Academic Program

Registration

Check the course descriptions and schedules of classes thoroughly for more information. Some courses will hold semester-long classes; others will hold shorter-term classes during the year. You should register for the courses that you think will be most beneficial to your academic and personal goals.

Schedule of Classes

Schedule of Classes on Pull-Out Centerfold

Preliminary Courses

Spring Term 1985

Contents

REGISTRATION AND COURSE SELECTION

HAMPSHIRE COLLEGE ACADEMIC PROGRAM

REGISTRATION RULES AND CATALOG

CURRICULUM STATEMENTS, BY SCHOOL

LIST OF COURSES, BY SCHOOL

COURSE DESCRIPTIONS

SCHOOL OF EDUCATION AND COGNITIVE SCIENCE

SCHOOL OF ARTS AND HUMANITIES

SCHOOL OF SOCIAL SCIENCE

DIVISION I: HUMANITIES

DIVISION II: SOCIAL AND NATURAL SCIENCES

DIVISION III: ARTS AND HUMANITIES

DIVISION IV: SOCIAL AND NATURAL SCIENCES

OUTDOORS PROGRAM

SPECIAL PROGRAMS

INTERNATIONAL PROGRAMS

CULTURAL STUDIES

ENGLISH AND OTHER LANGUAGES

FRENCH STUDIES

GERMAN STUDIES

SPANISH STUDIES

COURSE SCHEDULE

FACULTY BIographies

FIVE-COLLEGE JOINT FACULTY OPPORTUNITIES

SCHEDULE OF CLASSES

Calendar

Fall 1984 Course Guide

Amherst, MA
01002
Communications & Cognitive Science Curriculum Statement

The field of communications focuses on knowledge and information in a large variety of forms. It is also tied closely 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. These effects are traceable in a wide range of intellectual questions that surround the production of the media. Communications specialists are interested in understanding these issues.

The School of Communications and Cognitive Science is also actively involved in the College's Computer Studies program, and the computer is the focus of many of our curricular activities. The major in Cognitive Science we are interested in the nature of science, or artificial intelligence, as well as the ways that can be used on mental processing if one wishes to understand it. The study of the mind is similar to a computer to at least some fundamental ways. Within the context of the Cognitive Science side of the School, a number of our faculty are concerned with the formal theory of computer science and its applications in the development of programming languages and computer software.

List of Courses

List of Courses

100 LEVELS

HUMAN MEMORY COG 102

READING: AN INTRODUCTION TO LOGIC COG 103

PRIVATE COMMUNICATION (PROBABILITY) COG 110

IMMUNITY (PROBABILITY) COG 111

COMPUTER AS EVERYDAY LIFE: PROBLEMS, ISSUES, AND TECHNIQUES COG 112

ELECTIONS IN AMERICA CS 127/SS 127

WORK AND IDENTITY COG 129

VISUAL LITERACY AND MEDIA CRITICISM CS 143

200 LEVELS

HUMANITY JOURNALISM CS 202

INTRODUCTION TO COGNITIVE SCIENCE CS 213

ISSUES IN BEHAVIORAL DEVELOPMENT COG 221

DATA STRUCTURES CS 296

200 LEVELS

COMPUTER SCIENCE CONCENTRATIONS: HUMAN CS 203/216

VISION PRODUCTION SIMUL COG 230

PHILOSOPHY OF PSYCHOLOGY: METHODOLOGICAL AND PSYCHOLOGICAL FOUNDATIONS OF COGNITIVE SCIENCE CS 231

EMERGING LOGIC IN PUZZLE SOLVING CS 317

ADVANCED SEMINAR OR VISION CS 319

AUTOMATIC THEORY COG 320

PSYCHOPHYSICS AND THE LAW: ISSUES OF WOMEN AND CHANGING CONCERNS OF IDENTITY CS 341/DS 341

For course descriptions are found in the Hampshire College Course Guide. Division I seminars are intended primarily for new students; however, enrollment space also may be available for more experienced students.

HAAH School of Humanities & Arts Curriculum Statement

Courses offered in the Humanities and Arts may appear to differ markedly from those offered at other colleges through departments, and so they do. Each of the great, traditional disciplines of inquiry (literary, historical, philosophical, etc.), rather than being the province of one department and being treated as a closed system of knowledge in itself, is treated as a perspective on the disciplines of inquiry, discovery, and creation. Often the study of a topic in one discipline is illuminated by its connection with another. Our courses reflect an interest in making these connections. Thus, for example, a course on "world views" will not be taught as a separate, independent discipline by itself but rather will introduce students to the literature of many different cultures (at the beginning of the course) and the literature of the European tradition (at the end of the course).

Likewise, our courses often deliberately make connections between the humanities and the arts. As one of the institutions involved in the arts, we consider it part of our mission to explore the relationship between the "poetry" and "the historical imperative" to which the word "art" refers (in a sense, a study of the "world view" of art). In the context of the humanities, many courses in the arts are offered, ranging from literature, film, dance, music, and theater, to the more traditional disciplines of the humanities.

100 LEVEL COURSES

WAYS OF SEEING RA 103

MATHS AND LOGIC RA 104

MATHS AND LOGIC II RA 110

MATHS AND LOGIC III RA 114

AFTER A SHORT WRITING: A SENSE OF PLACE (prosestyle)* RA 199

WRITING WORKSHOP RA 124

SHORT STORY WRITING WORKSHOP RA 124

AMERICAN LANDSCAPES (prosestyle)* RA 143

FROM PLACE TO PEACE (prosestyle)* RA 150

CREATING, BEATS AND NARRATIVE (prosestyle)* RA 150

MAJOR ENVIRONMENT: PROCESSES OF DESIGN RA 154

TREND IN ART PRODUCTION: REGIONALISM (penesthesia) RA 156

INTRODUCTION TO ACTING RA 156

THEATRE THREE: RESEARCH AND PERFORMANCE RA 199

HAMPSTEAD COLLEGE CHORUS RA 203

100 LEVEL COURSES

STUDIO ART CRITIQUE RA 205

PSYCHOPHYSICS AND THE LAW: ISSUES OF WOMEN AND CHANGING CONCERNS OF IDENTITY CS 341/DS 341

For course descriptions are found in the Hampshire College Course Guide. Division I seminars are intended primarily for new students; however, enrollment space also may be available for more experienced students.

HAAH School of Humanities & Arts Curriculum Statement

Courses offered in the Humanities and Arts may appear to differ markedly from those offered at other colleges through departments, and so they do. Each of the great, traditional disciplines of inquiry (literary, historical, philosophical, etc.), rather than being the province of one department and being treated as a closed system of knowledge in itself, is treated as a perspective on the disciplines of inquiry, discovery, and creation. Often the study of a topic in one discipline is illuminated by its connection with another. Our courses reflect an interest in making these connections. Thus, for example, a course on "world views" will not be taught as a separate, independent discipline by itself but rather will introduce students to the literature of many different cultures (at the beginning of the course) and the literature of the European tradition (at the end of the course).

Likewise, our courses often deliberately make connections between the humanities and the arts. As one of the institutions involved in the arts, we consider it part of our mission to explore the relationship between the "poetry" and "the historical imperative" to which the word "art" refers (in a sense, a study of the "world view" of art). In the context of the humanities, many courses in the arts are offered, ranging from literature, film, dance, music, and theater, to the more traditional disciplines of the humanities.

List of Courses

100 LEVEL COURSES

WAYS OF SEEING RA 103

MATHS AND LOGIC RA 104

MATHS AND LOGIC II RA 110

MATHS AND LOGIC III RA 114

AFTER A SHORT WRITING: A SENSE OF PLACE (prosestyle)* RA 199

WRITING WORKSHOP RA 124

SHORT STORY WRITING WORKSHOP RA 124

AMERICAN LANDSCAPES (prosestyle)* RA 143

FROM PLACE TO PEACE (prosestyle)* RA 150

CREATING, BEATS AND NARRATIVE (prosestyle)* RA 150

MAJOR ENVIRONMENT: PROCESSES OF DESIGN RA 154

TREND IN ART PRODUCTION: REGIONALISM (penesthesia) RA 156

INTRODUCTION TO ACTING RA 156

THEATRE THREE: RESEARCH AND PERFORMANCE RA 199

HAMPSTEAD COLLEGE CHORUS RA 203

100 LEVEL COURSES

STUDIO ART CRITIQUE RA 205
List of Courses

100 LEVEL

EXTRATERRESTRIAL INTELLIGENCE
HE 101

OPTICS AND HOLOGRAPHY
HE 104

EVALUATION OF THE EARTH
HE 107

HUMAN BIOLOGY
HE 121

HUMAN ECOLOGICAL RELATIONSHIP: ISSUES IN "MAN AND GOD" (presenters)
HE 123

BIOLOGY OF THE NEW ENGLAND SMALL FARM
HE 128

EVERY SINCE DARWIN (presenters)
HE 168

200 LEVEL

PLANT GROWTH
HE 206

PLANT PHYSIOLOGY
HE 206

ORGANIC CHEMISTRY
HE 211

ANIMAL PHYSIOLOGY
HE 220

CELL BIOLOGY
HE 247

COMPUTATION STRUCTURES
HE 315

THE CALCULUS
HE 260

INTRODUCTION TO CALCULUS AND COMPUTER MODELING
HE 261

HUMAN EVOLUTION AND THE SOCIAL ORGANIZATION OF GENDER
HE 273
HE 275

GENERAL PHYSICS 1: PHYSICS WITH APPLICATIONS TO ECOLOGY AND EARTH SCIENCE
HE 282

KNOX GYMNASIUM PRACTICUM IN EXPERIMENTAL EDUCATION
HE 295 A&B

SPECIAL TOPICS IN ASTRONOMY
ASTP 12

THE SOLAR SYSTEM
ASTP 13

200 LEVEL

BOOK SEMINAR IN MATHEMATICS
HE 300

HEALTH SERIES SEMINAR
HE 333

TOPICS IN ANTHROPOLOGY
HE 359

BEHAVIORAL SEMINAR
HE 390

COMPUTER LITERACY
HE 340

PHILOSOPHY

SCHOOL OF SOCIAL SCIENCE CURRICULUM STATEMENT

The School of Social Science at Brown University has been designed to prepare students for a variety of careers and for graduate study in the social sciences. Our goal is to provide a broad and balanced education that will enable students to think critically and analytically and to understand and analyze the complexities of contemporary social problems.

The curriculum is divided into three main areas: social science, humanities, and natural sciences. Each area is designed to provide students with a solid foundation in the knowledge and skills necessary for success in their chosen field.

The social science curriculum includes a wide range of courses in sociology, anthropology, economics, political science, and psychology. These courses are designed to develop critical thinking skills and to provide students with a solid understanding of the social forces that shape our world.

The humanities curriculum includes courses in the arts, literature, philosophy, and history. These courses are designed to develop students' appreciation of the human experience and to provide them with a broad perspective on human culture.

The natural sciences curriculum includes courses in biology, chemistry, physics, and earth science. These courses are designed to provide students with a solid foundation in the scientific method and to develop their analytical skills.

The School of Social Science curriculum is designed to provide students with the knowledge and skills necessary for success in a variety of careers and for graduate study. It is designed to be flexible, allowing students to choose courses that best meet their individual needs and interests.

List of Courses

100 LEVEL

HISTORY OF PHILOSOPHY
HE 101

PEACE AND PEACE
HE 121

THE AMERICAN EXPERIENCE: WHAT HAPPENED?
HE 122

SOCIAL ORDER, SOCIAL DISORDER (presenters)
HE 123

CLASSES OF POLITICAL ECONOMY (presenters)
HE 124

ELECTIONS IN AMERICA
HE 125

THE SOCIOLOGY OF MEDICINE
HE 126

HUMAN AGGRESSION
HE 127

INTRODUCTION TO HUMAN POLITICAL THREATENING, POWER, AND POLITICS
HE 128

ETNOGRAPHIC FIELDWORK
HE 129

200 LEVEL COURSES are designed to introduce students to the major ideas and methods of social science. These courses provide a foundation for more advanced work in social science.

300 LEVEL COURSES are designed to deepen students' understanding of the major ideas and methods of social science. These courses are intended for students who have completed introductory courses in social science.

400 LEVEL COURSES are designed to provide students with advanced training in specific areas of social science. These courses are intended for students who have completed 300-level courses and are interested in pursuing graduate study or careers in social science.
Hampshire College Course Guide

Fall Term 1984

Course Descriptions

Communications & Cognitive Science

CSC 103
HUMAN MEMORY
Lynda Beker-Vered
This course will examine the basics of human memory. We will study the principles of the information-processing perspective. We will also focus on the role of memory in everyday life and its applications to everyday situations. The course will cover a variety of topics related to human memory, including encoding, storage, and retrieval. The course will also provide a detailed overview of the major theories of human memory, including the multi-store model. Students will be expected to read and discuss the major theories of human memory and will be assessed on their ability to apply these theories to real-world situations. The course will conclude with a seminar-style discussion of the major theories of human memory.

CSC 117
ELECTRONIC MEMORY
Sue Beckett
The purpose of this course is to provide an introduction to the study of electronic memory. Students will learn the basic principles of electronic memory and will study the history of electronics and the role of electronic memory in society. The course will cover a variety of topics related to electronic memory, including the role of memory in everyday life and its applications to everyday situations. The course will also provide a detailed overview of the major theories of electronic memory, including the multi-store model. Students will be expected to read and discuss the major theories of electronic memory and will be assessed on their ability to apply these theories to real-world situations. The course will conclude with a seminar-style discussion of the major theories of electronic memory.

CSC 129
WOUND AND HEALING
Hannah Bachman
This course will focus on the study of wound healing. Students will learn the basic principles of wound healing and will study the history of wound healing and its applications to everyday situations. The course will cover a variety of topics related to wound healing, including the role of memory in everyday life and its applications to everyday situations. The course will also provide a detailed overview of the major theories of wound healing, including the multi-store model. Students will be expected to read and discuss the major theories of wound healing and will be assessed on their ability to apply these theories to real-world situations. The course will conclude with a seminar-style discussion of the major theories of wound healing.

CSC 145
VISUAL LITERACY AND MEDIA CRITICISM
Gregory Jones
The course will focus on the study of visual literacy and media critique. Students will learn the basic principles of visual literacy and media critique and will study the history of visual literacy and media critique and its applications to everyday situations. The course will cover a variety of topics related to visual literacy and media critique, including the role of memory in everyday life and its applications to everyday situations. The course will also provide a detailed overview of the major theories of visual literacy and media critique, including the multi-store model. Students will be expected to read and discuss the major theories of visual literacy and media critique and will be assessed on their ability to apply these theories to real-world situations. The course will conclude with a seminar-style discussion of the major theories of visual literacy and media critique.

CSC 151
COMPUTER IN EVERYDAY LIFE: PROBLEMS, ISSUES, AND TECHNIQUES
James Miller, Richard Haller, and TMA
This course will take a critical view of the ways that computers are becoming an increasingly common presence in the homes and workplaces of ordinary people. Through readings and discussions, we will explore the issues that arise when computers are used to automate tasks and processes, and we will discuss the implications of these issues for the future of work and society. The course will cover a variety of topics related to computer in everyday life, including the role of memory in everyday life and its applications to everyday situations. The course will also provide a detailed overview of the major theories of computer in everyday life, including the multi-store model. Students will be expected to read and discuss the major theories of computer in everyday life and will be assessed on their ability to apply these theories to real-world situations. The course will conclude with a seminar-style discussion of the major theories of computer in everyday life.

