

Academic Program

DIVISION I:

Students at Hampshire College progress through three sequential divisions (I, II, and III) and earn a B.A. or B.S. (with Honors) upon graduation. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities.

Each division marks a stage in the student's program beyond understanding the basic concepts and procedures. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities.

DIVISION II: The Division of Basic Studies includes students who are beginning their liberal arts education. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities.

There are special programs designed especially for students who wish to pursue a career in education. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities.

DIVISION III: In the Concentration, the student develops a program of studies in one or more fields while continuing to apply the liberal arts background. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities.

DIVISION III: The Division of Advanced Studies consists of students who are completing their liberal arts education. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities.

GUIDES:

Hampshire College courses are divided into three levels: 100 (Elementary), 200 (Intermediate), and 300 (Advanced). The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities.

100. Exploratory courses (often seminars) designed to introduce students to the liberal arts. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities.

200. Foundational courses whose subject matter is needed by students in a wide range of fields. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities.

300. Advanced seminars and courses which are taught on an individual basis. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities.

ADVISING:
New students at Hampshire are assigned to an adviser from the Office of Advising. The adviser is a faculty member who will help you choose your courses and provide academic advice. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities.

Students who are having problems with progress through the program should contact their adviser. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities.

The Options Office offers advice and assistance in the area of career counseling, graduate school applications, and other matters. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities.

Registration

Check the course descriptions and schedule of classes thoroughly for enrollment methods. Some courses will have prerequisites. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities.

After attending classes for a week, you should be able to decide in which of the classes on a form to be signed by your adviser. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities.

NOTES:
Five College interchanges are available at Central Records. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities.

Five College courses may be added after this deadline. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities.

Independent Study forms are available at Central Records. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities.

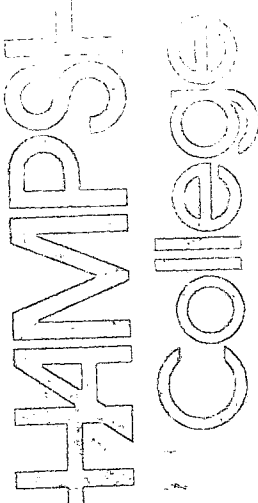
NOTE TO FIVE COLLEGE STUDENTS:
Hampshire College courses require different modes of enrollment. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities.

Guides will be offered to interchange students unless otherwise indicated in the course description. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities.

Although Five College students may participate in lectures, they are still responsible for filling the Five College Interchange form at their own school. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities. The program is designed to provide a broad, liberal arts education with a strong emphasis on the social sciences and humanities.

Schedule of Classes on Pull-Out Centerfold

fall 1984 course guide



Amherst, MA
01002

Preliminary Courses Spring Term 1985

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Calendar

1 FALL TERM 1984	
1 New Family Orientation	Thurs Aug 30
1 Orientation Week	Mon Sept 3 - Sept 8
2-3 New/re-enrolling students matriculation	Mon Sept 3/Tues Sept 4
2-3 Course inter-view day	Mon Sept 10
4 Classes begin	Fri Sept 21
4-5 Five College add deadline	Mon Sept 10 - Fri Sept 21
4-5 Course selection period	Thurs Sept 20
5-8 Advising program day	Fri Sept 28
8-11 Columbus celebration	Mon Oct 8
11-14 October weekend	Fri Oct 12 - Sun Oct 14
14 Advising/Exam day	Fri Oct 5
14 Community day	Wed Oct 17
14 Leave notification deadline	Tues Oct 30
14 Five College preregistration/advising	Fri Nov 9
20 Advising/Exam day	Mon Nov 12 - Fri Nov 16
20 Thanksgiving break	Tues Nov 13 - Sun Nov 23
21 January term registration	Mon Nov 26 - Fri Nov 30
22 Advising/Exam day	Mon Dec 10
22 Last day of classes	Fri Dec 14
22 Exam/evaluation period	Mon Dec 17 - Fri Dec 21
23 Winter recess	Fri Dec 21 - Wed Jan 2
23 <u>JANUARY TERM</u>	
23 Students arrive	Wed Jan 2
23 January term classes begin	Thurs Jan 3
23 Commencement	Sat Jan 19
23 Last day of classes	Wed Jan 23
23 Recess between terms	Thurs Jan 24 - Sat Jan 26
24 Please note: Registration in this Course Guide will be issued in the Registrar's Office in September. List all additions and deletions of courses, changes in class schedules, and course revisions. Please confirm your initial selections using this supplement.	

2 Hampshire College Course Guide

C&CSC&CSC&CSC Communications & Cognitive Science Curriculum Statement

Last year the School of Language and Communication changed its name to Communications and Cognitive Science--a name we feel better describes the curricular range of the School. The School's founders originally used the term "language" as a broad metaphor for all kinds of symbolic activity associated with knowledge and information: logical, linguistic, mathematical, psychological, philosophical, computational. The study of these phenomena has recently come under the widely accepted interdisciplinary label of cognitive science--the systematic study of the mind. Thus, the Cognitive Science side of the School is concerned not only with natural language, but also with the ways in which all kinds of knowledge are represented and processed in the human mind. We are interested in questions about the relationship between minds and brains, between minds and machines, and we are deeply interested in general questions of learning and education--how do we acquire knowledge as children? More broadly, we are interested in philosophical questions regarding the very nature of knowledge and intelligence, and the fundamental nature of the human being as a cognitive or "knowing" organism.

The field of communications focuses on knowledge and information on a larger scale than the individual mind--it is concerned with the production and control of information in society at large. Communications specialists explore the ways in which the form and content of the mass media shape our beliefs; they are interested in the effects that media and information technology (such as printing, radio, television, or the computer) have affected our lives, our educations, and our human nature. Some of our communications faculty are deeply and directly involved in the production of the media--the School has special strengths in television production, both in documentary and studio formats. Others are more generally concerned with the wide range of intellectual questions that surround the production of the media: Who controls the media? What should public policy be regarding issues like public access to cable television? How would we know if television incites children toward violence, or causes them to read less or less well?

The School of Communications and Cognitive Science is also actively involved in the College-wide Computer Studies program, and the computer is the focus of many of our curricular activities. Within Cognitive Science we are interested in the nature of machine, or artificial, intelligence, as well as the light that can be shed on mental processing if we think of the mind as similar to a computer in at least some fundamental ways. Within Communications the computer plays a central role in the social transmission and storage of information; it is a vital part of new technologies like interactive cable. Finally, a number of our faculty are concerned with the formal nature of computer languages, the teaching of programming, and the broader social and intellectual implications of the current revolution in computer usage.

List of Courses

100 LEVEL

HUMAN MEMORY CCS 103	Baker-Ward
REASONING: AN INTRODUCTION TO LOGIC CCS 107	Wall
PRIMATE COMMUNICATION (PROSEMINAR) CCS 110	Feinstein
INNATENESS (PROSEMINAR) CCS 111	Weisler
COMPUTERS IN EVERYDAY LIFE: PROBLEMS, ISSUES, AND TECHNIQUES CCS 112	Miller Miller TBA
ELECTIONS IN AMERICA CCS 127/SS 127	Douglas Rakoff
WOMEN AND MORALITY CCS 129	Michaels
VISUAL LITERACY AND MEDIA CRITICISM CCS 143	Jones

200 LEVEL

MINIMALIST JOURNALISM CCS 205	Kerr
INTRODUCTION TO COGNITIVE SCIENCE CCS 221	Garfield Stilling Weisler
ISSUES IN BEHAVIORAL DEVELOPMENT CCS 223	Baker-Ward
DATA STRUCTURES CCS 296	TBA

300 LEVEL

COMPUTER SCIENCE CONCENTRATORS SEMINAR CCS 303/HS 303	Iba
VIDEO PRODUCTION SEMINAR CCS 306	Jones
PHILOSOPHY OF PSYCHOLOGY: METHODOLOGICAL AND ONTOLOGICAL FOUNDATIONS OF COGNITIVE SCIENCE CCS 308	Garfield
MACHINE LEARNING IN PUZZLE SOLVING CCS 317	Iba
MEDIA CAMPAIGNING CCS 318	Miller

ADVANCED SEMINAR ON VISION CCS 319	Stilling
AUTOMATA THEORY CCS 320	Wall
PORNOGRAPHY AND THE LAW: IMAGES OF WOMEN AND CHANGING CONCEPTS OF OBSCENITY CCS 341/SS 341	Burns Douglas

* For course description see PROSEMINAR section in this Course Guide. Division I proseminars are intended primarily for new students; however, enrollment spaces also may be available for more experienced students.

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 American writing and American cultural attitudes towards land, landscape and environment.

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

100-level offerings address initial questions of the different ways artists and humanists (as contrasted, say, with scientists), approach their subjects of study. 200-level courses, as indicated above, reflect the interplay of the humanities and the arts. 300-level courses are advanced seminars and courses which are taught on an advanced level and presume some background of experience and knowledge on the part of the student. Students who are building their division II concentration should look at both the 200-level and the 300-level courses.

List of Courses

100 LEVEL COURSES

WAYS OF SEEING RA 105	Murray
MODERN DANCE I NA 113	TBA Nordstrom
MODERN DANCE II NA 114	Nordstrom
SIX SOUTHERN WRITERS: A SENSE OF PLACE? (proseminar)* NA 139	Kennedy
WRITING WORKSHOP NA 141	Berkman
SHORT STORY WRITING WORKSHOP NA 142	Hanley
AMERICAN LANDSCAPES (proseminar)* NA 145	D. Smith
FROM PAGE TO STAGE (proseminar)* NA 150	Cohen
GODS, BEASTS AND MORTALS (proseminar)* NA 152	Heagher
MAN-MADE ENVIRONMENT: PROCESSES OF DESIGN NA 159	Juster Pope
THEMES IN HUMAN DEVELOPMENT: INTIMACY AND SOLITUDE (proseminar)* NA 163	Boettiger
INTRODUCTION TO ACTING NA 194	Blair
THEATRE THREE: REHEARSAL AND PERFORMANCE NA 195	Cohen
HAMPSHIRE COLLEGE CHORUS	Kearns

200 LEVEL COURSES

STUDIO ART CRITIQUE NA 203	Murray
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PAINTING NA 205	Rosenblatt
MAKING PLACES--THE EXPERIENCE OF DESIGN NA 209	Juster Pope
FILM WORKSHOP I NA 210	Ravett
STILL PHOTOGRAPHY WORKSHOP I NA 211	Matthews
PHOTOGRAPHY-CRITICAL ISSUES NA 214	Matthews
MODERN DANCE IV NA 216	Lovell
POETRY WRITING WORKSHOP NA 231	Salkey
PRINCIPLES OF DIRECTING NA 236	Blair
FICTION WRITING WORKSHOP NA 237	Salkey
WRITING NA 240	Payne
THE FICTION OF HISTORY: HISTORICAL TRUTH AND IMAGINATIVE INVENTION IN THE NOVEL NA 243	Marquet
EURIPIDES NA 246	Heagher
AMERICAN LITERARY REALISM: MARK TWAIN, HENRY JAMES, STEPHEN CRANE NA 251	Lyon
INTERMEDIATE DANCE COMPOSITION NA 252	Lowell
INTRODUCTION TO DANCE AND MOVEMENT EDUCATION IN PRIMARY AND SECONDARY SCHOOLS NA 263	Schwartz
CONTEMPORARY CARIBBEAN FICTION: NA 269	Marquet
SHAKESPEARE AND WOOLF NA 271	Kennedy
HER/HIS STORY OF WAR NA 276	Hanley
INTRODUCTION TO TRADITIONAL AFRICAN PHILOSOPHY NA 279	Frye
CREATIVE MUSIC: ITS THEORY AND APPLICATION NA 284	Wiggins
SEMINAR IN ELECTRONIC MUSIC/TAPE COMPOSITION NA 290	Warner
PLAYWRIGHTS WORKSHOP NA 299	Cohen

300 LEVEL COURSES

IMPROVISATION NA 302	Blair
ADVANCED WRITING SEMINAR NA 305	Payne
GREAT BOOKS SEMINAR NA 307	Lyon
FILM WORKSHOP II NA 310	Ravett
PHOTOGRAPHY WORKSHOP II NA 311	Liebling
FILM/PHOTOGRAPHY III NA 313	Liebling
CREATIVE MUSIC-ADVANCED SECTION NA 320	Wiggins
LABAN MOVEMENT ANALYSIS II NA 386	Nordstrom

NSNSNSNSNSNSNSNSNSNSNS School of Natural Science Curriculum Statement

Students working in the natural sciences at Hampshire College engage in a variety of activities: field and laboratory projects, seminars, interest groups, and lectures. There are courses for students who are excited by science and ready to plunge into their subject and courses for students who are skeptical about the value of science. At all levels a strong effort is made to view the scientific concepts being explored in a broader historical, social, philosophical context.

Courses at the 100 level develop the ideas and skills necessary to explore interesting questions in science. Through extensive laboratory work and/or field projects combined with reading

primary literature under the close supervision and support of the instructors, students get a good sense of what the scientific enterprise is about. Students are strongly urged to take one or more of these courses as this is usually the most effective way to develop the intellectual skills necessary to pursue a Division I project successfully.

Courses at the 200 level are usually survey courses designed to introduce students to the traditional scientific disciplines. Courses such as physiology, biology, the calculus, organic chemistry, etc., which are the traditional standard introductions are primarily intended to give Division II students the technical skills necessary to do their work. Students taking such courses are expected to be able to acquire a good deal of basic information on the topic of the course on their own.

300 level courses, having prerequisites as noted in their descriptions, include more advanced courses designed to allow students the flexibility to pursue their particular concentrations.

List of Courses

100 LEVEL		
EXTRATERRESTRIAL INTELLIGENCE NS 101	Dennis*	
OPTICS AND HOLOGRAPHY NS 104	Hafner	
EVOLUTION OF THE EARTH NS 107	Reid	
HUMAN BIOLOGY NS 121	Woodhull Bruno	
HUMAN BIOLOGICAL VARIATION: ISSUES IN "RACE" AND GENDER (proseminar) NS 123	Martin Giddard	
BIOLOGY OF THE NEW ENGLAND SMALL FARM NS 129	Winahip Coppinger Henderson	
THE NUCLEAR AGE NS 172	Krass	
AQUACULTURE RESEARCH IN THE HAMPSHIRE COLLEGE BIOSHELTER NS 180	D'Avanzo	
ENERGY UTILIZATION AT HAMPSHIRE NS 184	Wirth	
EVER SINCE DARWIN (proseminar) NS 198	Miller, et al.	
200 LEVEL		
MARINE ECOLOGY NS 206	D'Avanzo	
PLANT PHYSIOLOGY NS 208	Winahip	
ORGANIC CHEMISTRY NS 211	Leovy	
ANIMAL PHYSIOLOGY NS 220	Woodhull Bruno	
CELL BIOLOGY NS 247	Miller	
COMPUTATION STRUCTURES NS 258	Woodhull	
THE CALCULUS NS 260	Kelly	
INTRODUCTION TO CALCULUS AND COMPUTER MODELING FOR SCIENTISTS AND SOCIAL SCIENTISTS NS 261	Hoffman	
HUMAN EVOLUTION AND THE SOCIAL ORGANIZATION OF GENDER NS 273 SS 273	Martin Yngvesson	
GENERAL PHYSICS A: PHYSICS WITH APPLICATIONS TO GEOLOGY AND EARTH SCIENCE NS 282	Bernstein Wirth Reid	
HITCHCOCK CENTER PRACTICUM IN ENVIRONMENTAL EDUCATION NS 295 A&B	Bruno Darmstadter*	
SPECIAL TOPICS IN ASTRONOMY ASTFC 12	Edwards*	
THE SOLAR SYSTEM ASTFC 13	Kuan*	
300 LEVEL		
BOOK SEMINARS IN MATHEMATICS NS 320	Kelly	
HEALTH ISSUES SEMINAR NS 333	Henderson	
TOPICS IN ANTHROPOLOGY NS 339 SS 339	Martin Yngvesson	
BEHAVIOR SEMINAR NS 340	Coppinger	
CRYOPHYSICS NS 348	Wirth	

PLANETARY SCIENCE ASTFC 19	Dent*
STARS AND STELLAR EVOLUTION ASTFC 21	Aray* Dennis*
OBSERVATIONAL OPTICAL ASTRONOMY ASTFC 37	White*
ASTROPHYSICS I ASTFC 43	Harrison*

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

School of Social Science Curriculum Statement

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

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

List of Courses

100 LEVEL COURSES		
HISTORY OF FEMINISM SS 107	Ceruleo	
PEASANT REVOLUTION AND VILLAGE SOCIETY IN MODERN CHINA (proseminar)* SS 116	Johnson	
THE AMERICAN CENTURY: WHAT HAPPENED? SS 121	Bengelsdorf Ceruleo Krass	
SOCIAL ORDER, SOCIAL DISORDER (proseminar)* SS 123	von der Lippe	
CLASSICS OF POLITICAL ECONOMY (proseminar)* SS 126	Hogan	
ELECTIONS IN AMERICA SS 127/CCS 127	Rakoff Douglas	
THE SOCIOLOGY OF MEDICINE SS 137	von der Lippe	
HUMAN AGGRESSION SS 157	Poe	
INTRODUCTION TO MODERN POLITICAL THOUGHT: LANGUAGE, GENDER, AND POLITICS SS 169	Landes Litarralde Smith	
ETHNOGRAPHIC FILM SS 173	Glick	
200 LEVEL COURSES are designed as introductions to some of the issues, ideas, and subject matter vitally important as background for advanced work in Social Science. They are open to all but first-semester Division I students. Exceptions are SS 201 and SS 263 which do admit first-semester Division I students with permission of the instructors.		
CAPITALISM AND EMPIRE: THE THIRD WORLD SS 201	Holoquist Johnson White	
FROM ENLIGHTENMENT TO REVOLUTION: THE ORIGINS AND IMPLICATIONS OF THE FRENCH AND HAITIAN REVOLUTIONS SS 204	Fitch Landes	
INTRODUCTORY ECONOMICS SS 210	Warner	
UNITED STATES LABOR HISTORY SS 214	Nisonoff	
PUBLIC POLICY IN THE AMERICAN WELFARE STATE SS 218	Berman Rakoff	

THE JEMS IN MODERN HISTORY: AN INTRODUCTION TO JEWISH STUDIES SS 219	Berman Glick
THE POLITICAL ECONOMY OF BLACK AMERICANS SS 223	Hogan
SCHOOLED IN CONFLICT: CLASS, CULTURE, ENVIRONMENT AND RESISTANCE IN EDUCATION AND SOCIAL CHANGE SS 227	Breitbart Torres
CAPITAL AND COMMUNITY: A COMPUTER SIMULATION OF INDUSTRIAL CONFLICT IN CULPEPPER SS 244	Breitbart Warner
THE POLITICAL ECONOMY OF AFRICA SS 257	Ford Holoquist White
NEW DIRECTIONS IN HISTORY: A CONCENTRATOR'S SEMINAR IN EARLY MODERN EUROPEAN HISTORY SS 263	Fitch Slater
HUMAN EVOLUTION AND THE SOCIAL ORGANIZATION OF GENDER SS 273/NS 273	Yngvesson Martin
COGNITIVE SOCIAL PSYCHOLOGY, OR THE WORLD THROUGH CLASSES OF VARIOUS COLORS SS 277	Poe
ENVIRONMENTAL LAW AND SOCIAL POLICY SS 287	Du'ns
INVENTING THE NEW WORLD: COLONIAL BRAZIL AND MEXICO SS 291	Graham
MAKING HISTORY: MARGIN AND MAINSTREAM IN THE ADDITION LAW REFORM MOVEMENT SS 292	Gallagher
AMERICA AND THE THIRD WORLD SS 295	Lake
JAPAN: TRADITION, ADAPTATION, AND TRANSFORMATION SS 296	McLendon
300 LEVEL COURSES are advanced courses for students with previous work in the subject. Instructor permission is required for enrollment.	
LAW, JUSTICE AND EDUCATION SS 307	Rose
WOMEN AND WORK: WORKSHOP IN RECENT FEMINIST POLITICAL ECONOMY SS 311	Nisonoff
RACE, CLASS, AND SCHOOLING SS 313	Torres
DOMESTIC VIOLENCE SS 329	Joseph
TOPICS IN ANTHROPOLOGY SS 339/NS 339	Yngvesson Martin
PORNOGRAPHY AND THE LAW: IMAGES OF WOMEN AND CHANGING CONCEPTS OF OBSCENITY SS 341/CCS 341	Burns Douglas

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4 Hampshire College Course Guide

1984 Fall Term Course Descriptions

C&C&C&C&C&C&C Communications & Cognitive Science

CCS 103 HUMAN MEMORY
Lynne Baker-Ward

This course will examine remembering and forgetting. We will focus predominantly within the framework provided by the information processing perspective. From this perspective individuals are seen as continually taking in information from the environment. Portions of this information are then organized, elaborated, and recorded in a succession of memory stores. The first part of the course will present the major theoretical components of the information processing framework and evaluate the central research findings that established present views on the capacities and the operation of these components. The second part of the course will use this perspective to examine a variety of topics in memory, including memory development, individual differences in memory (e.g., the exceptional prowess of a Russian mnemonist), the evaluation of eyewitness testimony, and implications for educational and neuropsychological assessments.

