

Registration

Check the course descriptions and schedule of classes thoroughly for enrollment methods. Some courses will hold the first day of classes; others will hold the second. Sign-up sheets or inventories will be available in the Registrar's Office. Be sure to check the list for each course in which you wish to enroll. The lists will be forwarded to Central Records, and they will do the rest of the work.

CLEARLY PRINT YOUR FULL NAME—(first/initial/last—NO SURNAMES)

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

NOTES:

Five College interchanges are available at Central Records. Be sure they are completely filled out so they may have the necessary signatures and dates which affect your ability to get into a particular course. The deadline for filling interchanges applications is Friday, September 15. Five College courses may be negotiated and penalties imposed at the discretion of the Registrar. They are all listed in the Student Handbook and it is your responsibility to be aware of them.

Independent Study Forms are available at Central Records. They should be completed during the first two weeks of spring term 1981.

IF YOU HAVE ANY QUESTIONS REGARDING THIS PROCEDURE, PLEASE CONTACT CENTRAL RECORDS, EXTENSION 471.

NOTE TO FIVE COLLEGE STUDENTS:

Hamphire College courses require different modes of enrollment depending on their class meeting times to find the method of enrollment for an individual course. Courses with open enrollment do not require permission of the instructor. Grades will be offered to interchange students unless otherwise stated in the course description. Interchange students should discuss this with the instructor during the first week of classes.

Although Five College students may participate in letteries and sign class lists (clearly indispensable for filling the Five College interchange form at their own school).

ADVISING:

New students at Hampshire are assigned to an adviser from one of the Schools (in advice on choice of courses and other academic matters); this is not a new adviser. Chungting Chen is a relatively simple process done in the College Center. The Association for Advising, an academic committee, working with both students and their advisers, provides advice and assistance in the areas of career, course, thesis, school applications, field work, and study abroad. The Student Advising Center, the Whole Woman Center, and the Third World Advising Center provide assistance for female students as well as for more general information on the academic programs available at Hampshire and at the other colleges in the Valley.

Academic Program

DIVISION I:

Students at Hampshire College progress through three sequential courses (Division I) and Advanced Studies (Division II) moving steadily toward greater independence in study. This divisional framework, which is designed to accommodate individual patterns of learning and growth.

Each division marks a stage in the student's progress toward understanding the subject matter chosen for study and each has its own distinctive purpose and procedures.

DIVISION I: The Division of Basic Studies introduces students to the area of liberal education at Hampshire College by giving them limited but direct and intense experience with disciplines in all four schools. This is done through a combination of introductory courses in literature, history, science, and contemporary introductory study in course or seminars and independent projects stressing the method of inquiry.

Students in the first division learn how to use their intellectual needs and subject matter, how to understand the arts of self-learning, and how to apply to their own style of learning. Instruction as they pass a Division I examination in each school.

There are two special programs designed especially for students new to Hampshire College—Division I seminars offered by faculty in all four schools and other information coordinated Basic Studies on PROGRAMS FOR NEW STUDENTS, see the special sections on PROGRAMS FOR NEW STUDENTS.

DIVISION II: In the Concentration, the student develops a program of studies in one area while continuing to explore other disciplines. Students determine with their faculty advisers what they want to achieve in their concentration, and design a program of study which will allow them to explore the four schools, and to broaden their knowledge of the linkages among disciplines. The Division II examination includes consultation with the Concentration adviser, student's readiness to proceed to advanced independent work.

DIVISION III: The Division of Advanced Studies focuses field and design with advanced independent study. The student designs and completes an independent study project or original work normally requiring half of his or her participation in one academic year. We normally a seminar—in which we encounter a complex topic requiring the application of several disciplines. Finally, students engage in some other activity in which their skills in service to other members of the Hampshire community or broader community.

COURSES:

Hampshire College courses are divided into three levels: 100 (Exploratory) and 200 (Foundational) levels are designed to all students. The divisional framework, which is designed to accommodate individual patterns of learning and growth. Briefly course levels are explained as follows:

100. Exploratory courses (often seminars) designed to acquaint students with the conceptual tools necessary to college work in general and the Hampshire providing examination process in particular. Courses emphasize specific attention to students' needs and interests, engage them directly in the excitement of learning, and allow opportunity to extend skills and teaching and evaluation of students' skills and preparation.

200. Foundational courses whose subject matter is needed by students in a wide range of disciplines (e.g., mathematics, computer programming, or dance technique); they can be general surveys or introductory-to-the-field courses, designed to provide a broad body of knowledge that can be "foundational" in that they present the combination of skills and concepts in the area (e.g., French literature) or they can be designed to cover a body of central theories or methodologies.

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

spring 1984

course guide

HAMPSHIRE College

Amherst, MA 01002

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Calendar

1	SPRING TERM 1981
1	Students Arrive
1	New Students Program
2-3	Naturalization
2-3	Course Incentive Day
4-9	Classes Begin
6-11	Course Selection Board
11-11	Five College Course Aid Deadline
14, 19-21	Examination/Advising Day
21-22	Spring Break
22	Examination/Advising Day
23-25	Leave Notification Deadline
25	Five College Preregistration/ADMSING
25	Examination/Advising Day
25	Examination/Advising Day
25	Last Day of Classes
25	Examination Period
25	Evaluation Period (for Exams)
25	Commencement
26-28	
15-18	

A placement to this Course Guide will be issued in the Registrar's Office by September 15; all additions and deletions of courses, changes in class schedules, and course revisions. Please confirm your initial selections using this supplement.

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C&CSC&CSC&CSC

Communications & Cognitive Science Curriculum Statement

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

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

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

List of Courses

100 LEVEL	
ADVERTISING AND SOCIAL CHANGE CCS 104	Durham
COGNITIVE DEVELOPMENT FROM BIRTH THROUGH MIDDLE CHILDHOOD CCS 105	Baker-Ward
ODEL, ESCHER, AND SACH CCS 107	Garfield Tymoczko
LANGUAGE, THOUGHT, AND REALITY: AN INTRODUCTION TO COGNITIVE SCIENCE CCS 140	Weisler
THE CONSCIOUS AND UNCONSCIOUS MIND IN PSYCHOLOGY CCS 145	Stilling
ANALYSIS OF TELEVISION NEWS CCS 154	Douglas
MEANING CCS 170	Sells
200 LEVEL	
INTRODUCTION TO MASS COMMUNICATION RESEARCH: THEORY, METHODS, RESULTS CCS 202	Durham
FROM PAGE TO STAGE TO SCREEN CCS 207	Jones
PHILOSOPHICAL PROBLEMS CCS 212	Witherspoon
INTRODUCTION TO VIDEOGRAPHY CCS 214	Olicker
INTRODUCTION TO COMPUTER PROGRAMMING CCS 215	Miller
TV STUDIO WORKSHOP CCS 218	Jones
POPULAR CULTURE: INTENSIVE STUDIES CCS 219	Hillar
THEORY OF LANGUAGE: LINGUISTIC AND PHILOSOPHICAL PERSPECTIVES CCS 226	Feinstein Weisler
CHILD MIND-ADULT MIND CCS 253	Baker-Ward Rosenbaum

WORKINGS OF THE MIND: THE PSYCHOLOGY LABORATORY CCS 270	Rosenbaum Stilling	COLOR HA 108	Hoenc
PHILOSOPHY AND FILM CCS 274	Wertenberg	BASIC GRAPHIC DESIGN HA 115	Murray
PHILOSOPHICAL AESTHETICS: CONTEMPORARY ISSUES CCS 289	Witherspoon	NUTS AND BOLTS GRAPHIC HA 118	Rosenblatt
PHILOSOPHY OF MIND CCS 294	Garfield	BEGINNING BALLET HA 120	Wendt Nordstrom
300 LEVEL		DRAWING AS LETTERING HA 126	Rosenblatt
CONCENTRATORS' SEMINAR IN COMMUNICATIONS CCS 311	Douglas Miller	THREE RUSSIAN WRITERS: PUSHKIN, GOGOL AND DOSTOEVSKY HA 130	J. Hubbs
THE PHILOSOPHY OF KARL MARX CCS 313	Wertenberg	COLLEGE WRITING: EUROPEAN SHORT FICTION (proseminar)* HA 134a	F. Smith
SEMINAR: SEMANTICS CCS 315	Sells	COLLEGE WRITING: AMERICAN SHORT FICTION IN THE 20th CENTURY (proseminar)* HA 134b	F. Smith
THE DOCUMENTARY WORKSHOP CCS 316	Olicker	WRITING WORKSHOP HA 141	Berkman

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

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

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

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

THE HUMANITIES FORUM was inaugurated in the Spring of 1983 by the School of Humanities and Arts under the auspices of the National Endowment for the Humanities. The purpose of the Humanities Forum is to re-examine the methods through which knowledge has traditionally been gathered and disseminated, and to explore a redefinition of criticism as it is applied in the humanities and arts.

During the 1983-84 academic year, the Humanities Forum continues its series of distinguished guest lecturers, workshops, discussions and screenings. Presented during the Fall semester were Julia Leasing, film critic and editor of *Jump Cut*, discussing her work on the media and Central America; and Marjorie Z. Davis, Professor of History at Princeton University and author of *Women, Culture and Society*, discussing her latest book, *The Return of Martin Guerre*.

Tentatively scheduled for the Spring of 1984 are: Edward W. Said, Professor of Comparative Literature at Columbia University and author of *The World, The Text and The Critic* and *Orientalism*; Gaston Bachelard, the French philosopher of Jacques Derrida, a Fellow at the Center for the Humanities at Wesleyan University and author of *Myself Must I Remain*; and Terence de Lauretis, co-editor of *The Cinematic Apparatus* and a Fellow at the Center for 20th Century Studies. Professor de Lauretis will be in residence March 12-16 conducting a series of workshops on narrative and narrativity, and will inaugurate a mini-series of lectures on cinema, and will inaugurate a mini-series of lectures on cinema, psychoanalysis and narrativity. Also scheduled to speak in this series are Kaja Silverman, author of *The Subject of Semiotics*, and Deborah Lindenman, Professor of English and Film Studies at McGill University in Toronto. A complete schedule of all speakers will be issued early in the semester.

List of Courses

DIVISION I	
VISUAL OPENERS HA 105	Rosenblatt

COLOR HA 108	Hoenc
BASIC GRAPHIC DESIGN HA 115	Murray
NUTS AND BOLTS GRAPHIC HA 118	Rosenblatt
BEGINNING BALLET HA 120	Wendt Nordstrom
DRAWING AS LETTERING HA 126	Rosenblatt
THREE RUSSIAN WRITERS: PUSHKIN, GOGOL AND DOSTOEVSKY HA 130	J. Hubbs
COLLEGE WRITING: EUROPEAN SHORT FICTION (proseminar)* HA 134a	F. Smith
COLLEGE WRITING: AMERICAN SHORT FICTION IN THE 20th CENTURY (proseminar)* HA 134b	F. Smith
WRITING WORKSHOP HA 141	Berkman
SENSE OF SELF IN THE WILDERNESS HA 147/0F 147	D. Smith Johansky Horsehouse Warren
DANCE INTENSIVE: THE DANCER'S WAY OF WORKING AND KNOWING HA 153	Lowell
THE MAN-MADE ENVIRONMENT: THE PHYSICAL DETERMINANTS OF FORM HA 159	Juster Pope
THEMES IN HUMAN DEVELOPMENT: RECOVERY, REBIRTH HA 164	Boettiger
PLANO WORKSHOP I HA 183	Wiggins
INTRODUCTION TO ACTING HA 194	Galner
VIDEO AS AN ART FORM HA 198	Matthews
DIVISION II	
PAINTING HA 205	Rosenblatt
MARKING ART AND CRITICAL DEVELOPMENT: A STUDIO COURSE HA 208	Murray
MAKING PLACES—THE EXPERIENCE OF DESIGN HA 209	Juster Pope
FILM WORKSHOP I HA 210	Matthews
STILL PHOTOGRAPHY WORKSHOP I HA 211	Ficini
MODERN DANCE III HA 215	Nordstrom
MODERN DANCE TECHNIQUE IV HA 217	Lowell
STUDIES IN LIFE HISTORY: A MULTI-DISCIPLINARY APPROACH HA 219	Sokoloff
THE OTHER SOUTHS: WOMEN, BLACKS AND POOR WHITES IN SOUTHERN HISTORY AND LITERATURE HA 225/SS 225	Kennedy Tracy
ORIGINS OF ROMANTICISM HA 230	J. Hubbs
POETRY WRITING WORKSHOP HA 231	Solkey
FICTION WRITING WORKSHOP HA 237	Solkey
WRITING HA 240	Payne
SCHOPENHAUER AND NIETZSCHE HA 251	Lyon
DANCE IMPROVISATION II: FURTHER EXPLORATIONS WITH IMPROVISIVE MOVING HA 255	Nordstrom
SLEAZ AND SPIRIT HA 256	Meagher
HEGEL I HA 258	Bradt
AMERICAN BIOGRAPHY: THE JAMES FAMILY HA 259	Lyon Boettiger
ONTOLOGY HA 264	Bradt
LITERATURE/FILM/ARTH HA 272	C. Hubbs
THIS HOUSE INTO HISTORY: CONTEMPORARY POETRY IN THE CARIBBEAN HA 273	Narquez

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THE POLITICAL AND SOCIAL HISTORY OF NINETEENTH CENTURY EUROPE SS 266	Fitch
THE COLONIAL ENCOUNTER: A CULTURAL APPROACH SS 278	Glick Ong
THE INTERNATIONAL MILITARY ORDER SS 284	Dan Smith
DEVELOPMENTAL DISORDERS OF CHILDHOOD SS 288	Cooney
FINANCIAL ACCOUNTING SS 294	Stone
THE USSR SS 298	Dan Smith
300 LEVEL COURSES are advanced courses for students with previous work in the subject. Instructor permission is required for enrollment.	
STATE AND SOCIETY SS 301	Bongelodorf Ceruleo Lander Mazor
WOMEN IN ASIAN SOCIETIES SS 308	Johnson Ong McLendon
THE MEXICAN/CHICANO EXPERIENCE IN THE UNITED STATES SS 316	Torres
WOMEN'S WRITING, WOMEN'S DESIRE: ISSUES IN RECENT FEMINIST THEORY SS 324/HA 324	Lander Levis
CONFLICT AND REVOLUTION IN THE MIDDLE EAST AND NORTH AFRICA SS 326	Ahmad
OBSERVER AND OBSERVED IN LITERATURE, ANTHROPOLOGY, AND FILM SS 328/HA 328	Yaggeson David Smith Fischel
WOMEN AND THE CITY SS 330	Breibart
COMPARATIVE HEALTH CARE: ASIA AND THE UNITED STATES SS 334	von der Lippe
POLITICAL ECONOMY OF PUBLIC POLICY: REGULATIONS SS 336	Nisemonff Rakoff
ENVIRONMENTAL LAW: LEGAL ISSUES AND CASE STUDIES SS 338	Burns
THE NEW RIGHT AND THE POLITICS OF MODERNITY SS 340	Hunter
BIOETHICAL DILEMMAS AND THE LAW (Workshop)	Gallagher
CONVERSATIONS IN ANTHROPOLOGY (Weekly series)	faculty
HISTORY OF THE CIVIL RIGHTS MOVEMENT 291R (Class)	Baldwin Frye White

1984 Spring Term Course Descriptions

C&CSC&CSC&CSC Communications & Cognitive Science

<input type="checkbox"/> CCS 104	ADVERTISING AND SOCIAL CHANGE T. R. Durhan
<input type="checkbox"/> CCS 105	COGNITIVE DEVELOPMENT FROM BIRTH THROUGH MIDDLE CHILDHOOD Lynne Baker-Ward
<input type="checkbox"/> CCS 107	OODSL, ESCHER, AND BACH Jay Garfield and Thomas Tymoczko*

This course will be organized as a workshop/seminar for students who want to complete a Communications and Cognitive Science Division I examination in the general area of advertising and social change. The first part of the course will survey general and methodological issues. Students will formulate research projects which will involve study of demographic changes, product developments, and advertising pertinent to a theme or issue of concern to them; where feasible students will be urged to compile a slide presentation of advertising materials used in their research. We will meet twice a week for 1 1/2 hours each time. Enrollment is limited to 15, to be discussed at the first meeting.

Although limited cognitive capabilities were once attributed to young infants, research conducted over the past 15 years has documented an awesome array of competencies, even among newborns. At birth, for example, the infant's senses are all functioning; preferences for certain types of stimulation can be demonstrated; and evidence of learning, even learning that apparently transpired before birth, can be collected. In spite of these remarkable cognitive capacities, however, the mental functioning of the infant bears little resemblance to the thought processes of the first two years of life, the child has made increasing the world in which he lives. Similar developmental progress is immediately observed in comparisons of the preschooler's belief in magical forces for physical realities and social events, and the school-aged child's integration and application of logical principles.

We will examine the typical changes in thinking and learning that characterize cognitive development during the first decade of life. Of particular importance in the course will be the consideration of the underlying reasons for these changes. The implications of these findings for child care and education will be explored. Integrated with the examination of cognitive development in children will also be an evaluation of the research methodologies that have brought about knowledge in the field of developmental and experimental child psychology. In order to better learn about the phenomena of cognitive development and the techniques used in research with children, one-on-one and small group research demonstrations. The class will meet three times each week for one hour. Enrollment is limited to 20 by advance permission of the instructor.

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

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

We will be working primarily in logic, the philosophy of mind, and artificial intelligence, but along the way we will also explore bits of mathematics, music, art, and aesthetics. Every student will acquire the ability to read and write simple computer programs and will write one short (one to two page) paper each week.

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

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

<input type="checkbox"/> CCS 140	LANGUAGE, THOUGHT, AND REALITY: AN INTRODUCTION TO COGNITIVE SCIENCE Steven Weisler
<input type="checkbox"/> CCS 145	THE CONSCIOUS AND UNCONSCIOUS MIND IN PSYCHOLOGY Neil Stilling
<input type="checkbox"/> CCS 154	ANALYSIS OF TELEVISION NEWS Susan Douglas

Language is often equated to a lens through which we filter our perceptions and thoughts about reality. These exciting areas are currently being explored in ways that promise to shed light on key questions in cognitive science: How does the human mind utilize its capacity for speech, vision, reasoning, memory, etc.? We will investigate the relationships among language, thought, and reality by surveying current research in linguistics, logic, and the philosophy of science. In the linguistics section we will investigate English and other languages in an attempt to develop a grasp of what the universal properties of language are. We will concentrate on both structure (syntax) and meaning (semantics). In the middle section of the course an introduction to logic will be provided with an emphasis on understanding valid patterns of reasoning and representing English in the logical language we will develop. Finally, the course will conclude with an overview of the philosophy of science. Here we will be concerned with questions such as: What is proof? What is the real difference between science and non-science? How much can we expect cognitive science to tell us about the mind?

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

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

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

How do Americans get information about what's happening in America? Since the late 1960s, most Americans have come to learn about "the news" through television network news programs. What constitutes "news"? What criteria determine what's news and what isn't? How does news coverage differ from actual events to be perceived as reality? What values are endorsed and which activities and attributes are denounced in news coverage? Does coverage differ among the three networks?

These are some of the questions we will wrestle with in this course. Through readings in such books as *Deciding What's News* (Gans) and *Making News* (Tuchman), we will discuss how stories are selected, where journalists get their information, what constitutes objectivity, what values are implicit in news coverage, and what economic and political pressures impinge upon the news-gathering and dissemination process. We will apply what we've learned in the reading to an on-going analysis of the news of all three networks, comparing the way reality is presented by ABC, NBC, and CBS. Special emphasis will be placed on the coverage of the Presidential campaign.

The course will also function as a Division I workshop, providing a group setting in which students can successfully complete their Division I examinations in Communications and Cognitive Science. Each student will be free to select any aspect of the news to study in his/her exam. The format of the class will be discussion, and informed class participation is essential. We will meet Monday and Wednesday evenings from 6:15 to 8:30 so that we can watch the news together as a class. Enrollment is limited to 16 by permission of the instructor.

The course will be concerned with the nature of meaning in human languages, with what we can find out about the way words and sentences have significance for us. We may speak of "literal" meaning of sentences, which is associated with the study of semantics. One point of view is that the total meaning of a sentence is its literal meaning, and that in describing this, usually in terms of truth-or-satisfaction-conditions, we are describing the meaning of the sentence. Another point of view says that sentences guide us to certain interpretations, but that the meaning is not really fixed. This point of view is associated with the study of pragmatics, or contextually determined meaning. For example, the interpretation of words like I and here depend on the context of utterance. In the course we will explore some of the areas between these points of view, including: the structuring of "given" and "new" information, or the "topic" and "comment" of an utterance,

how we can imply what we haven't literally said.
 how the verb sets up a "scenario" in a sentence, as in
 "The man (agent) sold the book (theme) to the woman (goal)."
 how these "thematic" relations in the scenario tie in with
 grammatical relations such as "subject" and "object" and
 the meanings of words, and how these relate to the meanings
 of other words, in order to fill up "semantic space" (i.e.,
 the range of things we want to talk about).
 The class will meet twice a week for 1 1/2 hours each time. Enrollment is limited to 20 by permission of the instructor.