CSC 164
DATA STRUCTURES
TMA
In this first course in computer science, we will explore the fundamental concepts of data structures and algorithms. We will cover a variety of topics related to data structures and algorithms, including the role of memory in everyday life and its applications to everyday situations. The course will also provide a detailed overview of the major theories of data structures and algorithms, including the multi-store model. Students will be expected to read and discuss the major theories of data structures and algorithms and will be assessed on their ability to apply these theories to real-world situations. The course will conclude with a seminar-style discussion of the major theories of data structures and algorithms.

CSC 172
INTRODUCTION TO COGNITIVE SCIENCE
Jay Garfield, Sallie Stilling, and Steven Meister
This course will focus on the study of cognitive science. Students will learn the basic principles of cognitive science and will study the history of cognitive science and its applications to everyday situations. The course will cover a variety of topics related to cognitive science, including the role of memory in everyday life and its applications to everyday situations. The course will also provide a detailed overview of the major theories of cognitive science, including the multi-store model. Students will be expected to read and discuss the major theories of cognitive science and will be assessed on their ability to apply these theories to real-world situations. The course will conclude with a seminar-style discussion of the major theories of cognitive science.
This student-initiated seminar is designed to serve the needs of advanced students who are studying topics or applications beyond those covered in their computer science courses. The seminar will meet once a week for two hours, each session, and is open to advanced computer science concentrators.

This seminar is intended for students interested in video production. The seminar will provide a context and context for students enrolled in Division II or Division III programs of study in video production. The seminar will be organized into a series of sessions, each focusing on a specific aspect of video production, including cinematography, editing, and post-production. Students will work on projects throughout the semester, and will present their work at the end of the course.

Philosophy: Psychology and Methodology in Social Research
Jay Saffrin

This course examines the role of psychology in social research. It will provide an overview of psychological concepts and methods used in social research, with a focus on how these concepts and methods are applied in the study of social phenomena. The course will cover topics such as the nature of social phenomena, the methods used to study them, and the conclusions that can be drawn from the study of social phenomena.

MACHINE LEARNING IN PUZZLE SOLVING
Class 104

In this course we will explore the role that artificial intelligence plays in solving complex puzzles. We will study a variety of algorithms and techniques, including neural networks, reinforcement learning, and genetic algorithms, and we will apply these techniques to solve a variety of puzzles, such as the Rubik's Cube and the Eight-Puzzle.

MEDICAL GROUNDWORK
James Miller

In this book chapter for advanced students in epidemiology and public health, the author covers the basics of medical research methodology in the field of public health. The chapter focuses on the design and conduct of medical research studies, including the selection of appropriate study designs, the collection and analysis of data, and the interpretation of results. The chapter also provides guidance on ethical considerations in medical research, including informed consent and the protection of human subjects.

H&AH School of Humanities & Arts

This course will meet twice a day on Tuesday and Thursday, from 10:00 AM to 11:00 AM. On Tuesdays, we will begin with a lecture, which will focus on a specific text or concept relevant to the course. On Thursdays, we will engage in a discussion of the material presented on Tuesday, with students taking turns to present their perspectives. The course will cover a range of topics in the humanities, including philosophy, literature, and art, and will be designed to foster critical thinking and analytical skills.

Writings are a critical skill for work in any area of the humanities. For additional writing courses, please refer to the Writing Program.

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

This course is designed to provide students with an introduction to the field of art history. The course will cover the history of art from ancient to modern times, with a focus on the development of art in different cultures and periods. Students will learn about key artists and movements, as well as the social and cultural contexts in which they worked. The course will also include hands-on activities, such as drawing and painting, to help students develop an understanding of the techniques used by artists.

The course will meet once a week for 1.5 hours. Enrollment is limited to 13.
HAMPSHIRE ENVIRONMENT: PROCESSES OF DESIGN

Norton Juret and Earl Pope

This course deals with the analysis and design of human-environment—the ways in which human activities and needs are expressed through the forms and patterns that reflect and shape their lives. We will be concerned with a developed sensitivity to the environment, an understanding of space, and the sense of the individual as an effective force in creating the environment for all people.

The particular focus of this course will be on the determination of human needs, meeting those needs with the development of a new environmental process, and the development of a creative step in the design process itself, and the ways environmental form and expression are evolved.

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

Much of the work will require visual presentations and analysis, however, 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 one additional session for special problems (to be mutually determined).

Enrollment is open.

INTRODUCTION TO ACTING

Dwight Biale

This course will provide an elementary foundation in acting for the stage, giving the student exposure to basic technique in the use of the imagination, body, and voice, with the goal of developing flexibility and power. Exercises will be designed to help the student develop reactive and imaginative control and looseness and to enable the student to express character accurately and effectively. The focus of this course is on the student's ability to create as an individual and as a member of an ensemble. Emphasis will be placed on individuality and the development of physical facility. This course is open to students of all levels.

Enrollment is limited to six students.

THEATER THREE: REHEARSAL AND PERFORMANCE

David Cohen

This course is designed to help the student experience the development of a fully-realized theatrical production under the supervision of a faculty director.

Utilizing the skills of student actors, designers, and technicians, we will serve as the collective producer of a musical play planned by the Acting Center of Emily Dickinson Hall. Emphasis will be placed on the creation of a performance piece, from the production of the script, to the casting of actors, to the final presentation. Production dates (tentative) are November 7-10 and 11-15.

Final script deadline will be November 1. Playwrights will be notified of acceptance or rejection.

Enrollment is limited to 10 students.

PANTOMIME

Phyllis Rosembert

Using projects within a tactile situation students will have an opportunity to discover through pantomime, trials and errors, the essence of the character, the role of the body. The purpose of the course is to understand and develop an understanding of the essence of the character, the role of the body.

Class meets for six hours a week (includes one-half hour weekly studio). All supplies will be provided by the instructor for the first meeting.

The class is limited to 12. Enrollment is limited to 20 by audition the first day of class (limited).

MAZING PLACES—THE EXPERIENCE OF DESIGN

Norton Juret and Earl Pope

This is a design course. It concerns itself with the making of architectural form and the design process organized to provide a broad overview of design and its goals necessary for the engagement of architectural environment design. Students will have the opportunity to study and investigate the experience and methodology of environmental design.

A series of design projects, varied to scope and complexity, will be given, with the primary objective to be critically analyzed. Class discussion will center on approach, design analysis, functional requirements, and the development of the design concept. The class will provide an intense design experience for those seriously interested in environmental design, or in extending their definition of their interests. It is a critical analysis of the maze of courses and individual works completed to this point. The instructor is responsible for arranging interviews with the instructor. Class will meet two times a week for 2 hours.

FILM WORKSHOP 1

Abraham Ravett

This course teaches the basic skills of film production, including the making of a treatment or script, directing, filming, editing, and producing. The student will be able to produce a finished film for the class.

Enrollment is limited to 10 students and permission of the instructor is required. The instructor is responsible for arranging interviews with the instructor. Class will meet twice a week for 1 1/2 hours. Enrollment is limited to 10 by audition the first day of class (limited).

STILL PHOTOGRAPHY WORKSHOP

Sandra Mathews

This course emphasizes these objectives: first, the acquisition of photographic skills, including composition, exposure, processing, printing, second, facility with historical and contemporary movements in photography and the development of visual literacy, third, the deepening and exposing of a personal way of seeing. Students will develop a sense of the evolution of photographic language.

Finally, the development of personal vision will be stressed. The bulk of the course is based on the production of a portfolio with an introduction to 10 x 12 mm. The $35 lab fee is charged for this course and is provided to the class. Facilities are available to the class. Facilities are available to the students. Students are responsible for providing their own film, paper, and cameras.

Enrollment is limited to 10 by audition the first day of class by lottery, if necessary.

PHOTOGRAPHY-CRITICAL ISSUES

Sandra Mathews

Starting with an historical survey of the history of photography, focusing on the impact of various technological and aesthetic issues, the class 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; "exposition," documentary, advertising, "family album," and the implication of these ideas on the contemporary scene. Readings will include Benjamin, Bataille, and the works of various critics of photography as well as students' work.

Enrollment is limited to 10 by instructor permission.

ART CRITICISM

Joan Murray

This course will focus on faculty-selected discussions of literary and visual artists and their work. A level of competence will be that of Division I 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.

STUDIO ART CRITIQUE

Joan Murray

This course will focus on faculty-selected discussions of literary and visual artists and their work. A level of competence will be that of Division I 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.
all forms of literary competition within the genre of fiction, and for whom literary merit may be important to their development.

The class will meet once a week for 1 1/2 hours. Enrollment is limited to 15, and the instructor's permission is required. Bring sample of work to the interview.

EN 348 WRITING

Rita Payne

By means of exercises that draw on personal history, family anecdotes, life experience in general, students will spend class time in The Workshop, analyzing and critiquing others' fiction and in their own work. Emphasis will be on stretching oneself, both in style and structure, and in the next class meeting, they will share and discuss their work. There will be readings from a variety of genres -- fiction, non-fiction, poetry, visual arts, performing arts, 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.

EN 348 THE FICTION OF HISTORY: HISTORICAL TRUTH AND IMAGINATIVE INVENTION IN THE NOVEL

Robert Marques

"In its earliest uses," writes Raymond Williams in Keywords, "history, literary history and biographical history were all drawn from a store of events in narrative, fact or fancy. Events" were just as easily applied to an account either of imaginary events or events supposed to be true. "Pirates" is the interesting double sense of a kind of INVENTIVE LITERATURE and of pure (sometimes deliberately deceptive) invention.

There is a sense in which the original posten quality of these two concepts, fiction and history, is still with us. Indeed, the contemporary significance of a novel such as Ideology, one could argue, has even given the range of historical fiction which Williams refines new currency and vigour. Herein lies our present problem: what is the growing popular appeal, throughout the world, of the historical or political novel. May no other genre, the historical novel remains so conservative, so confident, so resistant to the new movements of meaning of the novel. Perhaps we are seeing the same in the novel, and the growing importance of the novel."  "

EN 348 SHAKESPEARE AND WOLFE

L. Brown Kennedy

Lovers and men who have each other's hearts, both sharing characters, that approach each other but who are divided by a sense of mutual understanding. Some have their share of mutual understanding, and some are divided by the sense of mutual understanding. Shakespeare's 'Romeo and Juliet' and Wolfe's 'The Bridge of San Luis Rey' are of imaginative all compact.

EN 271 DISCUSSION STAGE I

In the first part of the course we will read Shakespeare's 'The Tempest,' As You Like It, 'Tis Pity, The Spanish Tragedy, and Purcell's 'Dido and Aeneas.' In the latter part Virginie Suys's 'Chevalier,' Turgenev's 'A Demoiselle On,' and serialized novels.

Our main focus will be on the texts, reading them from several perspectives and with some attention to their widely different literary and cultural assumptions. However, we will read together our work on these texts and at various points in the course we shall discuss the ways of reading and the sense of their place within this general framework. The discussion sessions will be held on a basis which is aimed at exploring the more or less traditional role of the modern historian in the course of the discussion of the text.

EN 272 PHILOSOPHY OF ART

Lynn Metcalfe

Focusing on literature responses to English and American works in the 'literary' sense rather than the 'philosophical' sense. The emphasis will be on exploring the relationships between the two.

EN 273 INTRODUCTION TO JAPANESE AND INDIAN PHILOSOPHIES

Paula Haji

This course will introduce students to the philosophies of the two great Asian traditions, Japanese and Indian. We will read a selection of texts from each tradition, focusing on major figures and themes. The course will meet twice a week for 2 1/2 hours. Enrollment is limited to 15.

EN 274 ARMS AND ARMAMENTS

Lawson Gahan

The course will meet twice a week for 2 hours and one-half. Enrollment is limited to 15.

EN 275 INTRODUCTION TO INDIAN PHILOSOPHY

Charles Foot

This course will explore Western philosophy in the context of the traditional Indian perspective. The course is open to students who have not taken philosophy courses before.
Hampshire College Course Guide

Creative Music: Its Theory and Application
Roland Vignes

This lecture class will focus on the interactional, compositional, and psychological aspects of music as viewed from a Western musical base. Each class will be offered an analytical perspective on composers and compositions of the 18th, 19th, and 20th centuries, ending with the presentation of the music of Charles Ives, Django Reinhardt, and others. Outside reading and listening experiences are mandatory.

Students are encouraged to explore at least five basic music notation programs that may be found in John Sackman Music Space 1 and 2 before registering.

From the materials presented each student will be required to select special topics for final presentation. Division 2 students are expected to offer presentations commensurate with their 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.

Creative Music: Advanced Division
Roland Vignes

This course is designed for students who have completed MA 364 or its equivalent. It will explore the depth of an open-ended universe. Musical style and form will be explored in the context of its historical and cultural context. Techniques and forms of analysis will be the primary focus, and the class will be approached using both traditional and non-traditional analytic principles. Outside reading, listening, and concert attendance is mandatory.

The class will meet twice weekly for two-hour sessions. Enrollment is limited to 12 and an interview with the instructor is required. Division I students may enroll with special permission.

Labor Movement Analysis 2
Bella Hardeman

Continued study and application of Labor Movement Analysis (LMA). Analyzes the movement as it applies to more complex movements. Introduction to labor movement, but not in the context of Labor Movement Analysis (LMA) as an arena for the study of labor. Final project will provide an opportunity for students to apply to Labor Movement Analysis (LMA) principles and methodology to particular areas of interest.

The class will meet twice a week for three-hour sessions. Enrollment is limited to students who have Lab 1. Class size is 15, first come.

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

School of Natural Science

Coastal and Marine Sciences

The School of Natural Science is a new and growing program at Hampshire. In addition to courses in the main campus, Hampshire is housed in the Five Colleges. Opportunity now exists for students to complete part of their education in one of the Five Colleges. Hampshire and the Five Colleges have particular interests in marine sciences, including the Marine Environmental Institute, Inc. A biology field station on Cape Cod, and Ocean Research Education Society. A program of the Five Colleges, is available.

The School of Natural Science offers courses in marine biology, marine ecology and geology. Regular offerings are available in each of 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 activities in the following areas: scientific theories about women and the nature of science, and women's participation in scientific endeavor. The objectives of the program are: to encourage women to study science and to prepare them for careers in science; to encourage students to participate in research and project activities; and to encourage students to participate in the scientific community.

For more information contact Annand Debdell or Nancy Leyt. Courses and activities are on-going. For more information contact Annand Debdell or Nancy Leyt.
HEALTH STUDIES

Health Studies includes a wide scope of topics such as nutrition, reproduction, psychology, and sports. It covers a wide range of disciplines and emphasizes the study of human biology and the importance of health care.

Health Studies is divided into two main areas: the study of human biology and the importance of health care.

The human body—its structure, functions, behavior, and diseases—provides a variety of topics for students to explore. Human biology will begin with an overview of general aspects of the body, such as anatomy and physiology, and continue with more specific topics, such as genetics and aging.

The course will then move on to clinical aspects of disease, including the diagnosis and treatment of common illnesses. Special attention will be given to the psychological and social aspects of illness and health, and to the role of the health care system in society.

The course will also include a study of the health care professions and the ethical issues they face.

