
FALL 1985 Course Guide

HAMPSHIRE

College

Amherst MA
01002

Preliminary Courses

Spring Term 1986

Please note: A supplement to this Course Guide will be issued at matriculation in September, listing 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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Codes

ARB	Arts Building
CSC	Cole Science Center
EDH	Emily Dickinson Hall
MDB	Music and Dance Building
PFB	Photography and Film Building
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
TBA	To Be Announced or Arranged
RCC	Robert Crown Center

Courses of Instruction

Hampshire College courses are divided into three levels. 100 (Exploratory) and 200 (Foundation) level courses are open to all students. 300 (Advanced) level courses, designed primarily for upper division students, require previous background. Briefly course levels are explained as follows:

- 100 Exploratory courses** (often seminars) designed to introduce students to the conceptual tools necessary to college work in general and the Hampshire examination process in particular. Besides providing specific subject content, these courses emphasize individual attention to students' needs and interests, engage them directly in the excitement of learning, and allow opportunity for close faculty teaching and evaluation of students' skills and preparation.
- 200 Foundational courses** whose subject matter is needed by students in any division. These can be "skills courses" (statistics, computer programming, or dance techniques); they can be general surveys or introduction-to-the-field courses, designed to convey a large body of information fairly quickly (e.g., introduction to economics); they can be "foundational" in that they present the combination of skills and concepts which are literally prerequisite to any further work in the area (e.g., Film or Photo I); 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 presume some background of experience and knowledge on the part of the student.

Registration

Check the course descriptions and schedule of classes thoroughly for enrollment methods. Some courses will hold lotteries the first day of classes; others will either have sign-up sheets or interviews, as specified. Some faculty may be available before classes start; however, all faculty will have office hours posted for interviews (where enrollment is limited) before the beginning of classes.

After attending classes for a week, you should be ready to decide in which ones you wish to be enrolled. You will be required to list the classes on a form to be signed by your advisor. You must submit this form to Cen-

tral Records by Monday, September 16. They will use these forms to produce your individual schedules, as well as the class lists for faculty.

NOTES:

Five College Interchange applications for registration in courses at the other four institutions are available at Central Records. Be sure they are completely filled out and have all the necessary signatures; if they are incomplete they may have to be returned to you, causing delays which might affect your ability to get into a particular course. The deadline for filing interchange applications is Friday, September 20. No Five College courses may be added after this date. Familiarize yourself with all the rules, regulations and penalties associated with Five College Interchange. They are all listed in the Student Handbook and it is your responsibility to be aware of them.

Independent Study Forms are available at Central Records. They should be completed by Monday, September 16, 1985.

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

NOTE TO FIVE COLLEGE STUDENTS:

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

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

Although Five College students may participate in lotteries, they are still responsible for filing the Five College Interchange form at their own school.

Statement on Affirmative Action

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

Hampshire College does not discriminate on the basis of sex, race, color, religion, national or ethnic origin, sexual preference, age, veteran status, 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, veteran status, or handicap.

C&CSC&CSC&CSC&CSC& School of Communications & Cognitive Science

Curriculum Statement

Communications and cognitive science are fields of inquiry that address some very old questions in new ways. The School brings together psychologists, computer specialists, linguists, philosophers, and experts in mass communications. We are teachers and scholars who are not customarily organized into a single academic department or division, nor do we neatly fit together into any one of Hampshire's other multidisciplinary Schools. Rather, CCS represents a new and different cut on the intellectual enterprise: we are especially concerned with the nature of knowledge and information in general.

Cognitive science is the systematic study of knowledge and information as it is represented and used in the mind. Cognitive scientists are therefore deeply interested in language, memory, the nature of belief and emotion, the relationship between minds and brains, and minds and machines. Learning and education are of central concern: how do we acquire knowledge, both as children and as adults? Cognitive scientists believe that there is much to be learned about the mind by examining the general nature of information processing, especially as it is found in contemporary computing machines. But the overall goal may be said to be an attempt at understanding the nature of the human being as a "knowing" organism.

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

The School of Communications and Cognitive Science is 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.

Courses numbered from 100 through 149 are seminars organized around special topics. They provide a focused introduction to basic methods and assumptions and a close look at how particular problems and issues are handled by cognitive scientists and communications specialists. They typically involve significant analytic work in the form of extensive writing, laboratory work, and the like. The courses are designed to help students get projects under way which, when completed, will satisfy the examination-based Division I requirement in CCS.

Courses numbered from 150 through 199 are introductory courses intended for students looking for a broad overview of a field. They typically cover a wider range of material, have higher enrollments, and place less emphasis on writing, discussion, and independent inquiry than do the lower 100-level courses.

Courses from 200 through 299 normally require some background or particular skills and may have formal prerequisites; courses labeled 300 and upwards are advanced courses that require considerable prior work.

In order to pass the Division I requirement in CCS under the course-based option, the student must satisfactorily complete one seminar at the 100-149 level, and one additional course at any level (100, 200 or 300) that is not specifically excluded from satisfying the requirement. Excluded courses are marked with an asterisk (*) in the Course Guide.

List of Courses

100 LEVEL

OBJECTIVITY: RECENT PHILOSOPHICAL DISCUSSIONS AND ANALYSES CCS 117	Witherspoon
DATELINE: WASHINGTON, D.C. (PROSEMINAR) CCS 122	Miller
THE DOCUMENTARY TRADITION CCS 130	TBA
MINIMALIST JOURNALISM CCS 132	Kerr
LANGUAGE ACQUISITION (PROSEMINAR) CCS 137	Weisler
VISUAL LITERACY AND MEDIA CRITICISM CCS 142	Jones
COMPUTERS IN EVERYDAY LIFE CCS 152	Mahoney Miller TBA

TWENTIETH CENTURY PHILOSOPHY
CCS 157 Weisler

THEORY OF LANGUAGE I
CCS 163 Feinstein

BRAIN AND BEHAVIOR: THE CONTROL
OF ACTION
CCS 176 Rosenbaum

INTRODUCTION TO COGNITIVE SCIENCE
CCS 181 Stillings

200 LEVEL

DATA MANAGEMENT AND ANALYSIS
USING COMPUTERS*
CCS 203 Muller

CRITICAL HISTORY OF PHILOSOPHY,
HOBBES-WITTGENSTEIN: A WORKSHOP
CCS 208 Witherspoon

CHILD LANGUAGE DEVELOPMENT
CCS 214 TBA

INTRODUCTION TO COMPUTER SCIENCE:
PART II, DATA STRUCTURES AND
ALGORITHMS
CCS 216/NS 216 Muller
Woodhull

NEW INFORMATION TECHNOLOGY
AND NATIONAL DEVELOPMENT
CCS 224 Mahoney

DOCUMENTARY WORKSHOP
CCS 238 TBA

COGNITIVE PSYCHOLOGY
CCS 246 Stillings

300 LEVEL

VIDEO PRODUCTION SEMINAR*
CCS 306 Jones

THE PHILOSOPHY OF PERCEPTION:
CONTEMPORARY ISSUES.
CCS 323 Witherspoon

cal sources including writings by Descartes, Kant, Nietzsche, C. I. Lewis, Sartre, Popper, and Kuhn.

This seminar will meet twice a week for one and one-half hours each time. Admission will be by the permission of the instructor after the end of the first week of scheduled classes. Preference will be given to entering students seriously interested in philosophy. For evaluation seminar members will write several short papers and a 12-20 page final paper which might be developed into a CCS Division I essay. No enrollment limit.

CCS 130 THE DOCUMENTARY TRADITION
To Be Announced

What is the work of the documentarist? What concerns have typically motivated the documentary film/video maker? What sets the documentary apart from other forms of nonfiction videotape and film? How has television influenced the development of the documentary form?

In this seminar we will approach questions like these by discussing a series of tapes, films, and articles which focus attention on specific issues in documentary work. Students will develop a solid base for the kind of conceptual inquiry which documentary represents, and they will also be expected to develop skills in pre-production planning for documentary projects.

Class will meet for two hours twice a week for viewing and discussion of tapes, films, and articles. Students will be expected to write three short papers and complete research for a detailed production proposal for a hypothetical documentary of their own. Enrollment limit is 15 by lottery if necessary. Students who wish to enroll should pick up and complete a course registration form which will be available in the CCS office in FPH G-1.

CCS 132 MINIMALIST JOURNALISM
David Kerr

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

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

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

Course Descriptions

CCS 117 OBJECTIVITY: RECENT PHILOSOPHICAL DISCUSSIONS AND ANALYSES

Christopher Witherspoon

Over the past twenty years or so some very talented philosophers have turned their attention to matters having to do with objectivity and what's involved in something's being objective or failing to be objective. We will read and discuss some of the best of these: Bernard Williams' critical analysis of what he terms Descartes' "absolute conception of the world" and his lecture "The Scientific and the Ethical"; Thomas Nagel's Tanner lectures, "The Limits of Objectivity," and his work in related essays including "The Objective Self" and "What is it Like to be a Bat?"; Max Deutscher's recently published essay in moral psychology entitled Subjectivity and Objectivity: an essay in objectivity; lectures by several sociologists and anthropologists collected in Brown, ed., Objectivity and Cultural Divergence. To help put this material in context, we will study some important class-

Readings will be chosen to provide models for writing and analysis. (Can one provide adequate information effectively in a few words? This course description is 220 words long.)

Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 15 by lottery if necessary.

CCS 142 VISUAL LITERACY AND MEDIA CRITICISM

Gregory Jones

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

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

Class will meet twice a week for two hours each time. Enrollment limit is 25 by instructor permission and a lottery if necessary. Please complete and submit a course registration form prior to the beginning of the term; forms will be available outside of FPH G-16. Students who do not get into the fall section of this course will have first priority for enrollment in the spring section.

CCS 152 COMPUTERS IN EVERYDAY LIFE

Eileen Mahoney, James Miller, and TBA

Computers are an increasingly common presence in the lives of ordinary people. Through readings and discussion, this course will explore a range of issues which accompany the rapid growth of this new technology. Specific attention will be given to the introduction of information technologies in mass media industries, the work place, and educational institutions. Students will also learn how to use computers as basic tools for writing and communication. They may participate, as well, in elementary programming activities. The course is thus a blend of the practical and abstract; it is intended particularly for first-term students.

Class will meet three times a week, twice in large group format, once with each third of the class as a discussion group led by one of the instructors. Enrollment is limited to 50.

CCS 157 TWENTIETH CENTURY PHILOSOPHY

Steven Weisler

This course will introduce several of the major philosophers of the current century. Included

will be the work of Wittgenstein, Quine, Frege, Russell, Putnam, Kripke, Austin, and Chomsky. The primary focus of our attention will be on epistemological and metaphysical concerns, but we will also investigate topics in philosophy of language, more specifically, empiricism, nominalism, scepticism, objectivity, and creativity.

Class will meet twice a week for one and one-half hours each time. Enrollment is open.

CCS 163 THEORY OF LANGUAGE I

Mark Feinstein

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 powerful systematic set of principles, shared by all of the speakers of a language, that can accommodate the inexhaustible variety of novelty of the messages required in human life. We are no more aware of these principles than we are of the mechanisms that underly the digestion and metabolism of the food we eat. Many contemporary linguists believe that language, like metabolism, is a biological capacity whose properties must be uncovered by careful scientific investigation. Linguistics is the science whose task it is to understand and explain those properties of language.

This will be a two-semester intensive introduction to the theory of generative grammar. In the fall semester we will focus on phonology and morphology (the study of linguistic sound patterns and principles of word formation, respectively). In the spring the course will center on syntax (the study of principles of sentence formation) and semantics (the investigation of meaning). Students are strongly urged to plan on taking both courses.

There will be extensive reading and frequent short assignments in linguistic analysis. By the end of the second semester, students will be expected to complete a major project in phonology, morphology, syntax or semantics that may be presented in satisfaction of the CCS Division I requirement. Class will meet two times a week for two hours each time. Enrollment is open.

CCS 176 BRAIN AND BEHAVIOR: THE CONTROL OF ACTION

David Rosenbaum

Sir John Eccles, the Nobel Laureate in Physiology and Medicine, has stated that more than two-thirds of the brain is devoted to the control of action. It follows from this observation that an important way to understand the brain is to study how it allows for the initiation and execution of body movements. By understanding how movements are controlled by the brain (and nervous system generally) it should also be possible to answer such questions as: Why are some people athletic while others are "klutzy"? Why is so much practice required to learn and maintain motor skills such as those used in dance or musical performance? What training procedures should be used to teach motor skills and rehabilitate patients with motor disorders? How should equipment be constructed and person-machine interactions be designed so that efficiency is maximized and danger or error is minimized? How are mechanisms of movement control

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similar to or different from the mechanisms of other information processing function such as vision, hearing, attention, imagery, and language? Among the subsystems of behavior that we will consider are: looking, walking, reaching, writing, keyboarding, and talking.

Class will meet once a week for three hours. Students will be evaluated according to three criteria: (1) the quality of their contributions to class meetings; (2) the quality of the requirements they define for themselves; and (3) the quality of the work done to satisfy those requirements. Enrollment is open.

CCS 181 INTRODUCTION TO COGNITIVE SCIENCE

Neil Stillings

Cognitive science is an important new interdisciplinary field that concerns the nature of mind and the potential of information technology. This course will begin with a sketch of cognitive science and will go on to a survey of the disciplines that have made the major contributions to the field: psychology, linguistics, computer science, neurophysiology, and philosophy. Interconnections among the disciplines will be emphasized.

There will be weekly written assignments that emphasize methods of inquiry in cognitive science. Students will be given the opportunity to develop independent projects that satisfy the project-based option for the Division I examination. The course will meet twice a week for one and one-half hours each time. Enrollment is limited to 20, on a first-come basis.

CCS 203 DATA MANAGEMENT AND ANALYSIS USING COMPUTERS*

Richard Muller

General-purpose computer software packages make it possible to organize data sets, calculate statistics, and represent results in graphic form without learning a programming language like Pascal or FORTRAN. This course will introduce techniques useful for data analysis and organization in the natural, social, and cognitive sciences. It will presume no prior computer experience, and will not teach programming. Basic descriptive statistics will be covered. The techniques taught will be applicable to a wide range of computer environments, from microcomputers to mainframes. The specific tools will be those resident on Hampshire's VAX 11/750.

The course will meet for one and one-half hours three times a week for lectures, demonstrations, and discussion; there will be regular problem sets and a final project which will involve analysis of individual students' data. Enrollment is limited to 50, with sign-up at the first class meeting.

