Observed	D. Smith/B. Yngvesson	Open	None	MW 1030-12	CSC-126
HA 243 Fiction of History	R. Marquez	Open	None	TTh 1030-12	FPH 105
HA 246 Euripides	R. Meagher	Open	None	MW 1030-12	FPH 107
HA 251 American Literary Real	R. Lyon	Open	None	M 3-5	FPH 103
HA 262 Late 19th Cent Europe	M. Russo/N. Fitch	Open	None	MW 1030-12	FPH ELH
HA 263 Madness-Fiction/Women	L. Hanley	Open	30	MW 1030-1230	FPH 108
HA 272 Literature/Film/Myth	C. Hubbs	1st Come	25	TBA	
HA 273 Appropriating Shakespeare	P. Stallybrass	Open	None		
HA 277 Camus	R. Meagher	Open	None		

Codes

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

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Hampshire College Course Guide

Division III Integrative Seminars

Course	Instructor	Enrollment Method	Limit	Time	Place
IN 313 New Ways-Knowledge	H. Bernstein	InstrPer	None	T 130-430	EDH 17
IN 320 People Studying People	R. von der Lippe	InstrPer	15	W 3-5	PH B-1
IN 321 Politics of History	A. Berman/N. Fitch	Lottery	15	W 7-930pm	Kiva
IN 322 Professional Culture	P. Glazer/M. Slater	Open	None	W 1-3	CSC 126
IN 323 Feminist Studies	S. Tracy	InstrPer	15	W 4-7pm	CSC 126
IN 324 Ethical Issues-Research	D. Rosenbaum	Open	None	W 12-3	PH B-1
IN 325 Environmental Symposium	M. Bruno, etal	Open	None	TBA	
IN 327 Economic Democracy/Work	L. Nisonoff, etal	Open	None	W 1-4	FPH 105
IN 328 IS: Computer Studies	G. Iba	Open	None	TTh 1-3	Kiva
IN 329 Great Books Seminar	R. Lyon	InstrPer	10	Th 8-11pm	Instr's Res.
IN 330 Move/Art/Dreams	T. McClellan	InstrPer	15	F 9-1130	MDB
IN 333 History of Evil	C. Hubbs, etal	InstrPer	None	W 730-9pm	FPH 103

OPOPOPOPOPO Outdoors Program

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Course	Instructor	Enrollment Method	Limit	Time	Place
*OP 111 Beg Top Rope Climb	B. Garmirian	1st Come	12	W 12-530	
OP 121 Triathlon Training	A. Ayvazian/B. Judd	1st Come	15	MWF 830-10	RCC
OP 126 CT River Study	K. Kyker	1st Come	10	WF 9-1030	EDH 17
*OP 129 Women's Top Rope Climb	K. Kyker	1st Come	12	W 1230-530	
*OP 132 X-Country Skiing	K. Kyker	1st Come	12	W 1230-6 pm	
*OP 143 Climbing Ice	B. Garmirian	InstrPer	8	W 12-6pm	
*OP 145 Flat-Water Canoe	A. Ayvazian	1st Come	12	W 1230-5	RCC
OP 147 Yellowstone Odyssey	S. Anderson	1st Come	12	TTh 1-3	FPH 107
*OP 205a Adv Rock Climb-Intro	K. Kyker/B. Garmirian	1st Come	16	T 1-330	
*OP 205b Adv Rock Climb-Tech	K. Kyker/B. Garmirian	1st Come	16	T 1-3	FPH WLH
OP 218 Outdoor Leadership	S. Anderson	InstrPer	12	WF 1030-12	PH A-1

RARARARARARARAR Recreational Athletics

Course	Instructor	Enrollment Method	Limit	Time	Place
RA 102 Int Shotokan Karate I	M. Taylor	Prereq	None	MWF 2-4	So Lounge
RA 103 Int Shotokan Karate II	M. Taylor	Prereq	None	TThSun 6-8pm	So Lounge
RA 104 Adv Shotokan Karate	M. Taylor	Prereq	None	F 6-8pm	So Lounge
RA 105 Int Aikido	P. Sylvain	Prereq	None	TTh 1245-2	So Lounge
RA 106 Hatha Yoga	C. Colby	Open	None	M 315-430/W 430-6pm	So Lounge
*RA 107 Self Defense for Women	L. DiAnne	Open	None	TTh 11-12	So Lounge
RA 108 T'ai Chi-Form Yang	P. Gallagher	Open	None	M 630-745pm	So Lounge
RA 109 Cont T'ai Chi	P. Gallagher	InstrPer	None	M 8-930pm	So Lounge
RA 110 Fencing	W. Weber	Open	None	TBA	
RA 111 Physical Fitness Class	R. Ridders	Open	None	TF 12-1	RCC
*RA 112 Lacrosse	S. Lawson	Open	None	TTh 4-6pm	RCC
RA 113 Kayak Rolling & Pool	B. Judd	Open	None	W 6-730	Pool
RA 114 Beg Whitewater River	B. Judd	1st Come	8	*Th 1030-12	Pool
RA 115 Int Whitewater Kayak	B. Judd	Prereq	7	*Th 1-230	Pool
RA 116 Novice Whitewater Kayak	B. Judd	Prereq	8	*Th 1-230	Pool
RA 117 Triathlon Training	A. Ayvazian/B. Judd	1st Come	15	MF 830-10/W 830-1030	RCC

threatened closing of Culppeper's (a pseudonym for the city) largest local employer. Each participant will receive a packet of background information on the role of each specific role in the simulation, the general history of the city and industry in question, as well as supporting articles, documents, and bibliographies.