Requirements for evaluation include regular classroom participation, completion of homework assignments, presentation of a research demonstration as part of a group project, and completion of a major paper or project which could be developed to meet requirements for the CCS Division I examination. The course is appropriate for incoming students and for students who have had no previous work in cognitive psychology. No special permission for enrollment is required; simply come to the first meeting. If necessary, enrollment will be limited to 20 through a lottery or interview procedure, as preferred by the class. Course meetings will be held for 1 1/2 hours twice a week.

CCS 107 REASONING: AN INTRODUCTION TO LOGIC
Robert Wall

Why is it that ordinary people seem to have difficulty in understanding mathematics? Does the answer lie in the forbidding nature of its formalism or the abstract character of its principles? On the contrary, it has been my experience that for many beginning students of mathematics, their problems stem from the unfortunate ways in which they were introduced to the topic.

In this course, intuition and understanding will precede formalism. Formal statement will precede hypothesis, and hypothesis formation will precede proof. Our topics will include elementary logic and set theory, with attention to both structures and their interpretations in a model. We will develop the notion of a proof in considerable detail, again, with an emphasis on understanding the driving principles which underlie this classic tool of mathematical analysis. The rate at which we proceed and the additional topics we consider will be determined by the class. Particular attention will be paid to identifying those aspects of analysis which resist our grasp, with an eye toward smoothing the way.

There are no prerequisites for this course. If you are interested, but hesitant about your quantitative skills, this class is for you. The class will meet twice a week for 1 1/2 hours each time. Enrollment is open.

CCS 112 COMPUTERS IN EVERYDAY LIFE: PROBLEMS, ISSUES, AND TECHNIQUES
James Miller, Richard Muller, and TBA

This course will take as a starting point the fact that computers are becoming an increasingly common presence in the homes and workplaces of ordinary people. Through readings and discussion, we will explore a range of issues which accompany the rapid growth of this powerful technology. Students will also learn how to use computers as tools for writing and communication, and will participate in an informal introduction to computer programming. The course is thus a blend of the practical and the abstract; it is intended particularly for first-term students and for anyone else who wants to know more about computers. There will be provisions for pursuing a Division I examination as part of the course.

The course is recommended for people considering advanced work in communications, computer studies, and related field. It is particularly recommended for those who intend to take CCS 215, Introduction to Computer Programming in Pascal, in the Spring term.

We will meet three times a week, twice in large-group format, once with each third of the class meeting as a discussion group with one of the instructors. Enrollment is limited to 48.

CCS 127 ELECTIONS IN AMERICA
SS 127
Susan Douglas and Robert Rakoff

The purpose of this course is to analyze the 1984 Presidential election from a critical and historical perspective. Readings and lectures will explore the evolution of political theories, and will survey the history of elections in America and analyze several critical elections of the past. In addition, we will study the development of the role of the mass media in the electoral process, examining which aspects of the candidates and the issues are emphasized, and which ones understated or ignored. The underlying goal of the course is to understand the role elections play in maintaining the legitimacy of the political system. Special attention will be paid to the participation, both past and present, of women and minorities in the political process.

In addition to completing a series of selected readings, students will be expected to follow the 1984 campaign in various media. There will be several short written assignments and a final paper which could serve as a Division I examination in either CCS or SS. We will meet twice a week for two hours each time. Enrollment is open.

CCS 129 WOMEN AND MORALITY
Meredith Michaels*

Some prominent philosophers and psychologists have argued that women lack an appropriately developed capacity for moral deliberation and judgment. We will assess this claim by examining various works in which it is located and works which, deliberately or not, argue against it. In investigating competing conceptions of morality and the forces that produce them, we will focus on what it is to have a moral framework at all. Readings will be from Aristotle, Schopenhauer, Freud, Sartre, Virginia Woolf, Lawrence Kohlberg, Carol Gilligan, Alice Walker, Susan Griffin and others. The class will meet once a week for 2 1/2 hours each time. Enrollment is limited to 20.

*Professor Michaels is on the faculty of Mount Holyoke College.

CCS 143 VISUAL LITERACY AND MEDIA CRITICISM
Gregory Jones

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

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

Class exercises will include advertisement critiques, image sequence evaluations, poetic and musical storyboards, and content analyses of television commercials, news, and program genres. Major written assignments will be based on a comparative analysis of the prose, film, and television versions of *Way of Seeing* (John Berger), *An Occurrence at Owl Creek Bridge*, and *Network*. Besides these three stimulus sources, additional class readings will be drawn from Donde's *A Primer of Visual Literacy*, Williamson's *Decoding Advertisements*, Shariff's *The Elements of Cinema*, Edmonds' *The Signs and Sounds of Cinema and Television*, and Worth's *Studying Visual Communication*.

The class will meet twice a week for 2 hours each time. Enrollment is limited to 25 by instructor permission and a lottery if necessary. Please complete and submit a course registration form prior to the beginning of the term; forms will be available outside of FPM 616.

CCS 296 DATA STRUCTURES
TBA

In one classic definition a computer program must represent both an algorithm and a data structure. The usual content of a first course in computer science is the design, analysis, and coding of algorithms which can be executed by a computer.

This is a second course in computer science, which will be concerned with the ways in which complex data structures can be represented in computer programs, and with several kinds of computer applications which use such representations. Conceptual devices like arrays, stacks, queues, lists, and trees are of use in problems involving searching and sorting data bases, parsing sentences and similar applications in computer graphics, linguistics, computer language design, and other areas. This course will deal with these and related data structures in the context of writing computer programs in a high-level language.

Background equivalent to CCS 215 Introduction to Computer Programming in Pascal is required. The course schedule is to be announced. The class is limited to 16 by permission of the instructor.

CCS 221 INTRODUCTION TO COGNITIVE SCIENCE
Jay Garfield, Neil Stillings, and Steven Weisler

This core course in cognitive science will begin with a sketch of the nature of cognitive science and will go on to a survey of the disciplines that have made the major contributions to the field: psychology, linguistics, computer science, neurophysiology, and philosophy. It will conclude with an integrated treatment of a number of key issues in cognitive science that have stimulated work in two or more of the disciplines.

The students in the course will not only get a chance to learn about the cognitive sciences, but they will also be able to contribute to a new textbook in cognitive science. The book is being written by six faculty members in the School of Communications and Cognitive Science under a grant from the Dana Foundation. The course will follow the plan of the book and will use the completed portions of the manuscript as a major source of reading. The instructors hope to get valuable critical feedback from the students, as well as suggested study questions and exercises.

We feel that students at all levels can benefit from the most important contributions to the writing project. Beginning students can get a broad survey of cognitive science and help us evaluate the suitability of our material for an introductory text. Advanced students can benefit from the integrated treatment of the field and can draw on their backgrounds in specific disciplines in evaluating our approach.

There will be a number of brief written assignments in the course, but most to other material to the writing project of the book manuscript. Students who are interested in writing longer papers should consult with the instructors. The course will meet twice a week for 1 1/2 hours each meeting. Enrollment is limited to 30.

CCS 223 ISSUES IN BEHAVIORAL DEVELOPMENT
Lynne Baker-Ward

Developmental psychology has been revolutionized by the advent of sophisticated methodologies and the application of theory and findings from related disciplines such as biology, linguistics, and cognitive science. This course will examine contemporary research and theory in the scientific study of behavioral development. An issues-oriented approach will be used within a lecture-discussion format. We will apply recent research on the effects of prenatal environmental influences to a reformulation of the nature-nurture issues; question the role of early experiences through the evaluation of literature; on preschool intervention; use an evolutionary perspective to explore the significance of the slow development of human beings; investigate the implications of recent findings in cognitive psychology for postulating stages in behavioral development; apply findings from social psychology to parenting; ask if findings obtained inside laboratories have validity in the "real world"; and examine other issues in the area. Prospective participants should note that while designed to provide a serious background in developmental psychology, the course, like the field, is drawn substantially from work in other disciplines. In addition, while the course is intended to have relevance to a variety of applied areas like education and pediatrics, prospective participants should realize that we will focus on research findings and theoretical formulations.

Students are expected to have had an introduction to developmental psychology and preferably to cognitive science and biology as well. Requirements for evaluation include regular participation, completion of several written assignments, and the presentation of a project (which could be an experiment, a literature review, etc.) to the class. Enrollment is limited to 20 by instructor permission. Class will meet for 1 1/2 hours twice a week.

CCS 205 MINIMALIST JOURNALISM
David Kerr

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

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

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

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

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

CCS 303 COMPUTER SCIENCE CONCENTRATORS SEMINAR
Glenn Iba

This student-initiated seminar is designed to serve the needs of advanced students who are studying topics or applications of advanced computer science, electrical engineering, or computing within the computer science, electrical engineering, or computer engineering fields. The seminar will achieve this by a combination of readings in the literature, projects (possibly in participants), field trips to places of interest (possibly in participants), a computer museum and MIT's Artificial Intelligence Laboratory, forums for group discussion on various topics, and guest speakers from academic institutions as well as industry who will inform us about the current state of the art. Another purpose of the seminar is to help people become familiar with others sharing similar academic interests.

The seminar will meet twice a week for two hours each session. Enrollment is open to advanced computer science concentrators.

CCS 306 VIDEO PRODUCTION SEMINAR
Gregory Jones

This seminar is designed for students experienced in video production. The class will provide a critical context and support crew for projects initiated and produced by students as part of their Division II or Division III programs of study. Both studio-based narrative productions and field-based documentary programs may be produced in conjunction with this seminar.

The instructor will serve as a consultant and advisor for each project, while providing resources and learning exercises for each class as large. Students will be expected to assist each other in their individual project efforts. Collaborative production will also be encouraged. Enrollment is limited to 10 students will be encouraged. Enrollment is limited to 10 students by instructor permission and a lottery if necessary. We will meet once a week for three hours. Please complete and submit a course registration form prior to the beginning of the term; forms will be available outside FPH C15.

CCS 308 PHILOSOPHY OF PSYCHOLOGY: METHODOLOGICAL AND ONTOLOGICAL FOUNDATIONS OF COGNITIVE SCIENCE
Jay Garfield

Psychology occupies a unique position among the sciences. Few sciences are as methodologically and substantively volatile as psychology. Few have been, in recent times, as much influenced by philosophy and have had as much influence on philosophy as psychology. No science offers the range of philosophical problems, both metaphysical and meta-scientific, that psychology presents.

This course will examine ontological and methodological issues raised by the science of psychology as it is practiced in the cognitive science framework. We will explore such issues as the connection between ordinary mentalistic concepts and vocabulary and those appropriate to a psychological theorizing; the structure of psychological theory and explanation; and the connection between psychology and the biological sciences on the one hand and the other cognitive sciences on the other. At least one previous intermediate level course in either philosophy or cognitive science is required. Enrollment is limited to 20 by permission of the instructor. The class will meet once a week for 3 hours.

CCS 317 MACHINE LEARNING IN PUZZLE SOLVING
Glenn Iba

In this course we will explore the areas of artificial intelligence which relate to machine learning and problem solving. Topics will include concept learning, search techniques, and heuristic methods. The domain of puzzles and puzzle solving will be used to explore these areas. We will devote a major portion of our time to research projects through which we will directly confront many of the issues involved.

Participants in this course should have some background in artificial intelligence and strong ability in computer programming. Familiarity with the programming language LISP is strongly recommended. In the event of doubt, consult the instructor. Enrollment is open, contingent on the above prerequisites. The class will meet twice a week for 1 1/2 hours each time.

CCS 318 MEDIA CAMPAIGNING
James Miller

In this book seminar for advanced students in communications and the social sciences, we will read several recent and classic studies of political campaigns in the age of mass media. Our attention will be devoted to questions in three general areas: (1) the growing contributions of media consultants to the strategic planning of campaigns, encompassing even the candidates' positions on substantive issues; (2) voters' use of the media to entertain and inform themselves, and the ways these activities affect political participation, including their effects on contemporary electioneering and its consequences for an ostensibly democratic system of government. Books will likely include Sabato's *The Rise of Political Consultants*, Meadow's *Politics as Communication*, Patterson's *The Mass Media Election*, and others.

Students will write two analytical essays which they will present for class discussion. The first will deal theoretically with a theme or problem chosen from the readings. The second

will test some assertion in the readings through investigation of this fall's election campaigns. The class is limited to 10 by instructor permission. We will meet once a week for 3 hours.

CCS 319 ADVANCED SEMINAR ON VISION
Neil Stillings

This advanced seminar will be devoted to reading and discussing the primary literature on several topics in visual research. The topics will be selected by the instructor and students. The primary emphasis of the seminar will be on pattern recognition processes as they are studied in cognitive psychology and artificial intelligence, although it is likely that some material from neurophysiology and computer graphics will also be included. The central question of the seminar is how can an intelligent system transform visual input into representations of objects that allow the kind of object recognition and categorization that is characteristic of human vision? The seminar is intended for Division III and advanced Division II students in cognitive science and computer science. Some advanced students in the visual arts may also be interested.

The course will meet once a week for two to three hours. Each student will be responsible for making two class presentations. Division II students will be required to do a final project. Enrollment is limited to 12 by instructor permission.

CCS 320 AUTOMATA THEORY
Robert Wall

The theory of automata is a branch of mathematics whose major development has occurred within the last several decades. Today the theory forms one of the more active areas within the general field of computer science.

The original impetus for development of the theory grew from attempts to create precise models of neurological brain function, coupled with attempts to understand the theoretical limitations and capabilities of computing machinery. The theory also relates to certain problems in the foundations of mathematics and linguistics.

We use the word "automata" generally to describe theoretical computing machines in wide variety. The mathematical concepts which are rich, providing a good example of contemporary ideas which require extensive and special background. It will therefore be possible to encourage participation by students with varying degrees of mathematical strength. All participants are expected, however, to have a background in at least one relevant area of cognitive science. The class will meet twice a week for two hours each time. Enrollment is limited to 20 by permission of the instructor.

CCS 341 PORNOGRAPHY AND THE LAW: IMAGES OF WOMEN AND CHANGING CONCEPTS OF OBSCENITY
Mary Ellen Burns and Susan Douglas

This class is an advanced seminar for Division II and Division III students interested in women's studies, the law, media, and related fields. The course will explore the evolution of pornography and obscenity laws in the United States in the 20th century from an historical and legal perspective. We will study selected cases through which American society has attempted to define what is legally "obscene," to define and redefine attitudes and norms surrounding sexuality and sexually explicit material. In conjunction with the study of the changing images of women in various pornographic and nonpornographic materials. We will analyze the portrayal of women in film, detective and pulp magazines, news posters, the "crime comic" of the late 1940s and early 1950s, and in Playboy and other contemporary sexually explicit publications. Throughout this survey we will examine the similarities between the portrayal of women in pornographic materials and their portrayal in mainstream popular culture. We will also consider the current debates over pornography within the feminist community.

Students should be prepared for an extensive reading list. The class format will be primarily discussion, with occasional lectures and slide shows. Students will research and write one major paper. Enrollment is limited to 30 by instructor's permission. We will meet once a week for 2 1/2 hours.

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

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

HA 105 WAYS OF SEEING
Joan Murray

This course will meet twice a week on Tuesday and Thursday, 10:30 - 12:00 a.m.

Tuesdays, I will be giving lectures primarily on 20th century art movements and artists. There will be some focus on 19th century ideas and artists with an emphasis on the end of the century. I will be particularly concerned with the

visual aspects of the works and how these function in relation to the ideas of the artists and movements as well as to the aesthetic impact on the viewer.

Thursday, during the first half of the term, this time will be spent in lectures, workshops and tutorials which will focus on helping students prepare an oral presentation on an artist or movement. They will choose from a list of possibilities that will be posted the first day of class. Students will be requested to emphasize their visual understanding of their topic through the clear use and analysis of slides or other visual material. Historical data should serve primarily as background material and the foundation on which the main focus of an oral presentation is based.

The second half or final third of the semester will be spent in presenting the slide talks. Students should feel free to include social commentary, cross arts references or any other topic as long as they can make a clear connection between the visual and non-visual elements in their talk and reinforce their thesis.

Enrollment is limited to 12, by instructor permission.

HA 113 MODERN DANCE I

TBA and Rebecca Nordstrom

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

Class will meet twice weekly for 1 1/2 hours. Enrollment is limited to 25 on a first-come basis.

HA 114 MODERN DANCE II

Rebecca Nordstrom

Continued work with the basic principles of dance movement: body alignment, coordination strength, flexibility and locomotor patterns. For students who have taken Modern I or the equivalent.

Class will meet twice a week for 1 1/2-hours. Enrollment is limited to 20, first come.

RA 141 WRITING WORKSHOP

Deborah Berkman

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

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

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

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

HA 142 SHORT STORY WRITING WORKSHOP

Lynne Hanley

This workshop is intended for students who have little or no experience in writing a short story. We will explore, through reading and writing and talking about short stories, what goes into them and what makes them work. Early assignments will focus on specific elements of fiction: character, action, setting, plot, dialogue, imagery, point of view, etc. The final assignment will be to make all these elements work together in a short story of some length.

Students will write every week, and writing assignments will be accompanied by reading assignments in which the specific device we are exploring is handled most notably by imaginative or forcefully. Readings will include essays by Joan Didion, Lillian Hellman, and John McPhee, and a wide variety of short stories. We will spend some class time discussing the reading, but most of class we will spend being each other's intelligent, attentive, and critical audience. Students should be prepared to share all their work with the class, and to read and respond helpfully to all the work of the class.

Class will meet once a week for two-and-a-half hours. Enrollment is limited to 15 by instructor permission.

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

HA 194 INTRODUCTION TO ACTING
Rhonda Blair

This course will provide an elementary foundation in acting for the stage, giving the student exposure to basic techniques in freeing the imagination, body, and voice, with the goal of developing flexibility and power. Exercises will be designed to help the actor release habitual tensions and inhibitions and to explore the rudiments of characterization. This studio course involves a great deal of exploratory and improvisational work, supplemented by readings done outside of class. Written critiques of dramatic performances (to be determined by the instructor) will be required.

Class will meet three times a week for 1 1/2 hour sessions. Enrollment is by lottery and limited to 16 students.

HA 195 THEATRE THREE: REHEARSAL AND PERFORMANCE
David Cohen

This course is designed to offer students the experience of developing a fully-mounted theatrical production under the supervision of a faculty director.

Utilizing the skills of student actors, designers, and technicians, we will serve as the collective producers of a main-stage play in the Performing Arts Center of Emily Dickinson Hall. Emphasis will be on the rehearsal/performance process. There will be extensive evening/weekend rehearsals and crew calls during October and November, and we will meet once weekly for a 1-hour production meeting. Production dates (tentative) are November 7-10 and 14-17.

Final script decision will be made by September. Play-scripts currently under consideration include *Loose Ends* by Michael Weller and a world premiere play about South America.

Enrollment is open.

HA 201 FIGURE DRAWING
Phyllis Rosenblatt

This studio course offers time for work and challenges to those interested in figurative art. It is also of value to architecture students, design students, and art concentrators.

The course will meet for three hours once a week. Enrollment is limited to 25 by instructor permission.

HA 203 STUDIO ART CRITIQUE
Joan Murray

This class will focus on faculty-student discussion of Division II studio art work. The level of competence will be that of Division II concentrators. Outside critics will be invited to participate if the quality and quantity of work warrants it.