CCS 208 CRITICAL HISTORY OF PHILOSOPHY, HOBBS-WITTGENSTEIN: A WORKSHOP

Christopher Witherspoon

This workshop is designed as a context in which Hampshire students from a wide range of orientations, backgrounds, and levels of academic sophistication can come together to discuss subjects

of mutual interest from the history of modern and recent Western philosophy. It is not intended as a substitute or surrogate for a solid history of philosophy lecture course such as those regularly offered in the other four of the Five Colleges. Instead, it is to form a working group which will function for some students as a supplement to those courses, for others as an alternative to them which more suits their needs.

The primary source readings will be chosen by participants in the seminar on the basis of their independent interests and studies. We will all discuss substantial parts of the following secondary source material: W. T. Jones, A History of Western Philosophy, Vol. 3, Hobbes-Hume, Vol. 4, Kant and the Nineteenth Century, Vol. 5, The Twentieth Century to Wittgenstein and Sartre; Ted Honderich, ed., Philosophy through Its Past, a collection of essays by outstanding contemporary philosophers on the work of the great classical Western philosophers; Richard Schacht, Classical Modern Philosophers and After Hegel. Articles and excerpts of special interest to members of the seminar may also be added to our common readings.

The workshop will meet one evening a week, and it will be possible for students to arrange regular tutorial-group meetings with the instructor for the study of individual philosophers or of philosophical traditions, e.g., Continental rationalism. Enrollment is open and conditions for evaluation will be individually negotiated.

CCS 214 CHILD LANGUAGE DEVELOPMENT

To Be Announced

The problem of language acquisition will be examined from the double perspective of the theoretical linguist and the developmental psychologist. We will consider problems in syntactic and phonological development, as well as issues pertaining to the child's acquisition of meaning and conceptual structures. Topics will include the generativist claims for innate learning mechanisms; the role of parental language; the interactionist viewpoint which stresses the significance of social interplay; and the debate between Chomsky and Piaget (and others) about whether language acquisition has special properties not found in learning in other cognitive domains.

The class will meet two times a week for one and one-half hours. Students are expected to have some background in linguistics, developmental psychology, or some other appropriate area of cognitive psychology or cognitive science. Enrollment is open, with instructor permission.

CCS 216 INTRODUCTION TO COMPUTER SCIENCE: NS 216 PART II, DATA STRUCTURES AND ALGORITHMS

Richard Muller and Albert Woodhull

This course is concerned with the ways in which complex data structures can be represented and used in computer programs. We will discuss data abstractions like stacks, queues, and trees, and the ways in which these can be represented and used in computer programs. Applications for these concepts occur in searching and sorting data bases, parsing sentences, and representing graphic entities, to name only a few.

The course will meet for one and one-half hours twice a week and will require regular problem sets and programming projects. The course will use the Pascal programming language. Prerequisite: CCS 175 or its equivalent. Enrollment is limited to 30 by permission of the instructor.

CCS 224 NEW INFORMATION TECHNOLOGY
AND NATIONAL DEVELOPMENT

Eileen Mahoney

This course analyzes the role given new information technology (i.e., data processing, storage, collection, and distribution via sophisticated telecommunication networks) in the national development strategies of several Third World nations. Special emphasis is given policy issues related to developments in telecommunication and new information technology, as it is these areas that are increasingly identified as being central to national development.

Specific policy initiatives currently under way in Brazil, Mexico, Cuba, Argentina, South Korea, Malaysia, Singapore, Tunisia, Nigeria, and India will provide a great part of the material addressed in readings and class work. Discussion will incorporate important developments in other Third World countries as they relate to issues under study.

Course requirements include: substantial reading; three written assignments, two short essays (5 pages) and a final research paper (10-15 pages); and active participation in class discussions. Class will meet once a week for three hours. Enrollment is limited to 16 on a first-come basis.

CCS 238 DOCUMENTARY WORKSHOP

To Be Announced

This workshop is for students who have completed an introductory course in video production and have passed most if not all of the Communication Services video user's tests. This course is designed for those who are developing and completing documentary or nonnarrative productions as part of their Division II concentrations of study. The course will focus on the components of preproduction including topic research, developing a treatment, determining a budget, setting a production schedule, defining a target audience, compiling a project proposal, and considering distribution possibilities. The course will also focus on postproduction techniques including logging, editing techniques, structuring strategies, and narration. We will screen and discuss current documentary projects in areas relevant to student interests, and we will consider survival strategies for the independent video producer.

To be considered for this course, students must submit a video project proposal and complete a course registration form which will be available in the CCS office in FPH G-1. Proposals and forms should be returned prior to the first day of class. Class will meet twice a week for two hours each time. Enrollment limit is 15 by instructor permission.

CCS 246 COGNITIVE PSYCHOLOGY

Neil Stillings

This course treats the fundamental topics of cognitive psychology through a critical survey of the literature and laboratory experiments. The central goal of cognitive psychology is to describe and explain the processes that allow the human mind to acquire, organize, remember, and create knowledge. Because these processes underlie child development, education, and social behavior, cognitive psychology is a topic that all students in psychology should become acquainted with. Cognitive psychology is also a central part of the growing discipline of cognitive science, and hence it has important ties with computer science, linguistics, philosophy, and neuroscience.

Several laboratory exercises and short written assignments will be required during the term. The final assignment for the course can be either a critical review of the literature on a topic of the student's choice or a write-up of an experiment designed and performed by the student. The class will meet twice a week for one and one-half hours each time. Enrollment is limited to 20 on a first-come basis.

CCS 306 VIDEO PRODUCTION SEMINAR*

Gregory Jones

This seminar is designed for experienced students in video production who have passed all of the Communication Services minicourses. The class will provide a critical context and support crew for projects initiated and produced by students as part of their Division III or Division II programs of study. Both studio-based narrative productions and field-based documentary programs may be produced in conjunction with this seminar. Producers are encouraged to include advanced students in performance (acting, dance, music, etc.) in their video productions.

The instructor will serve as a consultant and adviser for each project, while providing resources and learning exercises for the class at large. Students will be expected to assist each other in their individual project efforts. Collaborative productions will also be encouraged. The class will meet once a week for three hours. Enrollment limit is 10 by instructor permission and a lottery if necessary. Please complete and return a course registration form prior to the beginning of the term; forms will be available outside FPH G-16.

CCS 323 THE PHILOSOPHY OF PERCEPTION:
CONTEMPORARY ISSUES

Christopher Witherspoon

In this research seminar we will critically discuss a number of recent books and articles addressing philosophical issues having to do with the nature of perception; the objects of perception; the senses; perceptual knowledge and how it's related to nonlinguistic perceptual experience; sensations and their locations; sen-

sory experience. Readings will include parts of Hétl, Perception and Cognition; Perkins, Sensing the World; O'Shaughnessy, The Will: A Dual Aspect Theory; articles by Grice, Dretske, Goldman, and others. Work in progress by both the instructor and members of the seminar will be duplicated and critically discussed.

The seminar will meet once a week for two and one-half hours. Each participant will write several short seminar papers and reviews, and a final research paper of 12-25 pages. Students interested in the seminar should send to the instructor both a sample of their philosophical writing and a brief description of their backgrounds in areas related to those in which we will be working. Enrollment is open.

H&A H&A H&A H&A H&A 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 these connections. Thus, for example, a course in Euripides "will from the outset develop the clear parallels between late 5th-century Athens and late 20th-century America," a study of contemporary Latin-American poets examines the relationship between the poetry and "the historical imperatives to which (the poet's work) is a response," a study of 20th century French literature "explores questions concerning the construction of subjective consciousness, the significance of sexuality, and...the subversion of social order," and American writing and American cultural attitudes towards land, landscape, and environment.

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

100-level offerings address initial questions of the different ways artists and humanists (as contrasted, say, with scientists) approach their subjects of study. 200-level courses, as indicated above, reflect the interplay of the humanities and the arts. 300-level courses are

advanced seminars and courses which are taught on an advanced level and presume some background of experience and knowledge on the part of the student. Students who are building their division II concentration should look at both the 200-level and the 300-level courses.

List of Courses

100 LEVEL COURSES

COLOR AND TWO DIMENSIONAL DESIGN HA 108	Tba
MODERN DANCE I HA 113	Tba
MODERN DANCE II HA 114	Nordstrom
COLLEGE WRITING: EUROPEAN SHORT FICTION HA 134a *	F. Smith
COLLEGE WRITING: AMERICAN SHORT FICTION IN THE TWENTIETH CENTURY HA 134b *	F. Smith
SIX SOUTHERN WRITERS: A SENSE OF PLACE? HA 139 *	Kennedy
DANCE COMPOSITION I HA 151	Nordstrom
GODS, BEASTS AND MORTALS: THE BEGINNINGS AND THE END OF POLITICAL THEORY HA 152 *	Meagher
A JUNCIAN APPROACH TO LITERATURE AND THE WORLD HA 161	Yalowitz
PLACES AND SPACES: THE PERCEPTION AND UNDERSTANDING OF HUMAN ENVIRONMENT HA 165	Juster Pope
AMERICAN MUSIC: ELEVEN COMPOSERS HA 175	Koblitz
THE DESIGN RESPONSE HA 193	Tba
INTRODUCTION TO ACTING HA 194	Blair

200 LEVEL COURSES

FIGURE DRAWING HA 201	Tba
PAINTING HA 205	Rosenblatt
DRAWING EVERYTHING II HA 206	Rosenblatt
READING THE CITY: THE STRUCTURE OF TOWNS AND CITIES HA 209	Juster Pope

FILM/VIDEO WORKSHOP I Liebling
HA 210

STILL PHOTOGRAPHY WORKSHOP I Ravett
HA 211

MODERN DANCE IV Lowell
HA 216

MEDIA THEORY Matthews
HA 220

THE SOCIAL AND CULTURAL
HISTORY OF THE CARIBBEAN Marquez
HA 227

POETRY WRITING WORKSHOP Salkey
HA 231

THE GREEK THEATRE Meagher
HA 232

PRINCIPLES OF DIRECTING Blair
HA 236

FICTION WRITING WORKSHOP Salkey
HA 237

WRITING Payne
HA 240

RECENT AMERICAN FICTION C. Hubbs
HA 253

THEOLOGY I Bradt
HA 257

RUSSIA: FILM AND LITERATURE J. Hubbs
OF THE REVOLUTION
HA 258

CHALLENGERS AND CHAMPIONS Kennedy
OF AUTHORITY: EARLY MODERN et al
EUROPE
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Course Descriptions

HA 108 COLOR AND TWO DIMENSIONAL DESIGN

Tba

Beginning with exercises and explorations into the color theories of Albers, Birren and Chevreul, this course will extend the experience of students in the gymnastic magic of the two-dimensional surface.

Class meets once a week for three hours. Enrollment is limited to 20, by instructor permission. Regular attendance is recommended.

HA 113 MODERN DANCE I

Tba

Introduction to basic modern dance technique. Students will learn exercises and movement sequences designed to help develop physical strength, flexibility, coordination and kinesthetic awareness and a better understanding of possibilities and potential for expression and communication through a disciplined movement

form. Particular attention will be paid to postural alignment and techniques for increasing ease and efficiency of movement. Movement exploration and improvisation will be included.

Class will meet twice weekly for one and one-half hours. Enrollment is limited to 20.

HA 114 MODERN DANCE II

Rebecca Nordstrom

Continuing exploration of the basic principles of dance movement: body alignment, coordination, strength, flexibility, basic forms of locomotion. This class is for students with some previous dance experience.

The class will meet twice a week for one and one-half hour sessions. Enrollment is limited to 20. (This class is not satisfactory for one-half a Division I exam.)

HA 151 DANCE COMPOSITION I

Rebecca Nordstrom

Study and improvisational exploration of elements of dance such as time, space, weight and energy. Investigation into organizing and designing movement creatively and meaningfully.

Prerequisite: one semester of dance technique. Class will meet twice a week for two hours. Enrollment is limited to 15.

HA 161 A JUNGIAN APPROACH TO LITERATURE AND THE WORLD

Dan Yalowitz

This course will introduce and explore the psychology and worldview of C.G. Jung, known today as "analytical (depth) psychology." Carl Gustave Jung was a Swiss psychologist, philosopher, and humanist whose association and separation from Sigmund Freud are well known. The first several weeks of the course will focus primarily on the life and times of Carl Jung, an examination of the Jungian system and perspective, its concepts, and its terminology. Through directed and elective readings and class discussions, we will examine such concepts as the anima/animus duality, the personal and collective unconscious, mandala symbolism, androgyny, the persona, the shadow, and, at the root of it all, the Jungian notion of archetypes. Once course participants are knowledgeable about and familiar with these ideas and their broader context, we will juxtapose their value and meaning with selected works of literature and our own world/life experiences and visions. Participants will be expected to commit themselves to active and consistent participation in class sessions. The material and content of the course will balance the theoretical, the experiential, and the personal. Short papers, a personal journal, and a final integrative presentation/project/paper will be integral aspects of this course. Readings may include: C.G. Jung et al, Man and His Symbols; C.G. Jung, Memories, Dreams, and Reflections; Hall and Nordby, A Primer of Jungian Psychology; Edinger, Ego and Archetype, J. Singer, Boundaries of the Soul, and selected literary works.

The course will meet once a week for two hours. Enrollment is limited to 16. Instructor's permission (interview) is required.

HA 165 PLACES AND SPACES: THE PERCEPTION AND UNDERSTANDING OF HUMAN ENVIRONMENT

Norton Juster and Earl Pope

This course deals with perception and awareness of the man-made environment and the problems of recording and communicating it. We will be concerned with developing a sensitivity to surroundings, spaces and forms--an understanding of place and the effects of the environment on people.

This is primarily a workshop course, using direct investigation, research, and design projects of a non-technical nature to confront and expose environmental problems and to understand the approaches and creative processes through which environment is made.

Subject matter will include: (1) How people perceive their environment, understand it, organize it, and make it coherent. How the environment communicates. (2) The elements of perceptual understanding. (3) The vocabulary of form. The "language" of the designer. (4) Visual thinking and communication as a tool for dealing conceptually with ideas and observations. (5) Techniques of visual communication.

Much of the work will require visual presentation and analysis; however, no prior technical knowledge or drawing skills will be necessary. (Ability to use a camera would be helpful.) The student must provide her/his own drawing tools. Projects and papers will be due throughout the term. This course demands significant time and commitment.

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

HA 175 AMERICAN MUSIC: ELEVEN COMPOSERS

David Koblitz

This course will explore the diversity of expression inherent in twentieth century American music by examining the life and work of some of the country's most significant musical creators. These will include (but not necessarily be limited to) Bernstein, Cage, Copland, Ellington, Gershwin, Glass, Ives, Monk, Mingus, Morton, and Sondheim. We will investigate the relationship between Western "classical" tradition and American vernacular musical genres, and how these and other aesthetic/cultural influences have interacted to create a unique musical heritage based on innovation, eclecticism, and synthesis.