CCS 202 INTRODUCTION TO MASS COMMUNICATION RESEARCH: THEORY, METHODS, RESULTS

T. R. Durham and David Korr
 Does violence on television affect viewers? Have newspapers been more liberal in the past? Do safety advertisements make people drive more carefully? Asked in this way these questions are valuable for research. Yet each has the potential to be developed into an effective research question and subsequently to be systematically explored by a variety of research methods. The purpose of this course is to teach students the intellectual and procedural skills necessary to accomplish this.

The course will provide an introductory survey of the methods and issues most important for students preparing to plan and conduct research. The emphasis will be on the process of developing and starting research projects, understanding the implications those questions have for methods of gathering evidence, and, finally, selecting, adapting, and devising methods for obtaining meaningful, convincing results. Topics will include models of communication process, measurement, survey methods, content analysis, and elementary data analysis. This course is intended for students with little or no systematic exposure to research methods who expect to conduct their own research projects in mass communication on related topics in social science. We will meet twice a week for 1 1/2 hours each time. Enrollment is open.

CCS 207 FROM PAGE TO STAGE TO SCREEN
 Gregory Jones

This course is an introduction to the theories and processes of directing, production planning, previsualization, and critical analysis. Such a course is necessary because students engaged in video or film production often attempt to write and produce narrative productions when they have little or no experience in scriptwriting, directing, acting, editing, lighting, and sound design. Flaws often lack of focus, poor editing, and blocking; blocking lacks forethought and visual coherence; acting is lack of motivation; analysis lacks specification; lighting is usually ambient; and settings are frequently arbitrary. There is no quick and easy way for an individual to become proficient in all of these areas, but this course should provide a broad introduction to the directorial process in narrative production so that students can evaluate their creative, organizational, analytic, and communicative abilities and plan future training in areas where they lack expertise.

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

Enrollment is limited to 30 by lottery. The class will meet twice weekly for two hour sessions. Additional evening sessions will be scheduled for viewing video programs, films, and plays.

CCS 212 PHILOSOPHICAL PROBLEMS
 Christopher Witherspoon

This is an intensive introductory philosophy course. In the first half of the term we will work on several classical problems: the paradox of the liar, freedom of the will, our knowledge of the external world, personal identity, the foundations of morality. Our readings will be drawn from a text, *The Philosophical Problems and Arguments*, by Gorman, Lehrer and Peppers; *Socratic Essays*, a recent monograph by Benson; and dialogues and articles by several other contemporary philosophers. In the second half of the term we will work straight through Robert Nozick's long and controversial philosophical exploration and claims, which addresses most of the above-mentioned problems and claims, e.g. of fact and value; and the achievement of value and meaning in human life; and the nature of philosophical skepticism. The main aim of the course is to provide students with solid foundations for the study of contemporary philosophical work in the analytic traditions.

For evaluation students will write (and rewrite after receiving the instructor's comments) two 12-20 page papers and a take-home open book mid-term exam, roughly 8-15 pages. Either of those papers may be worked up into a Division I CCS examination with essay, subjects, bibliography, etc. should be negotiated with the instructor early in the term. Students should anticipate a minimum of 15 hours per week to complete the required reading and writing for this course. We will meet twice a week for 1 1/2 hours each session. Enrollment is limited to 30 on a first come basis.

CCS 214 INTRODUCTION TO VIDEO MAKING
 Joel Olicker

This course will introduce students to the techniques and tools of video production, and some critical and aesthetic issues that relate to work in video.

Camera work, lighting, sound, editing, and the use of Hampshire facilities will be presented in the initial part of the course. The responsibilities of the videomaker to subject, audience,

and self will be continuing themes for discussion. There will be written as well as production assignments. The course is intended as an overall introduction to video production. We will meet twice a week for 90 minutes each time. Enrollment is limited to 16 by permission of the instructor.

CCS 215 INTRODUCTION TO COMPUTER PROGRAMMING IN PASCAL
 Richard Muller

Computer programming includes elements of art, craft and science. In this course we will touch on all three and lay a foundation for further work in computer studies. The questions on the table will be: How do we organize problems in ways which permit computers to solve them? What kinds of problems lend themselves to computer solution? We will confront these questions by learning Pascal, a powerful and widely used computer language. This will involve introducing basic elements of computer science: the organization of computers, the nature and structure of data, the design of algorithms. Our approach will be hands-on: students will do a lot of work with computers.

There are no prerequisites for this course; in particular, no mathematics beyond high school algebra will be assumed. This course, or its equivalent, is a prerequisite for more advanced programming methodology. Students are urged to participate in the Computer Studies Learning Community in the fall term as a way to clarify their goals for learning programming.

The course will meet three times a week for lectures, demonstration, and discussion. Students will schedule their own time for "laboratory" work with computers. Enrollment is open.

CCS 218 TV STUDIO WORKSHOP
 Gregory Jones

This course will be a practical studio-based application of the theoretical content of From Page to Stage to Screen (CCS 207) in introductory television which students are advised to take prior to or in conjunction with their enrollment in this course. This studio workshop is designed for students who intend to pursue video production as part of their Division II program of study.

The course will be based on the hypothesis that everyone should have the ability to work professionally. Performance expectations and evaluation criteria will be high, despite the relative lack of experience of most class members. Students will serve as directors, performers, writers, and crew members. Everyone will fulfill all of these responsibilities during the course and demonstrate their critical and production abilities in competency examinations administered by the Communication Services staff and the instructor.

The course will require six hours of studio/classroom work a week and five to fifteen hours for directorial preparation, rehearsal, reading, and assignment completion. Everyone will direct at least four short studio projects during the term, and these exercises will be produced in a very strict time allocation. Several directors will be selected by the class to produce. Student final narrative projects toward the end of the term. Student final narrative projects toward the end of the term. Student final narrative projects toward the end of the term. Student final narrative projects toward the end of the term.

The course is intended for students with interest and ability in directing for television. Other students who are interested in acting, writing, or designing for television may apply to be Workshop Associates. Up to fifteen students will be accepted into this auxiliary talent pool. Associates may be used by course directors for any class project, but associates will not complete assignments or directing exercises. Associates will be given receive course evaluations. Students interested in becoming Workshop Associates should contact the instructor at the beginning of the term.

Enrollment is limited to 15 by instructor permission and a lottery will be held if necessary. The class will meet twice weekly for three-hour sessions. An additional three-hour period will be scheduled for studio rehearsal, production meetings, and Communication Services seminars.

CCS 219 POPULAR CULTURE: INTENSIVE STUDIES
 James Miller

The industrial production, mass marketing, and widespread consumption of cultural commodities is a social characteristic unique to our time. Most analysts agree on this observation: beyond that there is much dispute. What exactly is the nature of contemporary culture? What are its consequences for individual and collective life? What are its future directions? Is it good or bad?

In this course we will begin to address critically these and other questions. In addition, we will undertake intensive empirical studies of selected aspects of popular culture. We will review a range of approaches to popular culture, including the conservative or elitist, pluralist or liberal, and neomarxist perspectives. Reading may include Gen's *Popular Culture and High Culture* and Lowenthal's *Legacies, Popular Culture and Society*. In addition to pieces by Singwood, Rowcock, and others, students will propose, carry out, and report on research into such phenomena as television soap operas, fan magazines, popular films, and mass-market romance novels. Enrollment is limited to 16 fairly advanced students whose work in communications, the social sciences, and humanities bears on popular culture issues. We will meet once a week for 3 hours, more often if necessary.

CCS 226 THEORY OF LANGUAGE: LINGUISTIC AND PHILOSOPHICAL PERSPECTIVES

Mark Feinstein and Steven Weisler

Given the ease with which we put our thoughts into language and are understood by others, the connection between sound and meaning must be mediated by a systematic and powerful set of principles, shared by all of the speakers of a language, that can accommodate the inexhaustible variety and novelty of the meanings required in human life. We are no more intuitively aware of these principles than we are of the principles that underlie the digestion and metabolism of the variety of foods that we eat. They are one of our many biological capacities, and it is takes scientific investigation to uncover them. Recent work in linguistics has led to some deep insights into the nature of human language. Linguists use the term "grammar" for a theory of the organization and structure of language. The grammar is the fundamental part of a theory of human communication, which explains how sound (the medium) is paired with meaning (the message).

Three somewhat independent sets of principles have been studied: those that organize individual sounds, "phonology," those that organize the parts of sentences, "syntax," and those that organize meaning, "semantics." In spite of the seeming diversity of the world's languages, it now appears that these principles are much the same for every language, hence the cataloging of facts about single languages has been replaced by the search for a theory of "universal grammar" that captures the fundamental capacities of the human mind that make language possible.

The theories linguists have developed have been quite interesting to philosophers and logicians for a variety of reasons. (The theories in epistemology (an inquiry into the status of knowledge) and the philosophy of science are repeatedly raised by ongoing work in linguistic theory. Among the questions in this vein we will discuss are "is it possible to study human language scientifically?" and "what does linguistics tell us about the human mind?")

This course is a core course that is intended to give the student the competence in linguistic theory and philosophy that is needed for further work in the field and in other fields concerned with language. There will be reading for every class and frequent short assignments. The instructors offer tutorials to students who wish to do extra work on any of the topics introduced in the course. The class will meet twice a week for two hours each time. Enrollment is open.

CCS 263 CHILD MIND-ADULT MIND
 Lynne Baker-Ward and David Rosenbaum

Historically, there has been little interaction between psychologists who study adults' thought processes and psychologists who study children's thought processes. "Adult" psychologists want to know about the mature human mind. "Child" psychologists are more concerned with the process of development (that is, age-related change). The instructors for this course believe that both perspectives are crucial for a full understanding of the human mind. We will take a number of topics (memory, perception, event knowledge, reasoning, and language) and explore them from adult and child psychologists have studied them, what the differences are between adult and child capabilities, and whether adult and child psychologists may fundamentally disagree that they are studying fundamentally similar or different things. The class will meet for 1 1/2 hours twice a week. Enrollment is limited to 20 by instructor permission.

CCS 270 WORKINGS OF THE MIND: THE PSYCHOLOGY LABORATORY
 David Rosenbaum and Neil Stilling

Collecting new data is one of the great pleasures and challenges in psychology. Reading about psychological research conveys very little of the excitement or the craft involved in doing psychological experiments. The purpose of this course is to do psychological experiments. We will show you some of the craft, share some of our excitement, and help you get started on an experiment of your own. We will emphasize the use of Hampshire's psychology and cognitive science laboratory located in Franklin Patterson Hall. The laboratory is equipped with a number of instruments, including Apple computers, that can support a wide range of research. At the beginning of the course we will run several experiments on perception, memory, reading, and the instructors' current research interests: the control of movement (Rosenbaum) and the perception of faces and other complex visual forms (Stilling). The instructors will then help individual students (Stilling). The instructors will then help individual students (Stilling). The instructors will then help individual students (Stilling).

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

CCS 274 PHILOSOPHY AND FILM
 Thomas Wartenberg

This course will examine the nature of film as an artistic medium. By means of a careful viewing and interpretation of certain dramatic films in the mainstream of European and American cinema, we shall explore a number of themes central to philosophical understanding of the film. We shall attempt to understand the nature of "filmic" representation by means of an analysis of such films as "Detober" and "The Cabinet of Dr. Caligari." We shall also explore the idea of film as "creating a world" by viewing such films as "The General" and "His Girl Friday." Finally, we shall explore the sense of "illusion" and "show" that the Films Player. Readings will be drawn from aesthetic theorists from Aristotle to Cavell, as well as film theorists and philosophers.

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A previous course in either film or philosophy is required. Enrollment is limited to 20 by permission of the instructor. The class will meet twice a week for 2 hours each time.

CCS 204 PHILOSOPHICAL AESTHETICS: CONTEMPORARY ISSUES
Christopher Witherspoon

The first part of this seminar will be an intensive survey of contemporary problems and arguments in the analytic philosophy of art. We will work rapidly through an intermediate-level text, Hospers' *Understanding the Arts*, and an advanced study, Margolis' *Art and Philosophy: Conceptual Issues in Aesthetics*. We will be concerned with, among other issues, ones concerning the ontology of art, interpretation, aesthetic value, style, progress in art. Anthony Savile's *The Test of Time: an essay in philosophical aesthetics* will be the central concern of the second part of the seminar. A recent 300-page monograph, it addresses a range of interesting issues about time's test and the value of works of art; interpretation and historicism; beauty, excellence and stature.

In the last weeks of the term we will take up considerations about representation and the intentionality of paintings, photographs, and film images. We may also include seminar presentations of students' work in progress.

For evaluation students will write a final paper of 18-25 pages and either a mid-term exam or an intermediate-length paper. Interested students should be aware that the texts for this seminar are expensive, and that the required readings will average 150-200 pages each week. The seminar will meet twice a week for 1 1/2 hours each time. Enrollment is limited to 16 by permission of the instructor.

CCS 294 PHILOSOPHY OF MIND
Jay Garfield

This seminar will explore some of the most central issues in contemporary philosophy of mind and foundations of cognitive science. We will examine the nature and plausibility of functionalist accounts of mind and other concerns relating to artificial intelligence. We will explore the nature and origins of intentionality—abundance and therefore the relationship between thought and language and the nature of meaning. We will also address the nature of human knowledge and mental representation. This exploration will sharpen our questions about the nature of mind and intelligence, the possibility of artificial intelligence, and the correct way to focus and to address questions about the mind. Enrollment is limited to 20. One intermediate level course in philosophy or cognitive science is required along with consent of instructor. Class will meet once a week for 3 hours.

CCS 311 CONCEPTORS' SEMINAR IN COMMUNICATIONS
Susan Douglas and James Miller

This seminar will provide an opportunity for Division II students in various areas of communication studies to come together, sharing their work and reading writers who address issues that open the field of communications. A common body of readings will be chosen by the instructors, who will lead discussion on that material. Students will also suggest readings they have found especially helpful. Emphasis will be on communications "classics" or noteworthy contemporary pieces. These may include Stieglitz and Laszlo's work on radio in the 1940s, Cantrell's famous investigation of the panic that followed broadcast of "The Invasion from Mars," the Glasgow University Media Group's *Bad News*, Wright's *Mass Communication and the Real-World*, the *Journal of Mass Communication*, Gillin's "The sociology: The dominant paradigm," and the English Open University's collection on *Culture, Society and the Media*.

The seminar will meet twice a week, perhaps alternating discussions of student work with common readings. Each session will be for 1 1/2 hours. Enrollment is open.

CCS 313 THE PHILOSOPHY OF KARL MARX
Thomas Wertenberg

This course will be an in-depth examination of Marx's theory of human beings and society. After a brief consideration of Hegel's conception of the state in the *Philosophy of Right*, we will read and discuss various of Marx's works. These include his critique of Hegel's *Philosophy of Right*, the 1844 *Manuscripts*, the *Common Ideology*, and *Capital, Volume One*. Our attempt will be to understand the development of Marx's thought and to examine the role that philosophical concerns play throughout his work. We shall also consider such contemporary interpretations as those offered by Althusser, Cohen, and Colletti. The class will meet once a week for 2 1/2 hours. Enrollment is limited to 15 by permission of the instructor.

CCS 315 SEMINAR: SEMANTICS
Peter Sells

This seminar will be a reading group to discuss current issues in semantics, e.g. the notion of a representation of "logical form," its relationship to syntactic representation, and its relation to truth-conditional representations of meaning, as posited by philosophers. Other topics will be discussed as the interests of the group dictate. A good grasp of transformational syntax is required. Enrollment will be limited to 10 by permission of the instructor. We will meet once a week for two hours.

CCS 316 THE DOCUMENTARY WORKSHOP
Joel Olicker

This course is for students who have completed an introductory course in video production and who are developing or working on documentary projects, either as part of a Division II concentration or for a Division III project. The course will focus on the components of the independent film and video production process: developing the project idea; evaluation in terms of funding, audience, and distribution; defining and researching a topic area; writing proposals; developing a treatment and scenario; production schedule and budget; and researching distribution possibilities. Other topics will include a variety of structuring strategies for narrative and nonnarrative works. We will screen and discuss current works in areas relevant to student interest and meet a number of independent producers who will share with us their survival techniques.

To be considered for this course, students must submit a short project proposal in a specified form. Through regular writing assignments students will be required to research and develop a proposal into a document presentable to real-world funding and distribution sources. There will be no production skills training per se in this course, but students may be using equipment as part of the planning process. We will meet twice a week for 1-1/2 hours each session. Enrollment is limited to 20 by permission of the instructor after submission of written work.

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

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

HA 105 VISUAL OPENERS
Phyllis Rosenblatt

For those contemplating an art career in school and beyond—this is the first course. This will be studio discipline offered to introduce the issues, conceptual tools and dilemmas of art making.

Students will obtain their own supplies. Students are expected to work in the classroom. Admission to class is on a first-come first-serve basis. Class is limited to 20. The class will meet two times each week for three hour sessions.

HA 108 COLOR
Arthur Roemer

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

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

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

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

HA 115 BASIC GRAPHIC DESIGN
Joan Murray

Students will be expected to attend workshops to familiarize themselves with our graphic design facilities and the proper use of them. These will be led by an advanced student although I will generally be present. There will also be a series of workshops given by Phyllis Rosenblatt on getting design work camera ready. (See "nuts & bolts Graphic Workshop description"). The primary focus of the remaining class time will be on learning design principles and applying them in assigned projects.

The course will meet twice a week for two hours. Enrollment limit is 15.

HA 118 NUTS AND BOLTS GRAPHICS WORKSHOP
(instructor in conjunction with Basic Graphic Design)
Phyllis Rosenblatt

Three sessions on making camera-ready art. Two projects will be given: one in layout, one in mechanical preparation. One will be a "pre-attention" assignment. Materials will be gotten by the students.

Course will be limited to 15 students enrolled in Basic Graphic Design. Dates for the sessions are as follows: March 27th, April 3rd and 10th. Class will meet for 2 hours each session.

HA 170 BEGINNING BALLET
Ingrid Wendt and Rebecca Horstman

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

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

*Ingrid Wendt is a Smith College graduate student.

HA 126 DRAWING AS LETTERING
(instructor)
Phyllis Rosenblatt

A mini course of four three hour sessions in which calligraphy and lettering will be the topic of the work.

Students must purchase their own supplies. There is no prerequisite for admission to the course. Enrollment is limited to 20 on a first-come, first-serve basis. Class will meet February 14, 21, 28 and March 6.

HA 130 THREE RUSSIAN WRITERS: PUSHKIN, GOOL AND DOSTOEVSKY
Joanna Hubbs

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

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

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

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

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

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

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

HA 134 a COLLEGE WRITING: EUROPEAN SHORT FICTION
Francis Seith

This is a course in expository writing. We shall read and learn to criticize short stories written by European masters since 1880. The course has two major divisions. In the first eight weeks we shall write several short analytical papers and discuss how to read and how to write intelligently about literature. In the last six weeks each student will choose a topic for an extended research paper and will produce it independently. Emphasis in this latter work will be upon producing research papers as Divisional examinations at Hampshire.

Class meets twice a week for one hour. Enrollment is limited to 15, first to sign up, first admitted.

HA 134b COLLEGE WRITING: AMERICAN SHORT FICTION IN THE 20TH CENTURY
Francis Smith

This is a course in expository writing. We shall read and learn to criticize short stories written by American authors from Hemingway to Gates. The course has two major divisions. In the first eight weeks we shall write several short analytical papers and discuss how to read and how to write intelligently about literature. In the last six weeks each student will choose a topic for an extended research paper and produce it independently. Emphasis in this latter work will be upon producing research papers as Divisional examinations at Hampshire.

The class is limited to 15. First to sign up, first admitted. The course will meet twice a week for one hour each session.

HA 141 WRITING WORKSHOP
Deborah Berkman

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

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

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

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

HA 147 SENSE OF SELF IN THE WILDERNESS
OP 147
David Smith, Tici Jankowsky, Anne Morhouse, Karen Warren

Sense of Self in the Wilderness will be an in-depth investigation of the idea of wilderness and the individual's relationship to it. In wilderness a place to be found, or a feeling that we experience? In an attempt to answer that question, we will be progressing through four areas of study. In the UNSETTLING OF WILDERNESS we will be introducing to the historical background of Western Civilization's relationship to wilderness. In LIVING WITH WILDERNESS we will learn to appreciate other cultures' relationship to wilderness. In THE NATIVE AMERICAN we explore how we might integrate a closer connection of the wilderness into our lives. In EXPERIENCING WILDERNESS we will study in-depth our relationship to the wilderness. We will be learning to experience the subtleties of wilderness in new ways, as nature. In THE IDEAL OF WILDERNESS we will encourage the individual participant to define his/her relationship to wilderness for him/herself.

Our class together will be divided between readings, lectures, discussions, extensive journal writings, and exploring firsthand ourselves in the wilderness. Some of the books we can read are Edward Abbey's *Hombre*, Solitaire, John McPhee's *Encounters with the Archdruid*, Annie Dillard's *Pilgrimage*, Tinker Creek, Robert Pirsig's *Zen and the Art of Motorcycle Maintenance*, and selections from Alan Watts' *Nature, Man and Woman*, H. Storm's *Seven Arches*, and Barry Lopez's *Being Water, and Dances with Wolves*.