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

Since this course is designed to simulate a real life situation as closely as possible, the commitment of students to sustain their roles and complete individual and group tasks throughout the semester is essential. It is therefore requested that those interested in participating obtain permission from the instructors prior to entering the class. Some background in labor studies, political economy, and sociology, obtained in a course such as Labor and Community, offered in the fall semester at Hampshire, would 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

Housing occupies a crucial place in the daily life and structural persistence of capitalist America. Not only is the production and finance of housing one of the largest sectors of the economy, but the house provides a locus and a symbol for much of the reproduction of the culture of liberal capitalism. 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 mortgage credit; the importance of ownership; the relationship of home, neighborhood, and work-place; the historical evolution of market forms and values into home activities, including housework and childrearing; and the changing nature of the home as a "separate sphere" for women. We will also examine contemporary housing issues including the crisis in mortgage-backed securities, the rise of condominium conversion and gentrification. Throughout, we will focus on the ways in which sexism, racism, and class domination have structured the availability and circumstances of housing in America.

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

SS 256 DECENTRALIZATION

Myrna Breitbart, Robert Rakoff, Martha Ackelsberg*

In this course we will consider how political and economic centralization evolved under capitalism, affecting people directly and indirectly in their personal and working lives. Particular attention will be paid to the consequences of centralization on the structure of contemporary work, nuclear power, technology issues related to housing, health care, nuclear power, technology issues related to family life, work, etc. Given particular emphasis on environmental, we will also examine how centralization in historical contexts, we will also examine how centralization in economic and political spheres structures the form and mode of response of individuals and groups on the local level in their attempts to regain some control over the crucial social and economic forces affecting their lives. Neighborhood and work-place organizing along decentralized lines will be compared with centralized approaches (for example, the "new federalism") in order to determine their ability to address contemporary problems, tensions and conflicts. What do we mean when we talk about "decentralization" in different historical periods and geographic contexts? What is the theoretical basis (if any) behind various attempts to implement decentralized alternatives? How much local control is possible/feasible and why, and over what sorts of issues should we attempt to exercise direct and immediate control as citizens?

Classes will combine a lecture and discussion format with maximum participation encouraged. Evaluations will be based upon this in-class participation and a number of short papers and/or group research projects. Since this course will be offered jointly by Smith and Hampshire, we will meet once a week for three hours, the first half of the semester at Smith and the second half at Hampshire. Enrollment limit 25; first come.

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

SS 258 LAW AND LABOR IN AMERICAN HISTORY

Lester Mezer

How can we account for the large role that law plays in American society? How can we account for the present—and in comparative terms—peculiar position of American labor both as a class and as a movement? To explore these questions we will focus on the historical development of the position of labor in American law, as an axis for understanding issues of social change. We will address such topics as legal barriers to occupational mobility, occupational safety laws and workman's compensation, the legal "protection" of women and children, the legal status of trade unions, federal intervention in the strikes from Pullman to Reagan, and changes in occupational structure suggested by the debate about the "old" and the "new" working class. The organization of topics will proceed historically, tracing the transition from agriculture through successive stages of industrial development, with particular attention to textiles, railroads, steel, autos, and government service. A return full circle to the struggle of farm workers will complete the historical round.

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 1 1/2 hours each session: open enrollment.

SS 266 LATE NINETEENTH CENTURY EUROPE: ISSUES IN HISTORY (HA 262) AND THEORY

Nancy Fitch, Mary Russo

This course is designed to introduce major themes in the social, economic, and cultural history of Europe in the last decades of the nineteenth century and to provide a theoretical basis for the consideration of history as a particular form of knowledge, of interpretation, and of cultural production. In other words, the course will consider a selection of historical narratives, anecdotes, and representations of the period in writing and on film; these "histories" will then be analyzed as specific cultural practices involving narrative forms, cultural hierarchies, and ideological assumptions about who makes history, how, and why.

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 earlier part of the nineteenth century. By the end of the nineteenth century, capitalism had transformed social life in Europe. Symbolized in the rise of the large Parisian department stores, fin-de-siècle capitalism increasingly became a mode of production rooted in mass consumption. The creation of the consumer and his/her desire for style, commodities, status, and emotional/erotic connection with the new spaces and social organization of the city is obviously related to this larger economic change, but precisely how and why is unclear. The relationship between the rational and irrational elements of this connection will be subject of debate in this class. Specifically, the crowd (both as an historical instance of class conflict and as the manifestation of a new historical subject); "shopping" as the cultural mode of consumerism; the reception of theater, photography, late-romantic literature; and, of course, social relations; and the "itinerary" (political strategies, cultural schedules, historical plotting) will be considered in relation to France, Italy, and Vienna.