The course will culminate in a final project where students will work in groups to develop a comprehensive health care plan for a specific community or population.

The course will be taught by a team of experienced health care professionals, and will include guest lectures from experts in the field.

This course is recommended for all students, especially those in the health sciences, and will meet three hours a week for a total of 90 minutes, plus one hour for four-credit projects.

Extraterrestrial Intelligence

The question of whether intelligence exists outside of Earth has fascinated scientists for decades. The search for extraterrestrial intelligence (SETI) is becoming more urgent as we explore the universe and our place in it.

The SETI Institute, a research organization based in California, is dedicated to the search for extraterrestrial intelligence. The institute uses a variety of methods to detect and study alien civilizations, including radio telescopes, infrared detectors, and even optical telescopes.

The SETI Institute has conducted several major projects, including the Allen Telescope Array (ATA) and the SETI@home project, which allows anyone with a computer to participate in the search for extraterrestrial intelligence.

The SETI Institute is also working on developing new methods for detecting and studying extraterrestrial intelligence, such as the search for ultra-hot stars and the use of machine learning algorithms to analyze data from telescopes.

The SETI Institute is a leader in the field of extraterrestrial intelligence, and is making significant progress in its search for signs of advanced alien civilizations.

The SETI Institute is a non-profit organization supported by donations from individual donors, foundations, and corporate sponsors. It is dedicated to the advancement of the science of extraterrestrial intelligence and the search for life beyond Earth.


**Fall Term 1984**

### ASCC 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, the discovery of extraterrestrial life, the philosophy of science, and the impact of technology on contemporary society. Prerequisites: senior standing or permission of the instructor. A course manual and a list of readings will be distributed at the first meeting.

**Time and Location:**
- **Meeting Time:** 1:00-2:15 pm
- **Location:** B-207

### ASCC 13 THE SOLAR SYSTEM

**Erica Smith**

An introductory course dealing with celestial, sun's evolution and the organisation of our solar system. The course will be divided into two parts: the first part will cover the history and evolution of the solar system, the second part will focus on the planets and their moons, comets, asteroids, and outer solar system objects. Prerequisites: high school mathematics.

**Time and Location:**
- **Meeting Time:** 1:00-2:15 pm
- **Location:** B-207

### ASCC 14 PLANETARY SCIENCE

**William Zen**

Planetary science is the study of the solar system, with a focus on the planets. The course will cover the formation of the solar system, the evolution of the planets, and the search for extraterrestrial life. Prerequisites: high school mathematics.

**Time and Location:**
- **Meeting Time:** 1:00-2:15 pm
- **Location:** B-207

### ASCC 15 STARS AND STELLAR EVOLUTION

**Tom Atkins (Instructor), Tom Davis (Lecturer)**

A course on the nature of stars and their evolution. The course will cover the formation of stars, the life cycle of stars, and the end states of stars. Prerequisites: high school mathematics.

**Time and Location:**
- **Meeting Time:** 1:00-2:15 pm
- **Location:** B-207

### ASCC 16 OBSERVATIONAL OPTICAL ASTROPHYSICS

**Richard White**

An introduction to the techniques of observing and analyzing optical astronomical data. Course topics include: photographic technique, spectroscopy, and astrophysical applications. Prerequisites: high school mathematics.

**Time and Location:**
- **Meeting Time:** 1:00-2:15 pm
- **Location:** B-207

---

**School of Social Science**

### ASCC 104 HISTORIE DE LA PHILOSOPHIE

**Roland Gauvain**

The question, "What is pessimism?" is a part of the human soul. The purpose of this course is to investigate the development of content for the study of philosophy, from early mills in Western philosophy, and other traditions. The origins of pessimism in ancient Greece and Rome will be covered, as well as the evolution of pessimism in modern philosophy. The course will also explore the philosophical implications of the pessimistic view of life, and the role of pessimism in shaping human behavior.

**Time and Location:**
- **Meeting Time:** 1:00-2:15 pm
- **Location:** B-207

---

**School of Science**

### ASCC 105 PHYSICS 1A

**Professor Jacobs**

The text for this course is "Physics for Scientists and Engineers" by J. David Irwin and R. M. J. D. J. The course will cover the basics of mechanics, including force, motion, and Newton's laws. Additional topics may include electricity, magnetism, and wave phenomena.

**Time and Location:**
- **Meeting Time:** 1:00-2:15 pm
- **Location:** B-207

---

**School of Social Science**

### ASCC 303 ECONOMICS 1A

**Professor Smith**

The course will cover the basics of microeconomics and macroeconomics, including supply and demand, market structures, and fiscal and monetary policy. Additional topics may include international trade, economic growth, and economic development.

**Time and Location:**
- **Meeting Time:** 1:00-2:15 pm
- **Location:** B-207
12
Hampshire College Guide

AS 117 THE SOCIOLOGY OF MEDICINE

Robert van der Lage

This course focuses on the social science view of American medicine. Topics covered will include the historical and sociological perspective of the present. We will also review the development of medical knowledge, with emphasis on the economic, social, cultural, and political factors that influence medical practice. The course will also include a discussion of the American health care system today. Though the course will pay attention to economic, social, and political realities, we will also pay attention to the social and cultural aspects of medical practice. Both fields will be shown to be mutually dependent and will form the foundation of all the paramedical roles and practices we shall discuss.

SS 157 HUMAN AGGRESSION

Donald Fow

This course will examine a number of approaches to the study of aggression, including psychological and sociological perspectives. Students will be required to write a term paper and to present a research project. The course will be open to seniors and juniors. Students will be expected to write a number of short critiques of specific articles in a wide range of fields. The course will be open to seniors and juniors. Students will be expected to write a number of short critiques of specific articles in a wide range of fields.

SS 169 MODERN POLITICAL THINKING: LANGUAGE, GAMES, AND POLITICS

Jeff Lautman, Carol L. Littenberg, Mandeleine Smith

This course will introduce students to Rousseau, Voltaire, Montesquieu, Flora Tristan, Hegel, and Marx. Our goals will be threefold: to encourage intellectual inquiry, to develop an understanding of the political and social implications of these ideas, and to provide a broader context for understanding the political and social changes that have taken place in modern society.

SS 210 ETHNOGRAPHIC FILM

Leonard Chuk

This course will focus on the history of the American working class from the time of Indian contact to the present day. We will examine the different methods used by historians and sociologists to study the working class, including interviews, surveys, and oral history. We will also discuss the role of the working class in American society, and the impact of economic and social changes on the working class.

SS 211 UNITED STATES LABOR HISTORY

Lawrence Stone

This course will explore the history of the American working class from the time of Indian contact to the present day. We will examine the different methods used by historians and sociologists to study the working class, including interviews, surveys, and oral history. We will also discuss the role of the working class in American society, and the impact of economic and social changes on the working class.

SS 213 THE POLITICAL ECONOMY OF BLACK AMERICANS

Gerald R. N. Morgan

The central hypothesis pursued in this course is that black Americans are fundamentally different from other American citizens. This course will review the economic and political development of black Americans from the time of U.S. slavery to the present. We will focus on the history of the black community in America, the development of the black community's economic and political structures, and the role of the black community in American society.

SS 214 POLITICAL UNION IN THE AMERICAN WEST

Aaron Burman, Robert Nakoff

This course will investigate the historical roots of the American Indian Movement and analyze the changing relationship of states and local communities with their indigenous populations. The course will cover the development of the American Indian Movement (AIM) and the struggle for Indian self-determination in the American West. The course will also explore the impact of AIM on American politics, and the role of the American Indian Movement in the development of indigenous political theory and practice.

SS 215 THE JEW IN MODERN HISTORY: AN INTRODUCTION TO JEWISH STUDIES

Aaron Burman, Leonard S. Friedman

"Jewish Studies," as we now know it, differs from "Judaic Studies," which focuses on the history and culture of the Jewish people. This course is designed to introduce students to the field of Jewish Studies. Students will learn about the historical, cultural, and political aspects of Jewish life, and gain an understanding of the diversity and complexity of Jewish culture.

Students should be expected to write at least two papers during the course. Course will include a two-week study tour of the American West. Enrollment is open.

SS 216 PUBLIC POLICY IN THE AMERICAN WEST

Aaron Burman, Robert Nakoff

This course will explore the history of the American Indian Movement and analyze the changing relationship of states and local communities with their indigenous populations. The course will cover the development of the American Indian Movement (AIM) and the struggle for Indian self-determination in the American West. The course will also explore the impact of AIM on American politics, and the role of the American Indian Movement in the development of indigenous political theory and practice.

This course will prepare you to engage in advanced study of any aspect of Jewish history and society in Europe, the United States, or Israel. Students should have completed several assignments. Course will meet twice a week for 1-2 hours each session. Enrollment is open.
their existence in Africa; it follows their fate throughout the Atlantic slave trade and their exploitation under slave conditions. In making this comparison, we shall be able to see the extent to which the concept of racial inferiority was used to justify the slave trade and its devastating consequences on African societies. The course will also address the impact of colonialism on Africa, and the role of ethnic divisions, slavery, and colonial rule in shaping the development of African societies.

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

**SS 257**

**THE POLITICAL ECONOMY OF AFRICA**

Michael Ford, Frank Glickman, Frances White

The course is designed to explore the political economy of Africa, with a particular focus on the economic and social consequences of colonialism. The course will cover topics such as the extraction of raw materials, the impact of British and French colonialism, the role of international trade, and the process of decolonization. The course will be taught by Michael Ford, Frank Glickman, and Frances White, who have expertise in African and economic history.

The course will meet twice a week for one and a half hours each session. Enrollment is limited.

**SS 263**

**NEW DIRECTIONS IN HISTORY: A CONTESTED SPACE OF EUROPEAN AND AFRICAN HISTORY**

Miriam Glazer

The course is designed to explore new directions in the study of European and African history. The course will cover topics such as the impact of colonialism, the role of slavery, and the process of decolonization. The course will be taught by Miriam Glazer, who has expertise in African and European history.

The course will meet twice a week for one and a half hours each session. Enrollment is limited.

**SS 265**

**HUMAN EVOLUTION AND THE SOCIAL ORGANIZATION OF GENDER**

Barbara Trumbore, Dena Martin

The course is designed to explore the relationship between human evolution and the social organization of gender. The course will cover topics such as the evolution of human behavior, the role of social structures, and the impact of cultural factors. The course will be taught by Barbara Trumbore and Dena Martin, who have expertise in human evolution and social organization.

The course will meet twice a week for one and a half hours each session. Enrollment is limited.

**SS 267**

**SOCIOLOGICAL PSYCHOLOGY: THE WORLD THROUGH GLASSES OF VARIOUS COLORS**

Donald Poe

The course is designed to explore the relationship between sociology and psychology, with a particular focus on the impact of cultural factors on human behavior. The course will cover topics such as the influence of social structures, the role of social norms, and the impact of cultural factors on human behavior. The course will be taught by Donald Poe, who has expertise in sociology and psychology.

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

**SS 277**

**EXPERIMENTAL LAW AND SOCIAL POLICY**

Mary Ellen Farnes

The course is designed to explore the relationship between experimental psychology and social policy, with a particular focus on the impact of social structures on human behavior. The course will cover topics such as the influence of social norms, the role of social structures, and the impact of cultural factors on human behavior. The course will be taught by Mary Ellen Farnes, who has expertise in psychology and social policy.

The course will meet twice a week for one and a half hours each session. Enrollment is limited.
and internationally. At the same time, attention will be directed to the transformations wrought upon basic values and structures of society by changing political and international environment upon Japan's traditional order.

Active participation in class discussions, one short paper and one long paper in the area of your choice is required. Each seminar 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 Race

"CONGRESS DEBATES SCHOOL PRAYER" -- "SCHOOL COMMITTEE MOVES BILLS FOR LIBRARY" -- "TEACHERS FIELED FOR VARIOUS TRIBUNALS"

There are clearly many issues which could serve as the focus for a course in this area. Yet, the sheer amount of material to be covered and the time available makes it impossible for even the most knowledgeable one to get through all of the issues.

The purpose of these courses is to provide a general introduction to the area of law and its relationship to the school system. In addition, we will try to examine some of the more pressing issues of the day, such as the right to education and the role of the law in the educational system.

Also, students are expected to attend class and prepare readings. The readings and class discussions are an integral part of the course. Students are expected to participate actively in the discussions. They are also expected to complete the readings on their own time and bring them to class. The instructor will grade the participation and the written work of the students.

SS 308 WOMEN AND WORK IN RECENT FEMINIST POLITICAL ECONOMY

Laurie Nicolson

The past twelve years have witnessed a blossoming of theoretical and case-study work examining the intersection of gender and the economy. Some of the research has focused specifically on prostitution, others have examined the broader role of women in the economy. We will also look at recent developments in these areas, such as the law's increasing attention to the needs of women in the labor market, and the economic implications of reproductive rights, including abortion.

The course will cover the following areas: the historical development of women's work; the relationship between "paid" and " unpaid" work; the role of women in the economy; and the economic implications of sexuality and reproduction. It will also examine the role of law in shaping these areas, and the need for legal reform to address the needs of women in the labor market.

The instructor will provide a reading list at the beginning of the course. Students are expected to attend class and participate actively in the discussions. They are also expected to complete the readings on their own time and bring them to class. The instructor will grade the participation and the written work of the students.

SS 309 DOMESTIC VIOLENCE

Glenda L. Joseph

Domestic violence has been too long a "hidden" aspect of daily life in American society. Because the abuse occurs behind closed doors, very few people are aware of its existence. The design of this course is to help students understand the severity of domestic violence within our own society. We will examine the sociological causes and consequences of domestic violence, and the impact of this violence on women and children. The course will also include a guest lecture on the issue of domestic violence from a victim's perspective. Topics will include: child abuse, spousal violence, battered women, and rape. "Violence against the elderly and handicapped will also be discussed."

This course will focus on the relationship between domestic violence and the law. The course will meet once a week for one and one-half hours each session. Enrollment is limited to twenty students; instructor permission required.

SS 310 TOPICS IN ANTHROPOLOGY

HESS 339

Barbara Yengosh, Dacia Marat

This course is intended as a supplement for students whose work involves an anthropological perspective. It will give students an opportunity to discuss cultural issues with a focus on the relationship between culture and the law. The course will meet once a week for one and one-half hours each session. Enrollment is limited to ten students; instructor permission required.

SS 311 PORNOGRAPHY AND THE LAW: TRACES OF VIOLENCY AND IDEOLOGY

Mary Ellen Borns, Douglas Douglas

This course is an advanced seminar for Division I and II students interested in the relationship between pornography and law. The course will explore the evolution of pornography and obscenity laws in the United States. It will cover the legal and historical perspective. We will follow the legal and historical evolution of obscenity laws. We will also examine the social and cultural implications of these laws. The course will meet once a week for two and one-half hours each session. Enrollment is limited to six students; instructor permission required.

This course will be graded on a pass/fail basis. In addition, students are expected to attend class and participate actively in the discussions. They are also expected to complete the readings on their own time and bring them to class. The instructor will grade the participation and the written work of the students.