This is an experiential/hand-on course exploring new different ideas and feelings for wilderness, but with an emphasis on understanding, since 1983, to relate to our own needs and growth. The last part of the class will be devoted to individual class presentations.

The class meets three times a week for 1 1/2 hours. There will be a week-long backpack trip to Mt. Mansfield, and a weekend trip towards the end of the semester. In previous backpacking experiences to new areas, students will be expected to make themselves to the Spring Break trip. Approximate cost for the trip will be \$100.

Enrollment is limited to 14; preference of the instructor.

HA 153 DANCE INTENSIVE: THE DANCER'S WAY OF WORKING AND MOVING
Daphne Lovell

This course will be an intensive introduction to the ways a dancer works and creates, intended for students with real interest, curiosity and willingness to work whether or not they have a dance background. Classwork will include techniques having a dance background. Classwork will include techniques including principles of efficient movement and expressive motion creative studies and lecture/discussion on

dance events. Outside of class students will maintain a discipline of body work and creative work, rehearsal their compositions, read, write and attend dance concerts and films. Dance attendance is required. The emphasis will be on the first-hand experience of working as a dancer supported by reading and viewing the work of other dancers. Students interested in doing their Division I in dance are encouraged to take this class, as well as students exploring possibilities.

The class will meet four times each week for two hours each session. Class limit is 20 and enrollment is on a first come basis.

HA 159 THE MAN-MADE ENVIRONMENT: THE PHYSICAL DETERMINANTS OF FORM
Norton Juster and Earl Pope

This course will be concerned with structures and forms—that is, the external determinants which give form to our environment. More specifically, it will deal with intuitive approaches to structure, the nature of building materials, and environmental systems. The material will be structured around design projects within a studio format.

Visual presentations, both two-dimensional and three-dimensional models, will be required where prior technical knowledge or drawing skills are necessary.

The class will be limited to 12 students and will meet twice a week for 2 hour sessions.

HA 164 THEMES IN HUMAN DEVELOPMENT: RENEWAL, RECOVERY, REBIRTH
John R. Bostiger

--From ancient myths of death and rebirth to contemporary accounts of recovery from life-threatening illness or other profound loss.

--from philosophical, psychological and religious reflections on nature of healing and redemption to personal accounts of such turnings and literature and life histories, humankind has had an enduring need to witness, symbolize, and understand the renewal of life.

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

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

Our search in this seminar, then, will be for a better understanding of the varieties of redemptive experience. Considerable critical reading and writing will be expected, and careful attention devoted to the development of those skills. We shall draw from close reading of myth and folktales, as well as from more contemporary accounts in fiction, poetry, film and memoir.

Readings for the course will include folktales collected by the brothers Grimm, Heinrich Zimmer's gathering of traditional tales, *The King and the Corpse*, Diane Volstein's and Samuel Noah Kramer's retelling of the Sumerian myth of the Goddess, Inanna, *Queen of Heaven and Earth*, Ingmar Bergman's screenplay, *Wild Strawberries*, Hannah Green's novel, *I Never Promised You a Rose Garden*, and two memoirs of illness and recovery, Norman Cousins' *Anatomy of an Illness*, and Andre Lorde's *The Cancer Journals*.

The seminar will meet twice weekly for one-and-a-half hours. Enrollment is limited to 20 students, by sign-up at the first class meeting (and lottery if necessary).

HA 183 PIANO WORKSHOP I
Roland Higgins

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

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

HA 184 INTRODUCTION TO ACTING
Robert Garner

The course's goal is to provide a foundation in the art and craft of acting. The course of study focuses on 3 major areas:

- 1) The actor's instrument-work on the actor's

- psycho-physical self as a responsive and expressive instrument, and as a medium for the dramatic impulse.
- 2) Elements of characterization-work on the physicalization of the internal elements of character, and developing both objective and intuitive faculties for character building.
- 3) The actor's material-analysis of the script and role.

(There will also be related work on the voice and the body designed to create an awareness of the actor's functional and imaginative use of these two areas).

The course's class work is predominantly experiential in nature, comprised of exercises performed in groups and those prepared for class presentation. Home preparation will include both physical rehearsal and written analyses.

Weekly readings assigned from both the required text and the required reading list combine with discussions to provide a conceptual base for the work.

The class will meet twice a week for two-hour sessions. Enrollment will be limited to 12 students.

HA 198 VIDEO AS AN ART FORM
Sandra Matthews

The aim of this course is to familiarize students with the wide variety of work that video artists have produced over the last 15 years, and to encourage further artistic exploration of this new medium.

We will look at a range of video tapes including work in the documentary, conceptual, meditative, synthetic and other modes. Relevant work in other media (particularly film) will also be presented. Students will have access to video equipment and will complete several short tapes during the semester. This course is of special interest to film students.

Course is limited to 18 students by instructor permission. The class will meet once a week for three hours.

HA 205 PAINTING
Phyllis Rosenblatt

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

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

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

HA 208 MAKING ART AND CRITICAL DEVELOPMENT: A STUDIO COURSE
Joan Murray

The emphasis in the course will be on expanding visual awareness through heightening students' critical ability of their own work and that of others. Although students will be encouraged to pursue the work they are involved with when they start the class, assignments and group projects will also be used to clarify visual thinking and discourage an excessively narrow expressive attitude. Students should Goddess, Inanna, *Queen of Heaven and Earth*, Ingmar Bergman's screenplay, *Wild Strawberries*, Hannah Green's novel, *I Never Promised You a Rose Garden*, and two memoirs of illness and recovery, Norman Cousins' *Anatomy of an Illness*, and Andre Lorde's *The Cancer Journals*.

Class will meet once a week for three hours. Enrollment limit is 12.

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

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

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

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

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

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HA 210 FILM WORKSHOP I
Sandra Matthews

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

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

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

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

HA 211 STILL PHOTOGRAPHY WORKSHOP I
Anne Flischel

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

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

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

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

HA 215 MODERN DANCE III
Rebecca Nordstrom

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

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

HA 217 MODERN DANCE TECHNIQUE IV
Daphne Lovell

High intermediate dance techniques: beginning to incorporate the self with the full body in articulate motion, using the actions of the mind to establish a clear background field. Intended for students who have studied with me previously.

Class meets twice a week for two hours each session. Class is limited to 20 and enrollment is by audition the first day/permission of instructor.

HA 219 STUDIES IN LIFE HISTORY: A MULTIDISCIPLINARY APPROACH
Janice Sokoloff

Are there in fact "stages" of life as so many important thinkers have posited: Are "childhood," "adolescence," "adulthood," and "old age" biological truths? Or are they social fictions? How does each century perceive the stages of life and how do these perceptions differ from century to century?

"Studies in Life History" is designed to encourage students to formulate a Division I examination with a central focus on the Human Life Cycle. The course will investigate attitudes towards aging from antiquity to the present in Western culture. We will look to cinema, fiction, art history and oral history to see how the stages of life are represented in the humanities. To explore current versions of the life cycle we will use the spoken testimony of each other as well as victors to the class group.

We will read brief selections in Plato, Aristotle, the Bible and Shakespeare to compare their thought with that of twentieth century theorists. We will ask how ideas about human life have changed and how they have changed. We will pay particular attention to recent shifts in attitudes towards female "adolescence" and "adulthood" to try to understand how rapidly (and radically) concepts of the life cycle, for both men and women, can change.

There will be visiting speakers, slide presentations, movies, brief but regular readings and much discussion. Several short papers are required.

Readings will include selections from Philippe Ariès' *Centuries of Childhood*, Simone de Beauvoir's *The Coming of Age*, Robert Coles' *The Old Ones of New Mexico*, Erik

Erikson's *Childhood and Society*, Daniel Levinson's *The Seasons of a Man's Life* and Rudolf and Margot Wittkover's *Born Under Saturn*. Among the works of fiction to be considered are James Joyce's *Dubliners*, Tillie Olsen's *Tell Me a Riddle* and Katherine Anne Porter's *The Old Order*. Among the films we will view will be Ingmar Bergman's *Wild Strawberries*.

Thematic emphasis and design is subject to revision according to student concentration needs.

Class will meet twice a week for 1 1/2 hours each session. Occasional evening meetings will be arranged. Enrollment is limited to 15 by instructor interview.

HA 225 THE OTHER SOUTHS: WOMEN, BLACKS AND
SS 225 POOR WHITES IN SOUTHERN HISTORY AND LITERATURE
L. Brown Kennedy, Susan Tracy

The "South" is often spoken about in the North and in the national media as if it were a monolithic unit with a unified geography and culture. In fact, there has always been the South of the Native Americans, the South of the Euroamericans, and the South of the Afro-Americans. From the luxurious low country, tidewater estates and the haunting swamps of the eastern seacoast to the country hollows and levelled between the jagged peaks of the Great Smoky Mountains and the fertile flatlands of the Mississippi Delta, the South is and always has been a region of contrasts defined by the land and by the relationship of its people to that land.

This course seeks to introduce you to the richness and diversity of Southern history and literature through the exploration and analysis of the fiction and autobiography of defense and critique of the plantation South, the split between rural and urban life, and the centrality of the black and white family. Among the writers we will consider are Harriet Beecher Stowe, William Claiborne Sims, William Faulkner, Zora Neale Hurston, Lillian Smith, Carson McCullers, Eudora Welty, Alice Walker.

This course is open to second and third semester Division I students as well as to people beginning their concentrations. It is also specifically designed to support student writing. Because of the writing component of the course, it will necessarily be limited to 30 students, to be chosen by permission of the instructors.

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

HA 230 ORIGINS OF ROMANTICISM
Joanna Hubbs

The counter culture of the 1690's popularized the challenge of the irrational--the intuitive and emotional aspects of human nature--to the autocratic hegemony of rationality, of "law and order." In many of its manifestations--the search for esoteric wisdom, the turn toward Oriental religions, magical practices, and the general adulation of creative faculties--this rebellion against established order took on an earlier revolution which had also recoiled from the constraints of reason.

Our concern in this seminar will be to look at the relationship of eighteenth-century (Enlightenment) thought, rooted in a quest for certainty arrived at through reason alone, to the Romantic movement with its stress on the creative, the individual, and the transcendental, which succeeded the individual. Our approach to a study of the relationship of these two movements will be through an examination of the philosophical thought of the eighteenth century as reflected in the French and German novel. We will consider the ideas of "emerging literary genre" first as a vehicle for the ideas of Enlightenment thinkers and then for their Romantic successors. We will consider the extent to which attempts at building a world view on the basis of rationalism and the empiricism alone led to the "irrational" conclusions of the Romantic rebellion.

Reading list: Montesquieu, *Persian Letters*; Voltaire, *Candide*; Rousseau, *Emile*; LaFont, *Les Deux Gendres*; Sade, *Justine*; Goethe, *Servant of the Young Werther*; Faust; Gay, *The Enlightenment*; Becker, *The Heavenly City of the Eighteenth-Century Philosophers*; Hampson, *A Cultural History of the Enlightenment*; Cassirer, *Rousseau, Kant and Goethe*.

The class will meet twice weekly for two one and one half hour sessions. Enrollment is limited to 20.

HA 231 POETRY WRITING WORKSHOP
Andrew Salkey

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

The workshop will be a forum for the relaxed reading of poems produced by its members. We will pay the closest possible critical attention to the prosody and meaning of class manuscripts, and that ought to be done informally but without loss of tutorial effect. We will emphasize the

evidence of latent strengths in the work of the poets and attempt sensitively to analyze weaknesses, privately and in group sessions.

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

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

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

HA 237 FICTION WRITING WORKSHOP
Andrew Salkey

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

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

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

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

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

HA 240 WRITING
Mino Payne

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

The class will meet once a week for two and one half hours. Enrollment is limited to 16. Preference will be given to those who applied in the fall semester. The rest of the space will be determined the first day of class.

HA 251 SCHOPENHAUER AND NIETZSCHE
Richard G. Lvon

Arthur Schopenhauer (1788-1860) and Friedrich Nietzsche (1844-1900)--two giants of European philosophy in the days following on Kant and Hegel--found the universe to be neither rational nor moral at its foundations, and attempted accordingly to find a standing ground for man where old assurances (beliefs in a transcendent principle of reason and a universal moral law) are stripped away. The candor and clarity, and insight with which they set this "modernist" critique continue to draw readers and admirers in this century. They have often, in fact, been made cult figures. Poets, aesthetes, existentialists, and fascists have, for different reasons, good or bad, discovered a hero in Schopenhauer. Schopenhauer has found disciples among materialist and mystic, anti-clerical and spiritualists, misogynists and Nagians.

By careful reading of several of their major works, we will try to discover what is central in their reasoned (and impassioned) views, discounting what is merely marginal or personally eccentric. The class will meet three times a week for one-hour discussions. Enrollment is open.

HA 255 DANCE IMPROVISATION II: FURTHER EXPLORATIONS WITH EXPRESSIVE MOVING
Rebecca Nordstrom

This class is for students with prior experience in dance technique and improvisation who are interested in developing their improvisational skills. Emphasis will be placed on approaching improvisation as a performance art, but we will also look at ways in which it can function as part of a choreographic process. Work will involve solo as well as choreographic process. We will spend some time exploring contact improvisation.

Enrollment is 15 by permission of the instructor. Class will meet twice a week for two hour sessions.

RA 256 SENSE AND SPIRIT

Robert Hoagher

Rivers, we know, often dive deeply under or into the earth, out of sight and lost to our ears and touch. And yet we may dig most anywhere and feel the moisture of rivers that flow and overflow beneath our every step. Then, all of a sudden, a river, hidden underground, springs from a crack in the caulked ground and we stand again in that flow where we know we stand each time only once. We have here an image of the sensuality of spirit and of the spirituality of sense. If we trace the paths and movements of spirit to their source, we follow them into the sensual; and if we attend to the leadings of our senses, we are gestured and lifted into the movements of spirit. Spirit and sense, sacred and profane, mind and body are both many and one, yet share a common life. Each sense ascends to spirit along a path of its own and we shall explore and share such ascents with our own native artistry, the painter, the musician, the dancer in each of us, to serve as our guides. The class provides a particularly appropriate introduction to philosophy for students centrally concerned with the arts.

This class will involve both a seminar and a workshop, each meeting as a rule once each week. Seminar readings will include: Jones, *The Phenomenon of Life*; Kandinsky, *Concerning the Spiritual in Art*; and Zuckerkandl, *Sound and Symbol*. The workshop will engage us in our own experiential and artistic experiences. The exact scope and focus of these experiments with sensory and artistic experiments will depend largely on the particular talents and interests of the class which forms. The distinction between seminar and workshop corresponds to the concern of this class to be both experimental and reflective, both experimental and critical.

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

RA 258 HEGEL II
R. Kenyon Bradt

This course is to be a continuation of the fall term course on Hegel's *Phenomenology of Spirit*. The course is restricted to students who participated in the fall term course, except by instructor permission.

The course will meet once a week for three hours.

RA 259 AMERICAN BIOGRAPHY: THE JAMES FAMILY
Richard Lyon and John Beettiger

The character and workings of genius are apparent in the Jameses as in few other families in history. The members of the family shared their common experience with striking and perfectly individual. Henry James, Jr., the novelist and critic and short story writer, is as much regarded as "the Master" in fiction and the critic of fiction as in his own time. His brother William, the first major American psychologist, continues to be the most enduringly popular of American philosophers. Their sister Alice was as dedicated as her brothers the pursuit of awareness, the conscious as discovered through her journals and letters. And the father, Henry James, Sr., an insightful philosopher and politicalist, and a vivid writer on both religion and politics, was thought by Bernard Shaw to be the most interesting of the lot.

He will also notice the character and role of the wife and mother, Mary Walsh James, and the two "other sons," Rob and Allice. For it will be one of our aims to discover the character of the family as a group, the nature of their influence and dependencies on each other, the interplay of their personalities and ideas. To know this family well is possible, for they left to posterity a copious written record. In their letters, books, journals, essays, notebooks and reviews we will find them talking about their work and lives, about the prospects for American culture, about art, politics, philosophy, society. As F. O. Matthiessen says, after listening to this family's discussions "we may feel that we have gained a fairly full index to American intellectual history from the time of Emerson to that of the First World War."

The central text for the course will be Matthiessen's *The James Family: A Group Biography*. Readings will also include portions of biographies of William, Henry Junior, and Alice; several short stories by Henry and essays by William. The class will meet twice weekly for discussions, occasionally on Tuesday nights. Papers will be assigned. Enrollment is open.

RA 266 ONTOLOGY
R. Kenyon Bradt

This course is to be a consideration of the determination of being in its being as being. Central to the consideration is to be the determination of language in the determination of being. The reading material of the course is to be a selection of texts from Aristotle to Heidegger.

The course is restricted to students with a primary interest in the study of philosophy. It will meet once a week for two-three hours. Enrollment is open.

RA 272 LITERATURE/FILM/MYTH
Clay Hubbs

This is a course on narrative fiction and film--the two major methods of preserving and repeating stories--and the relation of story to myth. Numerous anthropologists and ethnologists as well as literary critics agree that stories have certain elementary forms or "archetypes" which can be corresponded to traditional and popular literary genres: epic, romance, detective story, science fiction, melodrama, satire.

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

The examination of this conflict--which might be stated as, what do we mean by "myth"--will be an important part of our reading and discussion. Background readings will include works by Levi-Strauss, Northrup Frye, and Roland Barthes, and recently published material on myth and myth criticism. Our primary texts will be written stories and narrative films, starting with ancient myths and selections from the epics which contain them. Thereafter, the texts will be selected on the basis of the availability of films which have certain traditional and popular literary genres: epic, romance, detective story, science fiction, melodrama, satire.

The class will meet three times weekly for one and one half hour sessions. Enrollment is limited to 25 on a first-come, first-served basis.

RA 273 THIS MUSE INTO HISTORY: CONTEMPORARY POETRY IN THE CARIBBEAN
Roberto Marquez

Already recognized throughout the world for the extraordinary originality and stature of his creative artistry, the Caribbean has been particularly fortunate in both the number and calibre of the poets it has produced. Names like Edward Kamau Brathwaite, Derek Walcott, René Desplaces, Aimé Césaire, Nicolás Guillén, Pedro Mir, Martin Carter, Edouard Glissant, Andrew Salkey are not only familiar to those in the area but, in addition, have had a considerable impact and influence internationally on the readers of contemporary poetry in general.

This course will consist of selected readings from the works of these and other poets from the Caribbean archipelago. We will be paying particular attention to the nature of the concern with, and specific treatment of, history which characterizes so much of this poetry and with the way in which each poet individually transcribes his preoccupations into effective verbal statement.

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

RA 276 CULTURAL DRAMATIC TRADITIONS AND THEIR INFLUENCE ON CONTEMPORARY FORMS
Robert Garner

Part I The class will work as a research team, exploring a different cultural theatrical form each week. (Included are: Greek, Balinese, Kabuki, Chinese Opera, Buraku and Medieval.) Each student will be assigned a special topic area related to that particular art form.

On Day A of each week, a pertinent film will be shown (and a visit by a guest artist/lecturer will occur, if possible).

On Day B, the students will share their research findings as oral presentations, and hand out copies of their reports (including bibliographies) to the class.

Part II In the second phase of the course work, each student will investigate the influence of an early theatre form on the shape and content of modern playwriting, directing, acting, choreography, design, or dramaturgical and theatrical theory. This investigation can take the form of either:

- a) a written study, orally presented to the class (with audio-visual resources, if available); or
- b) a performance (in class or as an outside workshop) of a modern theatre work that is clearly derived from one of the prototype forms studied. This can be an existing work in the repertoire, or an original project inspired by the meaning, spirit and essences of an earlier form.

Prerequisite: at least one college-level acting or directing course, or permission of instructor. The class will meet twice a week for 1 1/2 hours. Attendance of the first class is mandatory or enrollment; enrollment is limited to 12 students.

RA 276 THE DIRECTOR/DESIGNER PROCESS: TOWARD THEATRICAL MEANING
Robert Garner

The class will focus on these major areas:

- a) the primary tools and means (aesthetic foundations)
- b) the changing nature of the theatre space
- c) modern historical roots (the pioneer)
- d) the dynamic relationship of script interpretation to search for the "theatrical image"

Selected readings and topic areas will be assigned and explored weekly. The students will share their research findings as oral presentations, and hand out copies of their reports to the class.

Although the course's emphasis will be on understanding the aesthetic bases and conceptual skills for the director/designer work process, there will be one scheduled workshop focusing on some of the basic technical skills for the designer; as well as some assigned projects involving drawings and models.

Prerequisite: at least one college-level acting, or directing, or design course, or permission of instructor.

The class will meet once a week for three hours. Attendance at the first class is mandatory for enrollment. Enrollment is limited to 12 students.

RA 284 CREATIVE MUSIC: ITS THEORY AND APPLICATION
Roland Wiggins

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

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

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

The class will meet twice weekly for two-hour sessions. Enrollment is limited to 15, and instructor permission is required.