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

HA 205 PAINTING
Phyllis Rosenblatt

Using given projects within a studio situation students will have an opportunity to experience the discipline, trials and rewards of painting. Issues will be discussed as raised by the work of each student.

Class meets for six hours once a week (includes a one-hour dinner break). All supplies will be gotten by individuals after the first meeting.

The class is limited to 18. Enrollment is on a first-come basis after proof of one prerequisite course.

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 12 students and permission of the instructor is necessary. It is the student's responsibility to arrange for interviews with the instructors. Class will meet two times a week for 2 hours.

HA 210 FILM WORKSHOP I
Abraham Ravett

This course teaches the basic skills of film production, including the development of a treatment or script, cinematography, editing, sound recording, and making titles. Students will have weekly filming assignments, and will also produce a finished film for the class.

There will be weekly screenings of student work, as well as screenings of films which address significant moments in film history, and aesthetic development. Thus, students will develop a sense of the evolution of cinematic language.

Finally, the development of personal vision will be stressed. The bulk of the work in the class will be produced in Super-8 format with an introduction to 16 mm. A \$35 lab fee is charged for this course, and provides access to equipment and editing facilities. Students are responsible for providing their own film and supplies.

The class meets once a week for four hours. Enrollment is limited to 15, to be decided by lottery, if necessary.

HA 211 STILL PHOTOGRAPHY WORKSHOP I
Sandra Matthews

This course emphasizes three objectives: first, the acquisition of basic photographic skills, including composition, exposure, processing and printing; second, familiarity with historical and contemporary movements in photography and the development of visual literacy; third, the deepening and expanding of a personal way of seeing.

Students will have weekly shooting and printing assignments and, in addition, will complete a portfolio by the end of the semester. All work for the class will be done in black and white, 35mm format.

A \$35 lab fee is charged for this course. The lab fee provides access to darkroom facilities, laboratory supplies and chemicals, and special equipment and materials. Students must provide their own film, paper and camera.

The class will meet once a week for three hours. Enrollment is limited to 15, by lottery, if necessary.

HA 214 PHOTOGRAPHY—CRITICAL ISSUES
Sandra Matthews

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

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

included. Student discussion and assignments will be part of the course.

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

HA 216 MODERN DANCE IV
Daphne Lowell

Intermediate level class intended for students with two years of training. The focus of the work will be on refining the kinesiological perception and theoretical understanding of efficient movement in order to increase accuracy, speed, and mobile strength. Attention will also be given to developing and awareness of how one invests oneself in prescribed movement.

Class will meet three times each week for 1 1/2-hour sessions. Enrollment is limited to 20 by audition the first day of class (mandatory).

HA 231 POETRY WRITING WORKSHOP
Andrew Salkey

This course will emphasize the principle that all our workshop poetry writing should be done primarily for the reception and delight of our own workshop members and with 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 provody 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 attend sensitively to analyze weaknesses, privately and in group sessions.

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

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

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

HA 236 PRINCIPLES OF DIRECTING
Rhonda Blair

This course is an introduction to basic skills needed to organize and direct a theatrical production. Primary consideration will be given to script analysis for the director and to theory and practical application of principles of staging, i.e., meanings of scripts will be studied, and then ways of translating those meanings into physical/theatrical terms will be explored.

Agamemnon, Hamlet, The Cherry Orchard, Waiting for Godot, and Top Girls will provide a basis for discussion; the course text will be Francis Hodgson's *Play Direction: Analysis, Communication, and Style*. Coursework will include preparation of director's promptbook, preparation and presentation of brief staging projects, and oral critiques of in-class projects. This course will lay the groundwork for a studio course in directing to be offered in the Spring.

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

HA 237 FICTION WRITING WORKSHOP
Andrew Salkey

This workshop will emphasize as its guiding principle that all our workshop fiction writing should be done primarily for the reception and delight of our workshop members and with 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 society.

We will encourage both on-the-spot oral critical analysis and more considered manuscript-revisiting. 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 240 WRITING
Mina Payne

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

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

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

"In its earliest use," writes Raymond Williams in *Keywords*, "history was a narrative account of events...the sense ranged from a story 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 says, "is an 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 two 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 the vogue. Nowhere 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 connective fluidity of the vogue. Nowhere 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 connective fluidity of the vogue. Nowhere 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 connective fluidity of the vogue.

This course, turning precisely to the relationship between the extremes, 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 used 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 more general concerns.

Our texts, ranging from works both "classical" and contemporary, will be drawn from the literary canon of Europe, Africa, and the Americas. Possible readings will include: C. Dickens, *A Tale of Two Cities*; Stendahl, *The Red and the Black*; G. de La Motte, *L'Amant*; G. Carpentier, *Exploits in a Cathedral*; V. S. Reid, *New Day*; G. Lamming, *Notices of My Parson*; and C. Achebe, *Things Fall Apart*.

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 forerunners in Europe, wished to appropriate for the imagination 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 three 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, the new technology. Henry James sought fidelity to consciousness, to his own as artist, and that of the characters he portrayed; the inner life became for him the register of the "real." And in the fiction of Stephen Crane, the social and the psychological are joined in a satiric and often sardonic 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 lives and of their 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 246 EURIPIDES
Robert Neagher

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 has in recent years, twice sought to make the world safe for democracy and won, in return, 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 what had begun as a defensive alliance of friends, the Delian League. In short order, her allies became her subjects in terms sufficiently subtle at first to escape full notice. Then came a war in which Athenian greed, arrogance, and brutality were summoned and exposed in the extreme, a flogging war in which the worst came out. Thucydides is, of course, the grand chronicler of the steep path down from Pericles to Alcibiades. And there is an inevitably self-revelatory experience in store for any student or survivor of the 60's in America who reads through Thucydides' account of Athenian atlas.

Camus often described our modern age as at a point of impasse to which we are driven by a poisonous logic whose auresc 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 Survivor*, 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, the literal and ethical is our greatest challenge in the face of twentieth century atrocities. Our agenda sends us in search of something worth living for (and worth letting others live for). The first philosophical question; and murder is the second. Nowhere does the pursuit of these questions and concerns bear richer fruit than in the drama of Euripides. In Euripides we confront the loss of a peoples' incentive, the desire of an integrated culture, the gulf between nomos and physis, the de-mythologizing of heroes and gods, and the clash between subverted professed ideas and current operative values. We find the death gods, the secular, humanly derived morality, and upheaval in the traditional relations between the sexes. In the theatre of Euripides we witness the most unmitigated misery and brutality ever brought to stage and we do 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 252 INTERMEDIATE DANCE COMPOSITION
Daphne Lowell

The formal structural aspects of dance composition will be studied through class exercises, assigned studies and critical analysis of select masterworks. Emphasis will be placed on form. How does one write and use form? How does a form influence or dictate its own development? How does form hold or reveal meaning? What meaning is inherent in a form? Students will practice composing movement using such formal organizing factors as rhythm, line, motor logic, ABA, theme and variation, canon, etc., and will be required to craft a five minute final project with music.

This course is intended for students who already have experience in creating original movement and at least intermediate level dance skill.

Class will meet twice a week for 2-hour sessions. Enrollment limited to 12 with instructor's permission.

HA 263 INTRODUCTION TO DANCE AND MOVEMENT EDUCATION IN PRIMARY AND SECONDARY SCHOOLS
Peggy Schwartz

Course work will include developing curricula in dance and movement for primary and secondary school settings. Through readings, visits to area schools, films and videos, and teaching experiences, students will begin to learn the art of teaching dance and movement. Admission to the course is by interview and permission of the instructor.

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

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

Possible readings will include: *A House for Mr. Blevins*, *The Mimic Men*, *In a Free State*, *In the Castle of My Skin*, *The Emigrants*, *Notices of My Parson*, *The Bridge of Beyond*, *Between Two Worlds*, *The Last Steps and Explosion in a Cathedral*.

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

HA 271 SHAKESPEARE AND WOOLF
L. Brown Kennedy

Lovers and mad men have such seeing brains, Such shaping phantasies, that apprehend more Than cool reason ever comprehends. The lunatic, the lover and the Poet. Are of imagination all compact. --*A Midsummer Night's Dream*

In the first part of the course we will read Shakespeare (*Twelfth Night*, *As You Like It*, *Leaer*, *The Tempest*, and possibly *Hamlet*) and in the latter part Virginia Woolf (*Mrs. Dalloway*, *To the Lighthouse*, *Orlando*, *A Room of One's Own*, and selected essays).

Our main focus will be on the texts, reading them from several perspectives and with some attention to the widely differing literary and cultural assumptions. However, one thread tying together our work on these two authors will be their common interest in the ways human beings lose their frames of reference and their sense of themselves in madness, love and find their selves in love or in sexuality, and find or make both self and world in the shaping act of the imagination--in writing, in poetry, or in art.

Students will be asked, accordingly, to themselves give shape to three or four short papers.

The method of the course will be directed close reading, discussion, and periodic lecture. The class will meet twice weekly for 1 1/2-hour sessions. Enrollment is limited to 25.

HA 276 HER/HIS STORY OF WAR
Lynne Hanley

Focusing on literary responses to English and American wars in this century, this course will explore both how war has changed since (the war to end all wars), and how men and women writers have differently represented their experience of war. We will begin with Doris Lessing's *Table with Legs* and the relation between the sexes, *The Marriage of Zones Three, Four, and Five*, and then discuss paired male and female texts on each war epoch. Texts will include:

- World War I: Vera Brittain, *Treatment of Youth*; Robert Graves, *Goodbye to All That*
- Pre-World War II: Virginia Woolf, *Three Guineas*; D.H. Lawrence, *Margaret*
- World War II: Doris Lessing, *A Proper Marriage*; Norman Mailer, *The Naked and the Dead*
- Vietnam: Susan Sontag, "Trip to Hanoi"; Joan Didion, "Slouching Towards Bethlehem"; Tim O'Brien, *Going After Cacciato*

About 20 pages of writing will be required. Enrollment is limited to twenty, by permission of the instructor. Class will meet twice a week for an hour and a half.

HA 279 INTRODUCTION TO TRADITIONAL AFRICAN PHILOLOGY
Charles Frye

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

- To provide students with a broad, unblemished view of the fundamental philosophical constructs which undergird traditional African societies;
- To provide students with an understanding of the basic differences and similarities between traditional African philology and that of the ancient Greeks, from which the Western philosophical tradition has arisen.

Class will meet one evening a week for three hours. Enrollment is open. A partial reading list includes: Wright's *African Philology*; An Introduction; Souwade's "African Religion and Philosophy"; Mtshali's *African Religions and Philosophy*; Blyden's *African Life and Customs*; Hutwala's *Yndaba*; By Children and Elders' *Customs and History*; *The Myth of Eternal Return*.

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HA 284 CREATIVE MUSIC: ITS THEORY AND APPLICATION
Roland Wiggins

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

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

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

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

HA 290 SEMINAR IN ELECTRONIC MUSIC/TAPE COMPOSITION
Daniel Warner

An exploration of some possible pathways into analog electronic and tape composition using modular synthesizers, tape recorders, and sound processing equipment.

Rather than circumscribe this medium by placing primary emphasis on so-called "serious music," we shall approach it through a variety of musical worlds. Thus, a seminar member may reasonably expect to listen to and discuss pieces, for example, by Brian Eno, Annette Peacock, Milton Rabbits, Laurie Anderson, and Karlheinz Stockhausen.

The specific content of the seminar sessions will be generated by the interests and directions of the seminar members, though basic techniques such as frequency modulation, amplitude modulation, filtering, etc. will form the basis of the initial discussions.

Evaluation will be based on a completed composition project. Enrollment may have to be limited due to scheduling considerations. Instructor permission required.

HA 299 PLAYWRIGHTS WORKSHOP
David Cohen

This course will focus on the craft and the process of writing dramatic material, with emphasis on the one-act play.

Functioning as a workshop, we will attempt to foster a supportive yet critical atmosphere for our writing. A large part of the learning will be a direct result of weekly readings of new script pages. Readings (plays, theory, etc.) will be assigned and established scenes analyzed in class, but the emphasis is on the actual writing. Plays by members of the workshop will receive primary consideration for production during the New Play Festival in early May.

The workshop will meet once a week for three hours. Enrollment is limited to twelve and instructor permission is required. Priority will be given to students who have taken coursework in writing, or to directing and/or design. Students wishing to enroll should submit a manuscript (any creative writing) during the course interview period in September.

Note: Students interested in pursuing project/exam work in Narrative Video or Film should consider taking this course during their Division Two Concentrations.

HA 302 IMPROVISATION
Rhonda Blier

This course will focus on the study and practice of a wide range of improvisation techniques which can be applied to both scripted and non-scripted projects.

Course goals are: 1) to help the actor expand her or his range of expressiveness and sensitivity, 2) to provide the actor with new ways of seeing dramatic action and character, and 3) to provide the actor with a new set of tools for approaching performance for the stage. Exercises will be drawn from those of Joseph Chaikin, Jerry Gradowski, and Viola Spolin, among others. The work will occur primarily during class meetings; this is a studio/performance course.

Class will meet three times weekly for 2 hours. Enrollment is limited to 12. Admission will be by audition.

HA 305 ADVANCED WRITING SEMINAR
Nina Payne

This course is offered to serious students of writing (poetry, fiction and playwrighting). Participants will be

expected to present work-in-progress on a regular basis, to give and receive intelligent criticism, and to edit and refine their own work.

Class will meet once a week for two-and-one-half hours. Readings will be drawn from the letters, notebooks and working journals of such artists as Louise Bogan, Peter Kahn, Paul Klee, Kathie Kollwitz, Flannery O'Connor, Georgia O'Keefe, Igor Stravinsky, Edward Weston and Virginia Woolf, among others.

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

HA 307 GREAT BOOKS SEMINAR
Richard Lyon

The seminar offers students a chance to read a few of the Western classics they have wanted to read but haven't had time to. Five books will be selected by the instructor and five by the students.

Seminar participants will write five short papers, discussing a term or an argument, an episode or a character in five of the books chosen. Topics will be suggested by the instructor, but students will be free to devise their own. No research will be expected or required for these papers.

The group will meet once weekly for three hours. Enrollment will be limited to 15, by lottery if necessary.

HA 310 FILM WORKSHOP II
Abraham Ravetz

This class emphasizes the development of skills in 16mm filmmaking, including preplanning (scripting or storyboarding), cinematography, sound recording, editing, and post-production. Students will have weekly assignments, and will also be expected to bring a film to completion, by conforming their original and developing a final sound track.

Students will also have the opportunity to screen seminal film works in the areas of documentary, narrative and experimental filmmaking. Additional out-of-class screenings, and some readings in the history and theory of cinema will also be assigned.

A goal of this course is the continued development of a personal way of seeing and communicating, in the context of an existing cinematic language and discipline.

There is a \$35 lab fee for this course, which entitles the student to the use of camera and recording equipment, and transfer and editing facilities. Students must purchase their own film and pay their own processing fees.

The class will meet once a week for three hours. Enrollment is limited to 12 by permission of the instructor. In general, Film Workshop I will be considered a prerequisite for this course.

HA 311 PHOTOGRAPHY WORKSHOP II
Jerry Liebling

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

Prior photographic experience is required. Enrollment will be limited to 12 students, and determined by permission of the instructor. The class will meet once a week for four hours, with extensive additional lab time available. The lab fee of \$35 entitles the student to darkroom facilities, lab supplies and chemicals. Students must supply their own film and paper.

HA 313 FILM/PHOTOGRAPHY III
Jerome Liebling

A workshop course for advanced students who have completed Film II, Photography II or the equivalent background. Students will continue to develop their creative vision, their knowledge of the aesthetic and social context of either motion picture production or photography through group and independent projects.

Class will meet once a week for 3 hours. Enrollment is limited to 15 by interview with instructor.

HAMPSHIRE COLLEGE CHORUS
Ann Kearns, Conductor

The Chorus meets on Monday and Wednesday, 4-6 p.m., in the Rectory Hall of the Music Building. Our fall season includes Bach cantatas with full orchestra and soloists for Fall Weekend, and a Winter Concert in December. In the spring we will travel to Boston. Faculty and staff are welcome. Admission is by short, painless audition; sign up at CHORUS Office by September 10. Special rehearsal for new students is September 3, and first full rehearsal is September 10.

HA 320 CREATIVE MUSIC-ADVANCED SECTION
Roland Wiggins

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

The class will meet twice weekly for two-hour sessions. Enrollment is limited to 30 and an interview with the instructor is required. Division I students may enroll with special permission.

HA 386 LABAN MOVEMENT ANALYSIS II
Rebecca Nordstrom

Continued study and application of Laban Movement Analysis theories. Emphasis will be on developing observation skills as they apply to more complex movement. Introduction to Laban's Space Harmony Scales with effort affinities. Final project will provide an opportunity for students to apply (and demonstrate facility with) LMA principles and terminology to particular areas of interest.

Class will meet twice a week for 2-hour sessions. Enrollment is limited to students who have had LMA I. Class size is 15, first come.

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

NNSNSNSNSNSNSNSNSNSN School of Natural Science

COASTAL AND MARINE SCIENCES
Coastal and Marine Sciences is a new and growing program at Hampshire and within the Five Colleges. Opportunities now exist for students to complete programs of study through courses, participation in field studies, research, and through training in oceanographic techniques. Hampshire and the Five Colleges now have cooperative arrangements with Northeast Marine Environmental Institute, Inc., a biological field station on Cape Cod, and Ocean Research Education Society (owners of Regina Maria, a 144 ft., three-masted barquentine) whose programs and facilities may be used by our students.
Key faculty members at Hampshire College are Charlene D'Avanzo, marine ecologist; Nancy Goddard, marine biologist/parasitologist; and John Beld, geologist. A marine science interest group meets regularly. A group of courses in marine biology, marine ecology and geology are regularly offered at Hampshire. Additional regular offerings are available in the Five Colleges.

WOMEN AND SCIENCE
Women and Science is an informal program in which faculty, students, and staff are involved in seminars, courses, and project advising in the following areas: scientific theories about women and the impact of these theories on women's lives, women's biology, nutrition, women's health, the role of females in human evolution, biological issues concerning gender, and the study of the participation of women in the sciences. We are also concerned with why women have not traditionally participated fully in the sciences, how to encourage women who are not interested in scientific careers), and how a substantial increase in the number of involved women may change the sciences.
For more information contact Ann Woodhull or Nancy Lowry.

Courses and other offerings:
**Human Biology (Marie Bruno, Ann Woodhull)
**Biology of Women (Kay Henderson and Mary Looney)
**Women and Science (111)(Nancy Goddard)
Elementary School Science Workshop (Marie Bruno)
Primate Behavior and Ecology (Deb Martin)
**Anthropology (Deb Martin and Barbara Ingvesson)
**Human Origins (Deb Martin)
**Library Consultation (Helaine Selin)
Other faculty involved: Ruth Rinard

**Offered this Fall
**Offered next Spring

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-carbon and energy gain: C_3, C_4, 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.

Work for the course will include problem sets, lab write-ups, a class presentation and an independent lab project.

Class will meet for ninety minutes twice a week, plus an afternoon lab session. Enrollment is open.

PHYSICAL SCIENCES AT HAMPSHIRE

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

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

Fall: ASTC 19 Space Science Spring: ASTC 20 Cosmology
ASTC 21 Stellar Structures ASTC 22 Galactic Structures
These courses are offered every year.

Chemistry

General Chemistry is a two semester course offered every other year. It is not offered 1984-85.

Organic Chemistry is a two semester course offered every year.

Mathematics: All physical scientists should take the following sequence:

Fall: The Calculus
Spring: Linear Algebra
Book seminars on advanced topics are also offered as interests arise.

Physics: General Physics A/General Physics B in a two semester 200 level sequence that can be taken in either order. The two will be offered every year in the Fall and Spring respectively. The Fall semester will emphasize applications in a specific discipline (e.g., biology and medicine, earth science or energy technology), alternating between biological and physical science focus. In Fall 84, it is earth sciences. In general, there will be one higher level book seminar per semester. Possible topics include: advanced mechanics, modern physics, solid state physics, low temperature physics, thermodynamics, electricity and magnetism.