Required reading will include Carlo Ginzburg, "Morrell, Freud, and Sherlock Holmes: Clues and Scientific Method"; Barbara Tuchman, *The Pioneers*; Eric Hobsbawm, *The Age of Capital*; Susan Sontag, *The Nightwatchman of Louis Napoleon*; and selections from the essays of Walter Benjamin, Nietzsche, and Fred Moten. *Historical Materialism: Visions of the Social in Late Nineteenth Century Europe*. Additionally, we will be reading Sybillico Alarcon's *A Woman*, John Berger's novel, *G*, and the poetry of Baudelaire. A complete reading list will be available at the end of January for those students who want to begin reading before classes start. Finally, this course is part of the Humanities Forum; and microfilm's film 1900, will be shown and discussed by Michael Silverman of Brown University.

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

SS 275 STATE AND SOCIETY

Carol Bengelodorf, Margaret Cerullo, Lester Mezer

The course will examine past and present theories of the capitalist and socialist states (emphasis on the former) and their relation to society. Theories of Hegel, Marx, Lenin, Weber, as well as writers engaged in the current debate will be studied. More specific empirical topics will include: a look at one or more socialist states, American ideology and consciousness regarding welfare state, American ideology and consciousness regarding the state, the nature of contemporary American class structure, the role and function of American political parties and elections, the current fiscal crisis of the state, and scenarios for the future.

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

SS 279 THE DYNAMICS OF HUMAN POPULATION GROWTH

mid-course
Lloyd Hogan

The first part of this mini-course was held during Fall Term 1982. This second, theoretical part is for formulating explanations of birth, death, and migration patterns, paying special attention to the particular character of social relationships and stage of economic development in each nation. Successful participation will be evaluated on the basis of a specific project that covers a different set of empirical materials from the ones used directly in the course but that critically replicates the methodology developed in the course.

The 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.

SS 286 ABNORMAL PSYCHOLOGY

Louise Farnham

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 psychotherapy as that is appropriate and relevant to the major focus. Techniques of assessment will be discussed and the role(s) of the clinical psychologist will be explored. In addition to a textbook, students will read extensively in primary sources. These brief writing assignments will be supplemented 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.

SS 290 SEX ROLES IN CROSS-CULTURAL PERSPECTIVE

Aihwa Ong

This course brings two modes of social science inquiry—anthropology and political economy—to the study of sex roles. The statuses of women vis-à-vis men and in relation to the wider society will be examined in case studies drawn from Asia, the Pacific, Europe, Africa and the Americas and spanning social forms from simple hunting and gathering bands through peasant societies, urbanized and industrialized settings to post-revolutionary situations. Specifically, themes to be discussed include: psychosocial perspectives; the cultural construction of gender; the ritualization of sex role conflicts; the sexual division of labor; sex antagonism; religion and sex; kinship, residence and domestic organization; development and rural women; housework and the working class in industrialized societies and revolutionary change in sex roles. Emphasis will be placed not only upon the limits and possibilities of women's statuses and roles (culturally defined and subjected to political economy determination) but also upon their resistance and agency in changing prescribed norms and behavior. Participants are expected to write two essays based on the analysis of ethnographic materials.

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 CONTEXT

James Cooney

This course will trace the European involvement in issues of national security since World War II and will link it to U.S. foreign policy. We will examine (1) the basis for European policies, (2) the impact of American thinking and policy, and (3) the causes and effects of protest movements in Western Europe. On the one hand, the course will offer a history of nuclear weapons policy as it affects Europe; and on the other, it will provide an opportunity to examine critically several of the issues causing rifts in present U.S.-European relations, such as INF (Intermediate Nuclear Force) and S.Y.T. (Strategic Arms Reductions Talks). We will stress the differences as well as the similarities among the European countries, and we will look closely at the impact of the peace movement on European national policies. Readings will include: Martin (ed.), *Strategic Thought in the Nuclear Age*; Holkin and Pollock, *The Strategic Thought in the Nuclear Age*; *European Nuclear Movements in France and Germany*; Grosser, *The Western Alliance*; Kaldor and Smith, *Disarmament*; Europe; and Laezio and Keyes, *Disarmament: The Human Factor*.

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

SS 295 MULTINATIONAL CORPORATIONS AND THIRD WORLD WORKERS

Aihwa Ong

This course will explore the role of multinational firms, in the latest phase of capital accumulation, and it will emphasize the experiences of domestic labor forces thus generated in the "new international division of labor." Specifically, the topics to be covered include the relocation of multinational corporations in Third World countries; the impact of MNCs on local economies; the internal organization of MNC factories; the composition and types of workers recruited; the changing character of the labor process; the prominent position of rural women in the semi-skilled work force; the relationship between their MNC employment and domestic work; worker resistance and emerging social consciousness. Case studies are drawn from Mexico, Puerto Rico, Hong Kong, Taiwan, Singapore, Korea, Philippines, Malaysia and Indonesia. Two essays, based 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.

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Hampshire College Course Guide

Division III Integrative Seminars

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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 requires us to examine the notion of value-free, objectified knowledge. The model provided by modern science as a source of truth often leads to brutal consequences when applied to real and crucial social issues. Even within science, the morality of such major applications as recombinant DNA and nuclear technology needs close scrutiny.