The class will meet twice weekly for one and one-half hour sessions. There is no prerequisite. The class is limited to 15 students.

HA 193 THE DESIGN RESPONSE

Tba

A study of theatrical design modes and concepts the course will emphasize the creative response of major theatre design areas (scenery, lights,

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

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

HA 194 INTRODUCTION TO ACTING

Rhonda Blair

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

Class will meet three times a week for two hour sessions. Enrollment is by instructor permission and limited to 16 students.

HA 201 FIGURE DRAWING

Tba

This course offers time for work and challenges to those interested in a good drawing background. It will also be of value to those aiming for a possible concentration in art, design or architecture.

This course meets once a week for three hours. Enrollment is limited to 25, by instructor permission.

HA 205 PAINTING

Phyllis Rosenblatt

With given projects and self assigned ones within a studio situation, students will have an opportunity to experience the discipline, trials and rewards of painting. Oil painting will be the medium worked the most. Issues will be discussed individually and in class critiques as raised by the work of each student.

Students are responsible for purchasing all supplies. Enrollment is limited to 16 with one basic course a prerequisite. Class meets for six hours once a week.

HA 206 DRAWING EVERYTHING II

Phyllis Rosenblatt

Further explorations into many actual aspects of the drawing experience. Both class assignments and student-generated assignments will be used as part of discussion, critique and studio experience.

Regular attendance is recommended. Class will meet once a week for three hours. Enrollment is limited to 25, by instructor permission.

HA 209 READING THE CITY: THE STRUCTURE OF TOWNS AND CITIES

Norton Juster and Earl Pope

This course will provide an opportunity to investigate the experience and structure of the urban environment in America today. Particular emphasis will be placed upon the problems of deterioration and revitalization of downtown areas. We will examine the way towns and cities work and pay attention to the special problems and opportunities they offer. Our basic subject matter will be the towns and cities in our area, i.e., Northampton, Holyoke, Springfield, Amherst, etc. The class will also make use of films made about major cities, discussions on city design and individual projects.

The class will meet twice a week for two hours. Enrollment is limited to 25.

HA 210 FILM/VIDEO WORKSHOP I

Jerome Liebling

This course teaches the basic skills of film production, including camerawork, editing, sound recording, and preparation and completion of a finished work in film or video. Students will have weekly 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 and video tapes which represent a variety of aesthetic approaches to the moving image.

Finally, the development of personal vision will be stressed. The bulk of the work in the class will be produced in Super-8 format with an introduction to 16mm and video techniques. 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.

HA 211 STILL PHOTOGRAPHY WORKSHOP I

Abraham Ravett

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 216 MODERN DANCE IV

Daphne Lowell

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

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

HA 220 MEDIA THEORY

Sandra Matthews

The past 150 years have seen the rapid development of image-making technologies that have altered significantly our experience of the world. Simultaneously, many theories have sprung up in an attempt to help us understand what we are seeing. This course will concentrate on the reading of theoretical works that deal with the nature and impact of film, photography and video. The greater part of the semester will be devoted to an overview of film theory, from early seminal works to more contemporary movements (particularly semiotics and feminist film analysis). A substantial section of the course will also be devoted to theories about still photography, with emphasis on the social function of photographic images. Readings on video will also be included, as will readings on the experience of the image-maker in all three media. Films, photographs and videotapes will be viewed in conjunction with the readings. Students will be expected to write several papers and to come away from the course conversant with the major trends in thinking about camera-made images.

Class will meet twice each week for one and one-half hour sessions. Enrollment is open.

HA 227 THE SOCIAL AND CULTURAL HISTORY OF THE CARIBBEAN

Roberto Marquez

This course aims to examine the historical and cultural development of the Caribbean from the period of slavery through the decline of European colonialism, the assertion of American imperial designs on the area after 1898, and the emergence of mass-oriented nationalist movements of more recent times. We will be particularly concerned with the specific ways in which each of the three major language areas--Spanish-

speaking, English-speaking, and French-speaking-- have responded to common historical experience and with the impact this has had on the ethos of individual islands and the region as a whole. Though our interest will be with the Caribbean seen as a whole, we will be focusing on the islands of Haiti, Jamaica, and Puerto Rico as examples of general trends in the region.

The course will meet twice a week for one and one-half hours. Enrollment is open. No foreign language proficiency is required.

HA 231 POETRY WRITING WORKSHOP

Andrew Salkey

This course will emphasize the principle that all our workshop poetry writing should be done primarily for the reception and delight of our own workshop members and with them uppermost in mind, for after all we are our very first audience and group approval is vitally important as a source of confidence. Our poets should be reminded that being attentive readers and listeners to the work of other poets in the group is essential practice; and, of course, our readership and audience will grow and move outwards 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 one-half hours. Enrollment is limited to 16, and permission of the instructor is required. Bring sample of work to the interview.

HA 232 THE GREEK THEATRE

Robert Neagher

The Greek theatre (theatron) was, as its name suggested, a "seeing place," a place where people gathered to see with a fulness and clarity which they found in no other place. This class will strive to participate in the character, the scope, and the truth of that vision perhaps peculiar to the Greek theatre. The central work of the class will be to read the entire corpus of classical Attic tragedy, i.e. all the extant works of Aeschylus, Sophocles, and Euripides, as well as several comedies of Aristophanes. A reading of the Iliad is assumed in advance but there is no further requirement of prior study or experience in theatre or in classical Greek literature.

Enrollment is open. The class will meet twice a week for one and one half hour sessions.

HA 236 PRINCIPLES OF DIRECTING

Rhonda Blair

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

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

Class will meet twice weekly for one and one-half hours. Enrollment is open.

HA 237 FICTION WRITING WORKSHOP

Andrew Salkey

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

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

We will try to demonstrate that the practice of fiction ought to be manifestly about the creative description of human relationships in society. We will encourage both on-the-spot oral critical analysis and more considered manuscript-reviewing. We will, at all times, allow the writing and lively analytical discussion of all forms of literary composition within the genre of fiction, and our writers will be encouraged to take any literary risk they may feel to be important to their development.

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

HA 240 WRITING

Nina Payne

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

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

*Note: Because this class was over enrolled for the spring semester 1985, those who were not admitted have been given priority for the fall term. All interested students would be advised to see the instructor early in May, either to confirm a place in the class or to be considered for the openings that remain. This class will be directed toward a broad spectrum of students including those who do not necessarily think of themselves as "writers." Students who write or speak in a language other than English and Third World students are also encouraged to enroll.

HA 253 RECENT AMERICAN FICTION

Clayton Hubbs

In the first half of this two-part course we will study the history and theory of the novel from its beginnings in sixteenth-century Spain to the present. In addition to representative novels there will be short readings in critical theory and practical criticism.

In the second half, students will apply what they have learned to the study of a wide range of contemporary American fiction. Papers will be short but frequent and deal with the major current critical approaches to fiction.

Class will meet twice a week for one and one-half hour sessions. Enrollment is open.

HA 257 THEOLOGY I

R. Kenyon Bradt

This course is to be the first term of a two-term sequence of courses whose study is to be of the being of God and the being of the world in its relation with God.

Readings for the term will be from major religious, philosophical and theological texts selected primarily from the ancient and medieval periods, including such works as the Tao Te Ching, the Upanishads, the Bhagavad Gita, the Hebrew Bible, the Christian Bible, the Koran, and selections from Plato, Aristotle, Philo, Plotinus, Augustine, Dionysius The Areopagite, Auelm, Marinonios, Avicenna, Averroes, Aquinas, Meister Eckhart and Nicolaus Cusanus, among others.

Because of the very extensive reading requirements, this course is to be considered a double course for the term. The course will meet twice a week, for two and one-half hours per meeting.

HA 258 RUSSIA: FILM AND LITERATURE OF THE REVOLUTION

Joanna Hubbs

A number of Russia's most prominent artists greeted the Revolution of 1917 as the dawn of unlimited freedom for experimentation. Art, they hoped, would play a central role in the transformation of society. We will explore the nature of the artist's engagement by looking at literary works predicting, celebrating, and denouncing the revolutionary upheaval. We will also examine the use of film--a revolutionary art form--to express a revolution ethos.

Readings include: Chekhov, "The Cherry Orchard"; Bielyi, St. Petersburg; Blok, "The Twelve"; Mayakovsky, "Lenin"; Zamiatin; Me; Bulgakov, The Master and Margarita; and Trotsky's Literature and Revolution. Films: Eisenstein, The Battleship Potemkin; Pudovkin, Mother; Vertov, The Man With a Camera; Dovzhenko, Earth.

Class will meet twice a week for one and one-half hours. Enrollment is open.

HA 260 CHALLENGERS AND CHAMPIONS OF AUTHORITY: SS 202 EARLY MODERN EUROPE NS 279

L. Brown Kennedy, Mirium Slater, Ruth Rinard and Joan Landes

(See description in Social Science listing).

HA 264 THE NATURE OF WILDERNESS

David Smith

Wilderness may always have been something "out there," but it has also been a prevailing idea and this course combines cultural/intellectual history, literature, film and other visual elements to examine the linked ideas of nature/wilderness in a variety of settings, cultures, and time-frames. We will be reading fiction, essays in the history of ideas, and looking at paintings and film. The following topics suggest the range and emphasis of the course: European backgrounds of the ideas of nature and wilderness; the hatred of wilderness; women, nature, and wilderness; Native Americans; romantic nature and wilderness; domination vs. preservation; wilderness as a theme in painting and photography; Alaska as the contemporary macho paradigm; Jack London, John McPhee, Norman Mailer. Writing: some short assignments plus a term project required. Course should be of interest to concentrators in literature, intellectual history, nature writing, cultural anthropology, women's studies, outdoors program leadership.

Class will meet twice a week for one and one-half hours. Enrollment is open.

HA 268 LATE NINETEENTH CENTURY EUROPE: SS 285 ISSUES IN HISTORY AND THEORY

Mary Russo and Nancy Fitch

This course will introduce major themes in the social basis for the consideration of history as a form of knowledge, of interpretation, and of cultural production. We will consider some historical narratives, anecdotes, and representations of the period in writing and on film; these "histories" will then be analyzed as specific cultural practices involving narrative forms, cultural hierarchies, and ideological assumptions about who makes history, how, and why.

The period under consideration epitomizes many of the problems and crises of history and historical rationality inherited from Enlightenment culture. Symbolized in the rise of large Parisian department stores, fin de siecle capitalism became a mode of production rooted in mass consumption. We will specifically consider the creation of the consumer and his/her desire for style, commodities, status, and emotional/erotic connection with the new spaces and social organization of the city in France, Italy, and Vienna.

Enrollment is open and class will meet two times a week for one and one-half hour sessions.

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

Roberto Marquez

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

Possible readings will include: A House for Mr. Biswas, The Mimic Men, In a Free State; In the Castle of My Skin, The Emigrants, Natives of My Person; The Bridge of Beyond, Between Two Worlds, The Lost Steps and Explosion in a Cathedral.

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

HA 281 SOURCES OF CREATIVITY

Daphne Lowell

The goals of this course are to increase one's access to artistic source motivations, to deepen and enrich the power and authenticity of one's art work and to increase the fluidity of one's creative process. Using movement as the basic mode we will explore the act of creating in non-verbal media, and reflect on the process. Some of the issues to be addressed include: the nature and origins of the desire to create; the reasons one creates; the relationships between initial impulse and final form; themes that emerge; the effect of different materials on the process and product; modes of access to the beginning of the creative process; the roles that perception, experience and values play.

Creative work will be done both in and out of class, and there will be assigned readings and written work. Class attendance is mandatory.

Prerequisites: 1) previous experience creating or performing art works in one or more of the non-verbal modes; 2) previous study of art literature strongly encouraged; 3) some experience in dance or other movement discipline; 4) interest and ability to work in depth alone and in cooperation with other students in the class.

Class size is limited to 12 by interview with the instructor and will meet twice a week for one and one-half hour sessions.

HA 284 CREATIVE MUSIC: ITS THEORY AND APPLICATION

Roland Wiggins

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

Students are encouraged to explore at least the very basic music notation practices such as those found in John Schaum Note Spellers I and II before registering. From the materials presented each student will be required to select special topics for final presentation. Division II students are expected to offer presentations commensurate with that academic level.

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

HA 285 LABAN MOVEMENT ANALYSIS I

Rebecca Nordstrom

Laban Movement Analysis is a system for describing, measuring and classifying human movement. Through study and physical exploration of the basic effort, shape, body and space concepts, students will examine their own movement patterns and preferences (with the potential for expanding personal repertoire), and develop skill in observation and analysis of the movement of others.

The course is open to students from varied disciplines and there will be opportunity for exploration and application of LMA concepts and principles to individual areas of interest such as: choreography, performance, movement education, movement therapy and non-verbal communication.

Class will meet twice a week for two hours each session. Enrollment is limited to 20.

HA 289 THEATRE CRAFT I

Tba

Theatre-making is a complex convergence of theory, skill and practice. The three-dimensional sculptural nature of theatre requires, of all its participants, an understanding of theories and practices in pigment and light color, hardware, construction techniques, drafting and sewing and rigging. This two-semester course will introduce you to practices and techniques necessary for working in the theatre. Recommended for all concentrators.

Course will meet for two class sessions plus labs as arranged.

HA 297 DANCE CONCENTRATOR'S SEMINAR

Rebecca Nordstrom

This course is for dance concentrators at the Division II and III level (Division I students with instructor permission) and will focus primarily on faculty-student discussion of divisional work. It will serve as a forum for meaningful exchange, criticism and exploration of creative works in progress. Students will be expected to participate in the fall dance concert as technical crew, choreographers and/or performers.

This class will meet once a week for two hours. This course is not satisfactory for one-half a Division I. Enrollment is open.

HA 299 PLAYWRIGHTS WORKSHOP

David Cohen

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

Functioning as a workshop, we will attempt to foster a supportive yet critical atmosphere for our writing. A large part of the learning will

be a direct result of weekly readings of new script pages. Readings (plays, theory, etc.) will be assigned and established scenes analyzed in class, but the emphasis is on the actual writing. Plays by members of the workshop will receive primary consideration for production during the New Play Festival in early May.

The workshop will meet once a week for three hours. Enrollment is limited to 12 and instructor permission is required. Priority will be given to students who have taken coursework in writing, acting, directing and/or design. Students wishing to enroll should submit a manuscript (any creative writing) during the course interview period in September.