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

NS 211 ORGANIC CHEMISTRY (FALL)

Nancy Lovry

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

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

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

ADVANCED BIOLOGY COURSES

A group of upper-level biology courses will be taught on a regular basis so that students can plan ahead to include them in their concentrations. In any given two-year period, courses in all of these topics will be offered, although the instructors and titles will not necessarily be the same each time. The complete list is shown in the course schedule, with a notation on each course showing when it will next be offered.

Offerings for 1984-85

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

Offerings for 1985-86

Fall: General Physiology, Cell Biology, Animal Behavior
Spring: Enzymes, Nutrition, Evolution/genetics

NS 220 ANIMAL PHYSIOLOGY

Ann Woodhull and Merle Bruno

Physiology is the study of how organisms work. Students in this course will study the physiology of animals (including humans) by looking at various body functions including cardiovascular, respiratory, reproductive, excretory, and nerve/muscle. The instructors are particularly interested in how animals adapt to the environment, both through long-term

evolutionary changes (comparative physiology) and short-term adaptations (such as responses to heat, cold, exercise, or altitude).

The course will include lectures, discussions, and laboratory work, and there will be readings in primary scientific papers and a textbook. Students will do substantial laboratory work in a series of five laboratory investigations in which they will be introduced to techniques for measuring aspects of their own physiology and that of some animals. There will be short writing assignments on the reading and thorough write-ups of laboratory work are expected.

Students are expected to have passed their Natural Science Division I examination and to have some skill at reading primary scientific papers. This is one of the regularly scheduled advanced biology courses intended for biology concentrators, and it is also aimed at other Division II students with an interest in health or human physical performance.

Class will meet for 90 minutes twice a week plus one three hour laboratory once a week.

NS 247 CELL BIOLOGY

Lynn Miller

The principal subject matter of this course will be the recent advances in the molecular biology of mammalian (human) cells. To do this, we will read and discuss a series of review and original research articles on the chromosomal location of the regulation of gene expression by hormones. A secondary goal (for those who need that for MCAT's or GRE's) will be to march through a textbook. The text is Alberts, et al. **Molecular Biology of the Cell.**

In the laboratory we will introduce some of the techniques and many of the instruments used in cell biology. Students will be asked to design and carry out short research projects in groups or individually.

Class will meet for 90 minutes three times a week, plus a four hour lab once a week.

NS 258 COMPUTATION STRUCTURES

Albert S. Woodhull

In this course we will explore the many levels of organization in a computer, ranging from digital logic circuitry through assembly languages up to high level programming languages such as LISP or Pascal.

Hierarchy and modularity will emerge as key principles of organization. These are powerful tools for designing and understanding modern computers.

We will explore relationships between levels of organization in computer systems, and we will do projects designed to produce familiarity with key elements of each level. There will be a considerable amount of laboratory work, mostly programming, but also introducing some principles of digital electronics.

The primary pre-requisite is a good working knowledge of at least one programming language. The intended audience of this course is students whose concentrations will include computer science, but who cannot fit entire courses in computer architecture, operating systems, and language design into their schedules.

The course will meet twice a week for 2 hours each.

NS 260 THE CALCULUS

David Kelly

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

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

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

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

Kenneth Hoffman

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

Functions and graphs

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

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

Classes will meet three times a week for 1 hour each session; additional evening problem sessions will be scheduled using on-campus teaching assistants. Regular substantial problem sets will be assigned and will constitute the heart of the course work. An optional extra half hour session after each class will be available for those needing a more comprehensive introduction to calculus.

NS 273 HUMAN EVOLUTION AND THE SOCIAL ORGANIZATION OF GENDER

Debra Martin and Barbara Ingesson

This course, taught by a physical anthropologist and a cultural anthropologist, will explore the basis for social organization of gender. We will be examining evidence for human evolution from the fossil record, data on primate behavior, and social/cultural data from contemporary gathering-hunting societies. Discussions will center around the competing hypotheses that have been generated concerning human evolution by contrasting the reconstruction of early human behavior implied by the "man-the-hunter" model with that suggested in feminist approaches which focus on the reproductive, economic, and social dimensions of women's roles in early human populations. Also explored will be the way that cultural anthropologists use social data from modern gathering-hunting societies to infer the origin and function of gender roles.

Topics to be explored include: primate behavior and assumptions about male dominance, reproductive behavior, mating patterns and kinship, sexual dimorphism and the division of labor, subsistence patterns, sharing and the distribution of food, and child socialization. Through exploration of these topics, we will come to an understanding of the strengths and weaknesses of existing models of human biological and cultural evolution. This course will also provide a basis for addressing theoretical questions regarding the sexual division of labor, and the social and cultural organization of gender cross-culturally.

Class will meet for 90 minutes twice a week.

NS 282 GENERAL PHYSICS A: PHYSICS WITH APPLICATIONS TO GEOLOGY AND EARTH SCIENCE

Herbert Bernstein, Frederick Wirth and John Reid

Two main branches of physics will be considered: mechanics and thermodynamics. Course material—examples, problems, laboratory work, applications—will be based extensively on geological and earth science systems. Concepts and information in the course will originate in the laboratory and only later be considered in a classroom setting. The laboratory will begin with observations of geological, meteorological, and physical phenomena, and then develop the idealizations that make a detailed understanding of these processes possible. Classroom work will use these observations and published research in geophysics and geology to make plain both the subject matter and the analysis involved in physics.

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

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

Note: General Physics A will alternate: in odd-numbered academic years (like 1985-6) it will have applications in bio-science; in even-numbered years (beginning with 1984-5) we will focus on earth sciences.

PHYSICS HELP

Frederick Wirth and Herbert Bernstein

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

NS 295 A6B HITCHCOCK CENTER PRACTICUM IN ENVIRONMENTAL EDUCATION

Merle Bruno and Nancy Darmstadter

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

A. Integrated Environmental Education

This program emphasizes the development and implementation of an activity-oriented environmental education program. Partici-

points will work with the Hitchcock Center staff leading Amherst area school children on environmental field trips. The program provides an opportunity to learn about and facilitate environmental learning experiences while offering familiarity with environmental education resources and teaching methods.

Participants are expected to complete a variety of short reading and writing assignments, assist with one field trip per week, complete a small project, attend two elementary school presentations, and write a final paper.

Evaluation will be based on completion of all assigned work and full and regular participation in all scheduled meetings.

Class will meet Monday afternoons 1-4 and field trips are held on Wednesday or Thursday mornings.

B. Environmental Curriculum Development

Participants work with the School Program Coordinator to develop and implement environmental classroom presentations. Students meet with the coordinator once a week at a mutually convenient time to develop an original presentation to be presented to the class. Participants are expected to participate in several classroom presentations and complete the assigned reading. A written description of an original presentation is required.

Evaluation will be based on reliability, quality of presentations, and written work.

Five College Students may request a P/F final grade.

*School Program Coordinator, Hitchcock Center for the Environment.

ASTFC 12 SPECIAL TOPICS IN ASTRONOMY

Susan Edwards

Recent developments in astronomy will be examined in a seminar format. Topics include formation of the solar system, planetary rings, space astronomy, stellar activity, binary stars, cataclysmic variables and extra-terrestrial life. Enrollment is limited, permission of instructor required. Prerequisite: NS 101 or 103 or equivalent. To be given at Smith College. Offered in alternative years--will be given Fall 1984.

ASTFC 13 THE SOLAR SYSTEM

John Kwan

An introductory course dealing with civilization's evolving perception of our nearest neighbors in the universe. Slightly more advanced than introductory survey courses in astronomy and intended for students who desire a deeper understanding of ancient and classical conceptions of the sky; the Copernican revolution; the many motions of the Earth and planets, their causes and consequences; the tides and their influence; the surfaces, atmospheres, and interiors of the planets and their satellites; minor objects in the solar system; and the origin and evolution of the Earth and other planets.

Prerequisite: High school algebra

Text: Exploration of the Universe by George Abell.

NS 320 BOOK SEMINARS IN MATHEMATICS

David Kelly

Whenever a group of students decide that they'd like to learn a certain piece of mathematics, they are encouraged to meet with one of Hampshire's mathematical faculty members to arrange a book seminar.

Students in a book seminar will meet with an instructor for one hour each week and amongst themselves several hours each week.

Topics which have been proposed for book seminars include:

- **Modern Algebra:** The study of algebraic structures such as groups and fields, with applications to number theory, geometry, physics, and puzzles.
- **Div. Grad. Calc.:** Basic tools and results of multivariable calculus useful for the study of electric and magnetic fields.
- **Probability:** The mathematics of chance and theoretical background for statistics.
- **Complex Variables**
- **Differential Equations**

NS 333 HEALTH ISSUES SEMINAR

Kay Henderson

This seminar is for Division III and upper Division II students whose interests focus on health related issues. The class will be run in a journal club style with each participating member presenting a one hour seminar on current research in the field. Students will be expected to distribute an abstract and bibliography one week prior to their presentation. The one presenter a commitment from all members to be informed discussants at every meeting. The enrollment is limited to 12 students, instructor permission. Class will meet one evening per week.

NS 339 TOPICS IN ANTHROPOLOGY

Deb Martin and Barbara Yngvesson

This colloquium is a meeting ground for students whose concentrations include an anthropological perspective. We will gather every other week for discussions of current issues in anthropology, viewing of films, presentations of student or faculty work, and possible presentations by outside speakers.

Class will meet in the evening for 2-1/2 hours every other week.

NS 340 BEHAVIOR SEMINAR

Raymond Coppinger

This seminar is intended for advanced students in animal behavior. We will review and discuss the literature, concentrating on journal articles and other literature which are relevant to the subject matter will revolve around the physiological, anatomical, and evolutionary antecedents of behavior. We will emphasize the technique and present a series of research questions which in anthropology, viewing of films, presentations of student or faculty work, and possible presentations by outside speakers.

Seminar will meet once a week for 90 minutes.

NS 348 CRYOPHYSICS

Fred Wirth

Cryophysics involves the production and maintenance of very low temperatures (0.05-4 K), to explore the peculiar behavior of "ice" in both bulk and superfluid form. No more than four of these students can be accommodated in work that will take place both here and at the University of Massachusetts. This will be a graduate-level research course concentrating on laboratory techniques and data acquisition. Students must have extensive previous experience in both physics and general laboratory skills. Enrollment limited to 4, instructor permission required. Meeting times TBA, but you must have one large free afternoon or evening block for serious lab work.

ASTFC 19 PLANETARY SCIENCE

William Dent

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

ASTFC 19 is an introductory course in planetary science for physical science majors with an interest in the solar system. The course will survey current knowledge of the interiors, surface features and surface histories of the terrestrial planets and planetary satellites; the structure, composition, origin, and evolution of the atmospheres of the terrestrial and Jovian planets; asteroids; comets; planetary rings; and the "origin of the solar system. Special emphasis will be placed on the results of recent spacecraft missions to Venus, Jupiter, and Saturn. We especially encourage science students from outside of astronomy to take the course.

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

ASTFC 21 STARS AND STELLAR EVOLUTION

Tom Arny (lectures)
Lyn Dennis (labs)

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

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

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

ASTFC 37 OBSERVATIONAL OPTICAL ASTRONOMY

Richard White

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

Two 90 minute lectures and one evening laboratory per week.

Prerequisites: ASTFC 21 and 22.

ASTFC 43 ASTROPHYSICS I

E. R. Harrison

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

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

School of Social Science

SS 107 HISTORY OF FEMINISM

Margaret Cerullo

The question, "What is feminism?" is in part a historical one. The purpose of this course is to look at the development of feminist thinking historically, from Mary Wollstonecraft to Simone de Beauvoir. We will be looking at the historical predecessors of the "second wave" of feminism which erupted in the late 60s to understand to what extent our current debates are repeating historical ones, and to what extent they represent new departures. Each text will be situated in its historical context as well as in relation to our own. Specific authors will include: Mary Wollstonecraft, Mary Shelley, John Stuart Mill, Harriet Mills, Angelina Waldegrave, Sojourner Truth, Elizabeth Cady Stanton, Susan B. Anthony, Angela, Hibel, Charlotte Perkins Gilman, and Virginia Woolf. Themes will include the relationship of feminism to capitalism and to the traditions of socialism; the historical tension between feminism and the black movement in the United States, particularly the debates around the fifteenth amendment; the significance of women's "homosocial" bondings and the historical emergence of lesbianism; and sexuality, motherhood, and domesticity in black and white feminist theory.

There will be frequent short writing assignments as well as a final paper. The class will meet for two hours once a week. Enrollment is limited to 20 students; first come, first served, with a lottery if necessary.

SS 121 THE AMERICAN CENTURY: WHAT HAPPENED?

Carol Bengelsdorf, Margaret Cerullo, Allan Krass

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

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

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

SS 127 ELECTIONS IN AMERICA

Robert Rakoff, Susan Douglas

The purpose of this course is to analyze the 1984 presidential election from a critical and historical perspective. Readings and lectures will explore theories of democracy and participation and will also survey the history of elections in America. We will study the development of the role of the mass media in the electoral process, examining which aspects of the candidates and the issues are emphasized, and which ones understated or ignored. The underlying goal of the course is to understand the role elections play in maintaining the legitimacy of the political system. Special attention will be paid to the participation, both past and present, of women and minorities in the political process.

In addition to completing a series of selected readings, students will be expected to follow the 1984 campaign in a journal. There will be several short written assignments and a final paper which could serve as a Division I examination in either Social Science or Communications and Cognitive Science. The class will meet twice a week for two hours each session. Enrollment is open.

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and internationally. At the same time, attention will be directed to the transformations wrought upon basic values and structures by complex social changes and the intrusion of a new international environment upon Japan's traditional order.

Active participation in class discussions, one short paper and one long paper, and regular attendance are expected. The class will meet once a week for two and one-half hours each session. Enrollment is limited to twenty-five students; first come, first served.

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

SS 307 LAW, JUSTICE AND EDUCATION
Hedwig Rose

"CONGRESS DEBATES SCHOOL PRAYER" -- "SCHOOL COMMITTEE REMOVES BOOKS FROM LIBRARY" -- "TEACHER FIRED FOR WEARING TURBAN" -- There are clearly many issues which could serve as the focus for a course such as this, but the fact that school attendance is compulsory presents each of us with the most intimate example of the intertwining of law and education. How pervasive is this relationship? What are some of the direct effects of this on policy and the educational process? Does the law express our values? Are practices in school consistent with these values? In this course we will examine some of the current topics confronting American education with an eye toward understanding the historical context in which the role of law emerged to adjudicate controversies in school. We will consider the civil rights of teachers and students; compulsory schooling; the separation of church and state; equal educational opportunity as concept and law; and finally, we will analyze the function of the law and the school in a democratic society and the function of the law in educational policy.

Students are expected to attend classes and prepare readings, short and long papers/projects, do observations, and participate fully in the inquiry. Format will insure seminar-style participation, but this will be alternated with lectures by faculty as well as invited guests. Because of the number and variety of readings, all required assignments as well as most of the suggested materials will be available on reserve at the library. A bibliography containing these and other titles will accompany the syllabus. The class will meet for two and one-half hours once a week, with additional meetings to be arranged. Enrollment is limited to sixteen students; instructor permission required. Students with interests in law, education, and public policy will be given preference. Five College grades will be given.

SS 311 WOMEN AND WORK: WORKSHOP IN RECENT FEMINIST POLITICAL ECONOMY
Laurie Nisonoff

The past twelve years have witnessed a blossoming of theoretical and case-study examinations of the interrelationship of gender and capital. Some of the research has been located in specific practices, time, and culture; other research has been more directed towards theoretical critique and reconstruction. We will examine issues such as: survey material on the actual work lives of women, both in the workplace and the home; the role of women in the new professions; the relationship between "paid" and "unpaid" work; the relationship between the home and the market; the development of the service sector; the "feminization of poverty"; the "feminization of policy"; women in the global factory; and feminism and workplace democracy. We will pay attention to both the content of the research and the development of a feminist research methodology. Texts will include works such as: *Women and Revolution*, ed. by Lydia Sargent; and the forthcoming *Fifth Special Issue on the Political Economy of Women* of the *Review of Radical Political Economy*.

This course will be organized as a seminar with students assuming a substantial responsibility for discussion. Some background in feminist studies, political economy, history, or politics is expected. This course is designed for advanced Division II or early Division III students, but may also be used to fulfill the integrative seminar requirement if topic of project is appropriate. The class will meet once a week for two hours. Enrollment is limited to twelve; instructor permission is required.

SS 313 RACE, CLASS AND SCHOOLING
Rudy Torres

This course will examine recent works that address issues related to learning and schooling in a culturally and structurally pluralistic urban society. It will explore the nature and consequences of the processes and contexts that characterize the relationship between culture, education and the political economy. Special attention will be given to studying social class, culture and ethnicity in and outside the classroom setting, and the implications of the changing class composition of Third World communities for educational theory, policy, and social change. Although we will focus on education and culture in the United States, selective comparisons will be made with other societies and educational systems to assess the significance and implications of differential opportunity, access, and outcome for distinctive sociocultural groups.

The course will be conducted as a seminar with student-led discussions of the assigned readings. For a final project, students will write a paper on a topic relating to culture and education. The class will meet for two hours once a week. Enrollment is limited to fifteen students; first come, first served.

SS 329 DOMESTIC VIOLENCE
Gloria I. Joseph

Domestic violence for too long been a "closeted" aspect of daily life in American society. Breaking the silence surrounding this crime is an imperative. The design of this course is to research the various types of domestic violence within our culture with an emphasis on discovering causes and reasons for the perpetuation of these time honored practices. The impact of race, sex and class, and the influence of cultural variables will be systematically integrated into the study of domestic violence. Topics will include: child abuse, sibling violence, battered women, fratricide, rape, incest, violence against the elderly and handicapped.

In this excellent course films and guest speakers will further stimulate and enhance the sessions. The class will meet twice a week for one and one-half hours each session. Enrollment is limited to twenty students; instructor permission required.

SS 339 TOPICS IN ANTHROPOLOGY
Barbara Yngvesson, Debra Martin

This colloquium is intended as a meeting-ground for students whose concentrations include an anthropological perspective. We will gather one evening every other week for discussions of current issues in anthropology, films, presentations of speakers of faculty or possible presentations by outside speakers. Enrollment is open.

SS 341 PORNOGRAPHY AND THE LAW: IMAGES OF WOMEN AND CHANGING CONCEPTS OF OBSCENITY
Mary Ellen Burns, Susan Douglas

This class is an advanced seminar for Division II and Division III students interested in women's studies, the law, media, and related fields. The course will explore the evolution of pornography and obscenity laws in the United States in the 20th century from an historical and legal perspective. We will study selected cases through which American society has attempted, by defining what is legally "obscene," to define and redress attitudes and norms surrounding sexuality and sexually explicit material. In conclusion, we will study the changing images of women in various pornographic and non-pornographic materials. We will analyze the portrayal of women in films, detective and pulp magazines, pin-up posters, the "crime comics" of the late 1940s and early 1950s, and in Playboy and other contemporary sexually explicit publications. Throughout this survey, we will examine the similarities between the portrayal of women in pornographic materials and their portrayal in mainstream popular culture. We will also consider the current debates over pornography within the feminist community.

Students should be prepared for an extensive reading list. The class format will be primarily discussion, with occasional lectures and slide shows. Students will research and write one major paper. The class will meet for two and one-half hours once a week. Enrollment is limited to thirty students; instructor permission required.

Division III Integrative Seminars

THIRD WORLD WOMEN AND FEMINISM
IN 391 Joseph

NEW WAYS OF KNOWING
IN 393 Bernstein

WOMEN AND SCIENCE
IN 395 Gaddard

IN 391 THIRD WORLD WOMEN AND FEMINISM
Gloria I. Joseph

This course will ask what effect the feminist movement has/had on the lives of Third World women world wide. It will look specifically at the role of the multinationals in the exploitation of Third World women and the political action taken by women's and other groups to stem the tide.

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

IN 393 NEW WAYS OF KNOWING
Herbert Bernstein

Beyond the groves of academe, many people face the personal and political problem of putting disciplinary excellence to use for the greatest good. To address this question requires that we 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 many of its major applications as recombinant DNA and nuclear technology needs close scrutiny.

The record 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? How 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, Feysault, Lakatos, and Roskin in order to gain a shared vocabulary and direction. Participants will bring to our group discussions 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 three hours.