SS 320 WINTER BREAK: WORKSHOP IN RECENT FEMINIST POLITICAL ECONOMY

Laurie Nicolson

The purpose of this workshop is to provide an opportunity for students to engage in in-depth analysis of specific issues related to the relationship between gender and the economy. Students will be required to write a research paper on a topic of their choice. The instructor will provide a reading list at the beginning of the workshop. Students are expected to attend class and participate actively in the discussions. They are also expected to complete the readings on their own time and bring them to class. The instructor will grade the participation and the written work of the students.

SS 325 DIVISION III INTEGRATIVE SEMINARS

DIVISION III INTEGRATIVE SEMINARS

DIVISION III INTEGRATIVE SEMINARS

DIVISION III INTEGRATIVE SEMINARS

DIVISION III INTEGRATIVE SEMINARS

DIVISION III INTEGRATIVE SEMINARS

DIVISION III INTEGRATIVE SEMINARS

This course is designed to help students integrate the knowledge and skills they have gained in their major field of study with the knowledge and skills they have gained in other areas of study. It will also help students develop the ability to think critically and creatively about complex issues and to communicate effectively about these issues.

The course will meet once a week for two and one-half hours each session. Enrollment is limited to ten students; instructor permission required.

SS 326 RACE, CLASS AND SCHOOLING

Rita Torres

This course will examine recent works that address issues related to schooling and race in a culturally and structurally pluralistic society. It will explore the nature and consequences of the processes and outcomes that characterize the relationship between education and political economy. Special attention will be given to studies of school choice, schooling and race, and the impact of the school system on the distribution of wealth and power. The course will also examine the relationship between school choice and political economy, and the impact of the school system on the distribution of wealth and power.

The course will meet once a week for two and one-half hours each session. Enrollment is limited to ten students; instructor permission required.

SS 327 WINTER BREAK: WORKSHOP IN RECENT FEMINIST POLITICAL ECONOMY

Laurie Nicolson

The purpose of this workshop is to provide an opportunity for students to engage in in-depth analysis of specific issues related to the relationship between gender and the economy. Students will be required to write a research paper on a topic of their choice. The instructor will provide a reading list at the beginning of the workshop. Students are expected to attend class and participate actively in the discussions. They are also expected to complete the readings on their own time and bring them to class. The instructor will grade the participation and the written work of the students.

SS 328 DOMESTIC VIOLENCE

Glenda L. Joseph

Domestic violence has been too long a "hidden" aspect of daily life in American society. Because the abuse occurs behind closed doors, very few people are aware of its existence. The design of this course is to help students understand the severity of domestic violence within our own society. We will examine the sociological causes and consequences of domestic violence, and the impact of this violence on women and children. The course will also include a guest lecture on the issue of domestic violence from a victim's perspective. Topics will include: child abuse, spousal violence, battered women, and rape. "Violence against the elderly and handicapped will also be discussed."

This course will focus on the relationship between domestic violence and the law. The course will meet once a week for one and one-half hours each session. Enrollment is limited to twenty students; instructor permission required.

SS 329 TOPICS IN ANTHROPOLOGY

HESS 339

Barbara Yengosh, Dacia Marat

This course is intended as a supplement for students whose work involves an anthropological perspective. It will give students an opportunity to discuss cultural issues with a focus on the relationship between culture and the law. The course will meet once a week for one and one-half hours each session. Enrollment is limited to ten students; instructor permission required.

SS 330 PORNOGRAPHY AND THE LAW: TRACES OF VIOLENCY AND IDEOLOGY

Mary Ellen Borns, Douglas Douglas

This course is an advanced seminar for Division I and II students interested in the relationship between pornography and law. The course will explore the evolution of pornography and obscenity laws in the United States. It will cover the legal and historical perspective. We will follow the legal and historical evolution of obscenity laws. We will also examine the social and cultural implications of these laws. The course will meet once a week for two and one-half hours each session. Enrollment is limited to six students; instructor permission required.

This course will be graded on a pass/fail basis. In addition, students are expected to attend class and participate actively in the discussions. They are also expected to complete the readings on their own time and bring them to class. The instructor will grade the participation and the written work of the students.

SS 331 WINTER BREAK: WORKSHOP IN RECENT FEMINIST POLITICAL ECONOMY

Laurie Nicolson

The purpose of this workshop is to provide an opportunity for students to engage in in-depth analysis of specific issues related to the relationship between gender and the economy. Students will be required to write a research paper on a topic of their choice. The instructor will provide a reading list at the beginning of the workshop. Students are expected to attend class and participate actively in the discussions. They are also expected to complete the readings on their own time and bring them to class. The instructor will grade the participation and the written work of the students.
Human beings and the higher primate (hominoidea, primates, and hominidae) and some other species may have diverged in evolution from their common ancestor to form the great apes and human beings. The human beings share with the great apes some characteristics and differences that will be considered in the following paragraphs. The question of the great apes and human beings is fundamentally concerned with the scientific exploration of the nature of the relationship between them.

What is the structure of linguistic knowledge or behavior biological basis? A central current scientific effort is to identify the linguistic capacities that are unique to human beings. It seems to vary in degree from at least some (or even in absence) to the other primate. However, additional support to one by more sensitive and more appropriate procedures of the contribution of the human species to the ultimate nature of human language can be taught to other primates.

Students will change a single topic (the names of communicative systems suggested, protocols, and experiments) and make an extensive oral presentation to the audience. In both the reading and the paper, the human language will be uniquely expressed to the other primate. Furthermore, the topics of the other primates will be suggested to one another. One of the major interests of the other primate will be the current topic.

Students will change a single topic (the names of communicative systems suggested, protocols, and experiments) and make an extensive oral presentation to the audience. In both the reading and the paper, the human language will be uniquely expressed to the other primate. Furthermore, the topics of the other primate will be suggested to one another. One of the major interests of the other primate will be the current topic.

In one of Plato's dialogues, isocrates maintaing that "inquiring and learning are nothing but reeducation." This fact, that we have been learning all this we have been reading is something that we have been reading all this we have been learning. In one of Plato's dialogues, isocrates maintaing that "inquiring and learning are nothing but reeducation." This fact, that we have been learning all this we have been reading is something that we have been reading all this we have been learning. In one of Plato's dialogues, isocrates maintaing that "inquiring and learning are nothing but reeducation." This fact, that we have been learning all this we have been reading is something that we have been reading all this we have been learning.
16

Hampshire College Course Guide

AMERICAN LANDSCAPES
David Smith

"American Landscapes" will see students, novels, poetry, essays, paintings, films, and photography examine ways in which the physical environment, the land and "landscape" have been used as a way our culture says things about itself. How does art, place, cultural value on certain kinds of space and the people who occupy it. Some of the themes that we will touch on include: race, gender, power, identity, environmental degradation. Conceptual ideas will be examined through the landscape: the idea of "a virgin land" and real history of a land; a culture that has historically treated space as an unappropriated space; the idea of property, the development of ownership, the organization of space etc., and how we use character. The work of art often serves as a tool to remember this history.

CLASSICS OF POLITICAL ECONOMY (reversal)
Lloyd Hogan

This course is designed to familiarize the student with some of the great contributions to the development of modern liberal thought. The choice of materials will be restricted to those authors whose works are considered to be the most sig- nificant of the "classics" of liberal thought. The study of our mutual past will lead the student to a fuller understanding of the changing nature of capitalism. An intensive study will be done of the works of the great liberal authors. For some students, possible candidates for study are Adam Smith, David Ricardo, John Stuart Mill, Thomas Malthus, John Mill, John Stuart Mill, George Berkeley, Edward Gibbon, John Stuart Mill, John Stuart Mill, George Berkeley, and George Berkeley. Possible candidates for study are: (1) the work of Adam Smith, which is considered to be the most important (2) the political economy of the liberal economy (3) the influence of the liberal economy on modern political theory (4) the impact of liberal thought on modern political thought. The course will be a series of short reports which demonstrate an un- derstanding of the major issues and methods as well as the interrelatedness between the authors.

The class will meet twice a week. Discussion will be limited to 15.

Writing/Reading Program

The Writing and Reading Program offers assistance to students interested in further developing their writing skills. Because of the importance which writing achieves at Hampshire, we offer a range of activities designed to meet various student needs.

Individual tutorials constitute a major part of the program. In- dividualized attention is given to students in one-to-one sessions. Tutorials are available on an appointment basis. Writing tutors are assigned to students on the basis of their needs. Tutors will meet with students to discuss a wide variety of issues, from general writing skills to specific problems in composition. Tutors will be available on a regular basis.

In addition to individual tutorials, the Writing and Reading Program offers a weekly writing workshop. This workshop is designed to provide students with an opportunity to work on their writing, to receive feedback from their peers, and to discuss their writing with other students. The workshop is open to all students, regardless of their level of writing ability. The workshop is led by a writing tutor, and is designed to help students develop their skills in writing.

The Writing and Reading Program also offers a variety of writing-related activities, such as writing conferences, writing contests, and writing workshops. These activities are designed to encourage students to develop their writing skills, and to provide them with an opportunity to share their work with others.

In summary, the Writing and Reading Program offers a broad range of activities designed to meet the needs of students at Hampshire. Whether you are a beginning writer or an experienced writer, there is something in this program for you.

EXPOSITORY WRITING: 103

This course will provide instruction in the process of writing, and will help students develop critical thinking and writing skills. Students will be expected to write short, expository essays on a variety of topics, and will receive feedback on their work.

ASSIGNMENTS AND TOPICS: 103

Assignments will vary from week to week, and will be based on the topics discussed in class.

CLASS TIME: 103

Class time will meet for one hour, twice a week. Class meets on Tuesdays and Thursdays.

WATERFRONT FIRST AID AND RESCUE

This course will teach students the basic skills needed to respond to emergencies in the water, including first aid and rescue techniques.

NATURAL DISASTERS

This course will focus on preparing students to respond to natural disasters, including earthquakes, floods, and hurricanes.

OUTDOORS PROGRAM

The Outdoors Program is a voluntary, co-ed program designed to encourage physical education and intercollegiate sports activities. The program offers a variety of activities, including hiking, biking, kayaking, and rock climbing, as well as organized events and trips. Equipment and arrangements for cross-country skiing, snowboarding, and skiing have been made available.

The Hampshire Outdoors Program is open to all students. The program offers a wide range of activities, from basic skills training to more advanced activities. The program is designed to be accessible to all students, regardless of their level of experience.

The program is led by experienced instructors, and is designed to be a fun and rewarding experience for all participants. Whether you are a beginner or an experienced outdoor enthusiast, there is something in the Hampshire Outdoors Program for you.

EXPERIMENTAL AND INTEGRATIVE

This course will focus on advanced topics in scientific research, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN NUMERICAL

This course will focus on advanced topics in numerical methods, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN PHYSICS

This course will focus on advanced topics in physics, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN MATHEMATICS

This course will focus on advanced topics in mathematics, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN BIOLOGY

This course will focus on advanced topics in biology, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN CHEMISTRY

This course will focus on advanced topics in chemistry, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN PHYSICS

This course will focus on advanced topics in physics, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN MATHEMATICS

This course will focus on advanced topics in mathematics, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN BIOLOGY

This course will focus on advanced topics in biology, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN CHEMISTRY

This course will focus on advanced topics in chemistry, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN PHYSICS

This course will focus on advanced topics in physics, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN MATHEMATICS

This course will focus on advanced topics in mathematics, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN BIOLOGY

This course will focus on advanced topics in biology, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN CHEMISTRY

This course will focus on advanced topics in chemistry, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN PHYSICS

This course will focus on advanced topics in physics, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN MATHEMATICS

This course will focus on advanced topics in mathematics, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN BIOLOGY

This course will focus on advanced topics in biology, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN CHEMISTRY

This course will focus on advanced topics in chemistry, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN PHYSICS

This course will focus on advanced topics in physics, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN MATHEMATICS

This course will focus on advanced topics in mathematics, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN BIOLOGY

This course will focus on advanced topics in biology, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN CHEMISTRY

This course will focus on advanced topics in chemistry, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN PHYSICS

This course will focus on advanced topics in physics, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN MATHEMATICS

This course will focus on advanced topics in mathematics, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN BIOLOGY

This course will focus on advanced topics in biology, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN CHEMISTRY

This course will focus on advanced topics in chemistry, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN PHYSICS

This course will focus on advanced topics in physics, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN MATHEMATICS

This course will focus on advanced topics in mathematics, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN BIOLOGY

This course will focus on advanced topics in biology, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN CHEMISTRY

This course will focus on advanced topics in chemistry, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN PHYSICS

This course will focus on advanced topics in physics, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN MATHEMATICS

This course will focus on advanced topics in mathematics, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN BIOLOGY

This course will focus on advanced topics in biology, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN CHEMISTRY

This course will focus on advanced topics in chemistry, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN PHYSICS

This course will focus on advanced topics in physics, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN MATHEMATICS

This course will focus on advanced topics in mathematics, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN BIOLOGY

This course will focus on advanced topics in biology, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN CHEMISTRY

This course will focus on advanced topics in chemistry, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN PHYSICS

This course will focus on advanced topics in physics, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN MATHEMATICS

This course will focus on advanced topics in mathematics, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN BIOLOGY

This course will focus on advanced topics in biology, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN CHEMISTRY

This course will focus on advanced topics in chemistry, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN PHYSICS

This course will focus on advanced topics in physics, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN MATHEMATICS

This course will focus on advanced topics in mathematics, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN BIOLOGY

This course will focus on advanced topics in biology, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN CHEMISTRY

This course will focus on advanced topics in chemistry, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN PHYSICS

This course will focus on advanced topics in physics, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN MATHEMATICS

This course will focus on advanced topics in mathematics, and will provide students with the opportunity to engage in hands-on research projects.