RA 288 THE CREATIVE ART OF IMPROVISATION
Ray Copeland

The perennially evasive and perplexing question, "How do you teach jazz...?" has doubtlessly baffled most music educators since Glenn Gould and Louis Armstrong, Duke Ellington, Charlie Parker, John Coltrane, Stan Kenton, the Thelonious Monk Quartet, and Miles Davis, Dizzy Gillespie, Al Bird, Stan Getz, Benny Goodman, have emerged as innovators of our indigenous American art form entailing musical self-expression and creativity. The instructor has compiled more than 600 pages of documented methodology in implementation of the fundamentals of jazz performance: viable school systems, improvisation workshops, clinics, and seminars.

The Creative Art of Improvisation (A Methodological Approach to Performance and "Jazz Education") is a supplement to the RA 289 Afro-American Chamber Ensemble. RA 288 didactic session of 289 (open to visitors) and closed sessions of from 1 1/2 to 2 hours will be presented in concert with a rotating staff with the Chamber Ensemble. Members of the ensemble will be encouraged to participate in RA 288 seminars for continued development, evaluation and/or grading. Five College music students who aspire to be music educators are particularly encouraged to attend open seminars, either as official enrollers or as spectators, since the element of audience reaction tends to enhance this form of improvisational growth within a didactic educational setting.

During open seminars, basic conceptual approaches to viable jazz performance--in addition to discussed via 3M projection--will be analyzed and discussed via 3M projection and play-back. Diatonic (modal) and chordal systems, turn-back progressions, patterns, clichés, etc. will also be examined and performed collectively in unison with recorded and/or live rhythm section accompaniment. Xerox copies of projected transparencies will be distributed to active participants; they may be duplicated for colleagues if desired.

Students interested in enrolling in this course should obtain questionnaires from the BAA office. Auditions will not be required, although a written/audible final examination based on the Afro-American tradition--will be administered to official enrollees at the end of the semester. Course enrollment is unlimited. Class will meet once a week for two hours.

RA 289 AFRO-AMERICAN CHAMBER ENSEMBLE
Ray Copeland

The Chamber Ensemble will focus on the interpretation, articulation, and performance of specifically designed orchestration featuring compositions by Duke Ellington, Thelonious Monk, Randy Weston, Quincy Jones, and other contemporary American composers. Besides concentration on ear training, instrumental facility, reading music notation, the Afro-American idiom, and creativity in editing jazz repertoire, additional aspects of the course will provide insights toward orchestration and composition to be acquired from "All Things Combined" work booklets utilized during the ensemble's instrumental development within the ensemble and accompanying spinoff seminars.

The Afro-American Chamber Ensemble's repertoire will be adapted to the instrumentation of the participating musicians. Depending on the qualified enrollees, the personnel will vary from conventional rhythm (piano, guitar, bass and drums) to complements of wind instruments ranging from a medium-sized combo to a big band. Per continued development, evaluation and/or grading, instrumentalists of comparison.

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able ability and "less motivation" will be encouraged to participate in HA 288 open or closed ensemble which will be presented in conjunction with the main ensemble rehearsal each week. Ultimately, the Chamber Ensemble will refine the techniques essential to contemporary music performance on a professional and competitive level.

Auditions will be required, and you must also fill out a questionnaire (forms may be obtained in the HA office). Auditions will be held in the Chamber Ensemble rehearsal room. Auditions will consist of a conventional recital section of five (including saxophones, flutes, clarinets, etc.), seven to eight brass (trumpet, flugelhorn, trombone, French horn, euphonium, tuba, etc.), and two rhythm sections (including auxiliary percussion), if available.

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

HA 291 INTRODUCTION TO DIRECTING
Janet Sonnenberg

An examination of directorial process and the acquisition of its techniques will be the main work of this class. A large portion of the class will be scenework in which directors will concentrate on dramatic action, narrative, text analysis and working process with actors.

Enrollment is limited to 10. Permission of the instructor is required. Preference will be given to those students who have experience with acting and/or a working knowledge of dramatic literature.

HA 295 SEMINAR IN MODERN DRAMA
Clay Hubbs

The reading will consist of a representative selection of works by the major European playwrights in the modern tradition, from Ibsen to Beckett, including Shaw, Strindberg, Chekhov, Pirandello, Brecht, and Pinter.

The focus will be on the phenomenon of the dramatic performance itself. What is theatre? What are its origins and characteristics? How has it evolved? How does present-day theatre relate to ancient theatre and to present-day life? What are the major differences in form and content and purpose between ancient and modern and contemporary theatre? These are the kinds of questions we will ask as we read the plays.

Participants will present seminar papers on topics of their choice. The class will meet once a week for two hours. Enrollment is limited to 10 by instructor permission.

HA 299 PLAYWRITERS WORKSHOP
David Cohen

This course will focus on the craft and the process of writing and producing the new play script.

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

The class will also serve as the Producing Agent of the Festival, an annual event in which student plays are showcased as staged-readings, followed by audience discussion.

The workshop will meet once a week for three hours. Enrollment is limited to twelve and instructor permission is required. Students wishing to enroll are requested to submit a manuscript (play only) during the course interview period.

HA 300 CHARACTERIZATION WORKSHOP
Janet Sonnenberg

In this course we will work on the development and incorporation of "character" into a role. Emphasis will be placed on the selection of strong, vivid objectives out of which grow character motivations organic to the actor's performance. These are the techniques that refine and complete the actor's work.

The body of the class commitment will be scene work, leading to workshops in the Monday afternoon workshop series.

Enrollment in the class is limited to 12. Admission is on an audition basis. Students who have taken an intermediate scene study course on the college level or who have equivalent experience and who wish to be a part of this class should prepare a monologue to be used on an audition piece.

Class will meet twice weekly for two-hour sessions.

HA 303 SOCIAL CHANGE AND THE CONSERVATIVE IMAGINATION: THE NOVELS OF JOSEPH CONRAD
Roberto Marquez

A writer of the first rank, the novels of the "Polish-Englishman" Joseph Conrad (1857-1924) reflect a pain-taking craftsman whose self-conscious preoccupation with form and

technique has left its mark on the genre. They further show a novelist with a keen sense of the interrelatedness of national and international affairs and an especially sharp sensitivity to the final political and social readjustments characteristic of the "inexorable movement of history" in his time.

Conservative believer in the inevitability of European global hegemony, Conrad nonetheless became, within the limits of his particular perspective, a severe and perceptive critic of the dialectic of imperialism. Set in the distant outposts of empire or, as he became more disturbed by the unfolding of events within Europe itself, in a Russia enveloped in revolutionary ferment, his fiction represents "a judgment on modern history and on the morality of political action (no less than)...his commitment to a position on the future of Europe and the West."

His work plunges the reader into "the drama of modern life, modern politics, the social crisis and the future of nations..." It is the aim of this course to trace the course of his creative and ideological development as a novelist by a close, careful, and sustained reading of evolving canon, in which it emerges, the aesthetic notions it reflects and the implicit socio-historical dialogue in which it is engaged, which, indeed, is its *raison d'être*.

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

HA 306 ADVANCED WRITING WORKSHOP
Nina Payne and David Cohen

This course is designed for students working in diverse forms of writing: poetry, fiction, playwrighting and screenwriting.

Students will have the opportunity to present works-in-progress and give and receive serious critique. Although the major focus will be the work itself, we hope to include occasional projects that integrate writing with other art forms. Classes will also be coordinated with lectures, readings and conferences with visiting writers (as part of the Visiting Writers Program).

Permission of both instructors is required, based on writing sample. Enrollment is limited to twelve. Class will meet weekly for three hours.

HA 309 SEMIOTICS, NARRATIVE AND TEXT
Mary Russo and Teresa de Lauretis*

"To raise the question of the nature of narrative is to invite reflection on the very nature of culture."-Hayden White

"What moves in film, finally, is the spectator, immobile in front of the screen. Film is the regulation of that movement, the individual as subject held in a shifting and placing of desire, energy, contradiction."-Stephen Heath

This course is devoted to the examination of current theories of narrative. Starting from the earlier semiotic studies of narrative structures in myth (Levi-Strauss), the study of narrative structures in popular and folktales (Propp), the classical text (Barthes) and dynamic culture (Eco), we will then focus on more recent and dynamic views of narrativity as a work of the text to produce meaning, a "vision" for the spectators/readers who are engaged in this meaning as process. This will consequently raise questions of representation, the relation of genre to gender, visual and narrative pleasure, identification and subjectivity. In addition to a primary emphasis on narrative and textual theory, this course is intended to provide a working knowledge of the general concepts which inform current theoretical discourses on cinema and literature.

The course is organized so that students of anthropology, literature and cultural critics may benefit from the residency of Professor Teresa de Lauretis* from March 12-16. Professor de Lauretis will conduct 5 workshops during that week on 1) Narrative Structures; 2) Structure and Text; 3) Narrative and Anthropology; 4) Narrative and Cinema; 5) Narrative and Psychoanalysis. The preceding five weeks of the course will serve to prepare students for discussion and critique in these sessions; students from other courses who are familiar with the reading materials or who wish to complete the required reading independently are welcome to do so. Since the reading and writing in this course is concentrated into a 6 week period, interested students may wish to begin reading over the semester break. Reading lists will be available after November 1. The remainder of the semester will be devoted to independent research projects and tutorial consultations.

* Teresa de Lauretis is a fellow at the Center for 20th Century Studies and Professor at the University of Wisconsin at Milwaukee. She is an associate editor of *Cine-Tracts* and co-editor of *Theoretical Perspectives in Cinema, The Cinematic Apparatus and The Technological Imagination*. She is the author of the definitive work on the Italian semiotician Umberto Eco, a book on novelist Italo Svevo and numerous essays in literary criticism, film theory and semiotics. Her forthcoming book is titled *Allen Donn*.
Her residence is sponsored by The John D. Mac Arthur Chair in Semiotics and the Humanities Forum.

The class will meet twice weekly for 1 1/2 hours. Enrollment is open. The course may be used to fulfill the integrative requirement.

HA 310 FILM WORKSHOP II
Anne Flachel

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

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

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

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

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

HA 311 PHOTOGRAPHY WORKSHOP II
Jerry Lieblich

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

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

HA 312 FILM/PHOTOGRAPHY STUDIES; INDIVIDUAL PROBLEMS IN FILMMAKING, PHOTOGRAPHY, AND RELATED MEDIA
Jerry Lieblich, Sandra Mathews, Anne Flachel

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

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

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

HA 316 ADVANCED STUDIO FORM
Arthur Hoener

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

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

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

HA 320 CREATIVE MUSIC-ADVANCED SECTION
Roland Wiggins

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

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

HA 324 WOMEN'S WRITING, WOMEN'S VISION: ISSUES IN RECENT FEMINIST THEORY Joann Landes, Jill Lewis

Surveying the impressive outpourings of feminist writers in the last decade, one notices a powerful struggle to create a mode of expression and a subject matter which speaks to/from woman's body and woman's experience; an effort to denunciate the masculinist approach that stamps out "woman" cultural inheritance.

We will look at overlapping issues of sexual difference and desire, sexuality and power, language and bodily expression, biology and society, patriarchy and history in feminist discourses of the human sciences, including psychoanalytic (Freud and Lacanian psychoanalysis), moral development theory (Kohlberg and Piaget), and the social historical sciences (structuralism, Marxist and phenomenology).

Seamster format. Enrollment is limited to 15; instructor permission required.

HA 327 ADVANCE TUTORIAL ON SHAKESPEARE L. Brown Kennedy

This will be a group of upper division students who, in addition to working in pairs with the instructor, will meet together once a week to study a selection of plays spaced across Shakespeare's career and including at least one play from each of the major genres: history, tragedy, comedy, romance. We will expect to work on about eight or nine plays during the term; the final choice of texts will be made by the group. We'll begin by spending several sessions discussing one of the major tragedies in order to establish common terms and raise questions of critical method.

My notion of a tutorial includes steady writing (with a short working paper every week or two); it presumes that all members take responsibility for formulating their ideas into hypotheses or interpretive approaches on which the entire group can then base its discussions. We will also plan to do some critical and theoretical reading and to discuss at least a few of the plays as dramas to be staged, as well as texts to be interpreted.

Though there are no special course prerequisites, I will be assuming that participants have certain basic skills at the outset. As one way of testing generally "advanced" work for all of us, I'd like people interested in participating this term to have had a substantial amount of work at the Division II level in either literature, history, political theory, philosophy, or a related area.

Admission is by permission of the instructor. Enrollment will be limited to ten.

HA 328 OBSERVER AND OBSERVED IN LITERATURE, ANTHROPOLOGY, AND FILM David Smith, Barbara Nyngesson, with Anne Fischel

This course attempts to combine the insights of cultural anthropology and literary and film criticism by examining texts--ethnographies, satire, fiction, documentary film material--in which the relationship of an outsider-observer to a particular community is an issue.

We consider attempts of narrator/authors to understand their fictive communities, noting in what ways they present them coherently and artistically, and we examine the work of practicing anthropologists and/or filmmakers to "present" actual communities truthfully and accurately through their field-work, writing, reporting, or visual medium.

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

Texts in the course vary widely, and include ethnographic work, papers dealing with problems in the fieldwork process or theoretical discussions, literary texts (in the past these have included such works as Gulliver's Travels, Gilman's Herland, let Us Now Praise Famous Men, Robert Coles's Uprooted Children, Robbe-Grillet's Jealousy, and Colin Turnbull's The Mountain People. Films have included Dead Birds, Women of Harzsch, and various ethnographic and artistic offerings, including work of contemporary women filmmakers presented by themselves. In the films and texts there is an interesting tension between the perception of the filmmaker and the anthropologist, and a fascinating working style which involves active relationships and participation in the culture being observed. We will look

closely at this question of (either) involvement or "distancing" in the texts and films we select.

We want this course to appeal to budding anthropologists, students of literature, writers, photographers and filmmakers, journalists and others whose work involves them in an "observing" encounter. You will be expected to attend class regularly, to view all films when scheduled, to participate in discussion and to turn in short papers (on time).

This is not a Division I course and not open for completion of Division I exams.

The class meets twice a week. Open enrollment but we reserve the right to limit class size.

HAMPSHIRE COLLEGE CHORUS Mallorie Chernin, Conductor

The Chorus will meet on Monday and Wednesday, 4-6 p.m., in the Recital Hall of the Music Building. Our Spring season will include a Five College Chorus Festival and a tour to New York City. Repertory music by Purcell, Vaughan Williams, Matyas Selmer, and Appalachian folk settings. Faculty and staff are welcome. Admission is by short, painless audition: sign up at Chorus office by January 31.

291R HISTORY OF THE CIVIL RIGHTS MOVEMENT James Baldwin, Charles Frye and Frances White

Lecture, discussion. Examination of the civil rights movement from the Brown v. Topeka decision to the rise of black power. All the major organizations of the period, e.g. S.C.L.C., SNCC, CORE, NAACP, and the Urban League. The impact on white students and the antiwar movement.

Information regarding enrollment method and limits will be available at a later date.

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

School of Natural Science

NEW ENGLAND FARM CENTER

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

The Farm's goals are two-fold: to teach science through agriculture within the liberal arts setting of Hampshire and the Five College community and to serve as a base for research programs relevant to agriculture in New England.

The Farm Center is presently analyzing data on 450 livestock guarding dogs bred from stock originally imported from Europe and Asia Minor. Research on plant physiology and soil management is also ongoing. Including a study of alders; fast-growing, shrubby trees which are palatable to sheep, high in protein, acid tolerant, perennial, and fix nitrogen. Finally, the Farm is studying sheep production methods, such as off-season breeding and parasite control.

Several faculty members lead courses and research projects related to the Farm. Animal behaviorist Ray Coppinger, plant physiologist Lawrence Minshp, reproductive physiologist Kay Henderson, and animal nutritionist Mary Looney will lead research projects and assist students with their own projects. There is also an animal caretaker, a special research student, some of whom are hired for the summer. Some of the resources include a printout of all agricultural titles listed in the Five College libraries, sheep and contact with farmers. Many students do exams at the Farm Center.

The Farm Center also sponsors a small number of summer research projects, extending from work done during the school year. Student participation is encouraged, and if you are interested, make an appointment directly with the faculty.

WOMEN AND SCIENCE

Women and Science is an informal program with faculty, students, and staff involved in seminars, courses, and project advising in the following areas: scientific theories about women and the impact of those theories on women's lives, women's biology, women's health, and study of the participation of women in the sciences. We are also concerned with why women have not participated fully in the sciences, how to encourage women to study science at all levels of their education (including women who are not interested in scientific careers), and how a substantial increase in the number of involved women may change the sciences.

For more information contact Ann Woodhull or Nancy Lowry. Courses and other offerings: **Women and Science Lecture Series (Ann Woodhull, Nancy Lowry)

**Biology of Women (I) (Nancy Goddard, Merle Bruno, Kay Henderson, Mary Looney)
**Women's Nutritional Issues (I) (Mary Looney)
**Women and Science (I) (Ann Woodhull and Nancy Goddard)
**Elementary School Science Workshop (I) (Merle Bruno)
**Primate Behavior and Ecology (II) (Deb Marin)
**Library Consultation (Helaine Selkin)
Other faculty involved: Ruth Rindin, Courtney Gordon

**Offered this Spring.

NS 108 THE IGNEOUS ROCKS OF NEW ENGLAND John B. Reid

This course is designed to introduce students to the field and laboratory interpretation of rocks that once existed as parts of active volcanic systems. We will develop ways of looking at static, cold chunks of rock, and reconstruct the dynamic volcanic processes that lead to their formation. Emphasis will be placed on field observation and microscope interpretation using volcanic rocks in the Connecticut Valley and sub-surface igneous rocks in New Hampshire and western Massachusetts, and on the relationship of these rocks to large scale processes such as continental drift and plate tectonics. Readings will be from several sources including primary literature. Students will be evaluated on the basis of contributions to class discussions and a term-long research project/paper on some aspect of the course of the student's choosing.

Class will meet for 90 minutes twice a week, an afternoon field trip and two weekend trips.

NS 113 ORGANIC CHEMICALS IN OUR EVERYDAY LIVES Nancy Lowry

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

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

Class will meet for 90 minutes twice a week.

NS 124 THE BIOLOGY OF WOMEN Nancy Goddard, Merle Bruno, Kay Henderson, and Mary Looney

Daily pressures by our society encourage women to be consumers of services and products claimed to make them feel healthier, look and feel young longer. A better understanding of one's myths, be aware of ways that health can be enhanced, and thus be a more enlightened consumer. In this course we will study relevant systems of the body and learn ways in which women can play an active role in maintaining their own health.

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

Class will meet for lecture/discussion 15 hours twice a week, plus a three-hour lab.

NS 128 OFF-SEASON BREEDING OF SHEEP Kay Henderson

Sheep are usually seasonal breeders with an infertile period in the spring. However, some breeds will have sexual activity and conception following special management practices or hormone treatments. We will use this model to develop the basic concepts of reproductive physiology of mammals, the role of hormones in reproduction and the ways in which this knowledge can improve livestock management.

Students will manage the sheep, carry out the class experiment and interpret the results. Students will do independent projects which will culminate in oral reports.

Class will meet for 90 minutes twice weekly and have a three-hour lab. Additional time will be required for the breeding project.

Enrollment is limited to 15 students. Instructor Permission.

MATH EXERCISE CLASS David Kelly

Do your mathematical muscles feel soft and flabby? Tired of having math lock types kick intellectual sand in your face? Then you owe it to yourself to come work out once a week to keep in shape. A complete well-rounded exercise program, involving solving equations (single simultaneous), graphing, arithmetic, (choker) word problems, etc. will be available. We will meet once a week to review systematically the high points of algebraic terminology and techniques. Three or four pages of notes will be handed out each time and a short set of

ADVANCED BIOLOGY COURSES

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

Offerings for 1983-84

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

Offerings for 1984-85

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

NS 238 ENVIRONMENTAL BOOKS SEMINAR

Ralph P. Lutz

This seminar will meet every two weeks to discuss a series of books that address environment-related issues from diverse perspectives. These books will include Garrett Hardin's *Lifeboat Ethics*, Joseph Becket's *The Comedy of Survival*, Kenneth Browner's *The Starship and the Canoe*, and the *Global 2000 Report*. In addition to addressing the meaning and significance of each book, the seminar will attempt to discover common threads that link them. We will also explore ways in which differing points of view can provide a broader perspective of environmental issues.

Students should expect to do a great deal of reading, write short position papers, and participate in the seminar discussions. The seminar is open to Five College students on a pass/fail basis. Meets every other week for 90 minutes.

NS 252 PRIMATE BEHAVIOR AND ECOLOGY

Debra Martin

To understand humans as humans, it is useful to understand humans as primates, a large and diverse mammalian order which also includes the prostates, new and old world monkeys, and the other apes (gorillas, chimps, and orang). This course critically examines the most recent scientific literature which uses primate models as analogies for the behavior of early and modern humans. Using an evolutionary and ecological perspective, primates will be surveyed with respect to their taxonomy and their environmental and biobehavioral adaptations. Topics to be covered include: mating patterns (monogamy and polygamy are only two of the possible arrangements), reproductive strategies (male choice vs. female choice), mother-infant bonding (ie. father-infant bonding possibilities), communication potential (teaching apes to converse with ASL and computers) tool use, and the roles of dominance-aggression-hierarchy vs. nurturance-submission-equalitarianism in maintaining social order.