IN 395 WOMEN AND SCIENCE
Nancy Gaddard

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

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

Division I Proseminars

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

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

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

PROSEMINARS

PRIMATE COMMUNICATION CCS 110	Feinstein
INNATENESS CCS 111	Weisler
SIX SOUTHERN WRITERS: A SENSE OF PLACE? HA 139	Kennedy
AMERICAN LANDSCAPES HA 145	D. Smith
FROM PAGE TO STAGE HA 150	Cohen
GODS, BEASTS AND MORTALS: THE BEGINNINGS AND THE END OF POLITICAL THEORY HA 152	Neagher
THEMES IN HUMAN DEVELOPMENT: INTIMACY AND SOLITUDE HA 163	Bottigier
HUMAN BIOLOGICAL VARIATION: ISSUES IN "RACE" AND GENDER SS 123	Martin Gaddard
EVER SINCE DARWIN SS 198	Miller, et al.
PEASANT REVOLUTION AND VILLAGE SOCIETY IN MODERN CHINA SS 116	Johnson

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course guide

HAMPSHIRE College

Codes

ARB Arts Building
CSC Cole Science Center
EDH Emily Dickinson Hall
FPH Frankline Patterson Hall
MDB Music and Dance Building
PFB Photography and Film Building
RCC Robert Crown Center

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
PAC Performing Arts Center

TBA To Be Announced or Arranged

Schedule of Classes

C&CSC&CSC&CSC&CSC&CSC&CSC&CSC Communications & Cognitive Science

Course	Instructor	Enrollment Method	Limit	Time	Place	
CCS 103	Human Memory	Baker-Ward	Lottery	20	TTh 9-1030	FPH 104
CCS 107	Reasoning: Intro to Logic	Wall	Open	None	MW 3-5	FPH 102
CCS 110	Private Communication	Feinstein	Prosem	16	TTh 1030-12	FPH 102
CCS 111	Innateness	Weisler	Prosem	16	W 730-10pm/TBA	FPH 103/TBA
CCS 112	Computers in Everyday Life	Miller, Muller, TBA	1st Come	48	MWF 1030-12	FPH WLH
CCS 127	Elections in America	Douglas/Rakoff	1st Come	30	MW 1-3	FPH 108
CCS 129	Women and Morality	Michaels	1st Come	20	W 1030-1	FPH 106
CCS 143	Visual Literacy/Media Crit	Jones	InstrPer	25	WF 1030-1230	FPH ELH
CCS 205	Minimalist Journalism	Kerr	Lottery	15	MW 9-1030	FPH 105
CCS 221	Intro to Cognitive Science	Garfield, et al	1st Come	30	TTh 1030-12	EDH 2
CCS 223	Issues in Behavioral Devel	Baker-Ward	InstrPer	20	MW 7-830pm	FPH 105
CCS 296	Data Structures	TBA	InstrPer	16	TBA	TBA
CCS 303	Computer Science Conc Sem	Iba	Concentrator	None	MW 3-5	CSC 126
CCS 306	Video Production Seminar	Jones	InstrPer	10	W 2-5	TV Class
CCS 308	Philosophy of Psychology	Garfield	InstrPer	20	W 1030-130	FPH 104
CCS 317	Machine Learning/Puzzle Solv	Iba	Prereq	None	TTh 130-3	Kiva
CCS 318	Media Campaigning	Miller	InstrPer	10	T 12-3	EDH 2
CCS 319	Adv Seminar on Vision	Stillings	InstrPer	12	M 1230-3	FPH 103
CCS 320	Automata Theory	Wall	InstrPer	20	TTh 1-3	FPH 102
CCS 341	Pornography and the Law	Burns/Douglas	InstrPer	30	T 1230-3	CSC 114

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

Course	Instructor	Enrollment Method	Limit	Time	Place	
HA 105	Ways of Seeing	Murray	InstrPer	12	TTh 1030-12	ARB
HA 113	Modern Dance I	Nordstrom/TBA	1st Come	25	TTh 9-1030	MDB Dance
HA 114	Modern Dance II	Nordstrom	1st Come	20	TTh 1030-12	MDB Dance
HA 139	Six Southern Writers	Kennedy	Prosem	15	TTh 1-230	FPH 106
HA 141	Writing Workshop	Berkman	Lottery	16	MW 3-4	FPH 107
HA 142	Short Story Writing Workshop	Hanley	InstrPer	15	TBA	TBA
HA 145	American Landscapes	D. Smith	Prosem	16	MW 9-1030	EDH 4
HA 150	From Page to Stage	Cohen	Prosem	20	TTh 9-1030	EDH 1
HA 152	Gods, Beasts and Mortals	Meagher	Prosem	20	TTh 830-1030	FPH 106
HA 159	Man-Made Environment	Juster/Pope	Open	None	WF 2-4	EDH 3
HA 163	Themes in Human Development	Boettiger	Prosem	20	TTh 9-1030	FPH 103
HA 194	Introduction to Acting	Blair	Lottery	16	MWF 1030-12	EDH Div4

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Course	Instructor	Enrollment Method	Limit	Time	Place	
HA 195	Theatre Three	Cohen	Open	None	TBA	EDH Div4
HA 201	Figure Drawing	Rosenblatt	InstrPer	25	Th 930-1230	ARB
HA 203	Studio Art Critique	Murray	InstrPer	15	T 6-9pm	ARB
HA 205	Painting	Rosenblatt	1st Come	18	W 1-7pm	ARB
HA 209	Making Places/Exp of Design	Juster/Pope	InstrPer	12	WF 1030-1230	EDH 3
HA 210	Film Workshop I	Ravett	Lottery	15	T 9-1230	PFB
HA 211	Still Photo Workshop I	Matthews	Lottery	15	M 1-430	PFB
HA 214	Photography/Critical Issues	Matthews	Open	None	TTh 1-330	PFB
HA 216	Modern Dance IV	Lowell	Audition	20	MWF 1030-12	MDB Dance
HA 231	Poetry Writing Workshop	Salkey	InstrPer	16	T 130-3	EDH 4
HA 236	Principles of Directing	Blair	Open	None	TTh 1030-12	EDH Div4
HA 237	Fiction Writing Workshop	Salkey	InstrPer	16	Th 130-3	EDH 4
HA 240	Writing	Payne	InstrPer	15	T 930-12	EDH 4
HA 243	The Fiction of History	Marquez	Open	None	TTh 130-3	EDH 1
HA 246	Euripides	Meagher	Open	None	TTh 1-3	FPH 104
HA 251	Am Lit Rlsm:Twain, James, Crane	Lyon	Open	None	TTh 1030-12	FPH 103
HA 252	Int Dance Composition	Lowell	InstrPer	12	MW 1-3	MDB Dance
HA 263	Intro/Dance & Movement Ed	Schwartz	InstrPer	20	MW 9-1030	MDB
HA 269	Contemp Caribbean Fiction	Marquez	Open	None	TTh 1030-12	CSC 126
HA 271	Shakespeare and Woolf	Kennedy	Open	25	TTh 9-1030	FPH 107
HA 276	Her/His Story of War	Hanley	InstrPer	20	TBA	TBA
HA 279	Intro/Trad African Philo	Frye	1st Come	20	W 6-9pm	Enfield Masters
HA 284	Creative Music	Wiggins	InstrPer	15	MW 1-3	MDB Class
HA 290	Sem/Electron Music/Tape Comp	D. Warner	InstrPer	TBA	TBA	TBA
HA 299	Playwrights Workshop	Cohen	InstrPer	12	W 1-4	EDH 4
HA 302	Improvisation	Blair	Audition	12	MWF 1-3	EDH Div4
HA 305	Adv Writing Seminar	Payne	InstrPer	12	Th 930-12	EDH 4
HA 307	Great Books Seminar	Lyon	Lottery	15	M 3-6	FPH 104
HA 310	Film Workshop II	Ravett	InstrPer	12	M 130-5	PFB
HA 311	Photo Workshop II	Liebling	InstrPer	12	W 130-530	PFB
HA 313	Film/Photography III	Liebling	InstrPer	15	T 9-12	PFB
HA 320	Creative Music/Advanced	Wiggins	InstrPer	10	TTh 1-3	MDB Class
HA 386	Laban Movement Anal II	Nordstrom	1st Come	15	TTh 1-3	MDB Dance
	Hampshire College Chorus	Kearns	Audition	None	MW 4-6	MDB

W/R/W/R/W/R/W/R/W/R/W/R/W/R Writing/Reading Program

Course	Instructor	Enrollment Method	Limit	Time	Place	
WP 101	Basic Writing	Ryan	1st Come	16	TTh 11-12	PH A-1
WP 103	Writing/ESL Students	Ryan	1st Come	16	TTh 12-1	PH A-1
WP 105	Writing Workshop	Berkman	Lottery	16	MW 3-4	FPH 107

NSNSNSNSNSNSNSNSNSNSNSN School of Natural Science

Course	Instructor	Enrollment Method	Limit	Time	Place	
NS 101	Extraterrestrial Intelligence	Dennis	Open	None	MW 3-430	CSC 302
NS 104	Optics and Holography	Hafner	1st Come	20	F 1-4	CSC 3rd fl
NS 107	Evolution of the Earth	Reid	1st Come	20	MF 9-1030/MorW 1-5	FPH 104/Field
NS 121	Human Biology	Woodhull/Bruno	Open	None	MW130-3/M3-430, W3-430	CSC 114/Lab
NS 123	Human Biological Variation	Martin/Goddard	Open	None	TTh 130-3	EDH 1
NS 129	Biology/New Eng Small Farm	Winship, et al	Open	None	TTh 1030-12/T 1-330	FPH 104/Field
NS 172	The Nuclear Age	Krass	Open	None	MWF 9-10	CSC 126
NS 180	Aquaculture in HC Bioshelter	D'Avanzo	InstrPer	10	Tl-3, Th1-5, F1030-1130	CSC 2nd fl Open
NS 184	Energy Utilization/Hampshire	Wirth	1st Come	20	MWF 1030-1130	CSC 302
NS 198	Ever Since Darwin	Miller, et al	Prosem	None	MWF 9-1030	FPH 106
NS 206	Marine Ecology	D'Avanzo	Open	None	MW1030-12/W130-330	CSC 2ndfl Open/Lab
NS 208	Plant Physiology	Winship	Open	None	MW 9-1030/W 130-5	CSC 3rdfl Open/Lab
NS 211	Organic Chemistry	Lowry	Open	None	MWF9-1030/MorT 1-3	CSC 114/Lab
NS 220	Animal Physiology	Woodhull/Bruno	Open	None	TTh 1030-12/Th130-430	CSC 114/Lab
NS 247	Cell Biology	Miller	Open	None	MWF1030-12/W1-5	CSC 114/Lab
NS 258	Computation Structures	Al Woodhull	Open	None	TTh 1-3	CSC 202
NS 260	The Calculus	Kelly	Open	None	MWF 1030-12	CSC 126
NS 261	Intro Calc/Computer Model	Hoffman	Open	None	MWF 1030-12	FPH 102

Schedule, Spring Term 1985/19

Course	Instructor	Enrollment Method	Limit	Time	Place	
NS 273	Human Evol/Soc Organiz/Gender	Martin/Yngvesson	Open	None	TTh 1030-12	FPH 107
NS 282	General Physics A	Bernstein, et al	1st Come	20	TTh1-230/Th230-5	CSC 302/3rd fl Lab
NS 295A&B	Practicum/Environ Ed	Bruno/Darmstadter	See Course	Description		
ASTFC 12	Spec Topics/Astronomy	Edwards	Prereq	None		Smith
ASTFC 13	The Solar System	Kwan	Prereq	None		UMass
NS 320	Book Sem in Mathematics	Kelly	Open	None	TBA	TBA
NS 333	Health Issues Seminar	Henderson	InstrPer	12	T 630-8pm	CSC 302
NS 339	Topics in Anthropology	Martin/Yngvesson	Open	None	Alt W 7-930pm	FPH ELH
NS 340	Behavior Seminar	Coppinger	Open	None	Th 130-3	CSC 114
NS 348	Cryophysics	Wirth	InstrPer	4	TBA	TBA
ASTFC 19	Planetary Science	Dent	Prereq	None		UMass
ASTFC 21	Stars and Stellar Evolution	Arny/Dennis	Prereq	None	TTh 230-345	MHC
ASTFC 37	Observ Optical Astronomy	White	Prereq	None		Smith
ASTFC 43	Astrophysics I	Harrison	Prereq	None		UMass

School of Social Science

Course	Instructor	Enrollment Method	Limit	Time	Place	
SS 107	History of Feminism	Cerullo	1st Come	20	W 1-4	EDH 1
SS 116	Peasant/Rev/Village Soc/China	Johnson	Prosem	16	TTh 9-1030	FPH 105
SS 121	Am Century: What Happened?	Bengelsdorf, et al	1st Come	25	TTh 130-3	FPH 107
SS 123	Social Order/Disorder	von der Lippe	Prosem	16	MW 1030-12	PH B-1
SS 126	Classics/Political Economy	Hogan	Prosem	16	MW 3-430	FPH 106
SS 127	Elections in America	Rakoff/Douglas	1st Come	30	MW 1-3	FPH 108
SS 137	Sociology of Medicine	von der Lippe	Lottery	16	TTh 130-3	PH B-1
SS 157	Human Aggression	Poe	1st Come	20	MW 130-3	FPH 104
SS 169	Modern Political Thought	JLades, et al	Open	None	W 930-12	EDH 2
SS 173	Ethnographic Film	Glick	Open	None	F 9-12	FPH MLH
SS 201	Capitalism and Empire	Holmquist, et al	Open	None	TTh 9-1030	FPH ELH
SS 204	Enlightenment to Revolution	Fitch/Landes	Open	None	MW 130-3	EDH 2
SS 210	Introductory Economics	Warner	Open	None	TTh 130-3	FPH WLR
SS 214	U.S. Labor History	Nisonoff	Open	None	TTh 1030-12	FPH 105
SS 218	Pub Pol/Am Welfare State	Berman/Rakoff	Open	None	TTh 130-3	FPH 108
SS 219	Jews in Modern History	Berman/Glick	Open	None	TTh 1030-12	FPH 108
SS 223	Polit Econ/Black Americans	Hogan	Open	None	MW 1030-1230	FPH 103
SS 227	Schooled in Conflict	Breitbart/Torres	InstrPer	15	W 930-12	FPH 108
SS 244	Capital and Community	Breitbart/Warner	InstrPer	15	MW 130-3	FPH 107
SS 257	Polit Econ of Africa	Ford, et al	Open	None	TTh 130-3	CSC 126
SS 263	New Directions/History	Fitch/Slater	1st Come	20	MW 1030-12	EDH 1
SS 273	Human Evol/Soc Organiz/Gender	Yngvesson/Martin	Open	None	TTh 1030-12	FPH 107
SS 277	Cognitive Social Psych	Poe	1st Come	20	TTh 1030-12	FPH 106
SS 287	Environ Law/Social Policy	Burns	Open	None	MW 3-430	FPH 105
SS 291	Inventing the New World	Graham	Open	None	TTh 130-3	FPH 103
SS 292	Making History: Abortion Law	Gallagher	1st Come	25	W 1030-1230	FPH 105
SS 295	America and the Third World	Lake	1st Come	25	TTh 130-3	FPH 105
SS 296	Japan: Trad/Adapt/Transform	McLendon	1st Come	25	W 3-530	FPH 104
SS 307	Law/Justice/Education	Rose	InstrPer	16	MW 3-530	FPH 103
SS 311	Women and Work	Nisonoff	InstrPer	12	W 1-3	FPH 106
SS 313	Race/Class/Schooling	Torres	1st Come	15	W 1-3	FPH 105
SS 329	Domestic Violence	Joseph	InstrPer	20	MW 9-1030	FPH 107
SS 339	Topics in Anthropology	Yngvesson/Martin	Open	None	Alt W 7-930pm	FPH ELH
SS 341	Pornography and the Law	Burns/Douglas	InstrPer	30	T 1230-3	CSC 114

Division III Integrative Seminars

Course	Instructor	Enrollment Method	Limit	Time	Place	
IN 391	Third World Women & Feminism	Joseph	1st Come	20 Div VIII	MW 1-3	FPH ELH
IN 393	New Ways of Knowing	Bernstein	InstrPer	None	W 1-4	Kiva
IN 395	Women and Science	Goddard	Open	None	W 1-3	CSC 126

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OPOPOPOPOPO Outdoors Program

Course	Instructor	Enrollment Method	Limit	Time	Place	
OP 103	Wilderness 1st Aid/Rescue	T. Kyker-Snowman	1st Come	15	W 1-5/F 1-3	CSC 202
OP 105	Canoe Tripping	T. Kyker-Snowman	1st Come	12	Th 1-530	EDH 2
OP 111	Beg Top Rope Climbing	K. Kyker-Snowman	1st Come	12	T 1230-530	RCC
OP 112	Advanced Rockcraft	K. Kyker-Snowman	InstrPer	8	Th 1230-530	RCC
OP 113A	Adv Top Rope Climbing	Garmirian	InstrPer	12	T 1230-530	RCC
OP 113B	Adv Top Rope Climbing	Garmirian	InstrPer	12	W 1230-530	RCC
OP 147	A Yellowstone Odyssey	Warren	InstrPer	12	T 1-3/Th 1-5	FPH ELH
OP 150	Philo Experiential Ed	Warren/Light	1st Come	12	WF 1030-1230	PH A-1

RARARARARARARAR Recreational Athletics

Course	Instructor	Enrollment Method	Limit	Time	Place	
RA 101	Beg Shotokan Karate	Taylor	Open	None	MWF 6-8pm	RCC
RA 103	Int Shotokan Karate II	Taylor	InstrPer	None	TThSun 6-8pm	RCC
RA 104	Adv Shotokan Karate	Taylor	InstrPer	None	TThSun 8-9pm	So Lounge
RA 106	Aikido	Sylvain	Open	None	TTh 1245-2	So Lounge
RA 108	Beginning T'ai Chi	Gallagher	Open	None	W 1230-145	So Lounge
RA 109	Continuing T'ai Chi	Gallagher	Open	None	W 2-315	So Lounge
RA 110	Women's Self Defense	DiAnne	Open	None	TTh 1130-1230	So Lounge
RA 112	Beginning Hatha Yoga	Leskes Ward	Open	None	M 330-430	So Lounge
RA 113	Continguing Hatha Yoga	Leskes Ward	Open	None	W 430-6	So Lounge
RA 116	Fencing	Weber	Open	None	TTh pm	RCC
RA 117	Physical Fitness Class	Ridders	1st Come	75	TF 1205-105	RCC
RA 118	Aerobic Workout	Laliberte	Open	None	TF 430-530	RCC
RA 120	Shim-Gum-Do	Sanchez	Open	None	M330-630/F4-6	So Lounge
RA 122	Basic Scuba Certification	Stillman	Prereq	None	M6-730pm/730-9pm	Pool/RCC
RA 125	Kayak Rolling/Open Session	Harrison	Open	None	TBA	Pool
RA 126	Beg Whitewater Kayaking (X)	Harrison	1st Come	5	W 1-230/F 12-6	Pool/River
RA 127	Beg Whitewater Kayaking (Y)	Harrison	1st Come	5	Th 1-230/F 12-6	Pool/River
RA 128	Novice Whitewater Kayaking	Harrison	1st Come	7	Th 230-4/T 12-6	Pool/River
RA 132	Kayak Trip	Harrison	See Course Description			
RA 135	Wormgod Soccer	Marburg/McCarthy	Open	None	TTh 4-6	Playing Field
RA 136	Ultimate Frisbee	Goldstein, et al	Open	None	M-F 4-6	Playing Field
RA 138	Sailing	Smith	1st Come	12	See Course Description	
RA 139	Windsurfing	TBA	1st Come	12	See Course Description	
RA 141	Women's Team Basketball	Adams	1st Come	12	See Course Description	
RA 142	Team Volleyball	Meredith	1st Come	12	See Course Description	
RA 145	Badminton	Norvell			See Course Description	

FOREIGN LANGUAGE PROGRAM

Course	Instructor	Enrollment Method	Limit	Time	Place	
FL 101	Intensive French	TBA	Interview	10	MTWTh 3-5	PH A-1
FL 102	Intensive Spanish	TBA	Interview	10	MTWTh 3-5	PH B-1

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RA 113 CONTINUING HATHA YOGA
Vivian Leske Ward

This class builds on the work of RA 112 - Beginning Yoga, deepening experience with the postures and introducing meditation.