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

HA 301 THE HISTORY OF MYTH

Joanna Hubbs and Clay Hubbs

The first half of the course we will study a group of Eurasian myths to see how they have been understood and used in different cultures and historical periods. This overview will include the ways (theories) which have been and are used to attempt to say what myth is: religious, psychoanalytic, functionalist, semiological, and theories of symbolic form.

In the second half of the course we will consider myth in and as a form of fiction in the context of a general theory of fiction. In other words, our focus will shift from the study of myth as explanation to myth as an ordering device and from traditional myths to modern fictions. Our texts will be drawn from the literature of the twentieth century, from film and from popular culture.

A complete reading list will be available during the pre-registration period. The course is open to Division II and III students. It will meet twice a week for one and one-half hour.

HA 305 ADVANCED WRITING TUTORIAL

Nina Payne

This class is offered to students concentrating in the writing of fiction and poetry. Use of class time will alternate between group meetings to discuss and critique work in progress and individual tutorials in accordance with the needs and requirements of the participants.

Class will meet once a week for two and one-half hours. Enrollment is limited to 12, by instructor permission.

HA 309 SEMIOTICS, NARRATIVE AND TEXT

Mary Russo

"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), folktales (Propp), the classical text (Barthes) and popular 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 class will meet twice weekly for one and one-half hours. Enrollment is open. The course may be used to fulfill the integrative requirement.

HA 310 FILM/VIDEO WORKSHOP II

Abraham Ravett

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. 3/4" video production will also be an integral part of this semester's course. 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 emergence of video as an art form.

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

There is a \$35 lab fee for this course, which entitles the student to the use of camera and recording equipment, transfer and editing facilities, plus video production equipment. 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

Sandra Matthews

This class is a forum in which students can develop their creative vision in photography, their knowledge of the aesthetic and social context of the photographs, and their technical skills. Each student will generate independent work, in the framework of lectures and

discussions covering a wide range of issues. Emphasis will be on working in series of photographs.

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

HA 313 FILM/PHOTOGRAPHY III

Jerome Liebling

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

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

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 321 SOUNDS AND SPACES: WORKSHOP/SEMINAR IN MUSIC COMPOSITION

David Koblitz

This course is designed for students with some prior experience in either composition or music theory. The primary objective will be the development of individual creative work utilizing the medium of sound. No particular musical style will be stressed, but rather the emphasis placed on achieving clarity of expression--the result of carefully chosen musical materials and clearly defined forms.

The workshop format will encompass both individual lessons and group sessions. In addition to a certain amount of time spent listening to and analyzing selected works, other topics to be covered include matters of technique (form, orchestration, notation, etc.) and aesthetics.

Each student is required to complete a composition project in one (or more) of the following areas:

- 1) a work utilizing language or textual material.
- 2) a work composed for a solo instrument/voice.
- 3) an ensemble work for instruments and/or voice(s).
- 4) a work involving the use of music/sound in conjunction with other visual or performance media.

The class will meet once a week for two and one-half hours. Enrollment is limited to 10 students. Permission of the instructor is required.

HA 329 ART TUTORIAL

Leonard Baskin

Professor Baskin will work with individual students in a one-on-one format exploring particular interests including typography, painting and illustration, print making, sculpture, etc. These tutorial sessions are designed for advanced students only. Enrollment is by permission of the instructor. The tutorials meet once a week by appointment.

HA 353 ADVANCED COMPOSITION

Daphne Lowell

The goals of this course are: 1) to integrate compositional skill with purpose, desired effect or message in order to create viable and complete concert dances; 2) to further discover and develop one's own choreographic style; 3) to address advanced issues in composition such as: composing for more than one dancer; the influences of style; varieties of structures; relationship to the audience; complex rhythms; motivation and literal dance; "pure" or abstract dance; experimental forms.

Students will compose short studies in class and create a full length dance outside of class. Attendance is mandatory. Some assignments will be tailored to the individual's special needs.

Prerequisites: Satisfactory completion of two full semesters of college level composition or permission of the instructor. Class is limited to ten students and will meet twice a week for two hours each session.

HAMPSHIRE COLLEGE CHORUS

Ann Kearns, Conductor

The Chorus meets on Monday and Wednesday, 4-6 p.m., in the Recital Hall of the Music Building. Our fall season includes Bach cantatas with full orchestra and soloists for Fall Weekend, and a Winter Concert in December. In the spring we will perform the Britten War Requiem with the choruses of UMass and the Five College Orchestra at UMass and in the Cathedral of St. John the Divine in New York City. Faculty and staff are welcome. Admission is by short, painless audition: sign up at the Chorus Office at the end of January.

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School of Natural Science

Curriculum Statement

Science is a way of approaching the natural world through a process of questioning, hypothesizing, and experimentation. Contrary to popular belief it does not consist primarily in gathering "facts" or determining truth in any absolute sense. On the contrary, one of the principal tasks of each new generation of scientists is to modify (and in some cases overthrow) the truths handed down to them. The principal goal of the School of Natural Science is to cultivate the analytical skills and the rational skepticism necessary to sharing in this process. This goal is appropriate both for those planning to become productive scientists and for those simply desiring to be intelligent citizens. The natural science faculty believe that science is best learned by carrying out substantial, significant work in the laboratory or in the field. Student-initiated projects are part of many introductory science courses, and this emphasis continues throughout a student's career. During their last two years at Hampshire, many science students spend at least one semester off campus working in a research lab, at a clinic or a field station, or in some other form of internship. As a consequence, Hampshire's graduates have both theoretical knowledge and practical experience--an especially strong foundation for further work in science or science-related fields.

To support this project approach to science Hampshire maintains a variety of resources: science labs with research-grade equipment such as a scanning electron microscope, a nuclear magnetic resonance spectrophotometer, a liquid scintillation counter, a preparative ultracentrifuge; a new bioshelter where experiments in plant propagation and aquaculture are carried out; a farm center with several hundred animals--sheep, cattle, livestock guarding dogs--which supports a broad range of projects in agriculture, animal behavior, and reproductive physiology.

We also believe that science is best done in a multi-disciplinary setting. Many of the most exciting areas in current science like environmental and energy issues, human health, or agricultural development can only be satisfactorily addressed using the combined insights of several sciences. This cross-disciplinary interaction is fostered in courses--where mathematicians teach with geneticists, geologists with ecologists, anthropologists with chemists, physicists with biologists--and in the individual committees each student puts together to oversee his or her work.

The faculty also have a commitment to teaching science within a larger historical and social framework. To understand the shape and orientation of contemporary science it is crucial to see the way in which the ideas have evolved. Therefore, even in our introductory courses we

emphasize the reading of the primary literature rather than rely solely on textbooks. Further, to pretend that the process and discoveries of science have nothing to do with issues of war and peace, social justice, or developments in the Third World is to ignore one of the most important features of what it means to be a scientist. Course work in science and public policy, a senior seminar on women and science or on food and energy technology in the Third World, an internship with an environmental action group, and similar experiences are considered valuable activities in the process of becoming a responsible and creative scientist.

Major faculty interests include agriculture, animal behavior, anthropology; botany, chemistry, ecology, genetics, science education, geology, mathematics, microbiology, nutrition, physiology, physics, science and public policy, and women's health.

List of Courses

100 LEVEL

OPTICS AND HOLOGRAPHY NS 104	Hafner
EVOLUTION OF THE EARTH NS 107	Reid
BODY CHEMISTRY NS 114	Foster Dunathan
MARINE BIOLOGY NS 117	Goddard
CANCER: THE ENVIRONMENTAL AND DIETARY CONNECTIONS NS 120	Lowry Goodman
HUMAN MOVEMENT PHYSIOLOGY NS 122*	Woodhull
THE BIOLOGY OF WOMEN NS 124	Goddard Henderson
CREATING MATHEMATICS NS 156	TBA
THE NUCLEAR AGE NS 172	Krass
THE AMERICAN CENTURY: WHAT HAPPENED? NS 173/SS 121	Krass Bengelsdorf
AQUACULTURE RESEARCH IN THE HAMPSHIRE COLLEGE BIOSHELTER NS 180	D'Avanzo
APPROPRIATE TECHNOLOGY NS 182	Wirth
ANIMAL BEHAVIOR NS 186	Coppinger
<u>200 LEVEL</u>	
ORGANIC MOLECULES IN LIVING SYSTEMS NS 213	Lowry

INTRODUCTION TO COMPUTER SCIENCE: PART II, DATA STRUCTURES AND ALGORITHMS NS 216/CCS 216	Woodhull Miller
BIOLOGICAL ANTHROPOLOGY NS 250	Goodman
INFORMATIONAL MACROMOLECULES NS 256 (mini)	Miller
THE NEW GENES: CLONES, MOVABLE, AND SPLIT NS 257 (mini)	Miller
THE CALCULUS NS 260	TBA
INTRODUCTION TO CALCULUS AND COMPUTER MODELING FOR SCIENTISTS AND SOCIAL SCIENTISTS NS 261	TBA
CHALLENGERS AND CHAMPIONS OF AUTHORITY: EARLY MODERN EUROPE NS 279/SS 202/HA 260	Rinard Kennedy Landes Slater
GENERAL PHYSICS A: PHYSICS WITH APPLICATIONS TO PHYSIOLOGY, BIOLOGY AND MEDICINE NS 282	Wirth
HITCHCOCK CENTER PRACTICUM IN ENVIRONMENTAL EDUCATION NS 295 A&B	Bruno Bourdont
ENVIRONMENTAL SCIENCE AND POLITICS NS 297/SS 297	D'Avanzo Rakoff Reid
<u>300 LEVEL</u>	
DIFFERENTIAL EQUATIONS AND THEIR APPLICATIONS NS 321	TBA
RESEARCH IN REPRODUCTIVE PHYSIOLOGY NS 338	Henderson
SEX, EVOLUTION, AND BEHAVIOR NS 341	Miller Coppinger
BOOK SEMINAR IN PHYSICS: QUANTUM MECHANICS NS 349	Krass

+School Program Coordinator, Hitchcock Center
*Proseminar

Course Descriptions

AGRICULTURAL STUDIES

The structure of the Agricultural Studies Program is threefold. First, we approach agricultural topics as an excellent introduction to the scientific disciplines of plant physiology, animal behavior, reproductive physiology, ecology, and soil science. Second, we are developing several research projects relevant to the needs of contemporary small farmers. Third, we establish a perspective connecting issues in agriculture to the

broader political, historical, and social framework in which agriculture takes place, particularly in this country and in the Third World.

The Program centers around our two laboratory facilities: the New England Farm Center and the Bioshelter. The Farm Center is located on 200 acres adjacent to the campus and includes pastures, fields, two barns, and a new kennel currently under construction. To support studies in livestock production methods, the farm has pigs, cows, and a 100-ewe sheep flock. There are also a dozen or so livestock guarding dogs, part of a larger program based at Hampshire in which 450 dogs have been placed on farms and ranches in 33 states in a major effort to develop an alternative method for protecting livestock. The Bioshelter is a 2000-square foot laboratory for the study of hydroponics, solar aquaculture, nitrogen fixation, plant and fish physiology, and passive solar energy utilization.

Several faculty members lead courses and research projects related to agriculture. The principal faculty involved with the Program are animal behaviorist Ray Coppinger, plant physiologist Lawrence Winship, reproductive physiologist Kay Henderson, and ecologist Charlene D'Avanzo. There is also a farm manager, a special research associate for the dog project, and a bioshelter technician.

There is an extensive collection of courses such as aquaculture, reproductive physiology, animal biology, animal behavior, the world food crisis, plant physiology, and introduction to soil science which are taught at Hampshire. With the additional resources available on the other campuses, students can get a strong grounding in a wide variety of agricultural topics. Further, the Bioshelter and Farm Center support a number of faculty and student projects.

Finally, many students round out their programs with internships and study projects at a variety of locations off-campus.

COASTAL AND MARINE SCIENCES

Coastal and Marine Sciences is a new and growing program within the Five Colleges. Opportunities now exist for students to complete programs of study through courses, participation in field studies, research, and through training in oceanographic techniques. Hampshire and the Five Colleges now have cooperative arrangements with the Woods Hole Consortium of Colleges; Northeast Marine Environmental Institute, Inc., a biological field station on Cape Cod; and the Ocean Research Education Society whose programs and facilities may be used by our students.

Key faculty members at Hampshire College are: Charlene D'Avanzo, marine ecologist; Nancy Goddard, marine biologist/parasitologist; and John Reid, geologist. A marine science interest group meets regularly. A group of courses in marine biology, marine ecology, and geology are regularly offered at Hampshire. Additional regular offerings are available in the Five Colleges.

PHYSICAL SCIENCES AT HAMPSHIRE

Physical Science: Principles, Applications and Implications is a program structured to integrate concerns about philosophical and social implications into the study of the physical world around us. Students begin through a variety of introductory courses, which include Evolution of the Earth, Optics and Holography, Quantum Mechanics for the Myriad, and Appropriate Technology. Astronomy is taught by the Five College Department.

Students who are prepared for concentrated disciplinary study take upper division courses, supplemented by Five College offerings. For 1985-86 these include Igneous Rocks of New England, The Calculus, Linear Algebra, General Physics A, and General Physics B.

At the advanced level there is usually one physics book seminar per semester. Topics have included advanced mechanics, modern physics, low temperature physics, thermodynamics, electricity and magnetism. The subject of the book seminar in the Fall 1985 will be quantum mechanics. Mathematics book seminars are also offered each term. Advanced work also includes projects which may range from technology/design through studies of the philosophical implications of modern science to issues of military policy and weapons effects. Integrative seminars will be offered by physical science faculty on selected topics.

WOMEN AND SCIENCE

Women and Science is an informal program in which faculty, students, and staff are involved in seminars, course, and project advising in the following areas: scientific theories about women and the impact of these theories on women's lives, women's biology, nutrition, women's health, the role of females in human evolution, biological issues concerning gender, and study of the participation of women in the sciences. We are also concerned with why women have not traditionally participated 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:

- Human Biology
- **Biology of Women (Kay Henderson and Nancy Goddard)
- *Women and Science (III) (Ann Woodhull)
- Elementary School Science Workshop (Merle Bruno)
- Human Origins (Debra Martin)
- *Mismeasure of Women (Debra Martin and Nancy Goddard)
- *Human Skeleton (Debra Martin)
- Library Consultation (Helaine Selin)
- Other faculty involved: Ruth Rinard

**Offered this Fall
*Offered next Spring

NS 104 OPTICS AND HOLOGRAPHY

Everett Hafner

This course is a sequence of lectures, laboratory exercises and special projects in the study of light. In developing the theory we use only the simplest mathematics, extended with the help of qualitative arguments, computer programs, and classroom demonstrations. In the laboratory we take advantage of a 50-milliwatt helium-neon laser, a large steel optical table, and other equipment of research quality. Having mastered the elements of optics and the basic techniques of holography, students are free to design and carry out their own projects. The experiments can cover a wide range, from simple studies in interferometry to new applications of laser light in holographic measurement. Aside from its scientific value, three-dimensional photography with coherent light is creating new art forms. Students of photography and graphic arts can use their lab time to compose holograms of artistic value. As part of their work, students are encouraged to present topics of special interest to the class.