The second is not good, whether in Washington, Moscow, or Peking, in our own age or in the past, the brightest attempts (based on magnificent analysis) at well-intentioned programs have all too often ended in human suffering. The overriding question becomes how can we use what we know to further the common good? What new ways of knowing are needed to implement, rather than ignore, our highest human values?

This course is a place to start searching for an answer. Together, we will study works by Foucault, Feyerabend, Lakatos, and Resnik in order to gain a shared vocabulary and direction. Participants will bring to our group discussion examples of work (whether their own or others') whose consequences and moral implications they wish to discuss. These examples will include investigations by the instructor on the roots of modern "Big-Science" physics and recombinant DNA technology. Other topics might include lessons of the Milgram experiments, of educational trial programs, and of the supposed heritability of I.Q. The precise content will include the interests of every participant.

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

Class will meet once a week for 3 hours.

** This course is included in the Humanities Forum. See Humanities and Arts for complete description.

PEOPLE STUDYING PEOPLE
IN 320

Robert von der Lippe

Participants in this seminar will be responsible for presenting an extensive and detailed summary of the Division III work in progress. A particular emphasis in our seminar meetings will be on the topic/problem/value of people studying, observing, making observations, generalizations, conclusions about their fellow human beings. You may not have confronted this aspect of research before but others have. We will try to provide support, guidance, and external readings to better inform the process of "people studying people." All participants will be expected to familiarize themselves with the other students' work and with the necessary theoretical and empirical background for critical commentary following the presentations.

The course will be limited to Division III students who have begun to write, even in a very early draft way, their Division III theses. The reason for this is that one source of material for analysis in the seminar will be your written work. If you have none because you haven't started your project, you will have nothing to contribute.

The class will meet for two hours once a week. Enrollment is limited to 15; permission of the instructor required.

THE POLITICS OF HISTORY: CREATING THE PAST
IN 321

Aaron Berman, Nancy Fitch

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

This course will examine the history and politics of several major historians in an attempt to assess the effect of contemporary conditions upon their interpretations of the past (and vice-versa). In taking this approach, we hope to encourage class participants to consider the subjective context of their own research. We will consider the writings of several historians who have tried to deny the political nature of their texts, in addition to the work of scholars who have refused to separate their political and intellectual selves. Tentative readings will include the works of E. P. Thompson and his critics, Braudel and the Annales, Marc Bloch, Eugene Genovese and Herbert Gutman, David Potter and Richard Hofstadter, Charles Beard and Bernard Bailyn, and perhaps there including Sheila Rowbotham, Estelle Freedman, Jesse Lemish, Lawrence Goodby, and Stanley Elkins. After discussing some of these historians, participants will have an opportunity to present their Division III projects.

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

AMERICAN SOCIAL HISTORY IN THE 20TH CENTURY: THE DEVELOPMENT OF PROFESSIONAL CULTURE
IN 322

Penina Glaser, Miriam Slater

The modern professions emerged out of the ferment of political economics and social change associated with late nineteenth/early twentieth century industrial capitalism. The formation of this new and increasingly powerful class had distinctive consequences for the mobility aspirations of other groups as well as for public policy and mechanisms of social control. In this seminar we will explore the roots of these developments, as well as their consequences for modern life and mentality. 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 written assignment, weekly class participation, and class presentation.

FEMINIST STUDIES
IN 323

Susan Tracy

This seminar is designed for Division III students who are either beginning or completing a Division III project that addresses the issues of feminism, sexism and/or gender. During the first eight weeks, students will read key texts and articles that address such issues as reproduction, production, violence against women, sexuality, racism, the ideological reproduction of gender, and the practice of "scientific politics." For the second eight weeks, students will present their work and suggest reading for the class to do. Evaluation will be based on a short writing assignment, weekly class participation, and class presentation.

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.

ETHICAL ISSUES IN SCIENTIFIC RESEARCH
IN 324

David Rosenbaum

What topics are scientists morally justified in studying? How should the topic 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 the theory 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, is it morally justified to study an abstract, esoteric problem while thousands of people suffer from an as yet incurable disease? Or to take another example, what are the arguments for and against research using recombinant DNA?

Next, we will address methods of research. What sources of support should a scientist seek to support his or her research? For example, 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 weaken 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 representing different fields of philosophy, science, and industry. Students will be expected to lead discussions and write short papers which will be distributed to other members of the seminar.

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

ENVIRONMENTAL SYMPOSIUM
IN 325

Merle Bruno, Bridget Dean* and Stephen Brown*

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

During the course of the semester each student will present his or her own Division III work, giving us all the chance to develop an awareness of the difficulties among our areas of study. The seminar will be student organized, and the areas to be covered will be decided on collectively during the first two meetings. Our discussions will center around student work, readings, speakers, and films. The format will be informal, but commitment and motivation will be required from all of us, and we will all work to provide a stimulating and supportive atmosphere. We will meet Wednesday evenings for three hours. The first meeting will be Wednesday, 2 February, at 7 p.m.

*Division III students in environmental law and environmental ethics.