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



RA 116 FENCING
Will Weber

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

This class is held on Tuesday and Thursday evenings in the Robert Crown Center. Enrollment is open. To register sign-up on the bulletin board at the RCC or attend the first class.



RA 117 PHYSICAL FITNESS CLASS
Renate Rikkers

This course is designed to promote good health, flexibility, cardiovascular efficiency, and a sense of well-being. There is lively music, fun, and camaraderie. The class is equally appropriate for the athletic and the sit-abouts. It will help you feel better and work more efficiently.

The class will meet on Tuesdays and Fridays from 12:05 to 1:05PM in the Robert Crown Center. Enrollment is limited to 75; open to all students, faculty, staff and family members. Register at Career Options Office 6-13 Franklin Patterson Hall. There is a one-time a year \$5 registration fee to help pay for equipment.



RA 118 AEROBIC WORK-OUT
Karen Laliberta

This class is an exercise and aerobic work-out. It consists of a 15 minute stretching period (from head to toe), a 30 minute aerobic work-out (jogging, jumping jacks, kicks, etc.), and 15 minutes of individual body parts work-out plus a cool-down stretch. This is not an aerobic dance class. Anyone can do this class - male and female, and walk-ins are welcome.

Classes meet from 4:30 to 5:30PM on Tuesdays and Fridays on the Playing Floor of the Robert Crown Center. Enrollment open. To register sign-up on the RCC bulletin board or attend the first class.



RA 120 SHIM-GUM-DO
Anthony Paul Sanchez

Shim-Gum-Do is meditation in action. Shim means mind or primary point. Gum means sword. Do means path. Buddha said all life is created by mind alone. Gum is the function of this primary point. What is good? What is bad? What is high? What is low? Become clear! What is true? What is false? Do means correct life. What is correct life? If you put down I, me, myself, then you and I can become one with this universe. If red comes then one sees red, if blue comes then one sees blue. Zen says if you attain your true self then you attain the correct Way and True Life. This is the Way of Zen, the way of Shim-Gum-Do Zen Martial Arts. In Shim-Gum-Do we say cut-thinking, go straight, become clear.

This class meets from 3:30 to 6:30PM on Mondays, and 4 to 6PM on Fridays in the South Lounge of the Robert Crown Center. Enrollment is open. Register by attending first class.



RA 122 BASIC SCUBA CERTIFICATION
David Stillman

This is a N. A. U. I. sanctioned course leading to basic Scuba certification. One and one-half hours of pool time and one and one-half hours of classroom instruction per week.

Classes meet at the Robert Crown Center pool on Mondays from 6:00 to 7:30PM, and elsewhere in the R. C. C. from 7:30 to 9PM for classroom instruction. Fee: \$160 plus mask, fins and snorkel. All other equipment provided. Pre-requisite: adequate swimming skills. Enrollment open.



RA 125 KAYAK ROLLING - OPEN SESSION
Linda Harrison

The Kayak Rolling session will take place in the RCC pool. It is designed for those students who are unable to schedule the beginner class but would like the opportunity to orient themselves in a boat and learn the eskimo roll (tip a kayak right side up after capsizing). This is one of the most important skills for building self-confidence in a boat as well as an important safety skill. All students in the Hampshire College community are invited. Students planning on taking a Beginner or Novice Kayak Class are encouraged to practice and develop their roll during this time. This will be an unstruc-

ured class where students work at their own pace and skill level. Guidance and critique will be available from the instructor. Due to the non-formality of the class there will be no evaluations.



RA 126 BEGINNING WHITEWATER KAYAKING (X)
Linda Harrison

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

Class will meet Wednesdays from 1:00 to 2:30PM for pool session and on Fridays from 12 Noon to 6:00PM for river trips. Following Fall break Friday's class will meet from 1:00 to 2:30PM only. To register sign-up on the bulletin board in the Robert Crown Center during the week of matriculation. Enrollment limit 5.



RA 127 BEGINNING WHITEWATER KAYAKING (Y)
Linda Harrison

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

Class will meet on Thursday from 1:00 to 2:30PM for pool session and on Friday from 12:00 Noon to 6:00PM for river trips. Following Fall Break Friday's class will meet from 1:00 to 2:30 to 4:00PM only. To register sign-up on the bulletin board in the Robert Crown Center during the week of matriculation. Enrollment limit 5.



RA 128 NOVICE WHITEWATER KAYAKING
Linda Harrison

For people who have taken the beginning kayak class, or who have had some previous beginning instruction. Class 11 rivers will be paddled to practice the basic whitewater skills along with tuning fundamental skills in the pool.

Classes will meet on Thursday from 2:30 to 4:00PM for the pool session and on Tuesday from 12:00 Noon to 6:00PM for the river trips. Following Fall Break Tuesday's class will meet from 2:30 to 4:00PM only. To register sign-up on the bulletin board in the Robert Crown Center during the week of matriculation. Enrollment limit 7.



RA 132 KAYAK TRIP
Linda Harrison

Summer sun, warm water, and fall colors can be enjoyed when engaging in Kayak Bay Trips. Trips will be geared to varying skill levels of Beginner, Novice, and Intermediate.

Students who are not currently enrolled in a structured Kayak class/as well as those enrolled are encouraged to participate. Learn an eskimo roll prior to going out on the river and enhance the day's experience. More detailed information about each trip is available in the Robert Crown Center.

Trips will take place on Saturday, generally 9:00AM to 3:00PM starting in April. To register sign-up at the Robert Crown Center before 6:00PM on Friday prior to each trip. This is a Non-Credit activity.



RA 135 WORKWOOD SOCCER
Grainger Harburg and Trish McCarthy

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

Soccer will meet on Tuesday and Thursday from 4:00 to 6:00PM on the playing field. To register sign-up on the bulletin board in the Robert Crown Center. Enrollment unlimited. This is a Non-Credit activity.

Organizational meeting on Monday, September 10th at 7:00PM in the RCC.



RA 136 ULTIMATE FRISBEE
Ivan Goldstein, Amy Seidl and Edmund Lovson

A fast moving sport which will help develop agility and physical conditioning. Frisbee is a new game to many people, so beginners both women and men, are especially encouraged to come and play. Games are often scheduled with outside groups.

The Ultimate Frisbee group will meet Monday through Friday from 4:00 to 6:00PM on the Playing Field. To register sign-up on the bulletin board in the Robert Crown Center. Enrollment unlimited.

Organizational meeting on Monday, September 10th at 7:00PM in the Robert Crown Center. This is a Non-Credit activity.



RA 138 SAILING
Thomas Soth

Learn to sail on a small maneuverable fiberglass boat, a Sunfish. The Sunfish has proven to be an excellent instructional craft and will be used throughout the course.

The course will include: Nautical Terms; Reading the Wind; Small Boat Handling; Boat Maintenance; Racing Techniques.

Class will meet for an organizational meeting on Monday, September 10th at 7:00PM in the Robert Crown Center. To register sign-up on the bulletin board in the RCC prior to the meeting. Enrollment limit 12. A modest fee may be charged for travel. Class times to be announced.



RA 139 WINDSURFING
TBA

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

Class will meet for an organizational meeting September 10th, at 7:00PM in the Robert Crown Center. To register sign-up on the bulletin board in the RCC prior to the meeting. This is a Non-Credit Activity. Enrollment limit 12.



RA 141 WOMEN'S TEA: BASKETBALL
Kokie Adams

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

Women Hoopsters will meet for an organizational meeting on September 10th, at 7:00PM in the Robert Crown Center. To register sign-up on the bulletin board at the RCC prior to the meeting. This is a Non-Credit Activity. Enrollment limit 12.



RA 142 TEAM VOLLEYBALL
Mike Meredith

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

Volleyball will meet for an organizational meeting September 10, at 7:00PM at the Robert Crown Center. To register sign-up on the bulletin board at the RCC prior to the meeting. This is a Non-Credit Activity. Enrollment limit: 12



RA 145 BADMINTON
Sandy Norvell

This basic to intermediate course is for those who wish to learn the sport of badminton or sharpen your skills. Basic equipment will be provided.

This is a Non-Credit Activity. An organizational meeting will be held on Monday, September 10th at 7:00PM in the RCC. The course will run 3 times per week from September 10th through Thursday, October 25th. An option play on the club will follow upon completion of the course. To register sign-up on the Robert Crown Center Sports Board prior to the meeting.

SPSPSPSPSPSPSP Special Programs



BUSINESS AND SOCIETY

Hampshire's Business and Society Program is designed for students who intend to include a business/economics component in their fields of concentration. The Program emphasizes three factors in developing an individual plan of study: a) the importance of placing the study of business in a context that is investigative, questioning, and socially informed; b) the primacy of intellectual skills and certain areas of general knowledge; and c) the need to define a particular focus within the broad area of business and economics that is pursued with depth and sophistication.

Hampshire students have been unusually creative in proposing programs that combine wide-ranging liberal arts interests with the study of the business/economic environment in which these interests take concrete form. Careers or further graduate study have been pursued in health care administration, international business, agricultural economics, performing arts administration, environmental and energy economics and urban design, to name a few. Hampshire students are also known for a propensity to launch their own businesses, often within an alternative management framework.

The better graduate schools of business prefer students without narrowly defined "majors" in business. The need for the early planning of a concentration cannot be overstated. For more information about options; Five College resources, and graduate school expectations, contact Stan Warner or Fred Weaver.

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 associated with computers to assisting those who need to use the computer as a tool in their academic work or those who are especially interested in the ways in which computers and similar technologies impact on the individual and on society.

On-campus computing facilities include a VAX 11/750 computer with terminals as well as a number of stand-alone microcomputers. VAX terminals are located in Library room G-10 and Otis Center room 313. These are available for use during regular building hours. The VAX is complemented after hours and from other locations. The VAX is complemented by DEC Rainbow and Apple personal computers which are available in G-10 and on the third floor of the Library. Other special purpose microcomputers are maintained by the Schools of Natural Sciences and Communications and Cognitive Science. For further information contact any of the faculty listed below:

Communications and Cognitive Science

- Jay Garfield
- Glenn Iba
- Richard Muller
- Nell Stillings
- Robert Wall

Humanities and Arts

- Roland Viggins

Natural Sciences

- David Kelly
- Lloyd Williams (on leave)
- Albert Woodhull

Social Sciences

- Nancy Fitch
- Don Poe

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 the groups of which the child is a part; what in the impact of different philosophies, policies, cultural norms, and political pressures on the structure and character of education.

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

Relevant offerings will vary with each student's special needs and/or interests. Students planning to enter the teaching field should be concerned with a sound preparation for teaching, which should include special courses in philosophy and psychology of education, some of the selected courses central to the student's program, general knowledge, speaking and writing skills, and sufficient background to understand and teach a general school curriculum. Students preparing to teach in secondary schools must also be proficient in a specific field. Contact Dana Davis, program assistant, for information regarding teacher certification and/or to make an appointment with Betty Rose, coordinator of Education and Child Studies, for help in planning a concentration. Students should also watch the Weekly Notices and the Ed/Child Studies bulletin board for important information and special announcements throughout the year, or call extension 409.

FEMINIST STUDIES

The Feminist Studies program aims to raise critical feminist questions of the established traditions and to open new areas of research and speculation. With its roots in the feminist movement, feminist studies seeks not only to interpret women's experience but to change women's condition. We are committed to acknowledging the diversity of women's lives and to incorporating challenges based on race, class, and sexuality into our program. Faculty in all four schools of the college contribute to planning and teaching courses in economics, politics, sociology, history, law, science, biology, nutrition, psychology, literature, and communications. Through our programmatic ties and shared perspectives, we strive to dissolve the disciplinary boundaries which separate us.

The Feminist Studies program encourages women students to think and plan for their distinctive needs during their undergraduate careers, and for the special challenges they will confront as women after graduation. We emphasize future possibilities rather than stereotypical expectations of women's roles. Students can concentrate in concentrations or they can incorporate feminist studies into concentrations available at all three divisional levels.

- The following list of courses provides a sample of those offered:
 - "Women in Africa" looks historically at African women in pre-colonial, colonial and independent Africa.
 - "Black Women, White Women: Literature, Politics and Our Lives" considers the relevance of women's literature, the experience with which it deals and political implications of the social conditions it portrays.
 - "Gender, Family and the State: contemporary history in China, theoretically roots of the feminist family in China, Africa, Europe, and the United States.
 - "Women's Writing, Women's Desire: Issues in Recent Feminist Theory" surveys the recent debates within literature and critical theory over gendered construction of writing by women writers within the French (Lacanian) psychoanalytic and Marxist traditions.
 - "Images of Women in Popular Culture" looks at the portrayal of women in the mass media in the twentieth century.
 - "Feminist Theory: Politics of Sexuality" is a course about the historical construction of female sexuality and its relation to women's subordination.
 - "Women and the City" examines capitalism and patriarchy's impact on cities, and women's simultaneous experience as prisoners and shapers of urban life.
 - "Biology of Women" introduces students to science through a study of their own body structures and functions.
 - "Nutritional Issues for Women" addresses nutritional differences between men and women. The course both explores current research and introduces students to basic nutrition concepts.

THIRD WORLD STUDIES

The Third World Studies Program examines the manner in which political, cultural, and economic configurations in Africa, Asia, Latin America, and North America both reflect and condition international systems of power. Events in Third World nations are considered in terms of the aspirations of people towards new social orders, greater freedom, material prosperity, and cultural autonomy.

The influence over the Third World by industrialized nations is examined from historical and contemporary perspectives. Students are encouraged to extend their knowledge beyond the confines of conventional categories such as "state," "class," "race," "culture," and "gender" are used in the program. Their appropriateness and interpretive implications are continually questioned.

Students pursuing Division II concentrations in Third World Studies explore the local and global forces that created and sustain a situation in which the majority of the world's population is referred to as a "third world"; the significant differences among Third World areas in respect to these forces; the contribution of the Third World to industrialized nations; power and influence; and the changes that are increasingly putting the industrialized nations on the defensive in world politics. Students in Third World Studies normally formulate a concentration topic while enrolled in the course "Capitalism and Empire," and their concentration should contain provisions for substantial foreign language proficiency. Students in the program draw upon course offerings and other learning activities within the Five College community as they proceed to advanced work.

FOREIGN LANGUAGES/LANGUAGE STUDIES

Hampshire College has no special foreign language departments although instruction in French and Spanish is offered (by contract with Language Program Consultants) at the introductory and intermediate levels through intensive courses. Proficiency in a foreign language alone cannot be presented to fulfill a divisional requirement in any of the Schools. But, fluency in a divisional requirement 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, no 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 Consultants in Prescott 101D at extension 526, or Mark Feinstein at extension 350.

LAW PROGRAM

Law is a phenomenon that touches many aspects of our lives. The Law Program examines issues in law and society from a variety of perspectives and through numerous activities. These perspectives and activities cut across School, divisional, and other boundaries within the College. They involve courses, independent studies, public events, field study support and supervision, and development of library and other resources.

The breadth of the Law Program is a direct reflection of the range of interests exhibited by the students and faculty who participate in it. In the spirit of the College's liberal arts approach to education, the Law Program is not primarily intended as a "pre-law" curriculum. Some students do go on to law school; most, however, only wish to include the study of law in their undergraduate education. (Pre-law counseling is done by Lester Mazor.)

Faculty members of the Program, whose interests are described below, regularly offer courses at all three divisional levels that address questions pertaining to law. Division II courses are viewed as central to any student designing a Concentration that includes investigation of legal phenomena. Independent work may be carried out in cooperation with Law Program faculty.

Mary Ellen Burns, an attorney, has experience in litigation involving toxic waste and other aspects of environmental law. Janet Collier's legal experience lies mostly in the realm of reproductive rights. Jay Garfield is interested in the philosophy of law, applied ethics, social and political philosophy of law, affirmative action, and reproductive rights. Lester Mazor examines legal history, philosophy of law, the legal profession, criminal law, labor law, and family law. James Miller's work includes issues in communications law, such as First Amendment questions and copyright. Donald Poe investigates the dynamics of jury decision-making. Barbara Yngvesson is interested in dispute resolution and legal aspects of social control in cross-cultural contexts.

The way to indicate your affiliation with the Law Program and to keep informed of its activities is to place your name on the mailing list maintained in the School of Social Science in Room 218 of Patterson Hall (ext. 409). For further information contact Jay Garfield, Prescott House, ext. 401.

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Faculty

Communications & Cognitive Science

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

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

Mark Feinstein, associate professor of language studies and dean of the School of Communications and Cognitive Sciences, holds a Ph.D. in linguistics from the City University of New York and a B.A. from Queens College, where he has also taught. He is a phonologist whose main research interest is currently in syllabic structure. He has done extensive research on the sound system of Shikha, a language of Sri Lanka. Among his other teaching and research interests are sociolinguistics, neurolinguistics, and animal communication and behavior.

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 concerns the model of explanation used by behaviorists with that of contemporary cognitive psychologists.

Glean Heil, 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 solving, both as done by humans and by computers. He is also interested in the use of ideas from artificial intelligence in cognitive science and in alternatives in education.

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

David Kerr, associate professor of mass communications and director of Merrill House, has a B.A. from Miami University in Ohio, and an M.A. from Vanderbilt University. His teaching experience includes courses in communication research and journalism history. His educational interests include the radical production, media criticism, interpersonal and group communication, and rhetoric. He has had professional experience as a theatre producer, social worker, and English teacher (in Torino, Italy). He has additional academic and extracurricular interests in photography, film music, acting, directing, and educational theory.

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

James Miller, associate professor of communications, received his Ph.D. from the Annenberg School of Communications at the University of Pennsylvania. His interests span theoretical issues and practical problems in several areas of the social control of public communication. They include corporate communication, mass communication, technology, and the occupational, organizational, and industrial structure of communication production. He is also involved in cultural studies, especially those that explore the political and ideological aspects of popular entertainment and news. He has a growing interest in the media cultures of France, Canada, and Cuba.

Richard Miller, associate professor of communication and computer studies, holds a B.A. from Amherst College and a Ph.D. from Syracuse University. He has been director of Instructional Communications and associate director of the Hampshire College Library Center. He is interested in the use of personal computers in education and in the home, the social and cultural consequences of the dissemination of this study, and the implications of programming languages and techniques, and outdoor education.

David Rosenbaum, associate 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 neuropsychology of cognition and behavior. Mr. Rosenbaum is on leave for the fall term of 1984.

Hell Swillocks, 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.

Robert Wall, visiting professor of mathematics, received his B.S., M.A., and Ph.D. from Harvard University. He is currently on leave from the University of Texas at Austin where he teaches courses in both computer science and linguistic theory. Professor Wall is the author of *Introduction to Mathematical Linguistics* and a co-author of *Introduction to Montague Grammar*. His research interests are in automata theory, model theory, mathematical linguistics, and linguistic theory.

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

Christopher Witherspoon, associate professor of philosophy, is mainly interested in philosophical problems of mind, knowledge, language, art, and criticism. His undergraduate work was at Arkansas Tech, and his graduate work at Berkeley. Mr. Witherspoon is on leave for the fall term of 1984.

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

Rhonda Blair, assistant professor of theatre, holds a Ph.D. in Theatre and an M.A. in Slavic Studies from the University of Kansas. She has also received her M.A. in theatre from active actor/director) and theory/criticism. Before coming to Hampshire she taught at the University of Kentucky and has actively participated in the administration of the *Woman's Theatre Project* of the American Theatre Association.

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

S. Pennon Brade, assistant professor of philosophy, although mainly interested in 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 thought from Yale University where he is currently a candidate for a Ph.D.

David Cohen, Assistant professor of theatre, holds a B.A. in Theatre honors from the University of Massachusetts and M.F.A. in playwrighting from Brandeis University. He has written for Broadway, television, and film and has taught playwrighting and theatre arts at the University of Montana, South Carolina, and George Mason in Virginia. David regularly produces festivals of new student plays. His own new play, *Baby Grand*, was recently seen at Theatre-in-the-Works at U. Mass.

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 research interests include oriental religion and philosophy with an emphasis on Africa, Black Studies administrative and curricular development, and Jungian psychology. His degrees are in higher education, African studies and political science. He has done consulting work in the humanities and directed an interdisciplinary studies program.