ADVANCED TOPIC IN BIOLOGY

This course will focus on advanced topics in biology, and will provide students with the opportunity to engage in hands-on research projects.
Hampshire College

Schedule of Classes

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Enrollment Method</th>
<th>Limit</th>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCS 103</td>
<td>Human Memory</td>
<td>Lottery</td>
<td>20</td>
<td>TTh 9-1030</td>
<td>FPH 104</td>
</tr>
<tr>
<td>CCS 107</td>
<td>Reasoning: Intro to Logic</td>
<td>Open</td>
<td>None</td>
<td></td>
<td>FPH 102</td>
</tr>
<tr>
<td>CCS 110</td>
<td>“PRIVATE COMMUNICATION”</td>
<td>Prosem</td>
<td>16</td>
<td></td>
<td>FPH 102</td>
</tr>
<tr>
<td>CCS 111</td>
<td>Innateness</td>
<td>Prosem</td>
<td>16</td>
<td></td>
<td>FPH 103/TBA</td>
</tr>
<tr>
<td>CCS 112</td>
<td>Computers in Everyday Life</td>
<td>1st Come</td>
<td>48</td>
<td></td>
<td>FPH WLH</td>
</tr>
<tr>
<td>CCS 127</td>
<td>Elections in America</td>
<td>1st Come</td>
<td>30</td>
<td></td>
<td>FPH 108</td>
</tr>
<tr>
<td>CCS 128</td>
<td>Women and Morality</td>
<td>1st Come</td>
<td>20</td>
<td></td>
<td>FPH 106</td>
</tr>
<tr>
<td>CCS 143</td>
<td>Visual Literacy/Media Crit</td>
<td>InstrPer</td>
<td>25</td>
<td></td>
<td>FPH 105</td>
</tr>
<tr>
<td>CCS 205</td>
<td>Minimalist Journalism</td>
<td>Lottery</td>
<td>15</td>
<td></td>
<td>EDH 2</td>
</tr>
<tr>
<td>CCS 221</td>
<td>Intro to Cognitive Science</td>
<td>1st Come</td>
<td>30</td>
<td>TTh 1030-12</td>
<td>FPH 105</td>
</tr>
<tr>
<td>CCS 223</td>
<td>Issues in Behavioral Devel</td>
<td>InstrPer</td>
<td>20</td>
<td></td>
<td>TBA</td>
</tr>
<tr>
<td>CCS 296</td>
<td>Data Structures</td>
<td>TBA</td>
<td>16</td>
<td></td>
<td>CSC 126</td>
</tr>
<tr>
<td>CCS 303</td>
<td>Computer Science Conc Sem</td>
<td>InstrPer</td>
<td>10</td>
<td></td>
<td>TV Class</td>
</tr>
<tr>
<td>CCS 306</td>
<td>Video Production Seminar</td>
<td>Concentrator</td>
<td>None</td>
<td>TTh 130-3</td>
<td>FPH 104</td>
</tr>
<tr>
<td>CCS 308</td>
<td>Philosophy of Psychology</td>
<td>InstrPer</td>
<td>20</td>
<td></td>
<td>KVA</td>
</tr>
<tr>
<td>CCS 317</td>
<td>Machine Learning/Puzzle Solv</td>
<td>Prereq</td>
<td>None</td>
<td></td>
<td>EDH 2</td>
</tr>
<tr>
<td>CCS 318</td>
<td>Media Campaigning</td>
<td>InstrPer</td>
<td>12</td>
<td></td>
<td>FPH 103</td>
</tr>
<tr>
<td>CCS 319</td>
<td>Adv Seminar on Vision</td>
<td>InstrPer</td>
<td>20</td>
<td></td>
<td>FPH 102</td>
</tr>
<tr>
<td>CCS 320</td>
<td>Automata Theory</td>
<td>InstrPer</td>
<td>30</td>
<td></td>
<td>CSC 114</td>
</tr>
<tr>
<td>CCS 341</td>
<td>Pornography and the Law</td>
<td>InstrPer</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Enrollment Method</th>
<th>Limit</th>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 105</td>
<td>Ways of Seeing</td>
<td>InstrPer</td>
<td>12</td>
<td>TTh 1030-12</td>
<td></td>
</tr>
<tr>
<td>HA 113</td>
<td>Modern Dance I</td>
<td></td>
<td></td>
<td>TTh 9-1030</td>
<td>ARB</td>
</tr>
<tr>
<td>HA 114</td>
<td>Modern Dance II</td>
<td></td>
<td></td>
<td>TTh 1030-12</td>
<td>MBB</td>
</tr>
<tr>
<td>HA 139</td>
<td>Six Southern Writers</td>
<td>InstrPer</td>
<td>25</td>
<td>TTh 1-230</td>
<td>MBB</td>
</tr>
<tr>
<td>HA 141</td>
<td>Writing Workshop</td>
<td></td>
<td></td>
<td></td>
<td>FPH 106</td>
</tr>
<tr>
<td>HA 142</td>
<td>Short Story Writing Workshop</td>
<td>InstrPer</td>
<td>20</td>
<td></td>
<td>TBA</td>
</tr>
<tr>
<td>HA 145</td>
<td>American Landscapes</td>
<td>InstrPer</td>
<td>13</td>
<td></td>
<td>FPH 107</td>
</tr>
<tr>
<td>HA 150</td>
<td>From Page to Stage</td>
<td>InstrPer</td>
<td>16</td>
<td></td>
<td>FPH 106</td>
</tr>
<tr>
<td>HA 152</td>
<td>Gods, Beasts and Mortals</td>
<td>InstrPer</td>
<td>16</td>
<td></td>
<td>EDH 4</td>
</tr>
<tr>
<td>HA 159</td>
<td>Man-Made Environment</td>
<td>InstrPer</td>
<td>20</td>
<td></td>
<td>EDH 1</td>
</tr>
<tr>
<td>HA 163</td>
<td>Themes in Human Development</td>
<td>InstrPer</td>
<td>20</td>
<td></td>
<td>FPH 106</td>
</tr>
<tr>
<td>HA 194</td>
<td>Introduction to Acting</td>
<td>InstrPer</td>
<td>16</td>
<td></td>
<td>EDH 3</td>
</tr>
</tbody>
</table>
### Hampshire College Course Guide

**Course**
- HA 195: Theatre Three
- HA 201: Figure Drawing
- HA 203: Studio/Art Critique
- HA 205: Painting
- HA 209: Making Places/Exp of Design
- HA 210: Film Workshop I
- HA 211: Still Photo Workshop I
- HA 214: Photography/Critical Issues
- HA 216: Modern Dance IV
- HA 231: Poetry Writing Workshop
- HA 236: Principles of Directing
- HA 237: Fiction Writing Workshop
- HA 240: Writing
- HA 243: The Fiction of History
- HA 246: Eupides
- HA 251: An Lit: Rllm:Twain,James,Crane
- HA 252: Int Dance Composition
- HA 263: Intro/Dance & Movement Ed
- HA 269: Contemp Caribbean Fiction
- HA 271: Shakespeare and Woolf
- HA 276: Her/His Story of War
- HA 279: Intro/Trad African Philo
- HA 284: Creative Music
- HA 299: Sem/Electron Music/Comp
- HA 302: Improvisation
- HA 305: Adv Writing Seminar
- HA 307: Great Books Seminar
- HA 310: Film Workshop II
- HA 311: Photo Workshop II
- HA 313: Film/Photography III
- HA 320: Creative Music/Advanced
- HA 386: Laban Movement Anal II

**Instructor**
- Cohen
- Rosenblatt
- Murray
- Rosenblatt
- Juster/Pope
- Matthews
- Matthews
- Lovell
- Salkey
- Blair
- Salkey
- Payne
- Marquez
- Meagher
- Lyons
- Lovell
- Schwartz
- Marquez
- Kennedy
- Wanley
- Wiggins
- D. Warner
- Cohen
- Blair
- Payne
- Lyon
- Ravett
- Liebling
- Wiggins
- Nordstrom
- Kearns

**Enrollment Method**
- Open
- InstrPer
- InstrPer
- InstrPer
- Lottery
- Lottery
- Open
- Audition
- Open
- InstrPer
- Open
- InstrPer
- InstrPer
- Open
- InstrPer
- Open
- InstrPer
- Open
- InstrPer
- Open
- InstrPer
- Open

**Limit**
- 25
- 15
- 18
- 12
- 15
- 15
- 15
- 16
- 15
- 15
- 20
- 15
- 20
- 25
- 20
- 20
- 15
- 12
- 12
- 15
- 10
- 15
- None

**Time**
- TBA
- 6-9pm
- TBA
- 9-12pm
- 6-9pm
- TBA
- TBA
- 9-12pm
- TBA
- 9-12pm
- 9-12pm
- TBA
- 6-9pm
- 9-12pm
- TBA
- 9-12pm
- 9-12pm
- 9-12pm
- TBA
- TBA
- None

**Place**
- EDH 4
- EDH 4
- EDH 4
- EDH 4
- EDH 3
- EDH 4
- EDH 4
- EDH 4
- EDH 4
- EDH 4
- EDH 4
- EDH 4
- EDH 4
- EDH 4
- EDH 4
- EDH 4
- EDH 4
- EDH 4
- EDH 4
- EDH 4

---

### Writing/Reading Program

**Course**
- WP 101: Basic Writing
- WP 103: Writing/ESL Students
- WP 105: Writing Workshop

**Instructor**
- Ryan
- Ryan
- Berkman

**Enrollment Method**
- 1st Come
- 1st Come
- Lottery

**Limit**
- 16
- 16
- 16

**Time**
- TBA
- TBA
- TBA

**Place**
- PH A-1
- PH A-1
- FPH 107

---

### School of Natural Science

**Course**
- NS 101: Extraterrestrial Intelligence
- NS 104: Optics and Holography
- NS 107: Evolution of the Earth
- NS 121: Human Biology
- NS 123: Human Biological Variation
- NS 129: Biology/New Eng Small Farm
- NS 172: The Nuclear Age
- NS 180: Aquaculture in HC Biodiversity
- NS 184: Energy Utilization/Hampshire
- NS 198: Ever Since Darwin
- NS 206: Marine Ecology
- NS 208: Plant Physiology
- NS 211: Organic Chemistry
- NS 220: Animal Physiology
- NS 247: Coll Biology
- NS 258: Computation Structures
- NS 260: The Calculus
- NS 261: Intro Calc/Computer Model

**Instructor**
- Dennis
- Hafner
- Reid
- Woodhill/Bruno
- Martin/Goddard
- Winship, et al
- Krass
- D’Avanzo
- Wirch
- Miller, et al
- D’Avanzo
- Winship
- Lowry
- Woodhill/Bruno
- Miller
- Al Woodhill
- Kelly

**Enrollment Method**
- Open
- InstrPer
- InstrPer
- InstrPer
- InstrPer
- InstrPer
- InstrPer
- InstrPer
- Prosem
- Open
- InstrPer
- InstrPer
- InstrPer
- InstrPer

**Limit**
- None
- None
- None
- None
- None
- None
- None
- None
- None
- None
- None
- None
- None

**Time**
- TBA
- TBA
- TBA
- TBA
- TBA
- TBA
- TBA
- TBA
- TBA
- TBA
- TBA
- TBA
- TBA

**Place**
- CSCI 302
- CSCI 302
- CSCI 114/Lab
- EDH 1
- CSCI 126
- CSCI 126
- CSCI 126
- CSCI 126
- CSCI 126
- CSCI 126
- CSCI 126
- CSCI 126
- CSCI 126

---

### Placement

**Course**
- EDH 4
- ARB
- ARB
- ARB
- EDH 3
- PFB
- PFB
- MBB Dance
- EDH 4
- EDH 4
- EDH 4
- FPH 104
- FPH 103
- MBB Dance
- MBB
- MSC 126
- FPH 107
- TBA
- MBB Class
- TBA
- EDH 4
- EDH 4
- FPH 104
- PFB
- PFB
- FPH 104
- FPH 104
- FPH 104
- FPH 104
**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 | TTh 1230-12 | CSC 302/3rd fl Lab
NS 295A&B | Practicum/Environ Ed | Bruno/Bartmskarder | See Course Description | Prereq | None | Smith
ASTFC 12 | Spec Topics/Astronomy | Edwards | Prereq | None | Smith
ASTFC 13 | The Solar System | Kwan | None | None | TBA
ASTFC 31 | Book Sem in Mathematics | Kelly | Open | None | TBA
ASTFC 33 | Health Issues Seminar | M. Henderson | InstPr | 12 | Alt W 7-930pm | CSC 302
ASTFC 39 | Topics in Anthropology | Martin/Yngvesson | Open | None | Th 130-3 | FPH ELN
ASTFC 40 | Behavior Seminar | Coppeinger | Open | None | CSC 114
ASTFC 47 | Cryophysics | Wirt | InstPr | 4 | TBA | UMass
ASTFC 49 | Planetary Science | Dent | Prereq | None | TTH 230-345 | SMU
ASTFC 51 | Stars and Stellar Evolution | Army/Dennis | Prereq | None | Smith
ASTFC 57 | Observational Astronomy | White | Prereq | None | UMass
ASTFC 63 | Astrophysics I | Harrison | Prereq | None | CMS

---

**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 122 | Social Order/Disorder | von der Lippe | Prosem | 16 | MW 1030-12 | FPH B-1
SS 126 | Classics/Political Economy | Hogan | Prosem | 16 | MW 3-430 | FPH 106
SS 127 | Elections in America | Rookoff/Douglas | 1st Come | 30 | MW 1-3 | FPH 108
SS 137 | Sociology of Medicine | von der Lippe | Lottery | 16 | TTH 130-3 | FPH B-1
SS 157 | Human Aggression | Poe | 1st Come | 20 | MW 130-3 | FPH 104
SS 169 | Modern Political Thought | Landes, et al | Open | None | W 930-12 | EDH 2
SS 173 | Ethnographic Film | Click | Open | None | F 9-12 | FPH ELN
SS 201 | Enlightenment to Revolution | Holquist, et al | Open | None | MW 1030-1300 | FPH ELN
SS 204 | Introductory Economics | Pitch/Landes | Prereq | 15 | W 930-12 | FPH ELN
SS 210 | U.S. Labor History | Warner | Prereq | 15 | MW 130-3 | FPH ELN
SS 214 | Pub Pol/Am Welfare State | Nisonoff | Prereq | None | Th 130-1300 | FPH 105
SS 218 | Jews in Modern History | Berman/Rakoff | Prereq | None | Th 130-1300 | FPH 108
SS 223 | Polat Econ/Black Americans | Berman/Glick | Prereq | None | Th 130-1300 | FPH 108
SS 227 | Schooling in Conflict | Hospolt/Tores | InstrPr | 15 | MW 130-3 | FPH ELN
SS 244 | Capital and Community | Breitbart/Tores | InstrPr | 15 | MW 130-3 | FPH ELN
SS 257 | Polat Econ of Africa | Ford, et al | Open | None | TTH 130-3 | CSC 126
SS 263 | New Directions/History | Pitch/Slater | 1st Come | 20 | TTH 130-1300 | EDH 1
SS 273 | Human Evol/Soc Organiz/Gender | Yngvesson/Martin | 1st Come | 20 | TTH 130-1300 | EDH 1
SS 277 | Cognitive Social Psych | Poe | 1st Come | 20 | TTH 130-1300 | EDH 1
SS 287 | Environ Law/Social Policy | Burns | Open | None | TTH 130-1300 | EDH 1
SS 291 | Computers in the New World | Graham | Open | None | TTH 130-1300 | EDH 1
SS 292 | Making History:Abortion Law | Gallagher | 1st Come | 25 | W 1030-1300 | FPH 105
SS 295 | America and the Third World | Lake | 1st Come | 25 | W 1030-1300 | FPH 105
SS 296 | Japan/Trad/Adapt/Transform | McConnell | 1st Come | 25 | W 3-530 | FPH 104
SS 307 | Law/Justice/Education | Rose | InstrPr | 16 | MW 3-530 | FPH 103
SS 311 | Women and Work | Nisonoff | InstrPr | 12 | W 1-3 | FPH 106
SS 313 | Race/Class/Schooling | Torres | InstrPr | 15 | W 1-3 | FPH 105
SS 329 | Domestic Violence | Joseph | InstrPr | 20 | MW 9-1030 | FPH 107
SS 339 | Topics in Anthropology | Yngvesson/Martin | Open | None | Alt W 7-930pm | FPH ELN
SS 341 | Pornography and the Law | Burns/Douglas | InstrPr | 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 | MW 1-3 | FPH ELN
IN 393 | New Ways of Knowing | Bernstein | InstrPr | None | W 1-4 | Kiva
IN 395 | Women and Science | Godard | Open | None | W 1-3 | CSC 126
## Outdoors Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Enrollment Method</th>
<th>Limit</th>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 103</td>
<td>Wilderness 1st Aid/Rescue</td>
<td>T. Kyker-Snowman</td>
<td>1st Come</td>
<td>15</td>
<td>MWF 1-5/F 1-3</td>
</tr>
<tr>
<td>OP 105</td>
<td>Canoe Tripping</td>
<td>T. Kyker-Snowman</td>
<td>1st Come</td>
<td>12</td>
<td>Th 1-5</td>
</tr>
<tr>
<td>OP 111</td>
<td>Beg Top Rope Climbing</td>
<td>K. Kyker-Snowman</td>
<td>1st Come</td>
<td>12</td>
<td>T 1230-530</td>
</tr>
<tr>
<td>OP 112</td>
<td>Advanced Rockcraft</td>
<td>K. Kyker-Snowman</td>
<td>InstrPer</td>
<td>8</td>
<td>Th 1230-530</td>
</tr>
<tr>
<td>OP 113A</td>
<td>Adv Top Rope Climbing</td>
<td>Carmirian</td>
<td>InstrPer</td>
<td>12</td>
<td>T 1230-530</td>
</tr>
<tr>
<td>OP 113B</td>
<td>Adv Top Rope Climbing</td>
<td>Carmirian</td>
<td>InstrPer</td>
<td>12</td>
<td>W 1230-530</td>
</tr>
<tr>
<td>OP 147</td>
<td>A Yellowstone Odyssey</td>
<td>Warren</td>
<td>InstrPer</td>
<td>12</td>
<td>Th 1-5/Th 1-5</td>
</tr>
<tr>
<td>OP 150</td>
<td>Philo Experiential Ed</td>
<td>Warren/Light</td>
<td>1st Come</td>
<td>12</td>
<td>WF 1030-1230</td>
</tr>
</tbody>
</table>