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

Class will meet for 90 minutes twice a week.

NS 255 WOMEN'S NUTRITIONAL ISSUES

Mary Looney

Women differ physiologically from men in several aspects, and these differences are reflected in their unique nutritional needs. Physiological changes in women during menstruation, pregnancy, and lactation are accompanied by changes in nutritional requirements and are associated with health risks unique to women. This course defines the basis for women's nutritional requirements and explores the causes of nutritional problems women face. Included will be discussions of nutritional needs during pregnancy and lactation as well as the effects of drugs (including oral contraceptives and alcohol) on nutrient utilization.

Laboratory exercises will be designed for evaluation of student dietary habits and nutrient status. Students will be expected to complete a laboratory project or literature review exploring some aspect of nutrition and give a summary of results in a short presentation.

Though women's nutritional considerations will be emphasized, most concepts presented generalize to men and women. Men are welcome.

Class will meet for 90 minutes twice a week, plus a three-hour lab.

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

David Kelly

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

Functions and graphs

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

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

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

PHYSICAL SCIENCES AT HAMPSHIRE

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

Astronomy is taught by faculty at all the five colleges. The usual sequence is:
Fall Spring
ASTP 15 Space Science ASTP 20 Cosmology
ASTP 21 Stellar Structures ASTP 22 Galactic Structure
These courses are offered every year.

Chemistry
General Chemistry is a two semester course offered every other year. 1983-84 is one of the years it is offered.
Organic Chemistry is a two semester course offered every year.

Mathematics: All physical scientists should take the following sequence:

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

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

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

NS 283 GENERAL PHYSICS B

Frederick Wirth

Selected topics in physics will be considered including electricity and magnetism, wave motion, and optics. Much of the information in this course will originate in the laboratory and then be examined in the classroom setting. Considered as a complement to General Physics A--in the sense that together the courses form a comprehensive study of introductory physics topics--the course is nevertheless open to all Division II students, even those who have not had General Physics A. The course will presuppose a knowledge of algebra, vector manipulation and calculus (which may be taken as a co-requisite), but students willing to shoulder an extra load during the first two weeks of the semester can get help with these topics. The laboratory will also be concerned with electronics, data acquisition and processing, noise reduction tactics and many other topics involving use of state-of-the-art equipment--valuable experience for anyone considering an experimental career. Please note "Physics Help" following this description.

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

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

PHYSICS HELP

Frederick Wirth and Herbert Bernstein

Do the "tools" of this particular trade look more like hostile weapons? Has problem 38 of Chapter 6 given you a sleepless night? Come to us! We can help with information, conceptualization, practice and the various tricks of said trade. Students taking General Physics B or any similar course elsewhere should be especially aware of the existence of this resource.

NS 295 HITCHCOCK CENTER PRACTICUM IN ENVIRONMENTAL EDUCATION

Merle Bruno and Nancy Darnstadter*

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

Integrated Environmental Curriculum

This program emphasizes the development and implementation of an active-oriented environmental education program. Participants will work with the Hitchcock Center staff leading Amherst area school children on environmental field trips. The program provides an opportunity to learn about and facilitate environmental learning experiences while offering familiarity with environmental education resources and teaching methodologies. Participation includes Monday 1-4 p.m. preparatory workshops and discussions and assisting with field trips on Wednesday or Thursday mornings. A minimum of six hours weekly participation is required.

Environmental Curriculum Development

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

*School Program Coordinator, Hitchcock Center for the Environment.

ASTPC 34 HISTORY OF ASTRONOMY

E. R. Harrison

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

NS 307 REAL WORLD PROGRAMMING IN FORTH

Albert S. Woodhull

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

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

Prerequisite: ability to program in any computer language.

Class will meet for 90 minutes twice a week.

NS 316 LINEAR ALGEBRA AND ITS APPLICATIONS

David Kelly

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

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

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

NS 319 THE CALCULUS CONTINUED

David Kelly

A weekly workshop designed for those who have studied the calculus and wish to maintain and extend their skills.

NS 320 BOOK SEMINARS IN MATHEMATICS

David Kelly

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

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

Topics which have been proposed for book seminars include:

Modern Algebra: The study of algebraic structures such as groups and fields, with applications to number theory, geometry, physics, and puzzles.

Dirac, Curie: Basic tools and results of multivariable calculus useful for the study of electric and magnetic fields. **Probability:** The mathematics of chance and theoretical background for statistics.

Complex Variables
Differential Equations

NS 325 PARASITOLOGY OF ANADROMOUS FISHES

Nancy Goddard

In this course we will study the form, variety, and distribution of parasites infecting anadromous fishes indigenous to the Connecticut River. Students will be expected to design and carry out projects that may reveal distinctive population groups among the fish species. Classroom, laboratory, and field work will be conducted. We will meet for 90 minutes twice weekly.

Instructor's permission required, no limit.

NS 328 ENZYMES: LABORATORY EXPERIENCE IN BASIC BIOCHEMISTRY

John Foster

Almost all chemical changes in living cells involve the action of enzymes. What is an enzyme? How does it function? What does one look like and how do you measure it? This course will take a look at various aspects of enzymes and enzymology. It will be divided into two distinct units:

Enzymes as catalysts: An enzyme reacts itself to the messy biochemistry by the reaction it catalyzes. Thus the starting point in any enzyme study is a good assay. This unit will focus on techniques of enzyme assay and the nature of enzyme catalysis. Having learned the assay you can then go on to look at some of the properties of an enzyme (its kinetics, binding constants, response to environmental factors, etc.) without actually seeing the enzyme itself.

Enzymes as proteins: An opportunity to purify your favorite enzyme from some suitable source, so that with a little luck you can actually see what it looks like. Since enzymes are proteins, purifying one means getting into some protein chemistry and into methods of separating large molecules from one another (ionic fractionation, gel filtration, affinity chromatography, electrophoresis, etc.).

Both units will emphasize careful and quantitative laboratory work, as we will use your own data to develop the theoretical basis of enzyme behavior. Getting good data will require a substantial commitment of time. The weekly laboratory period will begin after lunch and continue as far into the evening as necessary. The class will work in groups so that unavoidable time conflicts can be accommodated by sharing the work to be done.

While the primary emphasis will be on the laboratory work there will also be a weekly 90-minute seminar to discuss biochemical principles to be derived from the laboratory results and, as semester progresses, to discuss papers from the research literature which apply enzymological principles to some interesting biological problems. Prerequisites: None mandatory, but some background in chemistry will make life easier.

Division I students must secure the permission of the instructor.

NS 334 DIVISION II RESEARCH OPPORTUNITIES

Natural Science Faculty

The following faculty are engaged in ongoing research projects in which Division II students can join. This offers an opportunity to learn laboratory or field techniques while getting new results.

The student should count the project as a course and count on spending as much time (10-12 hours per week) on the project as on a course. The faculty member will give the framework for the research, as these are continuing projects with specific kinds of experiments that need to be done. Faculty expect to meet with such students on average one or two hours per week and will also provide aid with solving technical problems. There will be a seminar meeting every week where research students will present their work and discuss problems and progress with faculty.

Faculty: Debra Martin, Nancy Goddard, Larry Winship, Ann Woodhull, Kay Henderson, Mary Looney, and others.

NS 334A DIVISION II AND III RESEARCH SEMINAR

Ann Woodhull, et al.

A seminar for Division II and III students and faculty actively engaged in laboratory research. This seminar goes with NS 334, Division II Research Opportunities, and also can serve as an advanced course for Division III students.

We will meet weekly to discuss various aspects of research: problems in experimental design, data analysis and statistics, logistics of lab work, the meaning and interpretation of our results. Work will consist of readings (from each other's writings, research papers, and other sources) and oral presentations of work in progress.

Class will meet once a week for two hours.

NS 336 EFFECTS OF EXERCISE ON THE HUMAN BODY

Ann Woodhull and Deb Martin

This research seminar emphasizes the current controversies which exist over the actual physiological effects of exercise on the human body. Throughout the course, both the limits and the potential changes that an individual can undergo with repeated and habitual use of body systems through exercise will be discussed. The effects of exercise will be examined specifically on the skeletal system (both the macro- and micro-structure and the mechanism of bio-electrical stimulation), on the muscular system (hypertrophy, potential for muscular increase and the mechanisms, red and white fibers differentiating for speed vs. endurance, male-female differences in performance potential), on coordination, and on the endocrine system (what are endorphins and serotonin and how can they affect mood and performance?). The examination of these system effects will form the basis for analysis, and projects will be encouraged which go beyond these basic effects to include the effects of exercise on the cardiovascular system, the lungs, on immunity, on ability to respond to physiological insults and disease stressors, on longevity and health, on psychology and perception of self, and on utilization of nutrients.

We will critically analyze scientific papers, and background information will be provided as needed. The work required consists of reading, participating, and a project culminating in a paper and class presentation. This is an advanced research seminar and the pace of the class will be brisk.

PREREQUISITES: Division I in NS and some working knowledge of human physiology, anatomy, muscles, bones or other relevant areas.

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

NS 338 ABOUT AIDS

Nike Gross

A new and alarming disease recently has come to public attention: Acquired Immune Deficiency Syndrome (AIDS). Sufferers exhibit an array of infections, rare and virulent forms of pneumonia and a heretofore uncommon type of skin cancer (Kaposi's sarcoma) are particularly frequent--that suggest abrupt and massive failure of the body's immune system. The disease has, thus far, an unusual pattern of incidence (possibly Haitian-Americans, hemophiliacs, intravenous drug users, and homosexual males seem particularly susceptible).

AIDS is interesting precisely because so many important issues intersect.

-How does a new disease come to medical awareness?

-What causes cancer?

-What determines whether a disease is contagious and what explains unusual patterns of incidence?

-What can be learned from patterns of funding for research into cause, treatment, and prevention?

-How effectively is epidemiological research applied for preventative purposes: what political, social and psychological factors are involved?

-What do public responses to the disease reveal about popular attitudes towards illness, race, and sexuality?

Although where feasible we will invite participation by appropriate specialists (e.g., in immunology, parasitology, epidemiology), members of the class will be expected to assume some responsibility for determining readings and planning class sessions. In addition, they will, in enrolling, be contracting to participate in the production of a pamphlet written for both the lay public and members of at-risk groups about the nature of the disease.

The course will meet once weekly for 2 1/2 hours and is limited to 20. Instructor permission required.

ASTFC 20 COSMOLOGY

E. R. Harrison

Cosmological models and the relationship between models and observable parameters. Topics in current astronomy which bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Questions concerning the foundations of cosmology and its future as a science. Prerequisites: one semester of calculus and one physical science course.

ASTFC 22 GALACTIC AND EXTRAGALACTIC ASTRONOMY

Susan Edwards and William Dent

A quantitative introductory course, covering atomic and molecular spectra, emission and absorption nebulae, the interstellar medium, the formation of stars and planetary systems, the structure and rotation of galaxies and star clusters, cosmic rays, the nature of other galaxies, exploding galaxies, quasars, the cosmic background radiation, and current theories of the origin and expansion of the universe. Assignments will include writing of computer programs to solve astronomical problems, as well as more traditional exercises. Prerequisites: one semester of calculus, one semester of physics, and an elementary knowledge of computer programming.

Two 90 minute lectures per week, plus computer laboratories.

ASTFC 38 TECHNIQUES OF RADIO ASTRONOMY

Paul Goldsmith

An introduction to radio astronomical equipment, techniques, and the nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth, and antenna efficiency. Techniques of beam switching, interferometry, and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; nonthermal sources. Applications to the sun, interstellar clouds, and extragalactic objects. Prerequisite: physics through electromagnetism.

ASTFC 44 ASTROPHYSICS II

John Kvan

An introduction to a broad range of general astrophysical principles and techniques, such as the processes of continuum and line emission. The calculation of radiation transfer and the treatment of hydrodynamics and shocks. Physical understanding of phenomena, rather than mathematical virtuosity, is sought wherever possible. The goal is immediate application of techniques learned to diverse astronomical phenomena. Prerequisite: ASTFC 43 or permission of instructor.

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

School of Social Science

All but first-semester Division I students should also look at 700 level courses.

SS 102 POVERTY AND WEALTH

Laurie Nisonoff

"God and Nature have ordained the chances and conditions of life on earth once and for all. The case cannot be reopened. We cannot get a revision of the laws of human life." --W. Graham Sumner. "Contrary to what many believe, poor people are not poor because they are naturally lazy and stupid or because they have too many children. Nor is it because there aren't enough jobs to go around or because poverty is a 'natural' condition of society... [There is in America] a business elite that has historically kept certain elements of society poor for the benefit of the rich and powerful." --R. Roby.

Who gets the money in America and who doesn't? Why is there poverty in the richest country in history? Although often sanctified by economic theorists in oblique formulas, the state of poverty and the character of wealth go to the heart of what it is to live in America. In this spirit then, what are the human terms of the economic activity known coolly as "income distribution"? This course is designed to encourage inquiry into a hard accounting of this contemporary social and economic reality. That a problem even exists is often muted by the dominant ethos of American industrialism's childhood; that (as expressed by M. C. Sumner) "it is not wickered to be rich; nay, even... it is not wickered to be richer than one's neighbor."

There will be thematic units such as: federal income measurement--its facts and its fictions; the business elite; taxation; family and sexual inequality and race, health care and genetic endowment; aging; education; and the history of social welfare programs and charity. With the goal of fostering an understanding of the way income inequality is perceived and measured, we will also examine three paradigms in economic inquiry: the radical, the liberal, and the conservative. Readings will include: David Gordon (ed.), *Problems in Political Economy*; Herman F. Miller, *Rich Man Poor Man*; Pamela Roby (ed.), *The Poverty Establishment*; Helen Ginsberg (ed.), *Poverty, Economics and Society*. Evaluation will be based on class participation and several problem sets and essays assigned through the semester.

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

SS 113 PROBLEMS IN URBAN POLITICAL ECONOMY

Lloyd Hogan

The course is designed as an exercise in methods of inquiry by economists. Urban living in a highly developed technological society provides the setting in which the exercise takes place. Specific problems of urban living are used as the mechanisms through which new knowledge is developed or in which old knowledge is given greater clarity and understanding. Some of the problems to be dealt with are poverty, unemployment, educational crisis, crime, inadequate health care, housing blight, congested transportation, environmental pollution. Other problems of special interest to students in the course will also be accommodated through group study or by independent research. Great emphasis will be placed on (a) the manner in which economists formulate the problems to be solved, (b) the conceptual or theoretical equipment employed in arriving at solutions, (c) the data requirements for testing the solutions, (d) the data sources which now exist, (e) the critical limitations of

Codes

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

DH Dakin House
 EH Enfield House
 GH Greenwich House
 MH Merrill House
 PH Prescott House

ELH East Lecture Hall
 MLH Main Lecture Hall
 WLH West Lecture Hall
 PAC Performing Arts Center

TBA To Be Announced or Arranged
 * Course is not long term, see course description

HAMPSHIRE College

Schedule of Classes

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

Course	Instructor	Enrollment Method	Limit	Time	Place	
CCS 104	Advertising/Social Change	T.R. Durham	InstrPer	15	TTh 1030-12	FPH 104
CCS 105	Cognitive Devel./Mid. Childhd	L. Baker-Ward	InstrPer	20	MWF 9-1030	FPH 107
CCS 107	Godel/Escher/Bach	J. Garfield/Tymoczko	Open	None	W 3-6	FPH ELH
CCS 140	Language, Thought, Reality	S. Weisler	Open	None	MW 3-5	FPH WLH
CCS 145	Conscious/Unconscious/Psych	N. Stillings	InstrPer	20	MW 1030-12	FPH 104
CCS 154	Analysis of Television News	S. Douglas	InstrPer	16	MW 615-830 pm	TV Class
CCS 170	Meaning	P. Sells	InstrPer	20	MW 130-3	FPH 104
CCS 202	Intro. Mass Commun. Research	T.R. Durham/D. Kerr	Open	None	MW 1-230	FPH 105
CCS 207	Page to Stage to Screen	G. Jones	Lottery	30	TTh 930-1130	FPH ELH
CCS 212	Philosophical Problems	C. Witherspoon	1stCome	30	MW 1030-12	CSC 114
CCS 214	Intro. to Videomaking	J. Olicker	Lottery	16	MW 130-3	TV Class
CCS 215	Intro. to Computer Pro/PASCAL	R. Muller	Open	None	MWF 1030-12	FPH WLH
CCS 218	TV Studio Workshop	G. Jones	InstrPer	15	TTh 1-3	TV Studio
CCS 219	Popular Culture: Intensive	J. Miller	InstrPer	16	MW 1-3	FPH 106
CCS 226	Theory of Language	M. Feinstein/S. Weisler	Open	None	TTh 1030-12	FPH 108
CCS 263	Child Mind/Adult Mind	L. Baker-Ward/D. Rosenbaum	InstrPer	20	MW 1030-12	FPH 107
CCS 270	Workings of the Mind	D. Rosenbaum/N. Stillings	InstrPer	12	MW 1-3	FPH 102
CCS 274	Philosophy and Film	T. Wartenberg	InstrPer	20	MW 1-3	FPH WLH
CCS 289	Philosophical Aesthetics	C. Witherspoon	InstrPer	16	TTh 1-3	FPH 105
CCS 294	Philosophy of Mind	J. Garfield	InstrPer	20	W 1030-1	FPH 106
CCS 311	Concentrators/Communications	S. Douglas/J. Miller	None	Open	TTh 1030-12	FPH 106
CCS 313	Philosophy of Karl Marx	T. Wartenberg	InstrPer	15	M 3-530	FPH 103
CCS 315	Seminar: Semantics	P. Sells	InstrPer	10	TBA	TBA
CCS 316	Documentary Workshop	J. Olicker	InstrPer	20	TTh 1030-12	FPH 105

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School of Humanities and Arts

Course	Instructor	Enrollment Method	Limit	Time	Place	
HA 105	Visual Openers	P. Rosenblatt	1st Come	20	TTh 9-12	ARB
HA 108	Color	A. Hoener	1st Come	30	MW 1030-12	ARB
HA 115	Basic Graphic Design	J. Murray	InstrPer	15	TTh 10-12	ARB
*HA 118	Nuts and Bolts Graphics	P. Rosenblatt	InstrPer	15	See Description	ARB
HA 120	Beginning Ballet	I. Wendt/R. Nordstrom	1st Come	20	TTh 9-1030	MDB Studio
*HA 126	Drawing as Lettering	P. Rosenblatt	1st Come	20	See Description	ARB
HA 130	Three Russian Writers	J. Hubbs	Open	None	MW 1030-12	FPH 103
HA 134a	College Writing: European	F. Smith	1st Come	15	MW 830-930	FPH 108
HA 134b	College Writing: American	F. Smith	1st Come	15	TTh 830-930	FPH 108

th solutions. Successful completion of the course will also require an independent research paper.

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

SS 115 POLITICAL JUSTICE

Leonor Masor

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

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

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

SS 151 THE WORLD FOOD CRISIS

NS 131

Frank Holmquist, Ray Coppinger

The course combines natural and social science perspectives on the current world food situation with particular emphasis on New England, the United States and the Third World agriculture. We begin with a discussion of the extent to which trends and the present situation justify the term "crisis", followed by an examination of the ancient origins of agriculture and selected food and ecological crises in antiquity. The historical evolution of New England agriculture will provide groundwork for the study of the rise of modern agriculture in the United States, involving rapid technological change, an export orientation, the rise of agribusiness and a centralized food marketing and processing system, fossil fuel dependence, the precarious condition of the small farmer, and the feasibility of efforts to revive rural communities around a small farmer base. The rise of European industry and the colonial impact on historical peasant agriculture will supply the conceptual background for a close look at several processes and cases: the population issue, the promise and pitfalls of Green Revolution technology, and the particular examples of Portugal, Turkey, the island of St. Kitts in the Caribbean, and Kenya, Tanzania, Chad, and the Sahel region in Africa. Nicaragua will be examined as a case of socialist agriculture and a possible alternative to dominant trends.

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

SS 158 THE JEWS IN GERMANY AND RUSSIA: A COMPARATIVE HISTORY

Leonard Click

A comparative study of the history and development of the Jewish communities of Western and Eastern Europe, with particular attention to Germany and Russia. Our focus will be not on religious or theological questions, but on the social, cultural and economic life of the Jews within the general context of European society. A major consideration will be the question of how Germans, Russians, and other Europeans viewed and responded to the Jews in their midst; in line with this, we'll try to develop understanding of what happened during the Nazi period and insight into Soviet attitudes toward Jews and Israel today. The time span will be some two thousand years: from the arrival of the Jews in Europe to our own century.

A substantial part of the reading, particularly in the latter half of the course, will consist of fiction and essays by people whose work is rooted in personal experience. Students who want a complete evaluation will be expected to participate regularly and to write four short essays responding to questions or on topics of their own choice.

The class will meet twice a week for 1-1/2 hours each session. All students who attend regularly during the first two weeks will be enrolled.