Roberto Marques, professor of Hispanic-American and Caribbean literature, has worked for the World University services in Peru and Venezuela, served as area coordinator of the migrant education program at Middlesex County in Massachusetts, and published translations of Latin American poetry. He holds a B.A. from Brandeis and a Ph.D. from Harvard. Professor Marques will be on sabbatical leave during spring term 1985.

Sandra Matthews, assistant professor of film/photography, has a B.A. from Redcliffe 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.

Robert Mesinger, professor of philosophy of religion, has a B.A. from the University of Notre Dame and an M.A. from Chicago. His publications include *Personalities and Powers, Reasoning, Teaching Stones, Rethinking the Political, and An Introduction to Aquinas*. He has taught at the University of Notre Dame and at Indiana University.

Joan Barclay 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 shows at Hampshire and the University of Connecticut and in a one-person show at Goddard. She has also served as a student critic and lecturer at a number of New England Colleges.

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

Mina Payne, associate 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 curriculum vitae appears in a wide variety of journals, most recently in the *Massachusetts Review* and *Ploughshares*. She has taught writing at Hampshire since 1976.

Earl Pope, professor of design, holds a B. Arch. degree from North Carolina State College and has been design and construction critic for the Pratt Institute in New York City. He has been engaged in private practice since 1962. Professor Pope will be on sabbatical leave spring term 1985.

Lynne Ranley, visiting assistant professor of literature and writing, was graduated from Cornell, took her master's degree at Columbia, and earned her doctoral degree in English at the University of California at Berkeley. Her fields are English and American literature, the novel, composition and creative writing, and women's studies.

Arthur Hoener, professor of design, was formerly chairman of the design department of the Massachusetts College of Art. He holds a B.F.A. and M.F.A. from Yale University and a certificate from Cooper Union in New York City. His sculpture and design work have been widely exhibited, and he has served as graphic design consultant for the Boston Society of Architects and the Boston architectural Center. Professor Hoener will be on leave academic year 1984-85.

Clayton Rubbs, 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. Professor Rubbs will be on sabbatical leave during fall term 1984.

Joanna Rubbs, 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. Professor Rubbs will be on sabbatical leave during fall term 1984.

Norton Juster, professor of design, is a practicing architect, designer, and writer whose books include *The Phantom Tollbooth*, a children's fantasy; *The Spot and the Line*, a mathematical fabric made into an Academy Award-winning animated film; and *So Sweet to Labor*, a book on the lives of women in the late nineteenth century. Norton's B. Arch. is from the University of Pennsylvania and his M.A. from the University of Liverpool on a Fulbright scholarship. Professor Juster will be on sabbatical leave spring term 1985.

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 studied choral conducting at Juilliard. She serves as liaison to the Five College Early Music Program and edits for publication performing editions of Renaissance choral compositions.

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

Abraham Revett, assistant professor of film and photography, holds a B.A. in psychology from Brooklyn College, a B.F.A. in filmmaking and photography from the Massachusetts College of Art, and an M.F.A. in filmmaking from Syracuse University. Complimenting his teaching and photography, Revett has also worked as video tape specialist and media consultant.

Phyllis Rosenblatt, associate professor of art, holds a B.F.A. from Cooper Union and an M.F.A. in fine arts from Yale University School of Art. Phyllis has taught design, drawing and painting in several combinations at Pratt Institute, N.Y. Institute of Technology, New York College and Massachusetts College of Art and Design.

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

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

David E. Smith, professor of English and American Studies, is also Co-Dan for the Humanities in the School of Humanities and Arts. He holds a B.A. from Middlebury College and M.A. and Ph.D. from the University of Minnesota. He has been at Hampshire since it opened, 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, is a Harvard graduate, he has taught in high schools and colleges, directed federal community relations programs for deans, and has published as a sociologist, playwright, and novelist.

Daniel Warner, visiting assistant professor of music, holds a B.M. from Capital University Conservatory of Music, M.M. from the University of Cincinnati Conservatory of Music, M.F.A. and Ph.D. in Composition from Princeton University. Professor Warner has taught at Bard College where he taught composition, and was engaged in recording studios and in his course. He has also set up the electronic music studio at that college.

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Richard Albert, faculty associate in political science and associate dean of the faculty and director of planning, has served on the research staff of the Urban Institute in Washington, D.C. His B.A. is from Hobart College and his Ph.D. from Harvard.

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

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

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

Mary Ellen Burns, visiting assistant professor of legal studies, has a B.A. from Harvard and a J.D. from New York University School of Law. For the past four years she has been an environmental lawyer in the New York State Attorney General's office where she has worked extensively on hazardous waste and ground water pollution litigation, including, for example, the Love Canal case and other law suits against major polluters. Before that her legal work included constitutional and civil liberties litigation, criminal law, poverty law, family law, and housing law.

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

Louise Farnham, associate professor of psychology, has worked in child guidance and mental hygiene clinics in Minnesota and California, and has taught psychology at Yale, Stanford, and San Francisco State. She has a B.A. and M.A. from the University of Minnesota. She will be on leave fall 1984.

Nancy Fitch, assistant professor of history, has a B.A. and M.A. from San Diego State University. She is completing her Ph.D. dissertation at the University of California, Los Angeles. Her teaching interests include European social and political history, 1500-1900, with emphasis on early modern European history, the old regime and the French Revolution, and Europe in the 19th century; women's history in a comparative perspective; agrarian and demographic history; and quantitative history. She will be on leave during spring term 1985.

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

Janet Gallagher, faculty associate and director of the Civil Liberties and Public Policy Program, is a graduate of Rutgers-Newark Law School. She has been deeply involved in civil rights and liberties issues for many years as an activist and, more recently, as an attorney. She has worked on abortion rights cases in both state and federal court. Her current research and writing is focused on coerced medical intervention in pregnancy and childbirth. She also has a particular interest in church-state aspects of the struggle over sexuality and reproduction.

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

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

Sandra L. Graham, assistant professor of history (at Mount Holyoke under the Five College Program) received her B.A. at the University of Colorado, M.A. at Cornell University, and Ph.D. at the University of Texas at Austin. She has taught in Australia. Her research interests are in social and cultural history, and particularly the overlap between history and anthropology. She has written on domestic servants in Brazil.

Lloyd Hogan, associate professor of economics, has an M.A. from the University of Chicago and has done graduate work in public affairs at the State University of New York, Albany. He is former editor of the *Journal of Business*. He is now a director for research and senior economist at the Black Economic Research Center. He is author of numerous articles and has taught at Amherst College and Harvard University. His major interests are economics of Black Americans, intellectual history, economic demography, and minority-owned enterprises.

Frank Holmquist, associate professor of politics, received his B.A. from Lawrence University, and his M.A. and Ph.D. from Indiana University. His interests are in the areas of comparative politics, political and administrative development, and American politics.

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

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

Anthony Lake, Five College professor in international relations, received his Ph.D. in international relations from Princeton. Prior to serving as Director of Policy Planning for the Department of State during the Carter administration, he was a foreign service officer (1962-1970) and special assistant to National Security Adviser Henry Kissinger (1969).

Joan B. Landes, associate professor of politics and women's studies, holds a B.A. from Cornell University and an M.A. and Ph.D. in political science from New York University. She has taught at Bucknell University. Her areas of interest include contemporary social and political thought (critical theory, psychoanalysis, and marxism); feminist theory, contemporary and historical; comparative women's history and politics; and modern political thought (seventeenth century to the present).

Maureen Mahoney, associate professor of psychology, received her B.A. from the University of California, Santa Cruz, and her Ph.D. from Cornell University. Her special interests include social and personality development, sociology of the family and history of childhood and the family. She is on leave for the 1984-85 academic year.

Lester Maxon, professor of law, has a B.A. and LL.B. from Stanford, served as law clerk to the Honorable Warren F. Burger, and has taught at Cornell Law School. His special interests include the limits of the legal process and the role and status of women in society. He will be on leave during fall 1985.

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

Donald Pook, assistant professor of psychology, received his B.A. from Duke University, his M.S. from Virginia Polytechnic Institute and State University, and his Ph.D. from Cornell University. His major areas of interest are social psychology, environmental psychology, and statistics.

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

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

Miriam Slater, professor of history and master of Dakin House until 1974, received a Ph.D. from Princeton University, where she held the first Woodrow Wilson Fellowship designed to allow a woman with children to attend graduate school half time. Her research interests include history of the family, early modern Europe, Puritanism, and history of professionalism. She has recently completed a book on women's entrance into the professions in early twentieth century America (with P. Glazer), and one on family life in the seventeenth century.

Rudy Torres, assistant professor of education, has a B.A. from the University of California, Irvine, and a Ph.D. from Claremont Graduate School where he held a Ford Foundation Graduate Fellowship. His teaching and research interests include social and political issues in education, the American political economy, Chicano politics, ethnic and race relations, and theories of economic democracy and policy reform. He has taught at the University of California at Berkeley and Loyola Marymount University.

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

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

Frederick Weaver, professor of economics and history, has a B.A. from the University of California at Berkeley and a Ph.D. from Cornell University. He has done research in Chile as a Foreign Area Fellow and has taught economics at Cornell and the University of California at Santa Cruz. His special interest is the historical and economic development of underdevelopment. He will be on leave during fall term 1984.

E. Frances White, associate professor of history and black studies, received her B.A. from Wheaton College and Ph.D. from Boston University. She has taught at Four Bay College (Sierra Leone) and Temple University. Her interests include African women and Afro-American and Caribbean social history.

Barbara Yngvesson, professor of anthropology, received her B.A. from Barnard and her Ph.D. from the University of California at Berkeley. She has carried out research in Peru and Sweden where she studied problems in the social organization of isolated communities, the political and economic organization of fishing teams, and social control processes. She has also studied lower criminal courts in the United States and is interested in problems of legal reform. Her areas of teaching include cultural and social anthropology (problems of observation and interpretation, kinship and family organization, ritual and symbolism), social theory, and the anthropology and sociology of law. She will be on leave during spring term 1985.

Five College Course Offerings By Five College Faculty

CANADIAN AND AMERICAN POLITICAL THEORY IN HISTORICAL PERSPECTIVE UNess: History 597C	Conway
INVENTING THE NEW WORLD: COLONIAL BRAZIL AND MEXICO Mount Holyoke: History 287 Hampshire: SS 291	Graham
CONTROL AND RESISTANCE: SLAVERY IN NINETEENTH-CENTURY BRAZIL UNess: History 359 Lecture and Discussion	Graham
AMERICA AND THE THIRD WORLD Hampshire: SS 295	Lake
CASE STUDIES IN AMERICAN FOREIGN POLICY Mount Holyoke: International Relations 273	Lake
JAPAN: TRADITION, ADAPTATION, AND TRANSFORMATION Hampshire: SS 296	McLendon
JAPANESE SOCIETY AND CULTURE Smith: Sociology 225a	McLendon
ANALYTICAL GEOCHEMISTRY UNess: Geology 590B	Rhodes
INTRODUCTION TO DANCE AND MOVEMENT EDUCATION IN PRIMARY AND SECONDARY SCHOOLS Hampshire: HAA 263	Schwartz
INTERMEDIATE COMPOSITION UNess: Dance 252	Schwartz
JAPAN: POLITICS AND SOCIETY Amherst: Political Science 39	Yasutomo
GOVERNMENT AND POLITICS OF JAPAN UNess: Political Science 334	Yasutomo
INVENTING THE NEW WORLD: CANADIAN AND AMERICAN POLITICAL THEORY IN HISTORICAL PERSPECTIVE John J. Conway	
In North America in the 18th and 19th centuries, British political theory separated into its whig and tory components: the whig finding its fullest expression in the United States, the tory in Canada. As a result, one country is a republic, the other a constitutional monarchy; one congressional, the other parliamentary. Both claim to be democracies. The seminar will examine this thesis together with the origins and some of the consequences of Canadian Toryism and American Liberalism.	
Hampshire: SS 291 Mount Holyoke: History 287	Sandra L. Graham
The New World was not discovered, but invented. Those who came—Portuguese and Spanish explorers, missionaries, royal administrators, merchants, and planters—each sought to impose their aspirations and habits on previously unimagined landscapes and peoples. No simple transference of Iberian traditions or institutions could succeed. Land and labor took on wholly new significances. Indians and Africans, from whom colonists would extract tribute or labor or whom they would convert to Christian belief and European ways, found ways to resist either from their own cultural past or by inventing new responses and allegiances. From the conflict, the original societies of the New World were gradually forged.	
Contrasting the colonial endeavors of Brazil and Mexico, we will examine the meaning of conquest and settlement from the distinct perspectives of Europeans, Indians, and Africans. We will read the letters of Cortes, missionary journals, reports from officials, as well as contemporary histories. We will examine evidence on the slave trade	

and consider the consequences of massive demographic change. Not only will the search for mineral wealth or the establishing of sugar plantations concern us, but also the growth of cities as centers for trade and political administration. Through such diverse expressions as ritual patterns of family life, poetry, and sometimes by flight or revolt, Africans and Indians recorded their determined cultural separateness. We will attend to that record.

Students will be expected to participate in class discussion, as well as to write two or three short exercises and a final paper. Besides selected documents and articles, reading will include sections from James Lockhart and Stuart B. Schwartz, *Early Latin America: A History of Colonial Spanish America and Brazil*. Tu, Thur 1:30-3:00 p.m. at Hampshire College. Enrollment is open.

UMass: History 359.
Lecture and Discussion.

CONTROL AND RESISTANCE:
SLAVERY IN NINETEENTH-CENTURY BRAZIL.
Sandra L. Graham

An introduction to Brazilian social history through an investigation of the particular institution of slavery and its connections to the patterns and practices of daily life in cities and on plantations. We will consider the legal and cultural assumptions by which owners sought to control slaves, as well as the ways by which slaves, singly and collectively, resisted their efforts. We will examine evidence on the slave trade and consider the distinct regional meanings of abolition. Sources include translated primary materials and several monographs. Students will write a final paper as well as short class exercises. Tu, Thur 9:30-10:45 a.m., 731 Herter Hall.

Hampshire: SS 295

AMERICA AND THE THIRD WORLD
W. Anthony K. Lake

An examination of alternative views of the Third World and possible American policy approaches toward it, covering such issues as human rights and containment; trade, debt and investment; energy; food; population growth; refugees; women and development; and foreign assistance strategies. Economic issues will be addressed from a policy rather than theoretical perspective, suitable for non-economists. Lectures and discussions.

Mount Holyoke: International Relations 273

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

An examination of some decisions that have been central to American foreign policy since World War II, covering such cases as the Korean and Vietnam Wars, the Bay of Pigs and the Cuban Missile Crisis, Hiroshima, and SALT II. In each case, policy issues and the bureaucratic and political pressures which framed the issues are examined. Enrollment limited.

Hampshire: SS 296

JAPAN: TRADITION, ADAPTATION, AND TRANSFORMATION
James McLendon

A close study of those "traditional" values and structures that have been most significant in Japan's growth during the last century into a major economic power. Emphasis will be upon issues of "fit" and "adaptation" of traditional elements to the demands of "modern" society and industrialization. A variety of approaches will be pursued. While historical data will be employed, the orientation will be analytical and interpretive, and the focus will be upon Japan today. The aim will be to gain some grasp of the part that traditional, sociocultural, political, and economic frameworks have played in the development of the modern Japanese state and economy, and the way in which they continue to shape the nation's conduct, both domestically and internationally. At the same time, attention will be directed to the transformations wrought upon basic values and structures by complex social changes and Japan's traditional order. Active participation in class discussions, one short paper and one long paper, and regular attendance are expected. Two (one and one-half hour) sessions per week.

Smith: Sociology 225a

JAPANESE SOCIETY AND CULTURE
James McLendon

Modern Japan will be studied through examination of features central to its emergence and functioning as an "advanced" nation. A brief review of the historical background and a broad overview of Japan today will set the stage for a concentrated study of fundamental cultural patterns, social structure, rural and urban life, work and other types of organizations, politics and policy-making, economic structure and business activities, and relations with other nations. Prerequisite: Sociology 101a or 101b.

UMass: Geology 990B

ANALYTICAL GEOCHEMISTRY
J. Michael Rhodes

A review of modern analytical techniques that are widely used for the analysis of major and trace elements in

geological samples. Topics to be covered will include optical emission and absorption spectrometry, X-ray fluorescence and diffraction analysis, neutron activation analysis and mass-spectrometric isotopic dilution analysis. Emphasis will be on the principles of those analytical techniques, the sources of error associated with each, and the role that they play in analytical geochemistry. Prerequisite: Petrology or Introductory Geochemistry recommended.

Hampshire: HBA 263

INTRODUCTION TO DANCE AND MOVEMENT EDUCATION IN PRIMARY AND SECONDARY SCHOOLS
Peggy Schwartz

Course work will include developing curricula in dance and movement for primary and secondary school settings. Through readings, visits to area schools, films and videos, and teaching experiences, students will begin to learn the art of teaching dance and movement. Admission to course by interview and permission of instructor.

UMass: Dance 252

INTERMEDIATE COMPOSITION
Peggy Schwartz

Continued study of the principles and elements of choreography. Emphasis is of formal aspects of choreography (phrasing, sequencing, blocking, development of movement material). Course work will include many short dance studies, solos, duets, trios and in small groups as well as a final dance project. Continued work with group improvisation. Required attendance at and critical analysis of selected dance performances.

Amherst: Political Science 39

JAPAN: POLITICS AND SOCIETY
Dennis T. Yasutomo

This course will examine political institutions and policy-making processes in contemporary Japan. Particular attention will be given to political culture and economy, issues in political participation and electoral behavior, and party recruitment. It will also raise questions concerning the widely assumed uniqueness of Japanese political behavior and, especially, decision-making style. The course will also consider the suitability of power elite and pluralist approaches for understanding the workings of the political system. Specific institutions that will be covered include parties, the bureaucracy, the Diet, major interest groups and citizens' movements.

UMass: Political Science 33a

GOVERNMENT AND POLITICS OF JAPAN
Dennis T. Yasutomo

An introduction to Japanese political institutions and policy-making processes. The course will concentrate on political parties and the electoral process, the cabinet and the Diet, the bureaucracy, interest groups, local politics and issues in foreign policy.

1985 Spring Term Preliminary Course Descriptions

C&CSC&CSC&CSC Communications & Cognitive Science

SCHOOL OF COMMUNICATIONS AND COGNITIVE SCIENCE

100 LEVEL
ABORTION: PERSONS, MORALITY, AND THE LAW Gerfield
CCS 102

OBSERVING CHILDREN AND OTHER PEOPLE: TACTICS AND TECHNIQUES Baker-Ward
CCS 118

THE CONSCIOUS AND UNCONSCIOUS MIND Scillingo
IN PSYCHOLOGY CCS 145

DATELINE: WASHINGTON, D. C. Miller
CCS 153

200 LEVEL
A HISTORY OF THE PRESS IN THE UNITED STATES Kerr
CCS 201

TELEVISION STUDIO WORKSHOP Jones
CCS 209

FROM STAGE TO SCREEN Jones
CCS 213

INTRODUCTION TO COMPUTER PROGRAMMING IN PASCAL Muller
CCS 215

NEWS CONSTRUCTION/VIDEO PRODUCTION Miller
CCS 240 TBA

WORKINGS OF THE MIND: THE PSYCHOLOGY LABORATORY Scillingo
CCS 270

PROGRESS IS OUR MOST IMPORTANT PRODUCT: AN INTRODUCTION TO THE HISTORY, PHILOSOPHY, AND ASSESSMENT OF TECHNOLOGY Gerfield
CCS 285/MS 285 Kress

300 LEVEL
MEANING AND TRUTH: ISSUES IN THE PHILOSOPHY OF LANGUAGE Gerfield
CCS 312 Weisler

SOFTWARE DEVELOPMENT WORKSHOP Muller
CCS 321

CCS 102 ABORTION: PERSONS, MORALITY, AND THE LAW
Jay Gerfield

Abortion is perhaps the hardest moral problem. It seems to pit against each other two of our deepest ethical commitments—our commitment to individual liberty and to the sanctity of human life. Abortion presents difficult and profound legal problems as well. To what extent can legislators condition or restrict abortion? Should the Constitution ban or permit abortions? Is abortion a public or a private issue in the first place?

This seminar will address these complex legal and moral issues through studying legal decisions and philosophical essays on the abortion question. Each student will have the opportunity to argue both sides of the issue in written essays and in classroom presentations.