## Recreational Athletics

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Enrollment Method</th>
<th>Limit</th>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>RA 101</td>
<td>Beg Shotokan Karate</td>
<td>Taylor</td>
<td>Open</td>
<td>None</td>
<td>RCC</td>
</tr>
<tr>
<td>RA 103</td>
<td>Shotokan Karate II</td>
<td>Taylor</td>
<td>InstrPer</td>
<td>None</td>
<td>TThSun 6-8pm</td>
</tr>
<tr>
<td>RA 104</td>
<td>Adv Shotokan Karate</td>
<td>Taylor</td>
<td>InstrPer</td>
<td>None</td>
<td>TThSun 6-8pm</td>
</tr>
<tr>
<td>RA 106</td>
<td>Alkido</td>
<td>Sylvain</td>
<td>Open</td>
<td>None</td>
<td>So Lounge</td>
</tr>
<tr>
<td>RA 108</td>
<td>Beginning T'ai Chi</td>
<td>Gallagher</td>
<td>Open</td>
<td>None</td>
<td>So Lounge</td>
</tr>
<tr>
<td>RA 109</td>
<td>Continuing T'ai Chi</td>
<td>Gallagher</td>
<td>Open</td>
<td>None</td>
<td>So Lounge</td>
</tr>
<tr>
<td>RA 110</td>
<td>Women's Self Defense</td>
<td>DiAnne</td>
<td>Open</td>
<td>None</td>
<td>So Lounge</td>
</tr>
<tr>
<td>RA 112</td>
<td>Beginning Hatha Yoga</td>
<td>Leskes Ward</td>
<td>Open</td>
<td>None</td>
<td>So Lounge</td>
</tr>
<tr>
<td>RA 113</td>
<td>Continguing Hatha Yoga</td>
<td>Leskes Ward</td>
<td>Open</td>
<td>None</td>
<td>RCC</td>
</tr>
<tr>
<td>RA 116</td>
<td>Fencing</td>
<td>Weber</td>
<td>Open</td>
<td>None</td>
<td>RCC</td>
</tr>
<tr>
<td>RA 117</td>
<td>Physical Fitness Class</td>
<td>Rikkers</td>
<td>1st Come</td>
<td>75</td>
<td>TTh pm</td>
</tr>
<tr>
<td>RA 118</td>
<td>Aerobic Workout</td>
<td>Laiberte</td>
<td>TTh</td>
<td>1245-2</td>
<td>So Lounge</td>
</tr>
<tr>
<td>RA 120</td>
<td>Shin-Gum-Do</td>
<td>Sanchez</td>
<td>Open</td>
<td>None</td>
<td>Pool/River</td>
</tr>
<tr>
<td>RA 122</td>
<td>Basic SCUBA Certification</td>
<td>Stillman</td>
<td>Open</td>
<td>None</td>
<td>Pool/River</td>
</tr>
<tr>
<td>RA 123</td>
<td>Kayak Rolling/Open Session</td>
<td>Harrison</td>
<td>TBA</td>
<td>None</td>
<td>Pool/River</td>
</tr>
<tr>
<td>RA 126</td>
<td>Beg Whitewater Kayaking (X)</td>
<td>Harrison</td>
<td>Open</td>
<td>None</td>
<td>Pool/River</td>
</tr>
<tr>
<td>RA 127</td>
<td>Beg Whitewater Kayaking (Y)</td>
<td>Harrison</td>
<td>Open</td>
<td>None</td>
<td>Pool/River</td>
</tr>
<tr>
<td>RA 128</td>
<td>Novice Whitewater Kayaking</td>
<td>Harrison</td>
<td>Open</td>
<td>None</td>
<td>Pool/River</td>
</tr>
<tr>
<td>RA 132</td>
<td>Kayak Trip</td>
<td>Harrison</td>
<td>Open</td>
<td>None</td>
<td>Pool/River</td>
</tr>
<tr>
<td>RA 135</td>
<td>Womoged Soccer</td>
<td>Marburg/McCarthy</td>
<td>Open</td>
<td>None</td>
<td>Pool/River</td>
</tr>
<tr>
<td>RA 136</td>
<td>Ultimate Frisbee</td>
<td>Goldstein, et al</td>
<td>Open</td>
<td>None</td>
<td>Pool/River</td>
</tr>
<tr>
<td>RA 138</td>
<td>Sailing</td>
<td>Smith</td>
<td>Open</td>
<td>None</td>
<td>Pool/River</td>
</tr>
<tr>
<td>RA 139</td>
<td>Windsurfing</td>
<td>TBA</td>
<td>Open</td>
<td>None</td>
<td>Pool/River</td>
</tr>
<tr>
<td>RA 141</td>
<td>Women’s Team Basketball</td>
<td>Adams</td>
<td>Open</td>
<td>None</td>
<td>Pool/River</td>
</tr>
<tr>
<td>RA 142</td>
<td>Team Volleyball</td>
<td>Meredith</td>
<td>Open</td>
<td>None</td>
<td>Pool/River</td>
</tr>
<tr>
<td>RA 145</td>
<td>Badminton</td>
<td>Norvell</td>
<td>Open</td>
<td>None</td>
<td>Pool/River</td>
</tr>
</tbody>
</table>

## FOREIGN LANGUAGE PROGRAM

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Enrollment Method</th>
<th>Limit</th>
<th>Time</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>FL 101</td>
<td>Intensive French</td>
<td>TBA</td>
<td>Interview</td>
<td>10</td>
<td>MTWTh 3-5</td>
</tr>
<tr>
<td>FL 102</td>
<td>Intensive Spanish</td>
<td>TBA</td>
<td>Interview</td>
<td>10</td>
<td>MTWTh 3-5</td>
</tr>
</tbody>
</table>
RACERICALGARARARARAR
Recreational Athletics

RESIDENTIAL SHOTOKAN KARATE
RA 101
Taylor

INTERMEDIATE SHOTOKAN KARATE
RA 102
Taylor

ADVANCED SHOTOKAN KARATE
RA 103
Sylvia

AXE 100

BEGINNING TAI CHI
RA 109
Gallagher

CONTINUING TAI CHI
RA 108

WOMEN'S SELF-DEFENSE
RA 105

BEGINNING NAYA YOGA
RA 112

CONTINUING NAYA YOGA
RA 110

PISTOLSHOOTING
RA 107

FUTSAL PHYSICS
RA 111

AEROSPORT WORKOUT
RA 108

SCIL
cion

BASE SOUS COMMUNICATION
RA 112

RACE ROLLING - OPEN SESSION
RA 103

BEGINNING WITHEWATER KAYAKING (K)
RA 106

BEGINNING WITHEWATER KAYAKING (K)
RA 107

WINDSOF KAYAKING
RA 103

LUCKY COMPANIONS
RA 102

HULL CRUISE
RA 102

DRAINAGE SAILING
RA 102

WINDSURFING
RA 013

WOMEN'S TEAM BASKETBALL
RA 101

TEAM VOLLEYBALL
RA 102

BADMINTON
RA 103

BEGINNING SHOTOKAN KARATE
RA 101
Taylor

INTERMEDIATE SHOTOKAN KARATE
RA 102
Taylor

ADVANCED SHOTOKAN KARATE
RA 103
Sylvia

BEGINNING TAI CHI
RA 109
Gallagher

CONTINUING TAI CHI
RA 108

WOMEN'S SELF-DEFENSE
RA 105

BEGINNING NAYA YOGA
RA 112

CONTINUING NAYA YOGA
RA 110

PISTOLS
RA 107

FUTSAL
RA 106

AEROSPORT WORKOUT
RA 108

SCIENCE
RA 105

BASE SOUS COMMUNICATION
RA 112

RACE ROLLING - OPEN SESSION
RA 103

BEGINNING WITHEWATER KAYAKING (K)
RA 106

BEGINNING WITHEWATER KAYAKING (K)
RA 107

WINDSOF KAYAKING
RA 103

LUCKY COMPANIONS
RA 102

HULL CRUISE
RA 102

DRAINAGE SAILING
RA 102

WINDSURFING
RA 013

WOMEN'S TEAM BASKETBALL
RA 101

TEAM VOLLEYBALL
RA 102

BADMINTON
RA 103

BEGINNING SHOTOKAN KARATE
RA 101
Taylor

INTERMEDIATE SHOTOKAN KARATE
RA 102
Taylor

ADVANCED SHOTOKAN KARATE
RA 103
Sylvia

BEGINNING TAI CHI
RA 109
Gallagher

CONTINUING TAI CH

**22 Hampshire College Course Guide**

**CONTINUING MATRA VIGA**
Tyrian Lassen

This class is designed for the transfer of RA 112 - Beginning Yoga, deepening experiences with the practices and introducing indwelling.

The class meets on Wednesdays from 4:15 to 5:00 PM in the South Lounge of the Roberts Center. Enrollment upon upon. To register attend the first class.

**FISHING**
Will Weber

Classes for both beginners and experienced fishermen. No experience necessary. Beginners are especially welcome. Basic equipment provided.

This class is held on Tuesday and Thursday evenings in the Roberts Center. Enrollment is open. To register sign-up on the bulletin board at the CRC prior to the first class.

**PHYSICAL FITNESS CLASS**
Scheim Fikara

This course is designed to promote good health, flexibility, cardiovascular efficiency, and a sense of well-being. There will be music, fun, and camaraderie. Classes are 15 minutes apart for the active and the all-time. It will help you feel better (whether or not you do).

The class will meet on Mondays and Fridays from 12:05 to 12:50 PM in the Roberts Center. Enrollment is limited to 15 to 20 students. Fee: $5.00 for students, $7.00 for faculty and family members. Trips are under the direction of New England Ski Areas.

Classes are from 4:30 to 5:00 PM on Mondays and Fridays on the Planting Floor of the Roberts Center. Enrollment open. To register sign-up on the CRC bulletin board or attend the first class. 

**ADRENALINE WOUND**
Karen Lillstien

This is an exercise for the aerobic workout. It consists of a 15-minute aerobic workout period (from head to toe), a 30-minute aerobic workout period (for the muscles of the body), and a rest period.

The class is held on Fridays from 6:00 to 6:30 PM in the Roberts Center. Enrollment is limited to 15 to 20 students. Fee: $5.00 for students, $7.00 for faculty and family members.

Classes are from 4:00 to 5:00 PM on Mondays and Tuesdays in the South Lounge of the Roberts Center. Enrollment open. To register sign-up on the bulletin board at the CRC prior to the first class.

**SKIN-O-WAN-DO**
Anthony S. Sambrel

Skin-O-Wan-Do is a modification of skin. Skin means mind or spirit. Skin-O-Wan-Do means mind, 30-inch patch, and spirit. Skin is a modification of skin.

The class is held on Fridays from 6:00 to 6:30 PM in the Roberts Center. Enrollment is limited to 15 to 20 students. Fee: $5.00 for students, $7.00 for faculty and family members.

Classes are from 4:00 to 5:00 PM on Mondays and Tuesdays in the South Lounge of the Roberts Center. Enrollment open. To register sign-up on the bulletin board at the CRC prior to the first class.

**BASICS OF SCUBA DIVING**
David Stillman

This is a 3, 4, 5, U. I. certified course leading to basic SCUBA certification. One and one-half hours of pool time and one one-half hours of classroom instruction per week.

Classes meet at the Roberts Center pool on Mondays from 4:15 to 5:00 PM, and are limited to 15 students. Fee: $20.00 plus each, free and snorkel. All other equipment provided. Pre-requisite: advance respiratory skills. Enrollment open.

**SUNBURN BULLETIN**
Ryan Schone

The Sunburn Bulletin will take place in the CRC pool. It is designed for those students who are unable to schedule the basic course but who would like the opportunity to learn the course. The bulletin is held on Saturdays at 2:00 PM in the South Lounge of the Roberts Center. It is available to those who are interested. The bulletin will be available to those who are interested.

**BEGINNING MEDITATION/STRESSING**
Linda Harrison

This course is designed to teach the fundamentals of yoga and basic meditation techniques including: awareness, focus, breathing, and the use of the body. This course is held on Wednesdays from 6:00 to 6:45 PM in the Roberts Center. Enrollment is limited to 15.

Classes meet on Wednesdays from 4:00 to 4:45 PM on the pool and on Fridays from 12:00 to 1:00 PM for river trips. All members of the class will meet from 4:00 to 4:45 PM on the pool. To register sign-up on the bulletin board at the Roberts Center prior to the first week in the CRC.

**BEGINNING MEDITATION/STRESSING**
Linda Harrison

This is a beginning class for those who would like to learn a basic meditation technique. The class meets on Wednesdays from 6:00 to 6:45 PM in the Roberts Center. Enrollment is limited to 15.

**CENTRAL MEDITATION/STRESSING**
Linda Harrison

This is a beginning class for those who would like to learn a basic meditation technique. The class meets on Wednesdays from 6:00 to 6:45 PM in the Roberts Center. Enrollment is limited to 15.

**VICE MEDITATION/STRESSING**
Linda Harrison

This is a beginning class for those who would like to learn a basic meditation technique. The class meets on Wednesdays from 6:00 to 6:45 PM in the Roberts Center. Enrollment is limited to 15.

**VICE MEDITATION/STRESSING**
Linda Harrison

This is a beginning class for those who would like to learn a basic meditation technique. The class meets on Wednesdays from 6:00 to 6:45 PM in the Roberts Center. Enrollment is limited to 15.

**VICE MEDITATION/STRESSING**
Linda Harrison

This is a beginning class for those who would like to learn a basic meditation technique. The class meets on Wednesdays from 6:00 to 6:45 PM in the Roberts Center. Enrollment is limited to 15.

**VICE MEDITATION/STRESSING**
Linda Harrison

This is a beginning class for those who would like to learn a basic meditation technique. The class meets on Wednesdays from 6:00 to 6:45 PM in the Roberts Center. Enrollment is limited to 15.