Class will meet once a week for three hours. Individual laboratory work is scheduled throughout the week on an hourly basis.

Enrollment is limited to 20.

NS 107 EVOLUTION OF THE EARTH

John B. Reid

We will investigate the earth's evolution in two stages. First we will develop an ability to interpret landscapes from the viewpoint of those processes which have shaped and continue to shape the land's surface. Field studies will emphasize western New England, looking in detail at the processes by which running water reshapes the surface today, and at the effects of continental glaciation. As interpretive skills develop, we will then consider the earth's formation from the early solar system, and look in detail at the processes by which the earth continues to evolve through volcanic and deep-seated igneous processes, and by the drifting of continents. Field work will involve localities in and around the Connecticut Valley which exemplify these processes, and will require that we develop in the laboratory a working knowledge of the fundamentals of mineralogy and petrology both in hand specimens and under the microscope.

Assignments will include readings from both a text (Earth, Press & Siever) and the original literature. Students will be expected to complete an independent research project related to the course work.

Class will meet for one and one-half hours twice a week, plus one four hour field trip/lab per week. Class is limited to 20 students.

NS 114 BODY CHEMISTRY

John Foster and Harmon Dunathan

When the doctor sends you off to the lab for a blood test or a urinalysis many of the things he or she orders are chemical analyses to deter-

mine whether the amounts of various chemical compounds in the body are within normal limits. Changes in body function are as often as not mirrored by changes in the chemical makeup of blood and urine, so these chemical tests can often give valuable clues as to what is wrong with you. In this course we will teach you how to do some of the common chemical tests on blood and urine (blood sugar, blood alcohol, cholesterol, hormones excreted in the urine and so on). At the same time you will learn the basic chemistry that underlies these tests and also the basic chemistry of body function. It is a painless way to learn some chemical principles and at the same time learn more about how your body works.

The first part of the course will be a set of intensive laboratory exercises to learn common chemical laboratory procedures and the use of some of the instruments used in a clinical laboratory. After that there will be an opportunity to do studies of your own choosing (e.g., the glucose tolerance test for diabetes, or to see whether a change in diet changes your body chemistry, or to follow changes in urinary hormones during the menstrual cycle). The course will end with a mini-symposium where you can report the results of your projects to the class.

There will be two one-hour discussions, one full afternoon laboratory and an evening free-for-all help session each week.

NS 117 MARINE BIOLOGY

Nancy L. Goddard

In this course we will study the diversity of organisms inhabiting our coastal waters and will investigate current research questions that relate to the interactions of these flora and fauna with each other and with their environment. Some of the issues we will explore are costs of living that are imposed on plants and animals in the intertidal zones, and the kinds of strategies they adopt for survival. Why does a certain tiny crab live within the shell of our edible mussel? Are fish farmers—that is, do they plant their food? What are the vital needs of barnacles that allow them to survive in the spray zone?

A two or three day field trip will be made to Hampshire's marine station (the Northeast Marine Environmental Institute) on Cape Cod, where trips to marine habitats and taxonomy of marine organisms will be emphasized. Students will be required to carry out projects on related topics. In addition to the cost of texts, there will be an approximately \$40 charge to cover the field trip to the Cape.

Class will meet two hours twice a week for lectures, discussion and lab.

NS 120 CANCER: THE ENVIRONMENTAL AND DIETARY CONNECTIONS

Nancy Lowry and Alan Goodman

We now seem to have a reasonable idea about the types and varieties of agents that cause cancer; yet the cancer death rates have not gone down. Knowledge has not yet translated into action.

This gap between knowledge and action is well illustrated by the study of environmental carcinogens, particularly of the diet and cancer connection. It has been estimated that 80 to 90 percent of all cancers are caused by environmental factors and as many as half of these may be related to what we eat. Yet regulation of environmental agents that are related to cancer is a very controversial topic, and we are only beginning to reach an understanding of the importance of specific dietary factors in carcinogenesis.

In this course we will explore two aspects of cancer causing agents. First, we will take a chemical approach in search of compounds that may influence cancer development. Second, having isolated potential causes of cancer, we will look at the use of animal and human studies designed to understand the policy and importance of these environmental and dietary factors.

Class will meet for one and one-half hours twice a week.

NS 124 THE BIOLOGY OF WOMEN

Nancy Goddard and Kay Henderson

Daily pressures by our society encourage women to be consumers of services and products claimed to make them feel healthier and to look and feel young longer. A better understanding of her anatomy and physiology will enable a woman to sort out the myths and be aware of ways that health can be enhanced, and thus to 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 for one and one-half hours twice a week, plus a three hour lab every other week.

NS 156 CREATING MATHEMATICS

To be announced

Puzzles, problems and paradoxes will be used to introduce participants to the processes of mathematical thought. From experimental explorations of concrete questions (such as: into how many pieces will seventeen cuts divide a piece of cheese? What polygons can be used to tile the plane? How many rolls of a die are needed on the average to get each of the six faces at least once?), we'll look for patterns, formulate and test conjectures, search for generalizations and proof, and develop expository skills. Topics for investigation will include geometry, counting and probability, but the emphasis will be on active participation in the creation of mathematics, not on the mere accumulation of results. We will do a lot of problems and read a few mathematical papers; the course will also include a gentle intro-

duction to computers which we will use for simulation and to generate data.

Class will meet for one and one-half hours twice a week.

NS 172 THE NUCLEAR AGE

Allan Krass

Albert Einstein said that "nuclear weapons have changed everything except our ways of thinking." This course is an attempt to respond to that statement by examining how scientists, soldiers, politicians and others have thought and still think about nuclear weapons. The challenge to the student taking this course will be to work toward clarifying his or her own thinking on this issue.

The course begins with the creation of nuclear weapons by scientists, moves on to the early political discussions to use the weapons against Japan and to preserve the U.S. monopoly for as long as possible, and the subsequent military decisions on how to integrate nuclear weapons into U.S. military doctrine and strategy.

It then shifts to present day thinking about the role nuclear weapons play in U.S. national security, the risks of nuclear war, and the political, psychological and social costs of a peace which remains, in Winston Churchill's words "the sturdy child of terror and the twin brother of annihilation."

Students should expect a relatively heavy reading load and a strong emphasis on class discussion. Three short papers are required.

There will be some discussion of scientific and technical aspects of nuclear weapons and their effects, but there are no science or mathematics prerequisites for this course.

Class will meet for one hour three times a week.

Enrollment is limited to 20 by lottery.

NS 173 THE AMERICAN CENTURY: WHAT HAPPENED?
SS 121

Allan Krass and Carol Bengelsdorf

See SS section for this course description.

NS 180 AQUACULTURE RESEARCH IN THE
HAMPSHIRE COLLEGE BIOSHELTER

Charlene D'Avanzo

The second floor balcony of our new solar greenhouse supports a battery of fiberglass silos that hold over 500 gallons of water each. Besides providing heat for the greenhouse at night during the cold season, these silos provide a habitat for growth of fish and vegetables in New England in the winter. This class as a whole will develop a research program that focuses on a single question concerning solar aquaculture. To prepare for this, we will first discuss a range of topics including fish culture, plant nutrition, and food cycles in the aquaculture tanks. Students will work in the laboratory and the bioshelter learning a set of techniques necessary for measurements

of tank performance. Students will be encouraged to design and carry out a small scale research project in addition to the group project. At the end of term the student researchers will write a paper describing the experiments. Division II students are encouraged to join the class with permission of the instructor.

Class will meet two afternoons a week.

NS 182 APPROPRIATE TECHNOLOGY

Fred Wirth

We will consider appropriate technology in its broadest sense--the technological issues and effects that put limits on the scale, efficiency, environmental impact, and the sociological and economic repercussions of selected systems. For example, much of the Third World is experiencing a severe shortage of firewood. The destruction of forests in these areas has had severe effects on the local ecology resulting in some cases in complete desertification. We can analyze several technological "fixes" in terms of physical and economic practicability, and social and political acceptability. While many terribly pressing problems of this nature involve the Third World, the "appropriateness" of various modern technologies to our own lives is also within the purview of this course.

In the first part of the course we will develop some basic physical ideas that cut across broad ranges of the scientific underpinnings of technology. We will also develop the skills of information retrieval necessary to explore topics of individual interest. Students will choose such a topic by the fourth week of the semester. A total of three papers or experimental investigations on this topic in any combination will be required.

In the latter half of the semester students will make periodic presentations of the current state of their studies culminating in a major presentation of their completed work at the end of the semester. Evaluations will be based on the papers, presentations, and classroom participation.

The course will meet three times a week for one hour.

NS 186 ANIMAL BEHAVIOR

Raymond Coppinger

In observing the behavior of animals, how can we separate the learned from the innate components? How do behavior patterns get encoded genetically? We will explore these questions through extensive readings and class discussions; looking at specific behavioral studies. We will also lay a solid foundation in the biological antecedents of behavior in anatomy and physiology and the evolutionary processes by which particular behavior evolved.

In addition to doing the readings and participating in class discussions, students will be expected to complete several short writing assignments and to develop an experimental design for some study in behavior.

Class will meet for one and one-half hours twice a week.

NS 213 ORGANIC MOLECULES IN LIVING SYSTEMS

Nancy Lowry

This one semester course will be an examination of classes of organic compounds produced by living systems. We will cover terpenes (for example: cedrene from cedar wood, carotenes from vegetables), alkaloids (for example: nicotine and strychnine), and porphorins (for example: heme and chlorophyll), as well as others. We will focus on molecular structure, biosynthesis and the relationship between molecular structure and physiological action or function. In addition, there will be a unit on chemical communication.

A prerequisite is a solid grounding in college-level general chemistry.

Class will meet twice a week for one and one-half hours each.

NS 216 INTRODUCTION TO COMPUTER SCIENCE:
CCS 216 PART II, DATA STRUCTURES AND ALGORITHMS

Albert Woodhull and Richard Muller

See CCS section for this course description.

NS 250 BIOLOGICAL ANTHROPOLOGY

Alan Goodman

"Life is lived forward but understood backwards" (Kierkegaard). Biological anthropology includes both the study of human evolution and contemporary human variability. Bridging the biological and social sciences, biological anthropology aims to understand human nature, its diversities and similarities, past and present, whether biologically or culturally based.

This course provides an introduction to this field of study. We will begin by laying out the data for human evolution, the "bones and stones", and then consider a variety of theories and mechanisms which may have promoted these changes. In the second half of the course we will review data on contemporary human variability in size, shape, color, blood groups, and a diversity of other biological traits. We will then consider the adaptive human problems and ecological conditions faced by differing human groups which may have promoted the incredible biological diversity of our species.

This course will be almost equally divided between lecture/discussion and hands-on laboratory work with casts of human fossils and the collection and analysis of data on contemporary human variability. This course is especially recommended for those who are interested in doing graduate work in anthropology or biology or in pursuing a career in the health sciences.

Class will meet for one hour three times a week.

Instructor's permission is required for those who have not finished their NS Division I exam.

ADVANCED BIOLOGY COURSES

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

Offerings for 1985-86:

Fall: Environmental Science, Genetics
Spring: Animal Biology, Animal Behavior, Biochemistry, Reproductive Physiology, Ecology, Advanced Physiology

Offerings for 1986-87:

Fall: General Physiology, Cell Biology
Spring: Physiological Plant Ecology, Reproductive Physiology

GENETICS LISTINGS

Five courses with genetics as a central topic are offered on a regular schedule at Hampshire College. These courses and times are:

Fall 1985

NS 256 Informational Macromolecules (first six weeks)

NS 257 The New Genes: Cloned, Movable and Split (second six weeks)

Spring 1986

NS 127 Human Genetics (full term)

Fall 1986

NS 126 Evolution of Genetics (first six weeks)

NS 228 Genetics of Evolution (second six weeks)

The courses given in a single term are so arranged that students may take a full semester course in genetics or take any one minicourse. Each minicourse should require about ten hours of reading each week for a typical college student as well as the six hours of class time.

Any student who wishes an evaluation (or grade) for any minicourse, course (or for all of them) should expect to do more work in the form of a paper, additional reading, lab work, or problem solving by arrangement with instructor at the beginning of the minicourse or course.

NS 256 INFORMATIONAL MACROMOLECULES
Mini-course Lynn Miller

Students in this course will read about and discuss the discovery of the biological roles of DNA and RNA and the biosynthesis of proteins. Our principal text will be Judson's The Eighth Day of Creation. We will also read some of the original papers in this area. Students should have some previous knowledge of chemistry or genetics or both to get the maximum benefit from this course.

One outcome of the course will be the development of some of the implications of this work for more general ideas about biology, evolution, and science.

The seminar will meet three times a week for one and one-half hours each the first six weeks of the term.

Enrollment: Open.

NS 257 THE NEW GENES: CLONES, MOVABLE, AND
Mini- SPLIT
course
Lynn Miller

Ten years ago no geneticist or molecular biologist would have predicted the state of our knowledge of genes today. Now we can determine the sequence of bases in a given piece of DNA much more easily than we can determine the amino acid sequence in the proteins enciphered in that DNA. At the same time we have learned that the DNA of multicellular organisms is arranged in much more complex ways than the dogmatists of the 1950s and 60s believed possible. What we thought were linear structures, fixed in place, and universal in information content are now thought to be interrupted, movable, and, often, uniquely enciphered.

Students enrolling in this six week course should have some previous background in modern cell biology or genetics. NS 256, Informational Macromolecules, is a sufficient introduction. Every student is expected to participate actively in the seminar and to write an essay from the original literature. An intensive lab experience will be offered in January, 1986.

Class will meet three times a week for one and one-half hours for the last six weeks of the semester.

NS 260 THE CALCULUS

To Be Announced

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

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

Class will meet three times a week for one and one-half hours each, and problem help time

will be arranged. Participants are expected to attend, in addition, a weekly evening problem session.

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

To Be Announced

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 one 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.