SS 162 MANIC DEPRESSIVE ILLNESS

Louise Fernhan

The seminar will address such questions as: What is the nature of manic depressive illness? What are the criteria for differentiating affective psychoses from other forms of psychopathology? How does manic depressive illness develop? What therapies are currently employed and what therapies have been employed in the past in the treatment of manic depressive illness? How effective are they? The first part of the seminar will be devoted to an introduction to the general principles of abnormal psychology and the classification and description of psychiatric

disorders. After this context is provided, the remainder of the course will deal specifically with manic depressive illness, its causation, incidence, and treatment. Reading assignments will be drawn from a variety of texts, research papers, and reviews. The work of the seminar will include an independent project which can be either an oral presentation to the class or a research paper.

The seminar will meet twice a week for 1-1/2 hours each time. Enrollment is strictly limited to 20 Division I students. A lottery will be held if necessary.

SS 192 CIVIL LIBERTY: CASES AND CONTROVERSIES

Mary Ellen Burns

The notion of civil liberty generally encompasses the condition of individual human freedom within the framework of a governed society. As defined by the United States Constitution, the concept of civil liberty includes at least freedom of speech, assembly and religion, and the right to due process and equal protection from the state.

This course will explore the nature of civil liberty in the United States, from a legal and political perspective, considering both the expansions and limitations, abuses and protections that the law has afforded from issue to issue and from time to time. We will focus on several historical and contemporary cases and issues and in doing so will attempt to develop a critical framework for considering the role of law, the courts, and politics in determining and defining individual liberty. The course will entail analysis of court cases and readings of background and other material. Several short analytical papers will be required and classroom participation will be encouraged.

The class will meet twice a week for 1-1/2 hours each session. Enrollment is limited to 20; lottery if necessary.

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

SS 209 EDUCATIONAL POLICY COLLOQUIUM

Hedvig Rose, Rudy Torres

The colloquium is designed as an exercise in integrative thinking. Approximately ten visiting lecturers, representing a wide range of academic disciplines and practicing professions engaged in policy analysis, will present their views on contemporary issues in educational policy. The variety of issues and research methodologies presented will afford students the opportunity to explore possible avenues of concentration and to select areas of educational research that look promising as subjects of future course work, independent study, or Division II or III examinations.

Students will be evaluated on the basis of short analytic papers, classroom participation and a term paper/policy report to be presented in class.

The colloquium will meet two evenings per week. Enrollment is open.

SS 225 THE OTHER SOUTHS: WOMEN, BLACKS AND POOR WHITES IN SOUTHERN HISTORY AND LITERATURE

Susan Tracy, L. Brown Kennedy

The "South" is often spoken about in the North and in the national media as if it were a monolithic unit with a unified geography and culture. In fact, there has always been the South of the Native Americans, the South of the Europeans, and the South of the Afro-Americans. From the luxurious lowcountry, tidewater estates and the haunting swamps of the eastern seacoast to the country hollows nestled between the jagged hills of the Great Smoky Mountains and the fertile flatlands of the Mississippi Delta, the South is and always has been a region of contrasts defined by the land and by the relationship of its people to that land.

This course seeks to introduce you to the richness and diversity of Southern history and literature through the exploration and analysis of the fiction and autobiography of some of its more prominent black and white authors. We will be exploring dichotomies and relationships between men and women, between black people and white people, and between rich people and poor people. Probable emphases include the defense and critique of the plantation South; the split between rural and urban life, and the centrality of the black and white family. Among the writers we will consider are Harriet Beecher Stowe, William Gillette, Stowe, William Wells Brown, Sojourner Truth, Ellen Glasgow, Williams Faulkner, Zora Neale Hurston, Lillian Smith, Carson McCullers, Eudora Welty, Alice Walker.

This course is open to students who have had some previous work in social science or humanities. It is also specifically designed to support student writing. Because of the writing component of the course, it will necessarily be limited to 30 students, to be chosen by permission of the instructors. The class will meet twice a week for 1-1/2 hours each session.

SS 226 UNITED STATES FOREIGN POLICY AFTER VIETNAM

Ebhal Ahaad

This lecture/discussion course examines the challenges and actualities of United States foreign and military policies in terms of: (a) perceived crisis of American power in the decades following the Vietnam War; (b) failure of U.S./France/Detente and acceleration of the arms race; (c) growing conflict of American interests and policies with Western Europe and Japan; (d) liberation and intervention in the Third World. The

Third World (especially the Middle East, Southern Africa, and Central America) shall be given special attention as the primary arena where the impulses and logic of U.S. policy and its relations with allies and rivals are being laid out.

In addition to required readings, students requesting evaluations should write four short or one long term paper.

The class will meet twice a week for 1-1/2 hours each session. Enrollment is limited to 50 students; lottery if necessary.

SS 252 POLITICS OF HOUSING

Robert Rakoff

Housing occupies a crucial place in the daily life and structural persistence of capitalist America. Not only is the production and finance of housing one of the largest sectors of the economy, but the house provides a locus and a symbol for much of the reproduction of the culture of liberal capitalism. In this course, we will examine American housing from this dual perspective. Topics to be covered will include: government policies; the role of banking and mortgage credit; the importance of ownership; the relationship of home, neighborhood and workplace; houses and the attainment of patriarchal power; and the importance of housing issues in local politics. We will also examine contemporary housing issues including the crisis in mortgage lending, rent control, and the twin threats of condominium conversion and gentrification. Throughout, we will focus on the ways in which gender, racism, and class domination have structured the distribution and functions of housing in America.

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

SS 254 HEALTH PSYCHOLOGY

Louise Fernhan

This class will deal with the ways clinical (or applied) psychology can contribute to the quality of health care. The emphasis will be on such topics as stress and illness, compliance, preparation for surgery, and so on.

The class will be conducted in a lecture/discussion format and assignments will include several short papers and one long research paper. To the extent possible, course content will be adapted to the interests of the students.

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

SS 256 DECENTRALISM

Myrna Margulies-Breitbart

Decentralism is a term coined by social anarchists. It refers to forms of socio-economic, political, and spatial organization which promote egalitarian relationships between people and 'close contact with the environment.' In this course, we will examine the theoretical arguments in favor of, and opposed to, decentralist institutions and structures. We will look briefly at the evolution of political, economic and spatial centralization under capitalism, and attempt to identify its direct and indirect impact on people in their personal and working lives. Special emphasis will then be placed on the nature and success or failure of historical and contemporary efforts to resist centralization and implement decentralist alternatives through neighborhood and workplace organizing and through participation in larger movements for social change (feminist, disarmament, etc.). Some important questions to be considered include: What is the theoretical basis behind support for (and opposition to) decentralism? How much local control is possible? desirable and why? Over what sorts of issues, areas of life, portions of our environment, etc., should we attempt to exercise direct control as citizens? What barriers are we likely to encounter? In what circumstances (political, economic, etc.) do the preconditions for decentralist movements and struggles flourish? To what extent do contemporary efforts at promoting decentralism challenge or fail to challenge the bases of economic and political power in our society? What does participation in struggles for social change do "to" and "for" people?

Classes will combine lecture and discussion with maximum participation from students encouraged. Evaluations will be based upon this in-class participation, a few short position papers, and an individual or group project.

The class will meet once a week. Enrollment is limited to 25 as a first come, first served basis.

SS 257 THE POLITICAL ECONOMY OF AFRICA

Michael Ford, Frank Holmquist

The course is about African development, both social and material. We begin with a review of pre-colonial African society and early contacts, including slavery, with representatives of international capital, illustrating how these representatives conditioned African development before the advent of formal colonial rule. The motives and nature of imperial struggle for territory and economic advantage in Africa will be reviewed, and analyzed by an analysis of the nature of the industry and agriculture, the creation of a new class structure and the evolution of African protest culminating in nationalist movements that win independence. The class structure of post-colonial Africa will be examined in some detail with discussions of the state, ideology, U.S. foreign policy, multinational corporations, cultural development, ethnicity, women, rural development, and the working class. The nature of everyday politics and everyday coups d'etat will be studied along with a look at the comparative experience of capitalist and socialist development strategies, and special attention will be paid to the current severe economic crisis.

20 Hampshire College Course Guide

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

SS 258 LEGAL ORDER IN COMPARATIVE PERSPECTIVE

Lester Mazor

The legal orders of modern societies have many common features: professional courts and lawyers, an emphasis on development through legislative and administrative rule making, a large and complex volume of substantive norms and elaborate formal processes, to name a few. Yet they also appear to differ considerably because of their situation in different cultures. This course will examine these similarities and differences, emphasizing the grand division often made between those in the common law tradition and those on the continental, Roman law model, as modified by the Napoleonic Code. The course will not be a traditional comparative law course, however, but a broader effort to compare legal systems, looking to such matters as the role of lawyers and judges, the character of legal training, and the significance of law and legal processes in the society.

While the principal focus will be on Western European countries, the legal systems of socialist countries also will be examined to determine the extent to which they form a distinct type. Examples of law and legal process outside modern and Western culture will also serve as counterpoint to the main theme. Readings for the course will include Unger, *Law in Modern Society*, and selected articles and documents.

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

SS 260 THE TARNISHED DREAM: ZIONISM, ISRAEL AND THE MIDDLE EAST

Aaron Betman

In this course we will study the historical background of the current Palestinian-Zionist conflict. We will begin by looking at the origins of Zionism and will discuss subjects including: the emancipation and modernization of European Jewry in the nineteenth century; the ideas of Theodor Herzl and other Zionist theorists; and opponents of Zionism within the European Jewish community. We will then focus our attention on the World War I period and Jewish nationalists won the official support of Great Britain. We will study Arab and Palestinian nationalism, British imperial policy and Zionist-Arab relations in Palestine. When we deal with the establishment of Israel in 1948, we will examine the centrality of the Holocaust to the success of the Zionist movement, and the intensification of the Arab-Jewish conflict in Palestine. Finally, we will look at the history of Zionism since the establishment of Israel in 1948. We will examine the Palestinian exile, the relationship between Israel and the American Jewish community, and the effects of the Cold War on American Middle East policy. Readings will include books and essays by historians and Zionist and Palestinian politicians. Several written assignments will be required for an evaluation.

The class will meet twice a week for 1-1/2 hours each session. Enrollment is limited to 30 students; lottery if necessary.

SS 262 FAMILY IN CROSS CULTURAL PERSPECTIVE

Carol Bengeladoff, Margaret Cerullo, Kay Johnson, Frances White

The power of families lurks somewhere in most of our lives. This course will provide an historical and cross cultural perspective on the power of the family. We will examine family structure, practices and values in a comparison of European, Chinese, African, Latin American and North American societies from the 17th to the 20th centuries. The advantage of the comparative approach is twofold: it widens the scope of available information in a way which permits more imaginative and perhaps more accurate assessments and organization of the factual material; it makes possible the testing of explanatory models, because it allows us to distinguish with greater accuracy between the merely idiosyncratic event or practice and those which have more universal application.

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

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

SS 266 THE POLITICAL AND SOCIAL HISTORY OF NINETEENTH CENTURY EUROPE

Nancy Fitch

This course will examine the political and social history of nineteenth century Europe, paying particular attention to the impact of industrialization, urbanization, and imperialism on political and social upheaval from 1815 to 1914. Key texts will include: Eric Hobsbawm, *Age of Revolution*; Eric Hobsbawm, *The Making of the Twentieth Century*; E. P. Thompson, *Brutopia*; Louis Bonaparte; Theodore Roosevelt, *Restoration, Revolution, Reaction: Economics and Politics in Germany, 1815-1871*; selections from Flora Tristan and George Sand; and other Michel, *The Red Worker*; and Lenin, *Imperialism, among other readings on Italy, Spain, Russia, Vienna, anarchism, feminism, socialism, nationalism, etc.*

While this is an introductory course which assumes no previous background, it will be taught with the assumption that students will complete rather heavy reading assignments from major books and articles of and on the period. Evaluation will be based upon the student's ability to grasp at least one of the themes of the course in (1) a substantial paper, and (2) a group presentation of the students' choice.

The class will meet once a week for 2-1/2 hours of lecture and discussion. Enrollment is open.

SS 278 THE COLONIAL ENCOUNTER: A CULTURAL APPROACH

Leonard Click, Alhwa Ong

A study of the encounter between Europeans and other peoples, and the effects of colonialism on indigenous societies and cultures. Most parts of the world will receive some consideration but the course will focus on representative peoples of Insular Southeast Asia, the Pacific and the Caribbean. Among the subjects to receive attention: societies and cultures in the pre-colonial and colonial setting; European perceptions of other peoples, and how this shaped their actions; the "pacification" process; effects of rapid social change, economic exploitation, and cultural deterioration; results of the establishment of "new nations" in the post-colonial period. Students will be expected to lead some discussions based on readings and to write short essays responding to general ("open-ended") questions.

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

SS 284 THE INTERNATIONAL MILITARY ORDER

Dan Smith

The early 1980s have seen renewed East-West confrontation, an intensified nuclear arms race, growing military spending, an expanding arms trade and about fifty wars. This course will explore armed conflict in the modern world. We shall study the political and economic components and consequences of the international military order and the relationship between its various aspects. This will take us beyond the nuclear confrontation between East and West, towards a fuller comprehension of the military dimension of international politics. We shall assess the peace movements as forces to resist or restrain the international military order. Set books will include *The War Above*, by Michael Kidron and Dan Geith; *The Making of the Second Cold War*, by Fred Halliday; and *Supplying Repression*, by Michael Klare. Course requirements are written reports on the course reading and a research paper on an agreed topic.

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

SS 288 DEVELOPMENTAL DISORDERS OF CHILDHOOD

Ellen Cooney

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

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

SS 294 FINANCIAL ACCOUNTING

Don Stone*

Financial accounting is often called the "language of business." We will explore the vocabulary and grammar of this "language of business" so that we can begin to understand what financial statements can (and cannot) tell us about business and about the process by which the financial activities and events are captured and summarized into financial statements. We will discover a liberally educated person if she or he is to understand business and economic activity and its influence on contemporary life. We will also discover the power of accounting, as a language through which many influential people perceive the world we live in.

This course will necessarily be highly structured and entail a serious commitment of student's time and effort. However, with a committed effort on the part of the student, the following benefits are promised. AFTER THIS COURSE YOU SHOULD BE ABLE TO: (1) go on to a second course in accounting at any school in the country, or enter graduate study in business with confidence in your accounting background; (2) have a good basic working vocabulary in accounting and finance; (3) understand the basics of financial accounting—how and why financial statements are prepared the way they are, their usefulness and their limitations;

(4) be able to read published financial reports of major corporations with a reasonable degree of confidence and understanding; (5) appreciate the intellectual challenge and the economic/social significance of accounting and financial reporting in contemporary society.

The class will meet twice a week for 1-1/2 hours each session. Enrollment is limited to 20 on a first-come, first-served basis. A prior course in basic economics is highly desirable.

*Don Stone is Associate Professor of Accounting at the University of Massachusetts, Amherst.

SS 298 THE USSR

Dan Smith

In the USA, there are strong images of the USSR but not a lot of knowledge. This course is an introductory survey of the USSR which will attempt to replace standard clichés by real understanding. We shall study the history, economy, political structure and social organization of the USSR as a basis for understanding its role in world affairs—in eastern Europe, in Afghanistan and elsewhere in the Third World and in the arms race. In this way we shall identify the complexities of the USSR and its policies, of its strengths and weaknesses, achievements and failures, ambitions and fears. The course is coordinated with a series of Thursday evening meetings on American perceptions of the USSR which will be organized by faculty resident in Amherst. Course requirements are attendance at the Thursday meetings as well as at classes; written reports on course reading; and an individual or collaborative research project on an agreed topic which will be the basis for a written paper and an oral presentation to the class.

The class will meet for two hours once a week, in addition to the Thursday evening series. Enrollment is open.

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

SS 301 STATE AND SOCIETY

Carol Bengeladoff, Margaret Cerullo, Joan Landes, Lester Mazor

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

The class will meet twice a week for 1-1/2 hours each session. Enrollment is unlimited, but instructor permission required.

SS 308 WOMEN IN ASIAN SOCIETIES

Kay Johnson, Alhwa Ong, Jim McLendon*

This course will explore the cultural construction of gender in China, Japan and Southeast Asia during the nineteenth and twentieth centuries. We will examine women's roles in these societies in an attempt to define and understand mechanisms of social change and the impact of change on women's power and status. Major themes in the course will include: traditional forms of male dominance; female strategies of resistance and/or adaptation to subordinate roles; the effect of various types of ideological notions of gender and changing social structures; the impact of socialist vs. capitalist economic development on women's roles. Students are to attend classes regularly and write papers for a course evaluation.

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

*Jim McLendon is Five College Assistant Professor of Japanese Anthropology.

SS 316 THE MEXICAN/CHICANO EXPERIENCE IN THE UNITED STATES

Rudy Torres

This is a survey course in which various aspects of the Mexican/Chicano experience will be analyzed. The analytical emphasis will be placed on socio-political-economic dimensions of Chicano people—past, present and future. Approximately two thirds of the semester will focus on general theoretical and conceptual issues; about one third on more concrete historical problems of studying the Chicano experience. In drawing out these main issues, we will examine several paradigms and conceptual frameworks which have guided both past and present-day research efforts. These include: the ethnic assimilation model; culture of poverty; the internal colonial model; the segmented labor market model; the Marxist class analysis approach.

The seminar will meet for two to three hours once a week. Enrollment is limited to 15; instructor permission required.

SS 324 WOMEN'S WRITING, WOMEN'S DESIRE: ISSUES IN RECENT FEMINIST THEORY

Joan Landes, Jill Lewis

Surveying the impressive outpourings of feminist writers in the last decade, one notices a powerful struggle to create a new mode of expression for a new subject matter which speaks to and from women's experience. A new writing of woman's desire within literature, criticism and theory has posed questions of teaching, sexuality, woman's psychic embodiment, the gendered construction of actual identity and feminist political commitment. Feminists, too, have discovered that writing carries its own "burden" and authority, a masculinist construction and tradition. The search for a new language and form is, therefore, at the core of the feminist challenge to all established discourses of the human sciences and the social-historical sciences. In this course, we will emphasize the conversation between feminism and psychoanalysis (particularly its "French" or Lacanian variants) and between feminism and Marxism. We will juxtapose the contributions of women writers (Virginia Woolf, Christa Wolf, and Monique Wittig) to literary criticism and feminist theorists. We will look at overlapping issues of sexual difference and desire, sexuality and power, language and bodily expression, biology and society, patriarchy and history. We will explore the writings of French feminist authors (H. Clouzot, L. Irigaray, M. Monique Wittig) and their English and American interlocutors (J. Collop, J. Rose, J. Mitchell, etc.). Finally we will include a survey of feminist film theory.

Interested students should have considerable background in feminist theory and social theory. The class will meet once a week for 2-1/2 hours. Enrollment is limited to 15 students; permission of instructor required.

SS 326 CONFLICT AND REVOLUTION IN THE MIDDLE EAST AND NORTH AFRICA

Eqbal Ahmad

This seminar course is concerned with the origins and development of the contemporary Middle East and North Africa from Morocco to Pakistan. Developments and conflicts within and among selected countries shall be studied in terms of their history, ideology, social classes, and external stimuli. Term paper is required.

The class will meet once a week for three hours. Enrollment is limited to 25 students; instructor permission required.

SS 328 OBSERVER AND OBSERVED IN LITERATURE, ANTHROPOLOGY, AND FILM

Barbara Yngvesson, David Smith, with Ann Pischel

This course attempts to combine the insights of cultural anthropology and literary and film criticism by examining cross-cultural ethnography, narrative, fiction, documentary film material—in which the relationship of an outsider-observer to a particular community is an issue. We consider attempts of narrator/authors to understand their fictive communities, noting in what ways they present them coherently and artistically, and we examine the work of practicing anthropologists and/or filmmakers to "present" actual communities truthfully and accurately through their field-work, writing, reporting, or visual media. In particular we're interested in the notion that ethnography and some forms of fictional writing and film result from an encounter of observer and observed. This encounter with its effects and outcomes establishes authenticity and requires critical attention.

Texts in the course vary widely, and include ethnographic work, papers dealing with problems in the field-work process or theoretical discussions, literary texts (in the past these have included such works as Gulliver's Travels, Gilman's Herland, Let No Prairie Flower Die, Robert Coover's Reported Child, Robbe-Grillet's Jealousy, and Colin Turnbull's The Mountain People). Films have included Dead Birds, Women of Marrakesh, and various ethnographic and artistic offerings, including work of contemporary women filmmakers presented by themselves. In the films and texts there is an interesting tension between the perception of the filmmaker and the anthropologist, and a fascinating working style which involves active relationships and participation in the culture being observed. We will look closely at this question of (either) involvement or "distancing" in the texts and films we select.

We want this course to appeal to budding anthropologists, students of literature, writers, photographers and filmmakers, journalists, and others whose work involves them in an "observing" encounter. You will be expected to attend class regularly, to view all films when scheduled, to participate in discussions and to turn in short papers (on time). This is not a Division I course and not open for completion of Division I exams.

The class will meet twice a week for approximately 1-1/2 hours each session. Enrollment is open but we reserve the right to limit class size.