ECONOMIC DEMOCRACY AND WORKPLACE DEMOCRACY
IN 327

Laurie Nisonoff, Kathy Locke,* Robin Jaffin*

Economic democracy and workplace democracy, actually two aspects of the same concept, is a relatively new idea which is developing in reaction to the undemocratic nature of capitalism now, the ideas have been on the bargaining table of union/management talks, the subject of discourse among leftists, and put into practice in countries like Sweden and Yugoslavia. Economic and workplace democracy is just now starting to be discussed and investigated in the American context. The burgeoning theories encompass new or previously neglected interpretations of many disciplines including: economics, history, sociology, philosophy, business, management, and organizational 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 organize the content and teaching of the course. They will be expected to formulate a democratic structure which will enable them to carry out the functions usually performed by the professor, including the teaching of a class in their area of interest. The reason 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 theories of economic democracy; in this course they will learn how to put these theories into practice. In other words, they will make their place of work--the classroom--democratic. The minimum requirements for receiving an evaluation are the following: (1) participation in organizing the class; (2) teaching a class; and (3) participation in the evaluation procedure. The group may or may not decide to have further criteria for evaluation. The recommended core readings are *Self-Governing Societies*, volumes I and II, reader edited by Branko Horvat, Mihaljo Markovic and Rudi Supak; and "Organizing the Self-Managed Classroom," by Kathy Locke. Students will be given a bibliography from which they can choose further readings. The instructors will be available as resource persons and process consultants, and they will participate in designing and carrying out the evaluation procedure.

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

* Advanced Hampshire students

INTEGRATIVE SEMINAR: COMPUTER STUDIES LEARNING COMMUNITY
IN 328

Glenn Iba

This seminar will be run in conjunction with LC 128 Computer Studies Learning Community, a noncourse listed as Division I for the Spring Term. Members of this integrative seminar will actively participate as members of the "learning community" and will help in its planning and operation. In this seminar we will focus on issues of education and learning in the area of computer studies, with special attention to the design of societal processes 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 this 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 prerequisites are interest and an open mind.

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RA 107 SELF DEFENSE FOR WOMEN
Lorraine DiGane

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

The class will meet on Tuesday and Thursday from 11:00AM - 12:00 Noon, for 10 weeks at the Robert Crown Center, South Lounge.

RA 108 T'AI CHI: 108 FORM YANG STYLE
Paul Gallagher

T'AI Chi is a form of moving meditation devised by ancient Chinese Taoist monks to promote perfect health and harmony of vital energetic forces like passing clouds and flowing waters to celebrate our oneness with nature. Emphasis will be on precise understanding of form and balance, stressing the health, philosophical, and aesthetic benefits of practice.

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

RA 109 CONTINUING T'AI CHI
Paul Gallagher

Continuing T'AI Chi will meet on Monday evenings from 8:00 - 9:30 in the South Lounge of the Robert Crown Center. Permission of the instructor is required. Five-College students will be graded on a pass/fail basis, and credits must be arranged with their registrars.

RA 110 FENCING
Will Weber

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

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

RA 111 PHYSICAL FITNESS CLASS
Renae Ribbers

This course is designed to promote good health, flexibility, cardiovascular efficiency and a sense of well-being. The class is open to students, faculty, staff and family members.

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

RA 112 LACROSSE
Sarah Lawson

This class will stress scrimmaging with individual attention given as needed. We will be coed and play without body checks for obvious safety reasons. We found that we still had good fast, firing games. Hampshire now owns a lacrosse goal and there will be a crease drawn on the field.

We will meet Tuesday and Thursday from 4:00 to 6:00PM. The first meeting will take place on April 5. Meet at the Robert Crown Center.

RA 113 KAYAK ROLLING AND POOL KAYAKING
Becky Judd

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

Unlimited enrollment. Sign up in the Robert Crown Center. Classes will meet on Wednesdays from 6:00 to 7:30PM.

RA 114 BEGINNING WHITEWATER RIVER KAYAKING
Becky Judd

No experience required except swimming ability. Learn the fundamentals of kayaking - strokes, rescue, maneuvering - as well as the basic whitewater skills - eddy turns, ferrying, braking, river reading, surging, safety equipment, and Eskimo roll.

Class meets Thursday, 10:30AM - 12:00 Noon, in the pool, until March 10. From March 13th 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.

Enrollment limited to eight. Sign up in the Robert Crown Center.

RA 115 INTERMEDIATE WHITEWATER KAYAKING
Becky Judd

This class is designed for people who have had previous whitewater experience. You will learn and perfect advanced whitewater 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.

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 peddled to practice the basic whitewater skills. Enrollment limited to eight. Sign up in the Robert Crown Center.

Class will meet on Thursdays 1:00PM - 2:30PM in the pool UNTIL spring break. In April the class will meet on Friday 12:30PM to 6:30PM for river trips.

RA/OP 117 TRIATHLON TRAINING
Andree Ayvaxian and Becky Judd

Welcome to a course designed for people eager to make a serious commitment to training. Our training will include swimming, running, canoeing and cycling. As teams or individuals, group members will be entering at least two triathlons in New England during the spring. There is no ability level that will be turned away, but the course demands a firm commitment to training. Mondays and Fridays are for workouts only; Wednesday workouts will follow a time set aside to review training schedules, discuss problems that may arise, and share books and articles of interest.