We will emphasize the development of the skills necessary to read, criticize, write, and discuss philosophical and legal arguments and will try to do some clear thinking about difficult issues. Enrollment is open. The class will meet twice a week for 1 1/2 hours each session.

CCS 118 OBSERVING CHILDREN AND OTHER PEOPLE: TACTICS AND TECHNIQUES
Lynne Baker-Ward

Division I students planning simple experiments and professional psychologists conducting extensive research projects face a common challenge: the translation of on-going behavior into a form that can be analyzed to yield interpretable results. A similar problem must be resolved by clinical psychologists, who must summarize behavior in less formal but nonetheless objective, concise, and useful ways. This course will provide hands-on experience in observing, summarizing, and interpreting behavior. We will explore how decisions are made regarding what to observe and when to observe it, and compare alternative strategies for recording and categorizing data. Agreement between different observers, the use of video recording, the effect of the observer's presence, and other issues will be examined. While the course will focus on child behavior, the methodologies we will encounter are appropriate for observations of older subjects as well.

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and titles will not necessarily be the same each time. The complete list is shown in the course schedule, with a notation on each course showing when it will next be offered.

Offerings for 1984-85

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

Offerings for 1985-86

Fall: General Physiology, Cell Biology, Animal Behavior
Spring: Enzymes, Nutrition, Evolution/Genetics

NS 221 REPRODUCTIVE PHYSIOLOGY.
Kay Henderson

This course is a thorough exploration of comparative reproductive biology. The course will cover such topics as reproductive anatomy, gametogenesis, folliculogenesis, fertilization and implantation, pregnancy, parturition, and lactation. The endocrinology of menstrual and estrous cycles will be emphasized. Species studied will include humans, livestock, and laboratory animals. Students are expected to do an independent project and present their findings to a class symposium. Reading assignments will include both current primary literature and texts.

Students with no previous background in biology should see the instructor during the fall semester to discuss their preparation.

Class will meet for 90 minutes twice a week.

NS 233 THE ROOTS OF THE ARMS RACE
SS 233

Allan Krass, Margaret Cerullo and Jill Lewis

Why do the United States and the Soviet Union build ICBMs, neutron bombs, Trident submarines, B1 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 industrial complexes 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 the relation between spending and the economy, and the role of the 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
Debra Martin

This course will critically examine the research heritage, data base, hypotheses and conclusions of various scientists 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 sociobiology—can we predict behavior and responses based on an understanding of anatomy and biology?
The course will aim to get at the biases which permeate the scientific literature concerning the roles 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 261 INTRODUCTION TO CALCULUS AND COMPUTER MODELING FOR SCIENTISTS AND SOCIAL SCIENTISTS
David Kelly

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

Functions and graphs.
Computer simulation, calculation, and plotting
Elementary linear algebra (vectors and matrices)
Linear models (including input-output analysis, linear regression, and analysis of variance)
Concepts of the calculus (the language and its interpretations)

Difference methods (applied to approximating solutions to differential equations)
Elementary probability and statistics (including the use of interactive statistical programs to save, modify and analyze data)

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

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

NS 283 GENERAL PHYSICS B
Frederick Wirth

Selected topics in physics will be considered including electricity and magnetism, wave motion, and optics. Much of the information in this course will originate in the laboratory and then be examined in the classroom setting. Considered as a complement to General Physics A—in the sense that together the courses form a comprehensive study of introductory physics topics—the course is new. Students open to all Division II courses will presuppose a knowledge of algebra, vector manipulation and calculus, but students willing to shoulder an extra load during the first two weeks of the semester can get help with these topics. The laboratory will also be concerned with electronics, data acquisition and processing, noise reduction techniques and many other topics involving use of state-of-the-art equipment—valuable experience for anyone considering an experimental career. Please note "Physics Help" following this description.

Class will meet three times a week including one problem-solving session.
Enrollment is limited to 20 on a first come, first served basis.

PHYSICS HELP
Frederick Wirth and Herbert Bernstein

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

NS 288 OUR MOST IMPORTANT PRODUCT: AN INTRODUCTION TO THE HISTORY, PHILOSOPHY AND ASSESSMENT OF TECHNOLOGY
GCS 288

Allan Krass and Jay Garfield

The world we live in is a creature of technology. Much of our everyday life involves commerce with technological products. Our politics and science are dominated by technological interests. Arguably our society and we ourselves are artifacts formed by the very technologies we have created.

This omnipresence of technology is increasingly becoming an object of study for philosophers, historians, sociologists, and natural scientists. In this course we will survey a few of the principal philosophical, historical, and political problems technology poses. We will examine the relation between technology and science, strategies for assessing new technologies and deploying them, and the social and political merits of centralizing and decentralizing technologies and the merits of public vs. private control of technology. These four issues of public vs. private control and studies of a number of technologies. Enrollment is open. No prerequisites.

Class will meet for two hours twice a week.

NS 295 A68 HITCHCOCK CENTER PRACTICUM IN ENVIRONMENTAL EDUCATION
Merle Bruno and Nancy Darnstadt

The Hitchcock Center for the Environment can provide a variety of opportunities for students who wish to gain teaching experience in environmental education. More detailed descriptions of the two opportunities are given below. Call Nancy Darnstadt (256-6086) before you register for either of these activities.

A. Integrated Environmental Education

This program emphasizes the development and implementation of an activity-oriented environmental education program. Participants will work with the Hitchcock Center staff leading Amherst area school children on environmental field trips. The program provides an opportunity to learn about and facilitate environmental learning experiences while offering familiarity with environmental education resources and teaching methods.

Participants are expected to complete a variety of short reading and writing assignments, assist with one field trip per week, complete a small project, attend two elementary school presentations, and write a final paper.

Evaluation will be based on completion of all assigned work and full and regular participation in all scheduled meetings.

Class will meet Monday afternoons 1-4 and field trips are held on Wednesday or Thursday mornings.

B. Environmental Curriculum Development

Participants work with the School Program Coordinator to develop and implement environmental classroom presentations. Students meet with the coordinator once a week at a mutually convenient time to develop an original presentation and to learn to implement a presentation already on file. Participants are expected to participate in several classroom presentations and complete the assigned reading. A written description of an original presentation is required.

Evaluation will be based on reliability, quality of presentations, and written work.
Five College Students may request a P/F final grade.

School Program Coordinator, Hitchcock Center for the Environment

NS 296 MINERALOGY
John Reid

In this course we will investigate the formation of the group of natural compounds—minerals—that comprise the earth and that contain valuable clues about its evolution. We will start by considering the formation of the geochemical synthesis in stars and the factors governing the geochemical behavior (crystal chemistry) of the dominant elements of the earth's crust. The formation of a given mineral is dependent on the local abundances and behaviors of its constituent elements; the bulk of the course will be devoted to an understanding of these interrelationships. Mineral optics, essential to the microscopic identification of minerals, will combine with the hand specimen studies to comprise the laboratory portion of the course.

Class will meet for 90 minutes twice a week plus 1 afternoon lab.

NS 307 REAL WORLD PROGRAMMING IN FORTH
Albert S. Woodhull

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

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

Prerequisite: ability to program in any computer language.
Class will meet for 90 minutes twice a week.

NS 316 LINEAR ALGEBRA AND ITS APPLICATIONS
David Kelly

This course develops the basic geometric, algebraic, and computational notions about vector spaces and matrices and applications to a wide range of problems and models. The material will then be accessible to students who have taken either NS 251 (Introduction to Calculus and Computer Modeling for Scientists and Social Scientists) or NS 260 (The Calculus) and useful to most consumers of mathematics.

Included will be discussions of finite dimensional vector spaces, matrix multiplication, eigenvectors and geometric transformations. Applications will be made to computer graphics, physics, probability, statistics, economic and environmental models, differential equations, linear programming, and game theory.

The class will meet for four hours each week and will require substantial amounts of problem solving; enrollment is open.

NS 320 BOOK SEMINARS IN MATHEMATICS
David Kelly

Whenever a group of students decide that they'd like to learn a certain piece of mathematics, they are encouraged to arrange with one of Hampshire's mathematical faculty members to arrange a book seminar.

Students in a book seminar will meet with an instructor for one hour each week and amongst themselves several hours each week. Topics which have been proposed for book seminars include:

Modern Algebra: The study of algebraic structures such as groups and fields, with applications to number theory, geometry, physics, and puzzles.
Dis. Grad. Cur: Basic tools and results of multivariable calculus useful for the study of electric and magnetic fields.
Probability: The mathematics of chance and theoretical background for statistics.
Complex Variables
Differential Equations

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

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

SS 268 THE SPANISH ANARCHIST MOVEMENT: LESSONS FOR CONTEMPORARY DECENTRALISM
Myrna Breitbart, Martha Ackelberg (Smith College)

On July 19, 1936 when Franco attacked the Spanish Republic, two revolutions took shape—a well-documented military struggle against fascism and a social revolution which, despite its magnitude and success, historians have chosen to forget. From July 1936 until mid-1938, anarchist peasants and workers seized control over land, factories, social services and whole transportation networks in Spain, initiating the most extensive attempt yet to apply anarcho-syndicalist principles in a modern context. This course will explore the specifics of these events with an eye to revealing their implications for contemporary worker networks. Among the broader topics to be considered are: education for self-management; the relationship between workplace organizing, community organizing, urban social movements, and other forms of struggle; women and socialism; changes in the built environment; urban and rural relations; and the practices and forms of workers' control of production; and the relationship between anarchist theory and practice.

Classes will be organized in a mixture of lecture and seminar format.

SS 270 LAYERS AND THE LEGAL PROCESS
Mary Ellen Burns

Description for this course will appear in the course guide for spring 1985.

SS 274 COMPARATIVE SOCIALIST DEVELOPMENT
Carol Bengelsdorf, Frank Holmquist, Kay Johnson

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

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

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

SS 276 THE LEGAL PROCESS: WOMEN AND CHILDREN UNDER THE LAW
Mary Ellen Burns, Lester Nazor

This course is intended to meet the needs of those who desire a general introduction to legal institutions and processes, as well as to meet the need for a greater understanding of the legal rights of women and children. It will examine the changing legal status of women and children in America, both as a subject of interest in its own right and as a vehicle for the exploration of the role of law in society.

We will consider the role of courts, legislatures, administrative agencies, and the practicing bar; the relationship of the formal legal system to less formal modes of social control; the internal process of change in the law, including the development of common law, statutory interpretation, litigation and management of transactions; and the capacities and limits of the law as a vehicle for change. The greater part of this course will trace the history of law in the United States as it has concerned issues of human reproduction. To do this it has concerned issues of human reproduction. To do this it has concerned issues of human reproduction. To do this it has concerned issues of human reproduction. To do this it has concerned issues of human reproduction.

The class will meet twice a week for one and one-half hours each session. Enrollment is open.

SS 278 BLACK AND LATINO POLITICS IN THE UNITED STATES
Rudy Torres, Preston Saitch

This course is a comparative analysis of Black, Chicano and Puerto Rican politics vis-à-vis the role played by dominant political institutions at the federal, state, and local levels in the shaping of those politics. The course aims to understand the ideologies, values, and structures of political institutions and those represented by political movements, and community organizations. Particular attention will be paid to theories of race and class in the study of racial and ethnic minorities in the United States. In addition to lectures and class discussions, several documentary films and videos will be shown on various topics covered in the required reading and lectures.

Students will be evaluated on class participation and a final term paper. The class will meet once a week and is limited to fifteen students; instructor permission required.

SS 286 ABNORMAL PSYCHOLOGY
Louise Fajfhah

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. Three 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 REPRODUCTIVE TECHNOLOGY: LEGAL AND ETHICAL IMPLICATIONS
Janet Gallagher

Popular media reports on technological developments in the area of human reproduction speak of new hopes, new threats and new questions. The seminar will examine issues of access to the new technologies, their impact on public consciousness, and the individual's right to refuse them. Among the topics to be discussed: artificial insemination, in vitro fertilization, embryo transplants, surrogate motherhood, fetal surgery and neonatal intensive care.

The seminar will meet for two hours once a week. Enrollment is unlimited, but permission of the instructor is required.

SS 314 THE NATIONAL SOLUTION: AFRO-AMERICAN NATIONALISM AND ZIONISM—TWO CASE STUDIES
Aron Berman, Frances White

In this course we will study why, at certain historical moments, some oppressed peoples have turned to nationalism as a solution to their problems. Specifically, we will look at Afro-American and Zionist nationalism in order to find similarities and differences in these two important examples of nineteenth and twentieth century nationalism. We will discuss the ideological and political origins of these two movements and will attempt to determine how perceptive and accurate their analysis of perpetuating these ideologies into practice and how the nationalist groups attempted to respond to opposition from within and outsiders of their specific ethnic and racial groups. Particular attention will be given to Marxist and socialist critiques of Zionism and Afro-American nationalism in the twentieth century.

SS 318 PROBLEMS IN THE PHILOSOPHY OF LAW AND JUSTICE
Lester Nazor

What is the nature of law? What is the meaning of justice? These two questions have figured in the works of major philosophers from Plato to the present day and in the writings of legal scholars. This course will explore their ideas and seek to determine their significance for a number of topics of current concern.

A principal object of the course will be to examine the difference one's philosophic position makes to the resolution of practical problems. This emphasis will be reflected in the manner in which the course will be taught. After a brief introductory exploration of the history of legal philosophy, particular modern philosopher for intensive study. During most of the remainder of the term each student will speak on behalf of that philosopher in general class debates on a series of issues, including civil disobedience, equality, the sanctity of life, the growth of the law, the capacities of international law to contribute to world order, the relationship of law and language, the impact of science and technology upon law, and the limits of the legal order. Materials for the course will include: Friedrich, *Philosophy of Law in Historical Perspective*; Hart, *The Concept of Law*; Fuller, *The Law in Quest of Itself*; and problem materials prepared by the instructor. No previous work in philosophy or law is presupposed.

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

SS 320 PERSPECTIVES ON AMERICAN EDUCATION
Hedwig Rose

The direction of this course will be towards gaining an understanding of the historical and philosophical roots of American education. To this end we will read portions of the original works of major figures, both European and American, whose ideas have influenced our concepts of schooling. We will be concerned with the social and historical context as well as with the impact of the ideas on American schooling from Colonial times to the present day, and finally we will look at current reports and recommendations, such as the Patisia Proposal, designed to deal with the shortcomings of the present system.

The format will be seminar style, and students are expected to participate fully in the endeavor. Sometimes there will be paper presentations; at other times a short lecture/discussion will be held. The class may be divided into small groups for the focus and format of the session. Students are expected to attend class regularly, to prepare readings, short and long papers/projects, and participate in discussion. Because assignments as well as most of the suggested materials will be available on reserve at the library.

The class will meet for two hours once a week with an additional hour to be announced. Enrollment is open. Five College students may receive grades.

SS 322 IMPERIALISM AND NATIONALISM IN THE MIDDLE EAST AND NORTH AFRICA
Dqbal Ahmad

A historical and political survey of the interplay of imperialism and nationalism in the region from Pakistan to Morocco during the nineteenth and twentieth centuries.

SS 324 WOMEN'S WRITING, WOMEN'S DESIRE: ISSUES IN RECENT FEMINIST THEORY
Joan Landes, Jill Lewis

Surveying the impressive outpourings of feminist writers in the last decade, one notices a powerful struggle to create a new mode of expression and a new subject matter which speaks to women's experience. A new writing of women's desire within literature, criticism and theory has posed questions of mothering, sexuality, women's psychic embodiment, the gendered construction of sexual identity and feminist political commitment. Feminists, too, have discovered that writing carries its own "burden" and authority, a masculinist construction and its own "burden" and authority, a masculinist construction and its own "burden" and authority. The search for a new language and form is, therefore, at the core of the feminist challenge to all established discourses of the human sciences and the social-historical sciences. In this course, we will emphasize the conversation between feminism and psychoanalysis (particularly its "French" or Lacanian variants) and between feminism and Marxism. We will juxtapose the contributions of women writers (such as Sara Wittig, Virginia Woolf, Christa Wolf, and Monique Wittig) to literary critics and feminist theorists.

We will look at overlapping issues of sexual difference and desire, sexuality and power, language and bodily expression, biology and society, patriarchy and history. We will explore the writings of French feminist authors (H. Cixous, L. Irigaray, M. Monreay, J. Kristeva, and their English and American interlocutors (J. Gallop, J. Rose, J. Mitchell, etc.)). Finally we will include selections from feminist film theory and/or art criticism.

Background in feminist theory and critical theory is recommended. Seminar format. Class will meet for two and one-half hours once a week. Class size is limited to twenty students.

SS 334 COMPARATIVE HEALTH CARE: CHINA AND THE UNITED STATES
Robert von der Lippe

Often by learning more about another system or way of doing something we learn more about our own way. Similarly, by looking at ourselves while being mindful of how others act and being have we gain insights into their behavior. Sometimes the biases of cross societal analysis lead to errors and incorrect stereotypes. On the other hand, what we hope happens is greater insight, deeper analysis, increased knowledge. We hope to test these assumptions by looking at health care. We will concentrate on the delivery of health care in China and the United States in the recent past and at present. We hope to increase understanding while at the same time uncovering biases inherent in such an undertaking. We will survey urban/rural health care, public/private health care, public health practice, medical (health) education, and the organization of services in the delivery of health care.

The class will meet twice a week for one and one-half hours each session. Enrollment is unlimited but permission of the instructor is required.

UMass: Anthropology 597

COMPARATIVE ORGANIZATIONS:
JAPAN

James McLendon

An examination of organizations in formal terms and in the context of their social and cultural milieu aimed at understanding Japanese business, governmental, and other organizations as well as those in other "developed" regions of the world (Europe and America). Permission of instructor required for undergraduates.

UMass: Geology 512

X-RAY FLUORESCENCE ANALYSIS

J. Michael Rhodes

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

UMass: Geology 591V

VOLCANOLOGY*

J. Michael Rhodes

A systematic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor, and Cascade volcanism. The tectonic aspects of volcanism covered through an overview of the volcano-tectonic evolution of western North America, placing volcanism in that region in a plate tectonic and historical perspective. Prerequisite: Petrology advised.

*Institutional location of class may be changed, depending on enrollment

Peggy Schwartz

Courses to be announced.

Smith: Government 226b

GOVERNMENT AND POLITICS OF
JAPAN

Dennis T. Yasutomo

The development and functioning of the Japanese political system. Particular attention will be given to the interaction between domestic and foreign policy.

UMass: Political Science 358

INTERNATIONAL RELATIONS OF
ASIA

Dennis T. Yasutomo

Full description not available at this time.

Statement on Affirmative Action

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

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

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In all areas of education and employment, the College seeks to comply with all applicable federal and state laws and guidelines including Title VI and VII of the Civil Rights Act of 1964; Executive Order 11246 of 1965, as amended by Executive Order 11375 of 1967; Title IX of the Education Amendments Act of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

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Campus Map

KEY

- 1 Blair Hall E5
- 2 Boothouse A1
- 3 Bridge Cafe E3
- 4 Bus Stop for Five College
- 5 Charles W. Cole Science Center D2
- 6 Dakin House C3
- 7 Dakin Master's House C3
- 8 Emily Dickinson Hall F3
- 9 Dining Commons C4
- 10 Emily Dickinson Hall F3
- 11 Enfield Master's House F4
- 12 Eschbarl House E5
- 13 Fitness Trail Entrance E1
- 14 Franklin Patterson Hall D3
- 15 Greenhouses D5, E4
- 16 Greenwch House F2
- 17 Harold F. Johnson Library
- 18 Hampshire Pond A1
- 19 Harold F. Johnson Library Center E2
- 20 Kaminiski House A1
- 21 Longworth Arts Village C2
- A Film and Photography Building
- B Building of Chases Building
- C Studio Arts Building
- 22 Merrill House O4
- 23 Merrill Master's House C3
- 24 Montague Hall E5
- 25 New England Farm Center G5
- 26 Parking St. C2, C3, E2, F3, F4
- 27 Prescott House C1
- 28 Playing Fields E1
- 29 Prescott Master's House D2
- 30 Prescott Tavern C2
- 31 Red Barn E5
- 32 Robert Crown Center E3
- 33 Thomas House E5
- 34 Thomas Courtyard E1
- 35 Thomas Courts E1
- 36 Thorpe House F3
- 37 Warner House E5
- 38 Wayne Stiles House F5

LOCATION