SS 330 WOMEN AND THE CITY

Nyrra Margulies-Breitbart, Joan Landes

The modern urban landscape has exerted a magnetic pull over women seeking to escape the oppressive confinement of the patriarchal, domestic, pastoral-rural setting. But the city has imposed its own constraints on women's freedom; it, too, has been a masculine creation. This course will examine urban design from the viewpoint of women. Drawing primarily on U.S. cities, we will consider how historically specific forms of production and social reproduction have become embedded in the past patterning of urban space, and how this in turn relates to women's role and position in society. By integrating recent research from several disciplinary perspectives we will attempt to improve our understanding of women's often simultaneous experience as prisoners, mediators and shapers of city life.

In this light we will look at 19th and early 20th century feminism. We will ask how urbanism contributed to the shaping of women's politics, and how in turn women sought to restructure the city. Feminist theory, past and present, will provide an additional resource with which to approach the patriarchal structuring of urban social and physical space and the sexual divisions of space and its affecting different ages, classes and races in metropolitan areas), as well as examining images of city and countryside, nature and culture, public and private, suburb and city. We will pursue our exploration of the political dimension of women's urban experience by looking at urban-initiated social struggles, tenant and neighborhood organizing campaigns and urban self-help networks—what do these activities reflect about women's place in the city and the possibilities for social change at the present time? Finally, materials on women in the architectural and planning professions, women as vernacular builders and designers, and women's fiction will assist us in understanding how women have creatively conceptualized an alternative use and patterning of city space and urban life.

The class will meet once a week seminar format. Enrollment is limited to 20 students, with a lottery if necessary.

SS 334 COMPARATIVE HEALTH CARE: ASIA AND THE U.S.

Robert von der Lippe

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

The class will meet twice a week for 1-1/2 hours per meeting. Enrollment is unlimited; but permission of instructor is required.

SS 336 POLITICAL ECONOMY OF PUBLIC POLICY: DEREGULATION

Laurie Nisonoff, Robert Rakoff

This seminar will investigate the history, politics, and theoretical underpinnings of government regulatory policy in the United States. Our major purpose will be to understand the origins, politics, and impact of recent attempts to dismantle regulations affecting the environment, the workplace, personal health and safety, and the marketplace. We will examine issues such as occupational health and safety, affirmative action, automobile safety, environmental protection, regulation of monopolies, and energy pricing policies. Special attention will be paid to the techniques and biases of cost-benefit analysis and other methods commonly used to assess the value of government programs. This will involve discussion of the philosophical roots of these methods as well as critical examination of mainstream policy analysis organizations including private think-tanks, government agencies, and university research centers. We will also link program evaluation to both critical social theory and progressive politics.

Some background in American politics, history, or political economy is expected. This course is designed for advanced Division II or early Division III students whose ongoing work includes public policy analysis. The course will operate as a seminar, and will include student presentations of their own research.

The class will meet one evening a week. Enrollment is unlimited but instructor permission is required.

SS 338 ENVIRONMENTAL LAW: LEGAL ISSUES AND CASE STUDIES

Mary Ellen Burns

This course will examine in detail some current issues in environmental law, primarily hazardous waste disposal and the connected problem of water pollution, but also surface water and ground water. We will examine some specific issues, such as, how are the existence and extent of an environmental problem proven; how are decisions made as to appropriate legal and political responses and appropriate remedial actions; what legal and political strategies have been used by governments, industry, and by citizens' groups; how effective have they been? We will focus on a few specific case studies. This is an advanced course open to students with some background in the field who are interested in developing work in this area.

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

SS 340 THE NEW RIGHT AND THE POLITICS OF MODERNITY

Allen Hunter

The New Right promotes a conservative politics around a wide range of issues—OPPOSITION TO abortion, the ERA, gay rights, sex education, trade unions, health and safety regulation and SUPPORT FOR increased military spending, anti-communism, religious fundamentalism. It is a supporter of President Reagan and a loud critic from his right. It takes its positions on particular issues because of its commitments to social traditionalism, capitalism, and a form of Americanism. The New Right has not been as powerful a political force as it had expected to be, but they will make a big push in 1984, especially as some of its leading politicians are up for re-

election. Even if the New Right fades as a political force, however, its cultural conservatism (like the cultural radicalism of the New Left) points to dilemmas with modern culture and contemporary politics.

This interdisciplinary course will take up the issues raised by the New Right at three levels: (1) an understanding of the New Right itself as a political force and cultural phenomenon; (2) the current political crisis of liberalism which is the context in which the New Right has emerged; (3) the recurrent crisis of modernity and modernization which force upon us profound questions about the meaning and viability of our society. As such, it is an advanced course for students who have already done work in the social sciences. Readings will include such works as selected readings from the New Right; Alan Crawford, Thunder on the Right; Andrew Ross, Enemies of Choice; The Right-to-Life Movement; S.M. Lipson and Earl Kautz, The Politics of Fear; Right-Wing Extremism in America; Alan Wolfe, America's Ideology; Walter Dunn Burnham, The Current Crisis in American Politics; Edward Shils, Tradition; Marshall Berman, All That Is Solid Melts into Air; Alasdair MacIntyre, After Virtue.

The class will meet once a week. Enrollment is limited to 15 students; instructor permission required.

RESEARCH WORKSHOP: BIOETHICAL DILEMMAS AND THE LAW

Janet Gallagher

This workshop is designed for students who have had some exposure to legal and bioethical issues. We will examine legal cases dealing with individual rights and medical decision-making. Several cases will focus on court-order interventions in pregnancy and childbirth, e.g., Caesarean sections, drug treatment, fetal surgery.

The workshop will meet once a week for two hours. Enrollment is limited to four students and permission of the instructor is required.

CONVERSATIONS IN ANTHROPOLOGY

During April, anthropologists on campus will meet with interested students and faculty for weekly evening conversations about topics of current interest in anthropology.

251R HISTORY OF THE CIVIL RIGHTS MOVEMENT

James Baldwin, Charles Frye, Frances White

Lecture, discussion. Examination of the civil rights movement from the Brown vs. Topeka decision to the rise of black power. All the major organizations of the period, e.g., S.C.L.C., S.N.C.C., CORE, NAACP, and the Urban League. The impact on white students and the anti-war movement.

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

Division III Integrative Seminars

EXPLORING THE VOID: AN INQUIRY INTO THE MODERN CONDITION IR 311	Bradt C. Hubbs, J. Hubbs Weinless
AGRICULTURE, RESEARCH, AND SOCIETY IR 312	Saxe Winship
THE POLITICS OF HISTORY: CREATING THE PAST IR 320	Berman Pitch
SCIENCE, SOCIAL POLICY, AND HUMAN POPULATION DYNAMICS IR 321	Hogan
PEOPLE STUDYING PEOPLE IR 323	von der Lippe
EXPLORING THE VOID: AN INQUIRY INTO THE MODERN CONDITION IR 311	Joanna Hubbs, Kyrton Bradt and Mark Weinless and Greg Hubbs

"What liberates is the knowledge of who we were, what we became; where we were, into where we have been thrown; to where we speed, from where we are redeemed; what birth is, and what re-birth."—Valentinus

This course is to provide a forum for a consideration of the topic of modern consciousness at an advanced level from a variety of standpoints: historical, poetical, and philosophical. To create a framework for the consideration, a selection of central poetic and philosophical texts of Sadeurleire, Nietzsche, Eliot, and Heidegger will be studied. This study will concentrate on the two key modernist themes of symbolism and nihilism. These readings will be supplemented with readings of selected literary and American texts. This study will concentrate on the two key modernist themes of symbolism and nihilism. These readings will be supplemented with readings of selected literary and American texts. This study will concentrate on the two key modernist themes of symbolism and nihilism. These readings will be supplemented with readings of selected literary and American texts.

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BEGINNING HATHA YOGA
RA 112 Leskes Ward

CONTINUING HATHA YOGA
RA 113 Leskes Ward

FENCING
RA 116 Weber

PHYSICAL FITNESS
RA 117 Rikkers

AEROBIC DANCING
RA 118 Laliberre

SHIM-GUM-DO (ZEN-SWORD)
RA 120 Sanchez Stackhouse

BASIC SCUBA CERTIFICATION
RA 122 Stillman

KAYAK ROLLING
RA 125 Harrison

BEGINNING WHITEWATER RIVER KAYAKING
RA 126 Harrison

NOVICE WHITEWATER KAYAKING
RA 128 Harrison

SLALOM GATE AND STROKE TECHNIQUES
RA 129 Harrison

INTERMEDIATE WHITEWATER KAYAKING
RA 130 Harrison

KAYAK TRIP
RA 132 Harrison

WORKSHOP SOCCER
RA 133 Harburg

ULTIMATE FRISBEE
RA 136 McCarthy

LACROSSE
RA 140 McCarthy

SOFTBALL
RA 143 McCarthy

INTERMEDIATE BADMINTON
RA 145 Svenson Norvell

RA 102 INTERMEDIATE SHOTOKAN KARATE I
Marion Taylor

This course is for students who have completed RA 101 and/or the equivalent.

The class will meet Monday, Wednesday and Friday from 6:00 - 8:00PM on the Playing Floor and in the South Lounge of the Robert Crown Center. Enrollment by instructor's permission.

RA 103 INTERMEDIATE SHOTOKAN KARATE II
Marion Taylor

This course is for students who have completed RA 101 and RA 102.

The class will meet Tuesday, Thursday and Sunday from 6:00 to 8:00PM on the Playing Floor of the Robert Crown Center. Limit, none. Enrollment by instructor's permission.

RA 104 ADVANCED SHOTOKAN KARATE
Marion Taylor

This course is for students who have attained the rank of brown belt or black belt.

Class will meet Tuesday, Thursday and Sunday from 8:00 to 9:00PM in the South Lounge of the Robert Crown Center. No enrollment limit; instructor's permission.

RA 106 INTERMEDIATE AIKIDO
Paul Sylvain

Prerequisite: One term of Aikido or January Term course.

In this class it will be expected that all participants are comfortable with ukemi (falling) as well as the basic movements. We will learn some advanced ukemi and Aikido techniques and possibly we will begin with some Aikido weapons training.

Time: 12:45 to 2:00PM Tuesday and Thursday

Place: South Lounge, Robert Crown Center

RA 108 BEGINNING T'AI CHI
Paul B. Gallagher

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

The class meets on Wednesday from 12:30 to 1:45PM in the South Lounge of the Robert Crown Center. Enrollment open. Register by attending the first class.

RA 109 CONTINUING T'AI CHI
Paul B. Gallagher

For students who have completed the beginning course; we will develop more standing meditation for power and vitality, proceed through the second sequence of the T'ai Chi form, and consider applications of the movements. Two-person practice will also be introduced, and we will study the T'ai Chi Classics in detail.

The class meets on Wednesday from 7:00 to 8:15PM in the South Lounge of the Robert Crown Center. Enrollment open. To register attend the first class.

RA 110 WOMEN'S SELF-DEFENSE
Lorraine DiAnne

This course will introduce women to the fact that they can defend themselves. We will first work on our bodies to tone them and then we will try to understand our individual advantages and disadvantages. Then we will begin by working on the fears that inhibit women and cause them to feel inferior to men. Throughout this whole experience we will continue to discuss each woman's feelings and experiences and share our breakthroughs. I will teach various evasion and escape movements, and then we will try to utilize them in hypothetical situations. Since the essence of self-defense is self-confidence, hopefully each woman will gain a great deal of self-confidence, as well as physical fitness.

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

RA 112 BEGINNING HATHA YOGA
Vivian Leskes Ward

Hatha Yoga is the ancient science of postures and movements designed to relax, cleanse and stretch the body. We will focus on postures, breathing exercises, relaxation and meditation.

The class meets on Mondays from 3:30 to 4:30PM in the South Lounge of the Robert Crown Center. Enrollment is open. To register attend the first class.

RA 113 CONTINUING HATHA YOGA
Vivian Leskes Ward

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

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

RA 116 FENCING
Will Weber

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

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

RA 117 PHYSICAL FITNESS CLASS
Renate Rikkers

This course is designed to promote good health, flexibility, cardiovascular efficiency, and a sense of well-being. Exercise programs and appropriate diet are considered on an individual basis.

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

RA 118 AEROBIC DANCING
Karen Laliberre

This course involves dance steps choreographed to pop music, and students are encouraged to create new dances from their favorite songs. Aerobic dancing improves the cardio-vascular system. No experience or training required. Beginners welcome.

Classes meet from 4:30 to 6:00PM on Tuesdays and Thursdays on the Playing Floor of the Robert Crown Center. Enrollment open. To register sign-up on the RCC bulletin board or attend the first class.

RA 120 SHIM-GUM-DO (Zen-Sword Buddhist Martial Arts)
Anthony Paul Sanchez and Mary Stackhouse

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

This class meets from 4:30 to 6:00PM on Thursdays, and 4:00 to 6:00PM on Fridays in the South Lounge of the Robert Crown Center. Enrollment is open. Register by attending any class.

Registration fee \$10; Monthly Tuition \$20; Wooden Practice Sword \$12.

RA 122 BASIC SCUBA CERTIFICATION
David Stillman

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

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

RA 125 KAYAK ROLLING
Linda Harrison

Students will be taught the skill of an eskimo roll (tip a kayak right side up after capsizing). This is one of the most important kayak skills for building self confidence in a boat as well as an important safety skill. In addition, students will be introduced to basic paddling strokes.

Class will meet Monday and Friday from 9:00 to 10:30AM until March 15.

To register sign up at the Robert Crown Center prior to the first class. Enrollment limit 8.

RA 126 BEGINNING WHITEWATER RIVER KAYAKING
Linda Harrison

No experience required except swimming ability. Learn the fundamentals of kayaking and basic whitewater skills including: strokes, rescue, maneuvering, bracing, river reading, surfing, equipment, and eskimo roll.

Class will meet on Wednesday 9:00 to 10:30AM in the pool until March 15. After that date class will continue to meet Wednesdays 9:00 to 10:30AM for pool session followed by a Friday 12 Noon to 6:00PM river trip.

To register sign up at the Robert Crown Center prior to first class. Enrollment limit 7.

RA 128 NOVICE WHITEWATER KAYAKING
Linda Harrison

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

Class will meet on Tuesday from 1:00 to 3:00PM in the pool until March 15. After that date river trips will meet Tuesdays from 12 Noon to 6:00PM. To register sign up at the Robert Crown Center prior to the first class. Enrollment limit 6.

RA 129 SLALOM GATE AND STROKE TECHNIQUE
Linda Harrison

This course is designed for the novice and intermediate paddler who is interested in fine tuning paddling strokes and developing efficient techniques. Slalom gates will be used as a tool for developing control and precision. Students will be required to attend one novice level slalom race during the semester to test and practice learned skills in whitewater.

Class will meet on Thursday from 1:00 to 3:00PM in the pool. To register sign up at the Robert Crown Center prior to the first class. Enrollment limit 6.

RA 130 INTERMEDIATE WHITEWATER KAYAKING
Linda Harrison

This class is designed for people who have had previous whitewater experience. You will learn and perfect advanced whitewater techniques on class III water. Prerequisites include an eskimo roll on moving water and solid class II+ skills.

Faculty

COMMUNICATIONS & COGNITIVE SCIENCE

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

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

T. R. Durhan, visiting assistant professor of mass communications, holds a B.S. and an M.A. in mathematics from the Massachusetts Institute of Technology and is completing his doctorate in artificial intelligence there. His research is in learning and puzzle solving, both as done by humans and by computers. He is also interested in the use of ideas from artificial intelligence in cognitive science and in alternatives in education. Mr. Durhan is on leave for spring term 1984.

Mark Feinblatt, associate professor of language studies, holds a B.A. in linguistics from the City University of New York. Among his special interests are: sociolinguistics (variation theory), bilingualism, ethnicity and language, phonological theory, neurolinguistics, and animal communication. Mr. Feinblatt is dean of the School of Communications and Cognitive Science.

Jay Macfield, assistant professor of philosophy, received his B.A. from Oberlin College and is completing his Ph.D. in philosophy at the University of Pittsburgh. His main teaching interests are in philosophy of psychology, philosophy of mind, and ethics. His current research projects have been on explanation used by behaviorists with that of contemporary cognitive psychologists.

Glen Sha, assistant professor of computer science, has both a B.S. and an M.S. in mathematics from the Massachusetts Institute of Technology and is completing his doctorate in artificial intelligence there. His research is in learning and puzzle solving, both as done by humans and by computers. He is also interested in the use of ideas from artificial intelligence in cognitive science and in alternatives in education. Mr. Sha is on leave for spring term 1984.

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

David Kerr, associate professor of mass communications and Master of Merrill House, holds a B.A. from Miami University in Ohio, and an M.A. from Vanderbilt University. His teaching experience includes courses in communication research and journalism history. His educational interests include the radical communication law. He is currently researching the history of the liberation news service.

William March, professor of mathematics, received his B.A., M.A., and Ph.D. from Dartmouth College. His primary research interests have been in model theory and in applications of mathematical logic in linguistics. He has taught and co-taught courses at Hampshire involving uses of arithmetic, philosophy, and computer science in departments elsewhere. He is also interested in aikido, bridge, catamarans, and probably something beginning with each of the remaining letters of the alphabet. Mr. March is on leave for spring term 1984.

Jesse Miller, assistant professor of communications, holds a Ph.D. from the Annenberg School of Communications at the University of Pennsylvania. His interests include contemporary cultural phenomena in the political realm, such as the ideological messages implicit in popular entertainment and news. He also explores social forces that shape mass media content, from organizational and occupational influences to technology to national and international policy. At a practical level he has contributed to such alternatives to dominant media systems as local public radio, and has helped organize critical academics and practitioners in the communications field.

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

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

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

Peter Sells, instructor in linguistics, is a doctoral candidate (ABD) at the University of Massachusetts. He holds a B.A. with honors from the University of Liverpool in England. His main area of expertise is syntax; he is especially interested in the grammatical structure of Irish and Welsh, and in the social uses of language.

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

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

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

Christopher Witherspoon, associate professor of philosophy, is mainly interested in philosophical problems of mind, knowledge, language, art, and criticism. His undergraduate work was at Arkansas Tech, and his graduate work at Berkeley.

SCHOOL OF HUMANITIES & ARTS

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

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

Meliorie Chernin, visiting assistant professor of music and Chorus for Spring Term. Professor Chernin holds a Master of Music Degree in Choral Conducting from Westminster Choir College. She will direct the Hampshire Chorus Spring Term.

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

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

Charles Frye, associate professor of education, holds B.A. and M.A. degrees from Howard University and a Ph.D. from the University of Pittsburgh. Charles' interests include oriental religion and philosophy with an emphasis on Africa, Black Studies, administrative and curriculum theory, and Jungian psychology and political science. He has done consulting work in the humanities and directed an interdisciplinary studies program.

Robert Gainer, visiting assistant professor of theatre arts from the University of Illinois and a M.F.A. in Directing from the Yale School of Drama. Professor Gainer has extensive directing experience. He has been Director of the Williamstown Theatre Festival's Apprentice Workshop and Instructor of Directing at the Eugene O'Neill Theatre Center's National Theatre Institute.

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

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

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

Wesley Juppner, professor of design, is a practicing architect, designer, and writer whose books include *The Egg in Tolbooth*, a children's fantasy; *The Egg and the Line*, a mathematical text; *Mad as the Devil*, a book on the lives of women in the late nineteenth century; *Written in B. Arch.* is from the University of Pennsylvania, and was studied at the University of Liverpool on a Fulbright award.

Ann Kearns, assistant professor of music, is director of the Hampshire College Chorus. She holds an M.M. in Music History from the University of Wisconsin and an M.A. in Musicology from the University of Illinois. She served as liaison to the Five College Early Music Program and edits for publication performing editions of Renaissance choral works. She is on leave Spring term.

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

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

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

Daphne A. Lowell, assistant professor of dance, holds a B.A. in Cultural Anthropology from Tufts University and a Master of Fine Arts from the University of Wisconsin. She is currently teaching at the University of Massachusetts, Lowell, and is currently teaching at the University of Minnesota and State University College at New Paltz, New York.

Jarosl Wiebling, professor of film studies, has produced several award-winning films and has exhibited at the Museum of Modern Art, George Eastman House, and the American Museum of Natural History at the University of Minnesota and State University College at New Paltz, New York.

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

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

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

Randall McClellan, associate professor of music, is a composer-performer and a singer of Hindustani music. He received his B.M. and M.M. from the Cincinnati College Conservatory of Music and his Ph.D. in composition from the Eastman School of Music. He has studied composition with Scott Hudson, Bernard Rogers, Wayne Barlow, and George Crumb; and he has studied North Indian vocal music with Laurel Toward, Prash Nath, and Sushil Mukherjee. His teaching specialties include composition, sound awareness training, world music, American Indian vocal music, and the therapeutic uses of music. He is currently writing a book entitled, *The Healing Forces of Music: History, Theory and Practice*. He has been a faculty member of the School for Body/Mind Centering and is the founder/director of Rana Press.

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

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

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

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

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

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

Phyllis Rosenblatt, associate professor of art, holds a B.F.A. in Fine Arts from Cooper Union and an M.F.A. in Fine Arts from Yale University School of Art. Phyllis Rosenblatt has taught design, drawing and painting in several countries. She is currently an instructor at N.Y. Institute of Technology, York College and Minneapolis College of Art and Design.