**VICE MEDITATION/STRESSING**
Linda Harrison

This is a beginning class for those who would like to learn a basic meditation technique. The class meets on Wednesdays from 6:00 to 6:45 PM in the Roberts Center. Enrollment is limited to 15.

**VICE MEDITATION/STRESSING**
Linda Harrison

This is a beginning class for those who would like to learn a basic meditation technique. The class meets on Wednesdays from 6:00 to 6:45 PM in the Roberts Center. Enrollment is limited to 15.

**VICE MEDITATION/STRESSING**
Linda Harrison

This is a beginning class for those who would like to learn a basic meditation technique. The class meets on Wednesdays from 6:00 to 6:45 PM in the Roberts Center. Enrollment is limited to 15.

**VICE MEDITATION/STRESSING**
Linda Harrison

This is a beginning class for those who would like to learn a basic meditation technique. The class meets on Wednesdays from 6:00 to 6:45 PM in the Roberts Center. Enrollment is limited to 15.

**VICE MEDITATION/STRESSING**
Linda Harrison

This is a beginning class for those who would like to learn a basic meditation technique. The class meets on Wednesdays from 6:00 to 6:45 PM in the Roberts Center. Enrollment is limited to 15.

**VICE MEDITATION/STRESSING**
Linda Harrison

This is a beginning class for those who would like to learn a basic meditation technique. The class meets on Wednesdays from 6:00 to 6:45 PM in the Roberts Center. Enrollment is limited to 15.

**VICE MEDITATION/STRESSING**
Linda Harrison

This is a beginning class for those who would like to learn a basic meditation technique. The class meets on Wednesdays from 6:00 to 6:45 PM in the Roberts Center. Enrollment is limited to 15.

**VICE MEDITATION/STRESSING**
Linda Harrison

This is a beginning class for those who would like to learn a basic meditation technique. The class meets on Wednesdays from 6:00 to 6:45 PM in the Roberts Center. Enrollment is limited to 15.

**VICE MEDITATION/STRESSING**
Linda Harrison

This is a beginning class for those who would like to learn a basic meditation technique. The class meets on Wednesdays from 6:00 to 6:45 PM in the Roberts Center. Enrollment is limited to 15.

**VICE MEDITATION/STRESSING**
Linda Harrison

This is a beginning class for those who would like to learn a basic meditation technique. The class meets on Wednesdays from 6:00 to 6:45 PM in the Roberts Center. Enrollment is limited to 15.

**VICE MEDITATION/STRESSING**
Linda Harrison

This is a beginning class for those who would like to learn a basic meditation technique. The class meets on Wednesdays from 6:00 to 6:45 PM in the Roberts Center. Enrollment is limited to 15.

**VICE MEDITATION/STRESSING**
Linda Harrison

This is a beginning class for those who would like to learn a basic meditation technique. The class meets on Wednesdays from 6:00 to 6:45 PM in the Roberts Center. Enrollment is limited to 15.

**VICE MEDITATION/STRESSING**
Linda Harrison

This is a beginning class for those who would like to learn a basic meditation technique. The class meets on Wednesdays from 6:00 to 6:45 PM in the Roberts Center. Enrollment is limited to 15.

**VICE MEDITATION/STRESSING**
Linda Harrison

This is a beginning class for those who would like to learn a basic meditation technique. The class meets on Wednesdays from 6:00 to 6:45 PM in the Roberts Center. Enrollment is limited to 15.

**VICE MEDITATION/STRESSING**
Linda Harrison

This is a beginning class for those who would like to learn a basic meditation technique. The class meets on Wednesdays from 6:00 to 6:45 PM in the Roberts Center. Enrollment is limited to 15.

**VICE MEDITATION/STRESSING**
Linda Harrison

This is a beginning class for those who would like to learn a basic meditation technique. The class meets on Wednesdays from 6:00 to 6:45 PM in the Roberts Center. Enrollment is limited to 15.
Computers have been a major influence in proposing programs that combine the strengths of liberal arts and sciences with the technical skills required for design, in order to provide a balance between the theoretical and practical aspects of education. This new and rapidly developing field is called computer science. It involves the study of the fundamental principles of computation and the design and implementation of algorithms for solving problems. On the technical level, computer science is concerned with the development of efficient and effective methods for processing information. On the scientific level, computer science is concerned with the exploration of the nature of computation and the limits of what can be computed.

The goal of the Computer Science Program is to prepare students for a variety of careers in computing, including software engineering, systems analysis, and computer systems management. The program is designed to provide students with a strong foundation in the fundamentals of computer science, as well as opportunities for specialization in areas of interest.

Computer science is a rapidly evolving field, and the curriculum is designed to keep pace with the latest developments. Students are expected to take a sequence of core courses in computer science, as well as electives that allow them to explore specific areas of interest. The core courses include courses in programming, data structures, algorithms, computer architecture, and operating systems.

Students are also required to complete a senior project, which allows them to apply the knowledge and skills they have gained to a practical problem. The senior project is an important component of the program, as it provides students with an opportunity to gain experience in working on a problem from start to finish.

In addition to the core courses, students also have the opportunity to take courses in areas such as artificial intelligence, computer graphics, and computer networks. These courses are designed to provide students with a broad understanding of the field of computer science and to prepare them for a variety of careers.

The Computer Science Program is designed to provide students with the knowledge and skills they need to succeed in the rapidly evolving field of computer science. With the right education, students can pursue careers in a wide range of industries, from technology and finance to healthcare and education. Computer science is a field that is constantly changing, and as such, there is always a need for new talent. The Computer Science Program is designed to prepare students for this exciting and ever-evolving field.
Faculty

Communication & Cognitive Science

Beverly F. Aldrich, assistant professor of psychology, received her Ph.D. in psychology from the University of North Carolina at Chapel Hill. She has taught at Hampshire College since 1978.

To Hindi, a native language of India, within the Department of Asian and Middle Eastern Studies. She has taught at Hampshire College since 1980.

Heather Grossman, assistant professor of communication and cognitive science, has been a visiting scholar at the University of California, Berkeley. She has taught at Hampshire College since 1980.

Christopher G.Richardson, associate professor of philosophy, is interested in the philosophical problems of mind, knowledge, language, art, and morality. His work is centered on the nature of mind, consciousness, and the mind-body problem. He has been a visiting scholar at the University of Cambridge since 1980.

H&AH & H&AH & H&AH & H&AH

School of Humanities & Arts

Shawar Gath, assistant professor of history, holds a Ph.D. in American Studies from the University of California, Berkeley. He has taught at Hampshire College since 1980.

Joseph E. B. Hower, professor of art history, specializes in the history of art in Britain and France from the 18th to the 20th centuries. He has been a visiting scholar at the University of Cambridge since 1980.

Susan Neiman, associate professor of biology, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Peskin, assistant professor of English, holds a Ph.D. in English from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Michael P. della Rocca, assistant professor of philosophy, received his Ph.D. from the University of California, Berkeley. He has taught at Hampshire College since 1980.

Judy Remmert, assistant professor of anthropology, received her Ph.D. from the University of Chicago. She has taught at Hampshire College since 1980.

Rachel Rosen, assistant professor of history, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.

Hannah Rose, associate professor of English, received her Ph.D. from the University of California, Berkeley. She has taught at Hampshire College since 1980.
John H. Foster, professor of biology, previously taught biochemistry at the University of Pennsylvania and at M.I.T. He holds a Ph.D. in biochemistry from the University of Pennsylvania. In addition to his contributions to biochemistry and immunology, he is interested in the study of cell membranes and white blood cells. His current research will be available in the Fall Term 2025.

Dr. T. S. Franklin, professor of biology, was previously a botanist at the University of Georgia. He holds a Ph.D. in botany from the University of Illinois. His research interests include the study of plant taxonomy and systematics. He will be available in the Fall Term 2025.

Grant E. Gordon, associate professor of agriculture, received his Ph.D. from the University of Illinois. He is interested in the study of natural resources and environmental management. His current research will be available in the Fall Term 2025.

Kevin J. Johnson, associate professor of pharmacy, holds a Ph.D. in pharmaceutics from the University of California, San Francisco. He is interested in the study of drug delivery systems and pharmaceutical formulation. His current research will be available in the Fall Term 2025.

Beverly A. Williams, associate professor of education, received her Ph.D. from the University of Wisconsin. She is interested in the study of educational administration and leadership. Her current research will be available in the Fall Term 2025.
26 Hampshire College Guide

Richard Alpert, faculty associate in political science and associate dean of the faculty and director of planning, has served on the university's executive committee. He is also a member of the faculty of the Institute of East Asian Studies at Columbia University. He is a B.A. from Harvard College and a Ph.D. from Harvard University.

Carol Beckendorf, associate professor of philosophy, holds a B.A. from Chicago College and a Ph.D. from the University of California. She has been working as a research assistant in political science from 1962 to 1967. She is also a member of the faculty of the Institute of East Asian Studies at Columbia University. She is a B.A. from Harvard College and a Ph.D. from Harvard University.

Aaron Koplow, assistant professor of history, received his B.A. from Harvard College and a Ph.D. from Harvard University. He has been teaching at a college in New York since 1960. He is a B.A. from Harvard College and a Ph.D. from Harvard University.

Mary McDonald, associate professor of sociology, has a B.A. from Harvard College and a Ph.D. in geography from Clark University. Her teaching and research interests include the social geography of small towns, urban life, and economic development in the United States.

Elizabeth Bunin, visiting assistant professor of religious studies, has a B.A. from Harvard College and a Ph.D. from Harvard University. She is a B.A. from Harvard College and a Ph.D. from Harvard University.

James Rowley, associate professor of political science, has a B.A. from Harvard College and a Ph.D. from Harvard University. He has been teaching at a college in New York since 1960. He is a B.A. from Harvard College and a Ph.D. from Harvard University.

Harriet Gardiner, assistant professor of history, has a B.A. from Harvard College and a Ph.D. from Harvard University. She is a B.A. from Harvard College and a Ph.D. from Harvard University.

Dana Finkelstein, assistant professor of history, has a B.A. and a Ph.D. from Harvard University. She has been teaching at the university of Pennsylvania since 1960. Her research focuses on the social and political history of the United States.

Dorothy Fricke, assistant professor of history, has a B.A. and a Ph.D. from Harvard University. She is a B.A. from Harvard College and a Ph.D. from Harvard University.

Patricia Fiske, assistant professor of history, has a B.A. from Harvard College and a Ph.D. from Harvard University. She has been teaching at a college in New York since 1960. She is a B.A. from Harvard College and a Ph.D. from Harvard University.

Michael Ford, assistant professor of political science, has a B.A. from Harvard College and a Ph.D. from Harvard University. He has been teaching at a college in New York since 1960. He is a B.A. from Harvard College and a Ph.D. from Harvard University.

Leonard G. Ullman, professor of anthropology, holds an M.A. from the University of Michigan School of Medicine and a Ph.D. from Harvard University. He has been teaching at a college in New York since 1960. He is an M.A. from the University of Michigan School of Medicine and a Ph.D. from Harvard University.

Robert H. Clancy, associate professor of anthropology, holds an M.A. from the University of Chicago and a Ph.D. from Harvard University. He has been teaching at a college in New York since 1960. He is an M.A. from the University of Chicago and a Ph.D. from Harvard University.

Lawrence Gross, associate professor of political science, has a B.A. from Harvard College and an M.A. from Harvard University. He has been teaching at a college in New York since 1960. He is a B.A. from Harvard College and an M.A. from Harvard University.

Robert M. Utley, professor of history and chairman of the History Department, has a B.A. from the University of Chicago and a Ph.D. from Harvard University. He has been teaching at a college in New York since 1960. He is a B.A. from the University of Chicago and a Ph.D. from Harvard University.

Robert H. Gross, associate professor of cultural anthropology, has an M.A. and a Ph.D. from Harvard University. He has been teaching at a college in New York since 1960. He is an M.A. and a Ph.D. from Harvard University.

Barbara D. Johnson, associate professor of agricultural and applied economics, has a B.S. from the University of California and a Ph.D. from Harvard University. She has been teaching at a college in New York since 1960. She is a B.S. from the University of California and a Ph.D. from Harvard University.
and consider the consequences of mass movement of people.

We will study the movement of people, the establishment of new communities, and the way in which the new communities adapt to their new environments.

A brief overview of the historical, social, and economic factors that have contributed to the development of the Japanese culture will be included as well.

A good understanding of these factors is necessary for a comprehensive understanding of the culture.
THE CONSCIOUS AND UNCONSCIOUS MIND IN PSYCHOLOGY

The study of consciousness is a part of the universe of consciousness that is psychology. This course provides an intensive introduction to the field, focusing on the nature of consciousness, emotions, and the relationship between the self and the unconscious. The course will include discussions of the role of emotions in shaping our understanding of the world, and the impact of the unconscious on our perception and behavior.

 OC 145

INTRODUCTION TO COMPUTER PROGRAMMING IN FORTAN

Richard Muller

Computer programming includes elements of art, craft, and science. It is a tool for building software that can be used to solve problems in many different fields. This course will introduce the basic concepts of programming, including syntax, semantics, and data structures.

 OC 255

HISTORY OF THE PRESS IN THE UNITED STATES

David Herst

In this course, we will explore the role of the press in the development of American society. The press has been a critical element in shaping the political, social, and cultural landscape of the United States. This course will focus on the history of the press in the United States, from its colonial origins to the present day.

 OC 201

TELEVISION STUDIES WORKSHOP

Gregory Jones

This studio workshop is designed for students who are interested in television studies. The course will cover the production of television shows, including scriptwriting, production techniques, and the broadcast process. Students will have the opportunity to work on their own television ideas and develop their skills in television production.

 OC 290

THE COLLEGE AND THE ENVIRONMENT

Jennifer Brown

In this course, we will explore the relationship between the college and the environment. We will examine the role of higher education in addressing environmental issues, and the impact of college campuses on the environment.

 OC 150

THE KINGDOM OF THE PSYCHOLOGY LABORATORY

Self-Selings

Collecting new data in one of the great phenomena of the human mind, in psychology. The course will be divided into three parts: theoretical, empirical, and practical. The theoretical part will cover the basic concepts of psychology, the empirical part will involve data collection and analysis, and the practical part will focus on research design and methodology.

 OC 270

PROCESSES IN THE BRAIN: THE NEUROSCIENCE LABORATORY

Self-Selings

This laboratory course will explore the functioning of the human brain. The course will focus on the neural mechanisms underlying behavior, including the processing of information in the brain, the role of neurotransmitters, and the effects of drugs on brain function.

 OC 250

HUMANS AND THE ENVIRONMENT

Jennifer Brown

In this course, we will examine the relationship between humans and the environment. We will explore the impact of human activities on the environment, and the challenges of sustainability.

 OC 150

THE SCIENCE OF EVERYTHING

Jennifer Brown

In this course, we will explore the fundamental principles of science. The course will cover a wide range of topics, including the history of science, the nature of scientific inquiry, and the role of science in society.

 OC 150
Students will be expected to read from text materials and primary research reports, to come to class prepared to discuss the reading, and to prepare a short essay on a topic related to the course concern. Evaluations will be based upon the quality and quantity of these assignments.

Class will meet for lectures/discussions 4.5 hours twice a week, plus a three-hour lab every other week.