Meeting times: Monday and Friday from 8:30AM to 10:00AM and Wednesday from 8:30AM to 10:30AM.

Enrollment limit: 15
Place: Robert Crown Center

SPSPSPSPSPSPSP Special Programs

BUSINESS AND SOCIETY

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

COMPUTER STUDIES

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

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

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

Humanities & Arts

Roland Higgins
Joy Garfield
Glenn Iba
William Marsh
Richard Muller
Neil Stillings

Natural Science

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

Social Science

Nancy Pitch

EDUCATION AND CHILD STUDIES

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

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

Relevant offerings will vary with each student's special needs and/or interests. Students planning to enter the teaching field should be concerned with a sound preparation for pedagogy and psychology of education, some of the selected courses central to the student's program, general knowledge, speaking and writing skills, and sufficient background to understand and teach a general school curriculum. Students preparing to teach in secondary schools must also be proficient in a specific field. See Redy Rose, coordinator of the program, for assistance in planning a concentration and/or preparing for teacher certification. Students should also watch the Weekly Bulletin and the Ed/Child Studies bulletin board for important information and special announcements throughout the year, or call extension 393.

Hampshire College Course Guide



FEMINIST STUDIES

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

Humanities and Arts

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

Natural Science

Nancy Goddard
Sandra Oyewole (AY leave)
Janice Raymond (AT leave)
Ann Woodhull

Social Science

Carol Bengelodoff
Margaret Curullo (AY leave)
Nancy Pritch
Penina Glaser
Joan Landos (AY leave)
Maureen Mahoney
Lester Mazor
Laurie Misonoff
Miriam Slater
Frances White



FOREIGN LANGUAGES/LANGUAGE STUDIES

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

For further information, contact the Language Program Coordinator in Prescott 101B 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 existence. The study of law, the philosophy of law, legal processes, legal ideas and events, provides a focus for many kinds of inquiry. The range of activities possible within the scope of our Law Program is as broad as the interests of those participating in it. The Law Program is not designed as preparation for law school. Although there is some overlap between the interests of students who want eventually to go to law school and those who want only to include the study of law in their undergraduate education, the Law Program as such is concerned only with the latter. (Pre-law counselling is done by Lester Mazor and E. Oliver Fowlkes.)

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

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

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

films and other social events. Members of the Hampshire community who have in mind some event which would be appropriate for sponsorship by the Law Program are encouraged to request support from the steering committee.

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



WRITING AND READING PROGRAM

The Writing and Reading Program offers assistance in the areas of writing, reading and study skills. Help may be either individualized or group, short or long term, and is based entirely on the needs of the individual student. Some students come once for help with some specific aspect of paper writing; others come several times for work on a specific project, while still others come on a regular basis for assistance in basic skills, etc. Similarly, work with reading comprehension, attention, 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 Berkan, 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 term basis, there are also resource materials available to answer specific questions in these areas. For students who wish to work on their reading speed, there are reading pacing machines and varied exercises available. The lab is also equipped with a small paperback and magazine library. It functions as a drop-in center so that students may freely browse through materials or use a given program on a routine basis.

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 instructional units on such typical research problems as location of sources and note taking. Contact Susan Bayall, media resources adviser, extension 541.



HA 141 WRITING WORKSHOP

Deborah Berkan

This course has the following underlying premises: (1) students learn to write through writing and rewriting—through practice and revision; (2) the most effective form of instruction is intervention in the stage of the process that troubles students. Students will therefore spend class time writing and will address questions and concerns to the instructor as they encounter them. Papers will undergo several drafts, and students will receive feedback both as writers are in progress and actively by each student and the instructor, in order to meet the varying needs of individuals. Students may also use this time to work on papers for other classes and/or on exams.

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

Please see the Writing Program listing for other writing courses.



BASIC WRITING

Will Ryan

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

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



REVISING SKILLS

Will Ryan

This class is intended for students who are working on a longer paper, particularly a division exam, and are anticipating or experiencing some difficulties in the composing process. In experiencing some difficulties in the composing process. In the first part of the class, students will develop and practice revising strategies. In the second part, students will critique and support each other's efforts at the revision of a substantial paper or division exam.

Class limit 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&A H&A H&A H&A School of Humanities & Arts

Marylou Blakeney, visiting assistant professor of art, received her M.F.A. from U-Mass, where she taught printmaking, painting, drawing, and design.

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

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

Stuart Browne, visiting assistant professor of theatre arts, holds an M.A. in art history from Cambridge University and M.F.A. in playwrighting from Yale School of Drama. He worked in directing, performance and writing in theatre, as well as in administration, both in England and America.

David Cohen, assistant professor of theatre arts, holds a B.A. in theatre honors from the University of Massachusetts and M.F.A. in playwrighting from Brandeis University. He has written for Broadway, television, and film, and has taught playwrighting and theatre arts at the University of Montana, South Carolina, and George Mason in Virginia. In addition to teaching, he has produced several festivals of new playwrights' works. Professor Cohen will be on leave during the academic year 1980-83.

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

Charles Frye, associate professor of education, holds B.A. and M.A. degrees from Howard University and a Ph.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 with the humanities and directed an interdisciplinary studies program.