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

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

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

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

Janice Scholoff, visiting assistant professor of human development, is interested in the humanities, arts and aging. She holds a Ph.D. in English from the University of Massachusetts and recently completed her dissertation, "The Margins that Remain: A Study of Aging in Literature."

Janet Sorenberg, assistant professor of theatre, has a B.A. from Tufts University and an M.F.A. in directing from New York University School of the Arts. Prof. Sorenberg taught acting at Teatro de Los Artes in Caracas and directed several Spanish-speaking plays in Mexico. Her work also includes producing directing, stage managing, and casting a variety of productions in New York.

Helma Wiggins, associate professor of music, holds B.A., M.A. and M.F.A. degrees in music composition from the Coombs College of Music in Philadelphia. Mr. Wiggins' professional education includes a project concerning aids to urban music education and a research project on the development of a pursuing candidacy for a traditional earned doctorate in philosophy with emphasis on modern symbolic logic and linguistics as they relate to problems of urban children.

School of Natural Science

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

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

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

Raymond P. Coppinger, professor of biology, has worked at the Woods Hole Oceanographic Institute, the Smithsonian Astrophysical Observatory in Cambridge, the U.S. Fish and Wildlife Service, and the Beebe Tropical Research Station in the West Indies. He holds a Four College Ph.D. in Zoology, Gettysburg, and holds a Ph.D. in Zoology from the University of Wisconsin. Varied interests include philosophy, forest

management, animal behavior, New England canids, monkeys in the Caribbean, African ecology, bioacoustic human adaptation (anthropology/ecology), and necrology theory (book in progress). Ray has been in past New England ecology writing championships, and has collected rare dogs from all over the world for his research at the Farm Center.

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

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

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

Stanley Goldberg, professor of the history of science, taught at Antioch College, was a senior lecturer at the University of Zambia, and a postdoctoral fellow at the Smithsonian Institution. His Ph.D. is from Harvard. His teaching and research interests include physics, history of science (particularly early 20th century physics), science and public policy, and photography. Stanley will be away for the entire year.

Courtney P. Gordon, associate professor of astronomy, holds a Ph.D. from the University of Michigan. Her work includes the studies at the Royal Greenwich Observatory in England, the Harvard College Observatory, the Arecibo Observatory, the Kitt Peak National Observatory, and the National Radio Astronomy Observatory. In addition to astronomy, Courtney is interested in relativity, cosmology, extraterrestrial communication, codes and ciphers, and nuclear communication (dolphins and chipmunks). She is a member of the Five College Astronomy Department.

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

Michael Gross, assistant professor of the history of science, received his B.S. in chemistry from Brooklyn College and his Ph.D. in the history of science from Princeton University. His interests include the history of biology, especially physiology and medicine, and include galactic structure, interstellar matter, and pulsars. He is a member of the Five College Astronomy Department.

Everett M. Hafner is adjunct professor of physics. After completing his doctorate in physics at the University of Rochester, Hafner worked in nuclear research at Brookhaven and Cambridge (England), and then joined the faculty at Antioch College. In 1968 he became the first Dean of Natural Science at Hampshire with the responsibility for planning and carrying out the early programs of the School. While at Hampshire he developed an interest in sound and light, and connected with electric and light activities. As part-time member of the Hampshire faculty, he teaches a course in optics with emphasis on the holographic process.

Kay A. Henderson, assistant professor of physiology, did her undergraduate work in animal science at Washington State University. Her M.S. is from the University of California, Davis, where she is also completing her dissertation. Kay worked as a reproductive physiologist with the Alberta Department of Agriculture, and has done research at Cornell. She is an animal scientist interested in domestic animal reproduction plus women's health issues.

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

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

Allan S. Kraus, professor of physics and science policy assessment, was educated at Tufts and Stanford, where he received his Ph.D. in theoretical physics. He has taught at Princeton University, the University of California at Santa Barbara, and the University of Iowa, as well as the Open University in England. He has been a visiting researcher at the Princeton Center for Energy and Environmental Studies and the Stockholm International Peace Research Institute. His interests include physics, and science and public policy, particularly dealing with nuclear weapons and nuclear energy. Allan will be away for the entire year.

Mary C. Looney, assistant professor of physiology, received her B.S. in Biochemistry from M.I.T. in animal science from the University of California, Davis, where she is also a doctoral candidate in nutrition. Mary's research interest is hormonal regulation of metabolism particularly research with clinical implications dealing with diabetes, specifically diabetes and liver disease. She is interested in women's

nutritional issues and nutrition and the etiology of diseases (heart disease, diabetes).

Nancy Levy, associate professor of chemistry, holds a Ph.D. from M.I.T. She has worked as a research associate at M.I.T. and Amherst College and has taught at Smith College and the University of Massachusetts School of Nursing. She has also coordinated a chemical analysis lab as part of the Mill River project in Northampton. Her interests include stereochemistry and organic molecules, environmental chemistry, and environmental scientists, toxic substances, the bassom, and nature study.

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

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

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

John B. Reid, Jr., associate professor of geology, has pursued his research with "human surface and earth interaction" at the Smithsonian Astrophysical Observatory, the Geochronology Laboratory at M.I.T., Rensselaer Polytechnic Institute, and the Los Alamos Scientific Laboratory. He received his Ph.D. from Cornell, where she concentrated in the geology of granitic and volcanic rocks as a means of understanding the chemical evolution of the earth's crust; and the evolution of the floodplain of rivers, particularly that of the Connecticut River. He is particularly interested in the geology of the Sierra Nevada in timber-frame house construction, cabin-making, and canoes. John will be away for the Fall term.

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

Arthur H. Westing, Adjunct professor of ecology, received his B.S. in biology from M.I.T. and his Ph.D. degree from Yale. He has been a forester with the U.S. Forest Service, and has taught at Purdue, the University of Massachusetts, Middlebury, and Windham where he was also the chairman of the Biology Department and head of the science department. He has been a trustee of the Vermont Wild Land Foundation, the Vermont Academy of Arts and Sciences, the Society for Social Responsibility in Science, and the Rachel Carson Council. He is currently a Senior Research Fellow at the Stockholm International Peace Research Institute and does research primarily on military activities and the human environment in cooperation with the United Nations Environment Programme (UNEP).

Woodard A. Wickham, faculty associate in health care and rural development, received his B.A. from Harvard College and M.A.T. in education from the Harvard Graduate School of Education. For five years as a fellow of the Institute of Current World Affairs he visited and wrote about conditions among isolated Indian communities in the U.S. and Mexico. He was a medic in a Zapotec village for two years and is interested in grassroots movement and rural health.

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

Lawrence J. Winship, assistant professor of botany, received his B.S. in biology from Yale University and his Ph.D. at the Chemical Company, International Paper Company, and Dupont Company. His doctoral dissertation concerned the physiological ecology of nitrogen fixation and nitrate use by annual lupins growing on the California coast. He was most recently a research associate at the Harvard Forest, where he studied nitrogen fixation by alder trees. He is very interested in all aspects of whole plant physiology and in the mechanisms plants use to adapt to varying and the problems of symbiotic nitrogen fixation and to apply work in that area in innovative systems for agriculture in New England. He enjoys building his own research equipment and instruments. Other interests include birding, Nordic skiing, field botany, gardening, Bonnet, music and cooking.

Frederick M. Wirth, visiting assistant professor of physics, holds a B.A. from Queens College of CUNY and a Ph.D. from

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Stonybrook University of SUNY. His research interests center around low-temperature phenomena, especially the behavior of electrons. One of Fred's main goals at Hampshire College is to create laboratory programs in the physical sciences and an appropriate Teacher Center to help all students, regardless of their course of study, with their increasingly probable collision with technological obstacles.

Albert S. Woodhull, associate professor of computer studies and biology, received his Ph.D. from the University of Washington. He has taught in the Peace Corps in Nigeria and has lectured at the University of Washington. His research interests are centered on the physiological bases of behavior and on the visual systems in humans and animals. He also has a strong interest in electronics which finds an outlet in a homebuilt computer and industrial consulting.

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

Babal Ahmad, professor of political science, received a B.A. from Princeton University and is presently a fellow of the Transnational Institute/Institute for Policy Studies and Director of its Third World and Special Studies Program. He is currently on the Third World staff of the Middle East and North Africa. He is well known for his writings on revolutionary warfare and counterinsurgency. His writings have appeared in popular as well as scholarly journals. He has taught at the University of Illinois, Cornell University, and the Adlai Stevenson Institute in Chicago.

School of Social Science

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

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

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

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

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

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

Ellen Cooney, visiting assistant professor of psychology and education, holds a B.A. from Radcliffe College and an Ed.D. in educational psychology from the Harvard Graduate School of Education. Her interests are in cognitive-developmental theory, social and ego development, and applications of social-cognitive-developmental theory to clinical and educational practice. She taught at Hampshire College in 1977-78 and 1978-79.

Louise Farnham, associate professor of psychology, has worked in child guidance and mental hygiene clinics in Minnesota and California, and has done research in psychology at the University of California, San Diego. She holds a B.A. and Ph.D. from the University of Minnesota.

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

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

Governments, Black politics, and neocolonialism and underdevelopment.

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

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

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

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

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

Allen Hunter, visiting assistant professor of sociology, holds a B.S. in history from the University of California, an M.A. in education from Antioch and in sociology from Brandeis, and is a Ph.D. candidate in sociology at Brandeis. His major fields of interest are social stratification, the New Right, and related feminist issues.

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

Cloris I. Joseph, professor of Black and women's studies, has a B.S. from New York University and a Ph.D. from Cornell University. She served as co-chairperson of the school's Committee to Combat Racism, and as Co-chair of the Educational Projects' counseling service, and associate professor in the African Studies and Research Center. She will be on leave during spring term.

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

Harvey Mahoney, associate professor of psychology, received her B.A. from the University of California, Santa Cruz, and her Ph.D. from Cornell University. Her special interests include child and personal development, sociology of the family and family and personal development, and the role of women in the historical and contemporary world. She is on leave for the 1983-84 academic year.

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

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

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

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

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

Hedwig Rose, assistant professor of education and coordinator of education and child studies, has a B.A. from Cornell and an M.A. from Smith College, where she concentrated in comparative education. She is presently a doctoral candidate at the Uni-

versity of Massachusetts. She was a supervisor of practice teaching at Smith College's Department of Education and Child Study and has worked with the Northampton public school system. Her academic interests include the history, philosophy, and sociology of education; the socialization process; comparative education; law; and teacher education.

Miriam Slater, professor of history and master of Dakin House until 1974, received a Ph.D. from Princeton University, where she held the first Woodrow Wilson Fellowship designed to allow a woman with children to attend graduate school half time. Her research interests include history of the family, early modern Europe, Puritanism, and history of professionalization. She has recently completed a book on women's entrance into the professions in early twentieth century America (with P. Glazer), and a book on family life in the seventeenth century. She will be on leave for the 1983-84 academic year.

Dan Smith, a senior Fulbright fellow, received his B.A. Honors and M.A. from Christ's College, Cambridge. He is currently a fellow at the Transatlantic Institute in Amsterdam. He served as the General Secretary and National Organizer for the Campaign for Nuclear Disarmament. Presently, he acts as a consultant to the Labour Party Defense Study Group, the Alternative Defense Commission, and the Arms and Disarmament Information Unit. He is credited with a large number of publications on issues of military defense.

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

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

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

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

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

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

Barbara Yagowson, professor of anthropology, received her B.A. from Stanford and her Ph.D. from the University of California at Berkeley. She has carried out research in Peru and Sweden where she studied problems in the social and economic organization of communities, the political and economic organization of isolated lower class social control processes. She has also studied problems of legal reform in the United States and is interested in problems of kinship, her areas of teaching include cultural anthropology, legal anthropology (problems of observation and interpretation, kinship and family organization, ritual and symbolism), social theory, and the anthropology and sociology of law.

Five College Course Offerings By Five College Faculty

HISTORY OF THE CIVIL RIGHTS MOVEMENT UNAS: Afro-American Studies 291R	Baldwin
THE AMERICAN EXPATRIATE WRITER, 1826-1972 Smith: Afro-American Studies 247b	Baldwin
LIRIC POETRY Mount Holyoke: English 245e	Brodsky
POST-WAR POETRY OF EASTERN EUROPE Smith: Comparative Literature 242b	Brodsky
CONTEMPORARY CANADA: THE PROBLEM OF SURVIVAL Mount Holyoke: History 389	Conway
TOPICS IN LATIN AMERICAN HISTORY REBELLION IN THE BAJAJIANS OF BRAZIL Mount Holyoke: History 287a	Graham
COFFEE AND SLAVES: PLANTATION SOCIETY IN NINETEENTH-CENTURY BRAZIL Smith: History 102b, Proseminar	Graham
CASES IN AMERICAN FOREIGN POLICY Mount Holyoke: Politics 273a	Lake

CASES IN AMERICAN FOREIGN POLICY
Smith: Government 247b
Lake

JAPANESE POLITICAL ECONOMY
Amherst: Anthropology: 38
McLendon

WOMEN IN ASIAN SOCIETIES
Hampshire: Social Science 308
McLendon
Johnson
Ong

X-RAY FLUORESCENCE ANALYSIS
UMass: Geology 512
Rhodes

VOLCANOLOGY
UMass: Geology 591V
Rhodes

ELEMENTARY COMPOSITION
UMass: Dance 151
Schwartz

MODERN DANCE I
Mount Holyoke: Dance 113
Schwartz

TWENTIETH CENTURY CANADIAN LITERATURE
Smith: English 228b
Staines

THE WORKS OF MEDIEVAL ROMANCE: THE NARRATOR, THE NARRATIVE, AND THE AUDIENCE
UMass: English 891A
Staines

THE GOVERNMENT AND POLITICS OF JAPAN
Mount Holyoke: Yasutomo

SEMINAR IN COMPARATIVE GOVERNMENT AND INTERNATIONAL RELATIONS: FOREIGN POLICY OF JAPAN
Yasutomo

Smith: Government 349b

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

UMass: Afro-American HISTORY OF THE CIVIL RIGHTS MOVEMENT STUDIES 291R
James Baldwin

Examination of the civil rights movement from the Brown vs. Topeka decision to the rise of black power. The impact on white students and the anti-war movement.

Smith: Afro-American THE AMERICAN EXPATRIATE WRITER, 1826-1922 Studies 247b
James Baldwin

The term "expatriate" connotes a deliberate repudiation and has a particular resonance for Americans. This course examines chronologically American writers who, at one time or another, chose to leave the United States for an extended period of time. The course explores the meaning of the term "expatriate" in a nation of oxiles; the search by Afro-American and Euro-American writers for a cultural identity; the meaning of the choices made.

NH: English 245a LYRIC POETRY
Joseph Brodsky

Study, based on close analysis of texts, of the works of Thomas Hardy, W. H. Auden, Robert Frost, Constantine Cavafy, W. M. Wilde, and others. Requirements will include two term papers and memorization of approximately one thousand lines from the above authors' works. Not open to Freshmen. Limited to thirty students.

Smith: Comparative POST-WAR POETRY OF EASTERN EUROPE Literature 242b
Joseph Brodsky

An examination of the contemporary poetry of Poland, Czechoslovakia, Hungary, and Yugoslavia.

NH: History 389 CONTEMPORARY CANADA: THE PROBLEM OF SURVIVAL
John J. Conway

The future of Canada as an independent country will be heavily influenced by internal and external forces. There are strong separatist movements in the province of Quebec and in several of the western provinces. The political, economic, cultural and military power and proximity of the United States seem well on the way to obliterating the differences between the two countries. This seminar examines 20th Century Canada in order to discover what options are available if unity and independence are to be maintained.

NH: History 287a TOPICS IN LATIN AMERICAN HISTORY: REBELLION IN THE BACKLANDS OF BRAZIL
Sandra L. Graham

Destruction by military force of Anton's Conselheiro and his followers at Canudos in the interior of northeastern Brazil in 1897 presents the historian with puzzling questions of interpretation. Should we understand those who surrounded Conselheiro principally as millenarians inspired by religious fervor, as popular political protesters, or as wandering women and men made desperate by poverty, their plight worsened by severe drought? Similarly, how are we to read the actions of the military? The relatively brief events at Canudos radiate out to an examination of politics in the

early years of republican government and to the underlying cultural assumptions that shaped contemporary understandings.

Smith: History 102b COFFEE AND SLAVES: PLANTATION SOCIETY IN NINETEENTH-CENTURY BRAZIL
Sarah L. Graham

Through an intensive examination of primary materials--including wills, photographs, manuscript census lists, letters, and maps--we will take up the social historian's enterprise of reconstructing the social experience of slaves and masters extending particularly to their renderings of experience.

NH: Politics 273a CASES IN AMERICAN FOREIGN POLICY
W. Anthony K. Lake

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

Smith: Government 247b CASES IN AMERICAN FOREIGN POLICY
W. Anthony K. Lake

See course description for Mount Holyoke Politics 273a.

Amherst: Anthropology 38 JAPANESE POLITICAL ECONOMY
James McLendon

This course examines Japan's economic development with particular attention to sociocultural and political factors that have been significant in Japan's impressive post-war economic performance. While focus is on recent events, historical perspectives will be introduced where appropriate. Economic systems, institutional and technological innovations, industrial organization, the relationship between the government and the economy at the level of concrete institutional interaction, the economic policy process, and the relevance of traditional structures and values to Japan's "modern" political economy will be areas of special concern.

Hampshire: SS 308 WOMEN IN ASIAN SOCIETIES
James McLendon, Kay Johnson, Aihwa Ong

This course will explore the cultural construction of gender in China, Japan, and Southeast Asia during the 19th and 20th centuries. We will examine women's roles in these societies in an attempt to define and understand mechanisms of social change and the impact of change on women's power and status. Major themes in the course will include: traditional forms of male dominance; female strategies of resistance and/or adaptation to subordinate roles; the effect of various types of work on women's power and status; the relationship between ideological notions of gender and changing social structures; the impact of socialist versus capitalist economic development on women's roles. Two 1-1/2 hour meetings per week.

UMass: Geology 512 X-RAY FLUORESCENCE ANALYSIS
J. Michael Rhodes

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

UMass: Geology 591V VOLCANOLOGY
J. Michael Rhodes

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

Smith: English 228b TWENTIETH CENTURY CANADIAN LITERATURE
David Staines

An introduction to the worlds of Canadian literature in English with special attention to the cultural contexts of contemporary writers. Focusing primarily on poetry and fiction, the course observes, where appropriate, relationships to British and American literatures. Readings in Margaret Atwood, Marley Callaghan, W. O. Mitchell, Margaret Laurence, Stephen Leacock, Hugh MacLennan, Alice Munro,

E. J. Pratt, and others. Visits from Canadian writers supplement lectures and discussions.

UMass: English 891A THE WORKS OF MEDIEVAL ROMANCE: THE NARRATOR, THE NARRATIVE, AND THE AUDIENCE
David Staines

A close reading of a variety of Medieval French and English poetic romances of the 12th, 13th, and 14th centuries. Examining the development of the romance genre, the seminar will pay particular attention to the position and role of the narrator and the importance of the various audiences addressed in the romances.

NH THE GOVERNMENT AND POLITICS OF JAPAN
Dennis T. Yasutomo

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

Smith: Government 349B SEMINAR IN COMPARATIVE GOVERNMENT AND INTERNATIONAL RELATIONS: FOREIGN POLICY OF JAPAN
Dennis T. Yasutomo

Content self-explanatory.

FIVE COLLEGE EARLY MUSIC PROGRAM
Thomas P. Kelly

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

Statement on Affirmative Action

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

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

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

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

Worksheet

Monday

Tuesday

Wednesday

Thursday

Friday

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Campus Map

KEY

- 1 Blair Hall E5
- 2 Blair Hall E6
- 3 Bridge Cafe E3
- 4 Bus Stop for Five College
- 5 Buses D3
- 6 Center D7
- 7 Charles W. Cole Science Center D5
- 8 Deane House E3
- 9 Dining Commons C4
- 10 Emily Dickinson Hall F3
- 11 Enfield Master's House F4
- 12 Etchick House E5
- 13 Fitness Trail Entrance E1
- 14 Francis Johnson Hall D3
- 15 Greenhouse D2 E4
- 16 Greenwich House F2
- 17 Greenwch Master's House F3
- 18 Hampshire Pond A1
- 19 Harold F. Johnson Library Center E2
- 20 Kermishin House A1
- 21 Longworth Arts Village C2
- 22 Music and Photography Building
- 23 Merrill House D4
- 24 Merrill House E3
- 25 Mountaineer House C3
- 26 New England Farm Center G5
- 27 Parking lot C3 E3 E3, F4
- 28 Physical Plant A1
- 29 Playing Fields E1
- 30 Prospect Street
- 31 Prospect Master's House D2
- 32 Prospect Tavern C2
- 33 Red Barn E5
- 34 Robert Crown Center E3
- 35 Sillas House E5
- 36 Tennis Courts E1
- 37 Thorpe House E1
- 38 Thorpe House E5
- 39 Thorpe House E5
- 38 Kayne Slide House F5

LOCATION