PHYSICS HELP

Frederick Wirth

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

NS 282 GENERAL PHYSICS A: PHYSICS WITH
APPLICATIONS TO PHYSIOLOGY, BIOLOGY
AND MEDICINE

Frederick Wirth

Two main branches of physics will be considered: mechanics and thermodynamics. Course material—examples, problems, laboratory work, applications—will be based extensively on physiological and biological processes. Concepts and information in the course will originate in the laboratory and only later be considered in a classroom setting. The laboratory will begin

with observations of human, plant or animal phenomena--strength, metabolism, movement--and then develop the idealizations that make a detailed understanding of these processes possible. Classroom work will use these observations and published research in biomechanics and biophysics to make plain both the subject matter and the analysis involved in physics.

The course is mathematically sophisticated. Students should know (or have known) algebra and geometry. The Calculus is a co-requisite.

Class will meet for one and one-half hours with a three-hour laboratory per week.

Enrollment is limited to 20.

NS 295 HITCHCOCK CENTER PRACTICUM IN
A&B ENVIRONMENTAL EDUCATION

Merle Bruno and Karen Bourdon†

The Hitchcock Center for the Environment provides 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 Karen Bourdon (256-6006) before you register for either of these activities.

A. Integrated Environmental Education

This program emphasizes the development and implementation of an activity-oriented environmental education program. 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, teaching methods, and curriculum development.

Participants are expected to complete a variety of short reading and writing assignments, assist with one field trip per week, observe two elementary school presentations, and write a final three-part mini-curriculum unit.

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

B. Environmental Curriculum Development

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

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

Five College Students may request a P/F grade.

†School Program Coordinator, Hitchcock Center for the Environment.

NS 297 ENVIRONMENTAL SCIENCE AND POLITICS
SS 297

C. D'Avanzo, R. Rakoff, and J. Reid

This course will offer an introduction to scientific and political-economic analysis of environmental problems and policies. Regional water conflicts will be central to each topic examined. Specific topics will include: leaching of hazardous landfill waste into ground water, the impact of development of wetlands, salmon restoration and out-of-basin diversion on the Connecticut River, and other current issues. The social science aspect of the course will cover the political, economic, and historical context within which use of land, water, and other natural resources goes on. This will include analysis of government policies, business practices, and the political setting in which scientific assessment of environmental risk is carried on. The scientific aspect of the course will include the study of hydrology, surficial geology, and plant ecology. Students should be prepared to undertake analysis and writing which integrates--as in real life--the political-economic and scientific aspects of environmental study. Completion of a Division I examination in Natural Science is a prerequisite. Students who have not done so should seek instructor permission.

Class will meet twice a week for one and one-half hours plus one afternoon lab.

Enrollment is limited to 25.

NS 321 DIFFERENTIAL EQUATIONS AND THEIR
APPLICATIONS

To Be Announced

The basic laws of physics (and those of other fields in which we measure the rates at which change occurs) are expressed as differential equations. A differential equation expresses the relations among a function, its derivatives, and various variables. In this course we shall develop techniques for solving many important classes of differential equations, including first order and linear differential equations, constant coefficient homogenous linear differential equations, and important higher order equations and systems of equations. In cases where explicit solutions are inaccessible, we shall explore numerical methods of approximation and extract qualitative information about the behavior of solutions. Throughout the course we shall look at applications. We'll also consider partial differential equations and introduce transform theory and Fourier series. Text: Differential Equations and Their Applications by Martin Braun.

Class will meet for two hours twice a week.

NS 338 RESEARCH IN REPRODUCTIVE PHYSIOLOGY

Kay Henderson

Students will be involved in ongoing experiments studying growth and atresia of ovarian follicles in sheep and cattle. Interested students should contact the instructor and keep Mondays open.

NS 341 SEX, EVOLUTION, AND BEHAVIOR

Lynn Miller and Raymond Coppinger

"These are lively times for students of sex, evolution, and behavior." (Daly and Wilson, Sex, Evolution, and Behavior, 1983) In this seminar we will explore the little we know of our inheritance by two tactics. In the first six weeks, we will read and discuss the second edition of Daly and Wilson's book. Then we will take a two-week break while every student will prepare a seminar on some topic from the original literature related to his/her interest in the ideas found here.

The seminar will meet for one hour twice a week.

Enrollment is by instructors' permission.

NS 349 BOOK SEMINAR IN PHYSICS: QUANTUM MECHANICS

Allan S. Krass

In this seminar we will read Quantum Physics by Robert Eisberg and Robert Resnick. Students will be expected to read the book and work a substantial number of problems. Class time will be devoted to problem solving and discussion, not lectures. Prerequisites for the seminar are a full year of college-level, calculus-based physics or its equivalent.

Class will meet two hours twice a week.



School of Social Science

Curriculum Statement

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

Our faculty comes from a variety of disciplinary backgrounds--anthropology,

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

List of Courses

100 LEVEL

All but first-semester Division I students should also look at 200 level courses.

- FROM SETTLEMENT HOUSE TO SOUP KITCHEN: AMERICAN POLITICS, CULTURE AND SOCIETY FROM 1900 TO WORLD WAR II
SS 105* Berman Glazer
- HISTORY OF FEMINISM
SS 107 Cerullo
- A VANISHED SOCIETY: JEWISH LIFE IN EASTERN EUROPE AS PORTRAYED IN FICTION AND MEMOIRS
SS 108 Glick
- POLITICAL JUSTICE
SS 115* Mazor
- PEASANT REVOLUTION AND VILLAGE SOCIETY IN MODERN CHINA
SS 116* Johnson
- THE AMERICAN CENTURY: WHAT HAPPENED?
SS 121
NS 173 Bengelsdorf Krass
- SOCIAL ORDER--SOCIAL DISORDER
SS 123* von der Lippe
- CLASSICS OF POLITICAL ECONOMY
SS 126* Hogan
- MYSTERIES, SCIENCE, AND PSEUDOSCIENCE
SS 136* Poe
- ATTITUDE CHANGE: PATTY HEARNS, THE UNIFICATION CHURCH, AND THE PEPSI CHALLENGE
SS 138 Poe
- AFRICAN DEVELOPMENT: THE EAST AFRICAN CASE
SS 144 Ford Holmquist

SOCIAL DEVELOPMENT AND
DEVELOPMENTAL PARADIGMS
SS 165 Mahoney

AMERICAN CAPITALISM
SS 184* Warner

200 LEVEL

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.

CAPITALISM AND EMPIRE: THE
THIRD WORLD Johnson
SS 201 Weaver
Hölmquist White

CHALLENGERS AND CHAMPIONS OF
AUTHORITY: EARLY MODERN EUROPE Kennedy
SS 202/HA 260/NS 279 Landes
Rinard
Slater

INTERPRETING CULTURES: AN
INTRODUCTION TO ETHNOGRAPHY Glick
SS 209

INTRODUCTORY ECONOMICS
SS 210 Weaver

HISTORY OF POST-WAR AMERICA
SS 212 Glazer

LESBIAN AND GAY LITERATURE
SS 221 Cerullo
Gross

THE POLITICAL ECONOMY OF
BLACK AMERICANS Hogan
SS 223

LA RAZA: THE CHICANO AND
PUERTO RICAN EXPERIENCE IN THE
UNITED STATES Torres
SS 231

SOCIAL STRATIFICATION
SS 238 von der Lippe

WORLD POLITICS IN ASIA
SS 247 Yasutomo

LAW AND LITERATURE
SS 255 Mazor

HOUSING AND URBAN STRUGGLE
SS 267 Breitbart
Rakoff

A COMPARATIVE HISTORY OF RACE,
IDEOLOGY AND POWER: THE UNITED
STATES AND SOUTH AFRICA Bengelsdorf
SS 279 White

AUTONOMY AND COMMUNITY: THE
DEVELOPMENT OF THE SELF AND
SOCIAL INTERACTION Mahoney
SS 282

LATE NINETEENTH CENTURY EUROPE:
ISSUES IN HISTORY AND THEORY Fitch
SS 285/HA 268 Russo

MAKING HISTORY: MARGIN AND
MAINSTREAM IN THE ABORTION
LAW REFORM MOVEMENT Callagher
SS 292

ENVIRONMENTAL SCIENCE AND
POLITICS D'Avanzo
SS 297/NS 297 Rakoff
Reid

300 LEVEL

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

RACE, CLASS AND SCHOOLING
SS 313 Torres

INTEGRATIVE SEMINARS

THIRD WORLD WOMEN AND FEMINISM
IN 393 Joseph

THE POLITICS OF HISTORY:
CREATING THE PAST Berman
IN 395 Fitch

GENDER AND ENVIRONMENTAL
DESIGN Breitbart
IN 397 Landes

Course Descriptions

SS 107 HISTORY OF FEMINISM

Margaret Cerullo

In this course we will read some of the major historical texts of feminism in English, including Mary Wollstonecraft's Vindication of the Rights of Women, John Stuart Mill's On the Subjection of Women, and from a much later period, Virginia Woolf's Three Guineas. We will also examine some important historical studies of 19th century feminism in England and the U.S., paying particular attention to critiques by Third World feminists of the history and historiography of 19th century U.S. feminism. Finally, we will look at recent writing on the history of female sexuality and women's friendships by Carroll Smith-Rosenberg, Lillian Faderman and Martha Vicinus, for the light they shed on 19th century feminism and resistance to it. Themes we will focus on include: the relationship between women's experience in private and public life in feminist theory and the history of feminist activism; the relationship and tension between feminism and the black movement historically in the U.S.; the relationship between feminism, capitalism, and socialist movements in 19th century England; and the significance of sexuality in feminist theory and history.

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

SS 108 A VANISHED SOCIETY: JEWISH LIFE IN
EASTERN EUROPE AS PORTRAYED IN FICTION
AND MEMOIRS

Leonard Glick

During the eighteenth and nineteenth centuries the Jews of Poland and Russia developed a complex and unique way of life largely explainable

as an adaptation to their status as a semi-isolated, partially restricted, and profoundly insecure minority population. The emergence of Yiddish literature in the nineteenth century meant that Eastern European Jewish life could be described and interpreted by some of its most perceptive members: creative writers who were born into the society, knew its values and patterns of behavior from personal experience, but for the most part moved eventually into a wider social and cultural environment that provided them with acute perspective on their own vanishing world. In this course, therefore, we learn about a society from those who were its members but also its "ethnographers." We'll study their work as social history and as literature, thinking about what they tell us and how they tell it. Among the topics to be considered are relationships between women and men, child raising and attitudes toward children, and the conflict between traditional values and the demands and attractions of modern life.

Students will be expected to participate actively in discussions and to write four short papers (3-4 typed pages each) on particular stories and themes. Alternatively you may submit a longer paper as a Division I examination; if you choose this option you will be expected to submit partial drafts or sections of the paper during the term.

The class will meet twice a week for one and one-half hours each session. Enrollment is limited to 20; first come, first served.

SS 121 THE AMERICAN CENTURY: WHAT HAPPENED?
NS 173 Carol Bengelsdorf, Allan Krass

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

What happened? This course will focus on these four pillars of American foreign policy in an attempt to understand why all of them have been seriously weakened in the 40 years since 1945. To what extent was this weakening caused by U.S. actions; to what extent by the actions of others; and to what extent by irresistible forces beyond the control of any nation? It is our intention to try to understand the domestic roots and consequences of U.S. power and its erosion. This should enable us to locate the bases and the historical meaning of the social movements which have been growing around the draft, U.S. intervention, and nuclear weapons.

The writing requirement will be three papers, the final one of which must involve a question requiring the use of primary research sources. The class will meet twice a week for one and one-half hours each session. Enrollment is limited to 25 by lottery.

SS 138 ATTITUDE CHANGE: PATTY HEARST, THE UNIFICATION CHURCH, AND THE PEPSI CHALLENGE

Donald Poe

This course will use the investigation of social influence as a theme for introducing students to the ways in which social psychologists view the world, approach intellectual problems, and gather information. Students will learn about the assumptions and beliefs which underlie the social psychological approach to obtaining knowledge, as well as gain experience with the design, methodologies, and implementation of social psychological experiments.

The topics in social influence which will be used to illustrate the social psychological approach include brainwashing, subliminal persuasion, advertising, the relationship of language to deception, the formation of political attitudes, some of the techniques of con artists, and the foot-in-the-door and door-in-the-face phenomena. Students will write a series of short papers, read and evaluate original research reports, complete a book critique, and turn in a final course project in order to receive an evaluation.

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

SS 144 AFRICAN DEVELOPMENT: THE EAST AFRICAN CASE

Michael Ford, Frank Holmquist

We consider the three East African states--Kenya, Tanzania and Uganda--a microcosm of Africa as to gather they embrace the high aspirations, accomplishments and real-world problems characteristic of sub-Saharan Africa. The three nations share a common colonial experience yet each developed a distinct political and economic system: Kenya illustrates a capitalist approach to development; Tanzania adopted a socialist strategy; while Uganda has experienced deep ethnic divisions and chronic instability. Topics will include: pre-colonial and colonial history; the rise of African nationalism; political leadership (especially Kenyatta and Nyerere) in the independence period; agriculture and the role of women; industrial development strategies; regional economic cooperation; foreign aid and trade; East Africa in regional and world politics; the U.S. and its influence in East African politics; and the problems of drought, famine and refugees.

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

SS 165 SOCIAL DEVELOPMENT AND DEVELOPMENTAL PARADIGMS

Maureen Mahoney

This course introduces students to topics in social development including attachment, moral development, sex-role development and play. We will read the theoretical and empirical literature to learn what we know about these areas as well as to compare the various theoretical models (pschoanalytic, cognitive and social learning).

Throughout the course we will consider the issue of how certain theoretical approaches lead researchers to formulate certain questions and not others. Further, we will ask how the specific

methods used are shaped by underlying theoretical assumptions and how they in turn limit the nature of the findings and conclusions which can be drawn. Why, for example, have American psychologists rarely looked at infant-infant interaction? How do the questions a Freudian might ask about play compare with those asked by a Piagetian or a social psychologist and what are the implications of this for our understanding of this topic? Why is Piaget interested in children's thoughts about fairness and understanding of rules whereas a social learning theorist explores "pro-social" and "anti-social" behavior?

Readings will include selections from Freud, Erikson, Kohlberg, Piaget, Bruner, and Bandura, among others. Several short papers will be assigned.

The class will meet twice a week for one and one-half hours each session. Enrollment is limited to 15. Lottery the second day of class if necessary.