OFFICE HOURS
Bernstein
D’Avene
Lowry
McKenzie
Norlander
Smalley

Spring 1985
Krass
Levits
March

Koppenhaver

Kitchin Center Graduate Program in Environmental Education

An outline of organic chemistry. The course will cover the reaction mechanisms and the properties of organic compounds. The emphasis will be on the practical applications of organic chemistry in industry and medicine.

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

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

Nancy Lowrey and Ann Woodhall

As writers of mystery stories have discovered, most people leave distinctive "fingerprints," and it is not as easy to prove, for example, one of the doublet bones (in terms of morphology) to the旭 being taken to a problem has a complex of molecular anatomy of it is used to help in the exploration of what nature, plant, animal, and disease studies have to offer and what their prey.

We will read mystery stories for education. We will also read what the scientists have published about the anatomy of some bones, mostly natural ones. There will be no lab.

Students are expected to read the assignments, to participate in class, and to write two short summary papers. The main assignment will be to research a topic, give an essay on it to the class, and to write it up. These reports can be developed from the literature:

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

A REASCRIPTION IN EVOLUTION
Raymond P. Coppenhaver

Next authors argue that the recent collection of many species like mammals and birds were caused by humans. In an alternative hypothesis, it is thus a major evolutionary shift of significant adjustment in the course of evolution. In this sense, the rapidity of extinction, evolutionary processes and the principle of diversity, the evaluation of biological and species for social behavior. Students will learn how extinction occurred as an essay will be expected to write a term paper testing the ideas generated in the course.

Class will meet for 90 minutes twice a week.

Nancy Lowrey

This course is an introduction to the theories and concepts of ecology. Students will gain an appreciation for the very diversity of ecological phenomena. Using computer assisted and computer graphic models, the course will explore the ecological consequences of human activities on the environment. The course will cover the principles of population and community ecology, the role of natural selection in shaping the diversity of life, and the interaction of species within ecosystems. There will be an emphasis on the practical applications of ecology to environmental problems.

Class will meet for one hour three times a week and one one-half hour laboratory.

Nancy Lowrey

This course in a continuation of the first semester; emphasis will be on the functional groups and spectrometric identification of organic compounds.

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

Nancy Lowrey

This course is an introduction to the field of molecular biology. It will cover the basic concepts of molecular biology, including DNA and protein structure, DNA replication, gene expression, and genetic regulation. The course will also emphasize the practical applications of molecular biology in biotechnology and medicine.

Class will meet for one hour three times a week and one one-half hour laboratory.

Organic Chemistry

Nancy Lowrey

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

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

Advanced Biology Course

A group of upper-level biology courses will be taught on a regular basis or occasionally. In any given two-semester period, courses in all these topics will be offered, although the instructor
and cities will not necessarily be the same each time. The complete list of courses, along with a selection of elective courses on each course offering when it will next be offered.

Offerings for 1984-85
Fall: Animal Physiology, Plant Physiology, Molecular Biology Spring: Reproductive Physiology, Ecology, Genetics
Offerings for 1984-85
Fall: General Physiology, Cell Biology, Animal Behavior Spring: Reproductive, Nutrition, Evolution/Mutation

MS 211 REPRODUCTIVE PHYSIOLOGY
Ray Hamburger
This course is an introduction to comparative reproductive biology. The course will cover such topics as reproductive anatomy, endocrine control, and behavioral aspects of sexual behavior, and semen production. The embryology of human and non-human primates will also be discussed. Specimens will include human, laboratory mouse, and hamster embryos. Students are expected to do an independent study of a topic that involves present findings to a classic problem. The course will include both current primary literature and texts.

Class will meet on 9:00 a.m. twice a week.

MS 213 THE NERVES OF THE ARMS IN THE EMBRYO
Allan Kranz, Margot Gericke and Iliana Soto
Why do the United States and the Soviet Union build ballistic missiles? Why do all the nations build such high-tech weapons? This course will focus on the development of nuclear weapons in the United States and the Soviet Union. The course will be taught by a group of experts in the field of nuclear weapons. The course will begin with an introduction to the history of nuclear weapons.

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

MS 2115 HORMONE ACTION
Debra Martin
This course will critically examine the research strategies, data base, hypotheses, and conclusions of various studies concerning the effects of hormones on behavior and physiology. The course will be taught by a group of experts in the field of hormone action. The course will begin with an introduction to the history of hormone action.

Class will meet twice a week for 1 hour.

MS 2115 INTRODUCTION TO CALCULUS AND COMPUTER MODELING FOR SCIENTISTS AND SOCIAL SCIENTISTS
David Kellie
Traditionally, the mathematical preparation for scientists and social scientists begins with a year of calculus. Many have expanded the course schedule to include more mathematics. For almost all students, however, the usefulness of calculus extends beyond the course itself. This course will give an additional perspective to the course itself. The course will be taught by a group of experts in the field of calculus.

Class will meet twice a week for 1 hour.

MS 2115 PHYSICS HELP
Frederick Wick
Selected topics in physics will be covered, including electricity and magnetism, waves, optics, and mechanics. Much of the information in this course will be taken from the text. The course will be taught by a group of experts in the field of physics. The course will begin with an introduction to the history of physics.

Class will meet twice a week for 1 hour.

MS 2115 INTRODUCTION TO CALCULUS AND COMPUTER MODELING FOR SCIENTISTS AND SOCIAL SCIENTISTS
David Kellie
Traditionally, the mathematical preparation for scientists and social scientists begins with a year of calculus. Many have expanded the course schedule to include more mathematics. For almost all students, however, the usefulness of calculus extends beyond the course itself. This course will give an additional perspective to the course itself. The course will be taught by a group of experts in the field of calculus.

Class will meet twice a week for 1 hour.

MS 2115 PHYSICS HELP
Frederick Wick
Selected topics in physics will be covered, including electricity and magnetism, waves, optics, and mechanics. Much of the information in this course will be taken from the text. The course will be taught by a group of experts in the field of physics. The course will begin with an introduction to the history of physics.

Class will meet twice a week for 1 hour.

MS 2115 INTRODUCTION TO CALCULUS AND COMPUTER MODELING FOR SCIENTISTS AND SOCIAL SCIENTISTS
David Kellie
Traditionally, the mathematical preparation for scientists and social scientists begins with a year of calculus. Many have expanded the course schedule to include more mathematics. For almost all students, however, the usefulness of calculus extends beyond the course itself. This course will give an additional perspective to the course itself. The course will be taught by a group of experts in the field of calculus.

Class will meet twice a week for 1 hour.

MS 2115 PHYSICS HELP
Frederick Wick
Selected topics in physics will be covered, including electricity and magnetism, waves, optics, and mechanics. Much of the information in this course will be taken from the text. The course will be taught by a group of experts in the field of physics. The course will begin with an introduction to the history of physics.

Class will meet twice a week for 1 hour.

MS 2115 INTRODUCTION TO CALCULUS AND COMPUTER MODELING FOR SCIENTISTS AND SOCIAL SCIENTISTS
David Kellie
Traditionally, the mathematical preparation for scientists and social scientists begins with a year of calculus. Many have expanded the course schedule to include more mathematics. For almost all students, however, the usefulness of calculus extends beyond the course itself. This course will give an additional perspective to the course itself. The course will be taught by a group of experts in the field of calculus.

Class will meet twice a week for 1 hour.
RELIGION: A GROSS-CENTRAL PERSPECTIVE

Leonard Glick

An introduction to the anthropological study of religion, based on a comparative approach distinguishing between religious and social groups. The student will learn how to analyze and understand the religious behavior of certain societies and the way in which they express and think about their religious beliefs. The course will also deal with the concept of "unification" in religion, the role of the religious leadership, and the relationship between religion and other cultural institutions. The course will include case studies of different religious systems and will provide an in-depth look at the social, cultural, and political aspects of religious life.

HISTORICAL PATTERNS OF EUROPEAN ECONOMIC GROWTH

Frederick Weaver

Description for this course will appear in the course guides for spring 1963.

MEN AND THE CITY

Nyra Breitman, John Lands

The modern urban landscape has a magnetic pull over urban dwellers. The urban environment is characterized by its centripetal, rhythmic, corporate qualities. The city is a melange of contrasting elements, both historical and modern. The course will examine the social, economic, and political aspects of urban life. It will also explore the impact of urbanization on society and the individual.

WORKPLACE ECONOMICS

Stanley Warner

The course will introduce the student to introductory microeconomics and macroeconomics, emphasizing the tools and techniques used in the analysis of economic problems. The course will cover the basic concepts of supply and demand, price determination, and market equilibrium. The course will also introduce students to the principles of fiscal and monetary policy and their role in stabilizing the economy.

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

SCHOOLING PROBLEMS IN CAPITALIST AMERICA: AN INTRODUCTION TO THE SOCIOLOGY OF EDUCATION

Paul Torres

Focus on the history of American education and the social structure of education in capitalist America. The course will cover the development of education from colonial times to the present, examining the role of schools in society, the impact of society on schools, and the social, economic, and political forces that shape education. The course will also explore the role of education in the perpetuation of social inequality and the impact of education on social mobility.

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

SOCIAL CLASS: AN INTRODUCTION TO THE SOCIOLOGY OF SOCIETY

Carol Schneider, Margaret Corrigan, John Johnson

The course will introduce the student to the sociology of society, focusing on the concept of social class. The course will cover the development of social class theory, the structure of social class, and the relationship between social class and other social institutions. The course will also explore the role of social class in shaping individual behavior and social change.
The class will meet twice a week for 1-1/2 hours each session. Enrollment is open.

3274 BLACK AND LATINO POLITICAL LIFE IN THE UNITED STATES
Katie Torres, Francesco Tach

This course is a comparative analysis of black, Puerto Rican, and Chicana political movements and the role played by dominant political institutions at the federal, state, and local level. Students will be politically active and become well versed in the history and political philosophy of the black, Latino, and Chicana movements. Participation will be based on research and political activism, and will cover various topics, including but not limited to, the role of political parties in the United States, the relationship between race and class, and the impact of immigration and democratic institutions in the United States. The goal is to provide students with a comprehensive understanding of the political landscape and the role of political activism in shaping the political future of the United States.

3275 ARMS CONTROL
Susan Parkinson

This course will deal with the various aspects of arms control, including the development and implementation of arms control agreements. The course will cover the history of arms control agreements, their impact on global security, and the role of international organizations in arms control. Students will be expected to read and analyze a variety of materials, including national and international reports, and to present their findings in class discussions. The course will require active participation, and students will be expected to engage in critical thinking and analysis of the issues presented.

3276 INTEGRATION AND NATIONALISM IN THE NETHERLANDS AND GERMANY
Leopold Alphon

A historical and political survey of the interplay of nationalism and integration in the region from the eighteenth to the twentieth centuries. The course will examine the political, social, and cultural changes that have characterized the region, focusing on the role of nationalism and integration in these processes. Students will be expected to read and analyze a variety of materials, including national and international reports, and to present their findings in class discussions. The course will require active participation, and students will be expected to engage in critical thinking and analysis of the issues presented.

3277 WOMEN'S WRITING, WOMEN'S ISSUES: ISSUES IN CURRENT WOMEN'S STUDY
Jean Landes, Jill Louis

Surveying the improprieties and misrepresentations in the literature of the last decade, one notices a new pressure for women's issues that is being felt by women's organizations. This seminar will focus on the ways in which women's issues have been represented in literature and the ways in which women have responded to these issues. The seminar will be structured around the issues of gender, sexuality, and the role of women in society.

3278 THE NORDIC DIALOGUE: ASIAN-AMERICAN NATIONALISM AND ETHNIC GROUP STANDARDS
Barbara Sperling, Frances White

In this course we will study the history of the Nordic dialogue, focusing on the role of nationalism in shaping political and economic policies. The course will cover the development of nationalism in the Nordic region, the role of nationalism in shaping political and economic policies, and the role of nationalism in shaping international relations. Students will be expected to read and analyze a variety of materials, including national and international reports, and to present their findings in class discussions. The course will require active participation, and students will be expected to engage in critical thinking and analysis of the issues presented.

3279 SOCIAL SCIENCES IN THE UNITED STATES: THE HISTORY OF THE SOCIAL SCIENCES
Martha Brooks

This course will provide a historical overview of the development of the social sciences in the United States. The course will cover the development of the social sciences from the eighteenth century to the present, focusing on the role of social scientists in shaping public policy and social change. Students will be expected to read and analyze a variety of materials, including national and international reports, and to present their findings in class discussions. The course will require active participation, and students will be expected to engage in critical thinking and analysis of the issues presented.

3280 THE ECONOMIC SYSTEM: THE HISTORY OF THE ECONOMIC SYSTEM
Barbara Sperling, Frances White

In this course we will study the history of the economic system, focusing on the role of economic systems in shaping political and economic policies. The course will cover the development of economic systems from the eighteenth century to the present, focusing on the role of economic systems in shaping political and economic policies. Students will be expected to read and analyze a variety of materials, including national and international reports, and to present their findings in class discussions. The course will require active participation, and students will be expected to engage in critical thinking and analysis of the issues presented.

3281 THE SOCIOLOGICAL FRAMEWORK: THE HISTORY OF THE SOCIOLOGICAL FRAMEWORK
Barbara Sperling, Frances White

In this course we will study the history of the sociological framework, focusing on the role of sociological frameworks in shaping political and economic policies. The course will cover the development of sociological frameworks from the eighteenth century to the present, focusing on the role of sociological frameworks in shaping political and economic policies. Students will be expected to read and analyze a variety of materials, including national and international reports, and to present their findings in class discussions. The course will require active participation, and students will be expected to engage in critical thinking and analysis of the issues presented.

3282 THE VIGNESS-AMERICAN HISTORY
Barbara Sperling, Frances White

This course will provide a historical overview of the development of American history, focusing on the role of American history in shaping political and economic policies. The course will cover the development of American history from the eighteenth century to the present, focusing on the role of American history in shaping political and economic policies. Students will be expected to read and analyze a variety of materials, including national and international reports, and to present their findings in class discussions. The course will require active participation, and students will be expected to engage in critical thinking and analysis of the issues presented.

3283 THE SOCIOLOGICAL FRAMEWORK: THE HISTORY OF THE SOCIOLOGICAL FRAMEWORK
Barbara Sperling, Frances White

In this course we will study the history of the sociological framework, focusing on the role of sociological frameworks in shaping political and economic policies. The course will cover the development of sociological frameworks from the eighteenth century to the present, focusing on the role of sociological frameworks in shaping political and economic policies. Students will be expected to read and analyze a variety of materials, including national and international reports, and to present their findings in class discussions. The course will require active participation, and students will be expected to engage in critical thinking and analysis of the issues presented.
Statement on Affirmative Action

Hampshire College confirms in its statement, legal and moral 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, citizenship, age, or handicap in the administration of its educational policies, scholarship and loan programs, and athletic and other college-administered programs.

Hampshire College is an Affirmative Action/Equal Opportunity Employer. All employment decisions are made without regard to sex, race, color, religion, national or ethnic origin, citizenship, age, or handicap.

In all areas of education and employment, the College works to comply with all applicable federal and state laws and guidelines, including Title IX and Title VI of the Civil Rights Act of 1964, Executive Order 11246 of 1965, as amended by Executive Order 11754 of 1969 and 1971, Title IX of the Education Amendments Act of 1972, and Section 504 of the Rehabilitation Act of 1973, as amended.