Lynne Hanley, visiting assistant professor of literature and writing, was a graduate 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 creative writing, and women's studies. She comes to Hampshire from Mt. Holyoke.

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

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

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

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

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

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

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

Wayne Kramer, associate professor of theatre arts, is also the Co-Dean of the School of Humanities and Arts. He holds both the B.A. and M.F.A. with emphasis in design work for the theatre. He has eleven years experience in black theatre, radio, drama, theatre, and the original series, and has directed for the stage and television. His design work has been seen both in this country and in Europe. He has been a guest artist with the South College Theatre on several occasions and performed the New York production of *Salvador* which later performed in Scotland.

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

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

Richard Lyon, professor of English and American studies, holds a B.A. degree from Texas and Cambridge, an M.A. from Connecticut, and a Ph.D. in American literature from the University of North Carolina at Chapel Hill, and was Hampshire's first Dean of the College.

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

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

Tara McClellan, associate professor of dance, received a B.A. in dance from the School of Music at Boston College, Ed. from the University of Massachusetts. She was a member of the Joan Kerr Dance Company and the Anna Sokolow Dance Company and assisted Jose Limon. She is certified as a teacher of instruction and as a change movement analyst. In addition to being dancer and choreographer, she has reconstructed several works from Labanotation scores. Tara's current work is in observing the bodymind in motion—in everyday behavior and in symbolic expression.

Randall McClellan, associate professor of music, is a composer-performer and a singer of Hindustani music. He received his M.A. and M.M. from the Cincinnati College Conservatory of Music and his Ph.D. in composition from the Eastman School of Music. He has studied composition with Scott Hudson, Bernard Rogers, and George Crumb, and has studied North Indian vocal music with Laxmi Devi, Prabh Nath, and Sunshi Mukherjee. His teaching specialties include composition, philosophy of music, training, vocal music, American music, philosophy of music, anthropology of music, North Indian vocal music, and the therapeutic aspects of music. He is currently writing a book on *The Healing Forces of Music: History, Theory and Practice*. He has been a faculty member of the School for Body/Mind Centering and is the founder/director of Rama Press.

Robert Meagher, associate professor of philosophy of religion, has a B.A. from the University of Notre Dame and an M.A. from Chicago. His publications include *Personality and Powers*, *Beckoning*, *Nothing Stays*, *Rethinking the Political*, *God*, *Being*, and *An Inquiry*. He has taught at the University of Notre Dame and at Indiana University.

Jean Hartley Murray, assistant professor of art, holds a B.A. from Hampshire College and an M.A. in painting and color theory from Goddard College. Her work has been exhibited in group exhibitions at Hampshire and the University of Connecticut and in a show at Hampshire and the University of Connecticut and in a one-person show at Colgate. She has also served as guest critic and lecturer at a number of New England colleges. Professor Murray is on leave during spring term.

Rebecca Nordstrom, visiting assistant professor of dance/movement, was graduated from Antioch College, studied at American University Academy for the Performing Arts, and took an M.F.A. in dance at Smith College. She was co-founder of Collaboration Danceworks in Brattleboro, Vermont, and taught dance at Windham College and Smith.

Nina Payne, assistant professor of writing and human development, received her B.A. from Sarah Lawrence College. A collection of her poems, *All the Day Long*, was published by Atheneum in 1973. Her current work has appeared in a variety of journals, most recently in the Massachusetts Review, *Southwesterly*, and in 1982, she received the stipend of a fellowship in poetry from the Massachusetts Artists Foundation. Professor Payne will be on leave during spring term.

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

Abraham Ravett, assistant professor of film and photography, from Hampshire College and an M.A. in painting and color theory from Goddard College. Her work has been exhibited in group exhibitions at Hampshire and the University of Connecticut and in a one-person show at Colgate. She has also served as guest critic and lecturer at a number of New England colleges. Professor Murray is on leave during spring term.

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. She has studied and traveled extensively in Europe and was a Fulbright Scholar at the University of Bonn. 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 Jamaican national, he has also worked as a broadcaster, journalist, and teacher. He received his education at St. George's College and Mungo College in Jamaica and the University of London.

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

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

Janet Sonnenberg, 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 Sonnenberg taught acting at Teatro de Los Artes in Caracas and directed several Spanish-speaking plays while in Venezuela. Her work also includes producing, directing, stage managing, and casting a variety of productions in New York.

Ray Superior, associate professor of art, earned his B.F.A. at the Pratt Institute in New York and M.F.A. at Yale University. He has also studied at the Instituto Allende in Mexico. He has many years of experience in teaching drawing, painting and printmaking, and has exhibited his work at a number of northeastern colleges and museums and at the Heller Gallery in New York City.

Roland Wiggins, associate professor of music, holds a B.A., M.A. and Mus. D. degree in music composition from the Connaught College of Music in Philadelphia. Mr. Wiggins' professional interests include a project concerning aids to urban music education and music therapy projects. He is presently pursuing candidacy for a Ph.D. in music composition with emphasis on modern symbolic logic and linguistics as they relate to problems of urban children.

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

Ellen Ward Cooney, visiting assistant professor of psychology and education, holds a B.A. from Rutgers, a College and an Ed.D. in developmental psychology from the Harvard Graduate School of Education. Her interests are in cognitive-developmental theory, social and ego development, and applications of social-cognitive developmental theory to clinical and educational practice. Ms. Cooney taught at Hampshire College for two years beginning in the fall of 1977.