SS 201 CAPITALISM AND EMPIRE: THE THIRD WORLD

Kay Johnson, Fred Weaver, Frances White
Frank Holmquist

The course will, broadly speaking, examine how European contacts created the Third World, and how the latter reacted. The rise of capitalism in Europe and theories of various periods of imperialist thrusts are examined against a background of the nature of pre-contact Third World society and economy. The slave trade in Africa, British trade in Asia, and European intrusion into Latin America will document the nature and impact of early European expansion. Colonial and semi-colonial development experience during the late 19th and first half of the 20th centuries will be studied in depth with respect to selected countries on each continent. Particular attention will be paid to the nature of colonial industrialization, the comparative impact of reliance on large or small agricultural producers, and changing cultural life. Nationalist and revolutionary movements, their class bases, and goals will be examined, followed by a look at post-independence and post-revolutionary development strategies and external relationships with particular emphasis upon the comparative capitalist and socialist experiences of case study states.

Students will be required to write at least two papers during the course. The class will meet twice a week for one and one-half hours each session. Enrollment is open.

S 202 CHALLENGERS AND CHAMPIONS OF AUTHORITY: A 260 EARLY MODERN EUROPE

S 279 Brown Kennedy, Joan Landes, Ruth Rinard,
Miriam Slater

We believe that the 17th century is critical to understanding the modern world. We will discuss the challenges to authority which upset the religious, political, and scientific assumptions of the later Renaissance. An interdisciplinary approach will be employed in addressing the following problems: the emergence of the modern state; the redefinition of public and private life; the crises of certitude posed by the Reformation and new modes of scientific inquiry. Using England

as a case study we will explore the challenges during the 17th century to traditional forms of authority and the resultant reformulations of attitudes in the latter half of the period which have significantly shaped the major outlines of the modern world. Some of the readings will include: K. Thomas, Religion and the Decline of Magic; M. Walzer, The Revolution of the Saints; C. Hill, The World Turned Upside Down, K. Wrightson, English Society; L. Stone, Marriage, Sex, and the Family. We will also read selections from a variety of primary sources, including, Calvin, Shakespeare, Newton, Hobbes and Milton.

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

SS 209 INTERPRETING CULTURES: AN INTRODUCTION TO ETHNOGRAPHY

Leonard Glick

An ethnography is an analytic description of a particular way of life, based on what is called "participant observation." Most ethnographers are anthropologists who live in a community for a year or more, participate in the daily round of life insofar as that is feasible and reasonable, and try to understand the local social organization and culture as deeply and thoroughly as possible. Although quite a few such studies are now being conducted at home, many ethnographers try to work at least once among people whose way of life is completely unfamiliar.

In this course we'll focus on ethnographic studies in Southeast Asia, the Pacific, the Caribbean, and the Amazon. We'll try to understand several unfamiliar cultures; we'll also try to learn something about how the interests and inclinations of individual ethnographers shape their descriptions and interpretations.

Students will be expected to write four short papers (4-5 typed pages each) on ethnographic topics. The class will meet twice a week for one and one-half hours each session. Enrollment is open.

SS 210 INTRODUCTORY ECONOMICS

Frederick Weaver

An introduction to economic analysis, covering the principles of both major areas of conventional economic theory (i.e., micro and macro); serves as the needed prerequisite to virtually all advanced economics courses and itself contributes to a wide variety of concentrations.

The text is R. Lipsey and P. Steiner, Economics, and the accompanying workbook. There will be an extensive take-home examination at the end of the course.

The class will meet twice a week for one and one-half hours each session. Enrollment is open. Five College students will be graded PASS/FAIL only.

SS 212 HISTORY OF POST-WAR AMERICA

Penina M. Glazer

This course is intended primarily for those planning to concentrate in history or American studies. We will look at some of the major dimensions of U.S. society in the 1950s--the onset of the Cold War, the emergence of McCarthyism, and the beginning of the Civil Rights movement. Special attention will be paid to the role of women and blacks during this period. Students will write two papers, including one research paper.

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

SS 221 LESBIAN AND GAY LITERATURE

Margaret Cerullo, Michael Gross

Through reading lesbian/gay literature--including fiction, poetry, autobiography, and plays--we will look at the changing ways in which lesbians and gay men have expressed their identities, sexuality, ways of life and perceptions of society. By juxtaposing works by gay men and lesbians, and by Third World and white authors, we will explore the significance of gender and race within each of these dimensions of gay experience.

Throughout, we will keep in focus current debates about the relationship between lesbian/gay subcultures and gay/lesbian liberation. To what extent do the subcultures provide an oppositional political base? To what extent do they accommodate the dominant culture? How have lesbian/gay liberation and feminism affected the character and political significance of the subcultures? How have the subculture and the mass culture influenced each other--around image, fashion, gender roles, lifestyles, values? How do the distinctive aspects of gay culture and community--(e.g. not based on biology or background) affect gay/lesbian experience and perceptions? Is there a distinct gay or lesbian sensibility?

The class will meet once a week for three hours each session. Enrollment is open.

SS 223 THE POLITICAL ECONOMY OF BLACK AMERICANS

Lloyd Hogan

The organizing principle of the course is "the social reproduction of the black population." Blacks have been a cohesive social entity, a population, distinct from other populations, throughout the centuries. They have undergone a continuing and stable set of social interrelationships that bound them together in an historical reproductive embrace, to the exclusion of all other populations.

The course presents a general framework for the study of any political economy. The general case is then specialized to develop a typology of all the possible special real-world political economies. A framework for study of blacks in the political economy is derived from their unique identity as a people apart, a distinct population group, undergoing the various social transformations at different points in real time compared to other population groups. Part II of the course analyzes their origin, functioning, and development in Africa, the Atlantic slave trade, slave labor in the colonies, feudal sharecropping in the South, and wage labor during the last de-

cade and a half. The course ends with some speculations about, and assessments of, their future prospects.

A highly selected, but quite pointed, bibliography is used. Evaluation is based on the submission of a paper on a topic mutually agreed upon between student and instructor. The class will meet twice a week for two hours each session. Enrollment is open.

SS 231 LA RAZA: THE CHICANO AND PUERTO RICAN EXPERIENCE IN THE UNITED STATES

Rudy Torres

This is a survey course in which various aspects of the Chicano and Puerto Rican experience will be analyzed. The analytical emphasis will be placed on socio-political-economic dimensions of the Latino struggle. Approximately one-third of the seminar will focus on concrete historical problems; about two-thirds on general theoretical and conceptual problems of studying Chicano and Puerto Rican communities in the United States. Among the topics to be covered are: immigration/migration, feminism, theories of race and class, nationalism, political and community organizations.

The course will be conducted as a seminar with student-led discussions of the assigned reading. The class will meet one evening a week for two hours. Enrollment is limited to 15.

SS 238 SOCIAL STRATIFICATION

Robert von der Lippe

This course will attempt to deal with the nature of social stratification in human societies. We will initially be concerned with some basic ideas of human differentiation, first in small social systems and then moving into larger and larger societies. At this stage we will compare and contrast stratification systems such as caste, estate, and rudimentary class societies. We will then turn to a review of some of the basic theories of class such as Marx and Weber and critique their utility in understanding both historical trends in stratification as well as more current development. The final portion of the class will focus on stratification in modern societies and the variations and trends that can be detected. It is in this section that the concepts of wealth, power, prestige, status, occupational and social mobility, class consciousness and class conflict will be discussed. How have these concepts been measured in the past? How are they measured today? What role do they play in theory development? What happens to these concepts when we think of racial, ethnic, gender or age differentiation?

Every student in the course will be expected to write two short papers and one major term report. The class will meet twice a week for one and one-half hours each session. Enrollment is open.

SS 247 WORLD POLITICS IN ASIA

Dennis Yasutomo

Analysis of the emergence of East and Southeast

Asia in world affairs in the late 19th and 20th centuries. Special attention will be given to the post-World War II period and on the diplomacy of China, Japan, Korea, the ASEAN nations and the Indochinese states. The role of external powers will be examined, but the focus will remain on Asian perspectives. The course will be especially concerned with identifying historical and current patterns of interstate conflict and cooperation in Asia, the clash between "Eastern" and "Western" cultures and the possibility of a new regional community.

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

SS 255 LAW AND LITERATURE

Lester Mazor

This course will explore three major themes: (1) the trial as metaphor, (2) the idea of property, and (3) the nature of justice.

Works to be examined include Alice in Wonderland, Arthur Miller's The Crucible, Kafka's The Trial, John Locke on the subject of property, Defoe's Robinson Crusoe, Melville's Billy Budd, the Oresteia of Aeschylus, Marge Piercy's Woman on the Edge of Time, as well as excerpts from writings in legal theory.

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

SS 267 HOUSING AND URBAN STRUGGLE

Myrna M. Breitbart, Robert Rakoff

The struggle for decent housing is a central element of the political economy of the city. In this course, we will explore the history and politics of that struggle. We will examine the ways class, race, and gender affect housing conflict and consider the relation between these urban struggles and larger strategies for social change.

Specific topics to be examined include: the Progressive tenement reform movement; the cooperative urban living schemes of the 19th century "material feminists"; the rise of the urban planning profession (and the role of women in this); post-World War II urban renewal and public housing; contemporary gentrification; rent control and tenant organizing; urban homesteading and self-help housing; the squatting movement in the U.S. and abroad; homeownership and suburbanization; and the special housing problems of women and children in the 1980s. Field trips to nearby cities are planned.

The course is intended to serve the needs of Division II students with interests in urban political economy, planning, public policy, architecture and design, and feminist studies. The class will meet twice a week for one and one-half hours each session. Enrollment is open.

SS 279 A COMPARATIVE HISTORY OF RACE, IDEOLOGY AND POWER: THE UNITED STATES AND SOUTH AFRICA

Carol Bengelsdorf, Frances White

This course will examine, within a comparative framework, the parallels in the historical development and contemporary reality of South Africa and the United States.

Despite attempts by successive generations of white leaders in the United States to distance this country from South Africa, there are, in fact, striking arenas of similarity between the two countries. This course will attempt to locate and illuminate these arenas by focussing specifically upon the issue of racism. Both societies can be characterized as white settler countries in which institutional and non-institutional racism have played, and continue to play, a central and critical role in which this racism has taken the form of a seemingly permanent confrontation between white peoples and peoples of colour. Our task will be to comprehend the ways in which racism has been fundamental to the very definition and functioning of each society: we will concern ourselves here with both similarities and contrasts. We will center our attention, in particular, around the changing points at which racism has intersected with factors of class and gender.

We will employ a range of different approaches in our investigation, using fiction, biography and autobiography, as well as three recently published historical texts: Frederickson's White Supremacy, Lamar and Thompson's The Frontier in History, and Cell's The Highest Stage of White Supremacy.

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

SS 282 AUTONOMY AND COMMUNITY: THE DEVELOPMENT OF THE SELF AND SOCIAL INTERACTION

Maureen Mahoney

One of the most important milestones in personality development is the emergence of a sense of self as independent from others. At the same time, social life depends on cooperation and a sense of self as part of a larger community. In this course we will examine development in the first years of life with the goal of understanding the origins of the paradox that independence emerges from dependence and that community presupposes autonomy. How does the infant, wholly dependent on her caretaker for sustenance, grow to have a sense of herself as independent and separate from others? Is this separation forced on the infant by external events? Or is the infant an active participant in seeking autonomy? To what extent is the infant's sense of autonomy shaped by her caretaker's behavior, her immediate environment, and the culture in which she lives? Are there sex differences in the development of autonomy and the resulting sense of self as either merged with or separate from others?

Readings will focus on theoretical accounts of the development of the self, including Freud and critiques of the Freudian model. Empirical research on infant development will also be examined.

The class will meet once a week for two hours. Enrollment is limited to 20; lottery if necessary.

SS 285 LATE NINETEENTH CENTURY EUROPE: ISSUES
HA 268 IN HISTORY AND THEORY

Nancy Fitch, Mary Russo

This course will introduce major themes in the social and cultural history of Europe and provide a theoretical basis for the consideration of history as a form of knowledge, of interpretation, and of cultural production. We will consider some historical narratives, anecdotes, and representations of the period in writing and on film; these "histories" will then be analyzed as specific cultural practices involving narrative forms, cultural hierarchies, and ideological assumptions about who makes history, how, and why.

The period under consideration epitomizes many of the problems and crises of history and historical rationality inherited from Enlightenment culture. Symbolized in the rise of large Parisian department stores, fin-de-siecle capitalism became a mode of production rooted in mass consumption. We will specifically consider the creation of the consumer and his/her desire for style, commodities, status, and emotional/erotic connection with the new spaces and social organization of the city in France, Italy, and Vienna.

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

SS 292 MAKING HISTORY: MARGIN AND MAINSTREAM
IN THE ABORTION LAW REFORM MOVEMENT

Janet Gallagher

This course will examine some of the contrasting ideologies and strategies within the movement to reform abortion laws in the 1960s and 1970s. The reform movement encompassed a startlingly diverse range of actors: civil libertarians, clergy, women's liberation activists, "populationists," and doctors impatient with restraints on their professional judgement. We'll look at the participants' perceptions of their own (and each other's) roles and impact. Clashes over legal strategy reflected some of the tensions within the movement. The class will examine some of the early feminist cases and compare them with the Roe v. Wade formulation.

Evaluations will be based on class discussions and on two short papers, or one oral history project. The class will meet once a week for two hours. Students will also be expected to attend a series of evening films and lectures. Enrollment is limited to 25; first come, first served.

SS 297 ENVIRONMENTAL SCIENCE AND POLITICS
NS 297

Charlene D'Avanzo, Robert Rakoff,
John Reid

This course will offer an introduction to scientific and political-economic analysis of environmental problems and policies. Regional water conflicts will be central to each topic examined. Specific topics will include: leaching of hazardous landfill waste into ground water; the impact of development on wetlands; salmon restoration and out-of-basin diversion on the Connecticut River; and other current issues. The social science aspect of the course will cover the political, economic, and historical context within

which use of land, water, and other natural resources goes on. This will include analysis of government policies, business practices, and the political setting in which scientific assessment of environmental risk is carried on. The scientific aspect of the course will include study of hydrology, surficial geology, and plant ecology. Students should be prepared to undertake analysis and writing which integrates--as in real life--the political-economic and scientific aspects of environmental study. Completion of a Division I examination in Natural Science is a prerequisite. Students who have not done so should seek instructor permission.

The class will meet twice a week for one and one-half hours plus one afternoon lab. Enrollment is limited to 25.

SS 313 RACE, CLASS AND SCHOOLING

Rudy Torres

This course will examine recent works that address issues related to learning and schooling in a culturally and structurally pluralistic urban society. It will explore the nature and consequences of the processes and contexts that characterize the relationship between culture, education and the political economy. Special attention will be given to studying social class, culture and ethnicity in and outside the classroom setting, and the implications of the changing class composition of Third World communities for educational theory, policy, and social change.