Quendolyn Wilson Davis, visiting assistant professor of mathematics, has an A.B. from Tufts College and an M.A. from the State University of New York at Buffalo. She has taught mathematics at both secondary and college level and was recently director of the Tufts College Mathematics Outreach Project.

Susan Douglas, assistant professor of media studies, took her M.A. and Ph.D. at Brown University in American civilization. Before coming to Hampshire she was an historian on the staff of the Museum of History and Technology at the Smithsonian Institution and she is co-producer of *Women in Pop Culture*. Her interests include the relationships between mass media and American culture, technology and culture, and the literary response to industrialization.

T. R. Durham, visiting assistant professor of mass communication, has a B.A. from Cornell University, a Ph.D. in social science from the University of Syracuse, and did postdoctoral work in sociology at the Johns Hopkins University. His general interests are in sociology and economics of organization and mass communication. Recent research has been on advertising, and preventive health.

Mark Feinstein, associate professor of language studies, holds a Ph.D. in linguistics from the City University of New York. Among his special interests are: sociolinguistics (variation theory), bilingualism, ethnicity and language, phonological organization of work, a social regulation of health risks, advertising, and preventive health.

Jay Garfield, assistant professor of philosophy, received his B.A. from Oberlin College and is completing his Ph.D. in philosophy at the University of Pittsburgh. His main teaching interests are in philosophy of psychology, philosophy of mind, and ethics. His recent research has been in the area of explanation and ethics. His recent research has been in the area of explanation and ethics. His recent research has been in the area of explanation and ethics.

Glen Ghy, assistant professor of computer science, has both a B.S. and an M.S. in mathematics from the Massachusetts Institute of Technology and is completing his doctorate in artificial intelligence there. His research is in learning and puzzle intelligence through the use of human and by computers. He is also solving, both as done by human and by computers. He is also interested in the use of ideas from artificial intelligence in cognitive science and in alternatives in education.

Gregory Jones, assistant professor of communication, has an A.B. in theater from Dartmouth College and an M.F.A. in theater and speech from Smith College. He is currently completing his doctoral study at the University of Massachusetts in the Communication Studies Department. He has taught at Smith, at the University of Massachusetts, and at Fitchburg State College in the areas of photography and television production. Mr. Jones is on leave for the academic year 1982-83.

David Kerr, assistant professor of mass communication and history of Merrill House, has a B.A. from Miami University in Oxford, an M.A. from Hampshire College, and is completing his Ph.D. at Indiana University. His teaching experience includes courses in communication research and journalism history. His educational interests include the radical press in America. His television interests include the history of the Liberation News Service. Mr. Kerr is on leave for spring term 1983.

Marcia Linberger, assistant professor of linguistics, received her Ph.D. from the Massachusetts Institute of Technology. She has done postdoctoral work on aphasia (language disorders arising from brain damage) and research on dyslexia and has taught at Swarthmore 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 model theory and in applications of mathematical logic in linguistics. He has taught and co-taught courses at Hampshire involving uses of mathematics in all of the cognitive sciences and has taught mathematics, philosophy, and computer science in departments elsewhere. He is also interested in skiido, bridge, catanans, and probably something beginning with each of the remaining letters of the alphabet.

James Miller, assistant professor of communications, holds an M.A. in mass communications from the University of Denver and a Ph.D. from the University of Pennsylvania's Annenberg School of Communications. His work chiefly explores the political-economic and ideological forces in contemporary culture. Recent research has investigated United States national telecommunications policy planning and social-control factors in media content production.

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

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

David Rosenbaum, assistant professor of cognitive studies, is a cognitive psychologist who received his Ph.D. at Stanford and worked in the Human Information Processing Research Department at Bell Laboratories before coming to Hampshire. He has done research on the cognitive processes underlying physical action, movement timing, attention, and body space representation. His main interests are perceptual and motor skills, cognition, perception, and the neurophysiology of cognition and behavior.

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

Janice Stone, adjunct assistant professor of computer science, did her undergraduate work at Duke University in mathematics and graduate study in the program in logic and the methodology of science at Stanford University. She has extensive experience as a computer programmer and analyst. Recently she has been involved in designing and implementing a microprocessor system.

Michael Sutherland, associate professor of statistics and computer science, holds a B.A. from Antioch College and a Ph.D. from Harvard University. Besides teaching a variety of courses related to statistical issues, he is an active consultant on computer-assisted statistical analysis to members of the Five Colleges. His primary interests are his family, mathematics, computers, and the Five Colleges. Mr. Sutherland is on leave for the academic year 1982-83.

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

Christopher Wiltchewson, associate professor of philosophy, is mainly interested in philosophical problems of mind, knowledge, and language, and problems in art theory and the foundations of art criticism (both in the visual art and others). His undergraduate work was at Arkansas Tech, where most of his work was done in music and literature, and his graduate work at Berkeley. He shares with Jay Garfield a wide range of interests in philosophy, especially modern and contemporary philosophy. His research is mainly in theories of perception and of meaning, interpretation, and understanding.

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