The course will be conducted as a seminar with student-led discussions of the assigned reading. For a final project, students will write a paper on a topic relating to culture and education. The class will meet for two hours once a week. Enrollment is limited to 15; first come, first served.



Division III Integrative Seminars

THIRD WORLD WOMEN AND FEMINISM Joseph
IN 393

THE POLITICS OF HISTORY: Berman and
CREATING THE PAST Fitch
IN 395

GENDER AND ENVIRONMENTAL DESIGN Breitbart
IN 397 and Landes

GREAT BOOKS SEMINAR Lyon
IN 399

IN 393 THIRD WORLD WOMEN AND FEMINISM

Gloria I. Joseph

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

The class will meet twice a week for two hours each session. Enrollment is limited to 20 Division III students; others with permission of the instructor.

IN 395 THE POLITICS OF HISTORY: CREATING THE PAST

Aaron Berman, Nancy Fitch

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

This course will examine the history and politics of several major historians in an attempt to assess the effect of contemporary conditions upon their interpretations of the past (and vice versa). In taking this approach, we hope to encourage class participants to consider the subjective context of their own research. We will consider the writings of several historians who have tried to deny the political nature of their texts, in addition to the works of scholars who have refused to separate their political and intellectual selves. Tentative readings will include the works of E.P. Thompson and Perry Anderson, Eugene Genovese and Herbert Gutman, Edward Said, and some work from contemporary American feminist historians. After discussing some of these historians, participants will have an opportunity to present their Division III projects.

The class will meet one evening a week for two and one-half or three hours, depending upon the interest and stamina of participants. Enrollment is limited to 20; instructor permission is required.

IN 397 GENDER AND ENVIRONMENTAL DESIGN

Myrna M. Breitbart, Joan B. Landes

This seminar will explore the social and spatial patterns of gender which form the background of our lives in urban, suburban and rural settings. Physical planning and architectural design have often assumed a homogeneous population and offered technical solutions for what are thought to be shared social needs. Even those who have concerned themselves with issues of class and race have ignored the extent to which ideologies of gender become embedded in the material world (e.g. the single family detached suburban dwelling, or the separation of home and worksite). Therefore, we ask whether the differing social relations men and women enter into affect our images and use of the built and natural environment, and our experience of time.

Women as vernacular builders of the past and recent feminist architects and planners will provide an additional focus for examining new creative conceptualizations of space--urban, home, workplace and community design.

We are looking for advanced Division II, Division III, and Five-College students who are involved in feminist, urban, community studies, or architecture, planning and design, and who are interested in finding a broader forum within which they can enhance their own individual interests/projects. Though we will propose themes and topics early in the semester, we expect to tailor the seminar to the particular interests of members of the class.

Relevant readings might include: Hayden, Re-designing the American Dream; Cole, From Tiptop to Skyscraper; Torre, Women in American Architecture; Wekerle et al, New Space for Women; and Matrix, Making Space: Women and the Man-made Environment. The class will meet once a week for two hours. Enrollment is unlimited.

IN 399 GREAT BOOKS SEMINAR

Richard Lyon

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

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

The group will meet once weekly for three hours. Enrollment will be limited to 15.

PSPSPSPSPSPSPSPSPSPSP
Division I Proseminars

DATELINE: WASHINGTON D.C. CCS 122	Miller
LANGUAGE ACQUISITION CCS 137	Weisler
COLLEGE WRITING: EUROPEAN SHORT FICTION HA 134a	Smith
COLLEGE WRITING: AMERICAN SHORT FICTION IN THE TWENTIETH CENTURY HA 134b	Smith

SIX SOUTHERN WRITERS: A SENSE
OF PLACE?
HA 139

Kennedy

ODDS, BEASTS AND MORTALS:
THE BEGINNINGS AND THE END OF
POLITICAL THEORY
HA 152

Meagher

HUMAN MOVEMENT PHYSIOLOGY
NS 122

Woodhull

FROM SETTLEMENT HOUSE TO
SOUP KITCHEN: AMERICAN POLITICS,

Berman and
Glaser

CULTURE AND SOCIETY FROM 1900 TO
WORLD WAR II
SS 105

Mazor

POLITICAL JUSTICE
SS 115

Johnson

PEASANT REVOLUTION AND
VILLAGE SOCIETY IN MODERN CHINA
SS 116

von der Lippe

SOCIAL ORDER—SOCIAL DISORDER
SS 123

Hogan

CLASSICS OF POLITICA ECONOMY
SS 126

Foe

MYSTERIES, SCIENCE, AND PSEUDO-
SCIENCE
SS 136

Marner

AMERICAN CAPITALISM
SS 140

CCS 122 DATELINE: WASHINGTON, D.C.

James Miller

Each of the daily newspaper's front page and many of the big stories on television's evening news are devoted to events datelined Washington. This course will explore relations between the Washington press corps and federal officials. We will examine the routines of reporters that bring them into regular, even ritualized, contact with White House staff, members of Congress, executive officers, and others. We will also investigate the elaborate public-relations machinery maintained by political figures that helps to ensure nearly continuous and, whenever possible, friendly news coverage.

Our readings will include "insiders" articles from current periodicals and books like Hess's The Washington Reporters. We will analyze Washington news on television and in newspapers, view films and tapes on related issues, and perhaps visit with a guest. Students will carry out several research projects.

Class will meet twice weekly for one and one-half hours each time. Enrollment limit is 16 on a first-come basis.

CCS 137 LANGUAGE ACQUISITION

Steven Weisler

A human language is an extraordinarily complex body of knowledge; learning a foreign language

as an adult is usually a major intellectual task. Yet normal children acquire their first language with astonishing rapidity and ease. In this course we will focus on three interrelated issues: what exactly is learned in the normal course of language acquisition, what are the principal stages of linguistic development, and how is a language learned? We will study a variety of competing psychological models of acquisition (e.g., Skinner's behaviorism, Chomsky's innatism and Piaget's genetic epistemology) at a general level, and then go on to explore some of the details of the sound, meaning and syntactic systems that children must acquire. Some additional topics that will be covered include language acquisition in speech/hearing-impaired children, the acquisition of sign language, and the possibility of language acquisition by other animals.

Class will meet twice a week for one and one-half hours each time. Enrollment is open.

NA 134a COLLEGE WRITING:
EUROPEAN SHORT FICTION

Francis Smith

This is a course in expository writing. We shall read and learn to criticize short stories written by European masters since 1800. 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.

Class meets twice a week for one hour. Enrollment is limited to 15, by instructor permission.

NA 134b COLLEGE WRITING: AMERICAN
SHORT FICTION IN THE TWENTIETH
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 Oates. 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, by instructor permission. The course will meet twice a week for one hour each session.

NA 139 SIX SOUTHERN WRITERS: A SENSE OF PLACE?

L. Brown Kennedy

This is a working seminar on the fiction of Zora Neale Hurston, Eudora Welty, James Agee, Flannery O'Connor, William Faulkner, and Alice Walker.

How does a literature seminar define itself? Often, the teacher selects a reading list with some unity of historical period, genre, or theme in mind and the texts then are read principally to exemplify this a priori assumption. Obviously, the act of selecting a group of authors, as I have done, implies a point of view. But the goal of the seminar will not be to test whether my conclusion about these writers is accurate, but rather to learn how an approach to a body of literary works can be evolved inductively and refined critically.

During the first part of the course we will discuss together one work by each of these writers, seeing what questions, what "ways of reading" appear to us important. Then in the concluding weeks we will select one writer and return to try to apply what we've discovered to several of her/his works.

As for my point of view--the possible questions or kinds of unity I had in mind in choosing these particular writers--how do sex or race shape the segment of human experience they choose to depict? Of what importance is it that they are all Southern? Is regionalism a useful criterion in thinking about literature? If not, in what other ways can one talk about the sense of place--of land, of history and of community--they evoke in their writing? What can one make of the insistence one finds in many of their works on isolation, loneliness or violence and on the physically and psychologically grotesque.

As a proseminar, the course will include several workshops devoted to methodology and to the development of study and writing skills. Regular writing--short biweekly essays and a longer research paper--will be expected.

Enrollment will be limited to 15 students. The class will meet twice weekly for one and one-half hours.

HA 152. GODS, BEASTS AND MORTALS:
THE BEGINNINGS AND THE END
OF POLITICAL THEORY

Robert Meagher

In order to situate ourselves politically in a thoughtful manner it is well to realize that, as historical mappings go, both the emergence and the demise of Western political theory lie behind us. Western political philosophy begins with the city, the Greek polis, a place for neither gods nor beasts but for men. According to Plato and Aristotle, one who is little more than an animal is unsuited for life in the city; whereas one who is little less than a god has no need for the life of the city. It is those whose lives fall with modesty and moderation between the madness of passion and the madness of thought who require the city as a place of light and speech to illuminate and to articulate their lives and to bring them into being. From there our political path leads eventually to the denial of the primacy of the possibility of thought, and it remains only to calculate power and one's own immediate benefit. We will follow the rough outline of that path from wisdom to power, the path from the fundamental uncommonness of the human to the radical privacy of the human.

Our principal readings will be: Plato, The Republic; Thomas More, Utopia; Machiavelli, The

Prince; Thomas Hobbes, Leviathan; Karl Marx, Economic and Philosophical Manuscripts; and Hannah Arendt, The Human Condition. Our final aim will be to question both in theory and in practice whether it is responsible to speak of the end of political theory, or to let others speak of it, or to live as if the only appropriate or possible objects of political thought and speech are privately calculated and fully practicable benefits. However, this aim, if reached, will be the fruit of an arduous route through rewarding but wearying works.

This course will meet twice weekly for one and one-half hour sessions. Enrollment is limited to 20.

NS 122 HUMAN MOVEMENT PHYSIOLOGY

Ann Woodhull

This course is for dancers, athletes, and others who are interested in how their bodies move. We will not attempt to survey all of human anatomy or kinesiology (the study of movement). Rather, by reading scientific papers we will look closely at how scientists try to obtain information on muscle use and control. In the laboratory we will study muscle activity using the electromyograph.

Some questions we will consider include: What muscle activity is necessary to keep the human body upright? How much muscle activity is required to do certain tasks, and how does that change with training? How are muscles controlled by the nervous system?

The whole of the course consists of readings, class participation, short written assignments, and a project; the project can be an experiment to answer a question about movement.

Classes: one meeting of one and one-half hours and one of three hours.

Enrollment limit: 16. Instructor permission for returning students only.

SS 105 FROM SETTLEMENT HOUSE TO SOUP KITCHEN:
AMERICAN POLITICS, CULTURE AND SOCIETY
FROM 1900 TO WORLD WAR II

Aaron Berman, Penina Glazer

Progressivism, a reform movement at the turn of the century, and the New Deal of the 1930s were both responses to dramatic economic changes. In this course we will study how American politicians, intellectuals and activists attempted to cope with the problems of rapid industrialization and depression. We will also examine the ideas and actions of radical critics, including the Industrial Workers of the World and the Communist Party, who attacked Progressive reformers and New Dealers.

A half-century after the Great Depression, it seems appropriate to reconsider the nature of American reform movements. Particular attention will be devoted to the major political events and social trends which shaped the lives of the Depression and Progressive generations. We will read scholarly historical studies and works of literary fiction. Through the use of these and other sources we will develop the basic social

science skills necessary for understanding the nature of reform in American society, culture and politics during the Progressive and Depression generations.

The class will meet twice a week for one and one-half hours each session. Enrollment is limited to 16.

SS 115 POLITICAL JUSTICE

Lester Mazor

Politics is an activity basic to all human interactions: justice is one of the highest ideals of human existence. This seminar will examine the ways politics, law, and justice intersect in dramatic political trials. 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 an ordinary trial. The bulk of the course will consist of class study of a number of notable political trials, such as 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, 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 advanced students will assist in leading these groups and work closely with the students in the course during its earlier phases.

The course will meet twice a week for one and one-half hours each session. Enrollment is limited to 20.

SS 116 PEASANT REVOLUTION AND VILLAGE SOCIETY IN MODERN CHINA

Kay Johnson

This course will study the Chinese revolution, emphasizing the role of the peasantry and the impact of socialist development on peasant village life. The general theme of the course will be to attempt to evaluate the Chinese revolution by tracing the major lines of continuity and change in Chinese peasant society, considering the potential and limits which peasant life and aspirations create for revolutionary change and modernization. A major focus throughout will be on the relationship between the traditional Confucian family and revolution, and the impact of national crisis, revolution and socialist economic development on peasant women's roles and status.

The course will be organized into informal lectures (which will present general background, comparisons with other societies and some material gathered in recent visits to a Chinese village) and student-led workshops based on course readings and related topics generated by the particular interests of the participants.

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

SS 123 SOCIAL ORDER--SOCIAL DISORDER

Robert von der Lippe

Is it "normal" for societies to be ordered? When it happens, how does it come about? Are societies ever disordered and what are the factors that lead to that condition when it occurs? In this seminar we will concentrate on American society and try to understand how the concepts of norms, roles, status, class, authority, power, and social organization play a part in the maintenance of order and the occurrence of disorder. Readings will run from classic to current analyses of American society and will try to represent sociology's historical and current concern with this subject. Students will engage in their own studies of their society here at Hampshire to first find examples of either order and disorder and then develop plans for an analysis of those findings.

A final paper will be expected of each participant as well as a number of shorter works which will lead up to the final project. The class will meet twice a week for one and one-half hours each session. Enrollment is limited to 16.

SS 126 CLASSICS OF POLITICAL ECONOMY

Iloyd Hogan

This course attempts to expose beginning students to some of the critical contributions to the discipline of Political Economy. Our concern is primarily with books or articles which have played a decisive role in changing the way in which scholars in this field conceptualize the important issues to be resolved. Not only are the changing conceptions important; of greater importance is the quantum jump in clarity and understanding of the issues which the particular work brought about.

An intensive study will be made of, at most three authors. Possible candidates for study are Adam Smith, David Ricardo, John Locke, Alfred Marshall, John Maynard Keynes, Joseph Schumpeter, or Tjalling Koopmans. In each case, emphasis will be placed on: (1) the nature of the intellectual crisis confronting scholars in the understanding of contemporary economic process; (2) the special way in which the author formulated the problems to be studied; (3) his/her peculiar or unique mode of inquiry; (4) the impact of his/her works on contemporary understanding and future development of Western liberal thought.

The basis for evaluation will be a series of short papers which demonstrate an understanding of the main ideas and analytic methods as well as the interrelationship between the authors. The class will meet twice a week for one and one-half hours each session. Enrollment is open.

SS 136 MYSTERIES, SCIENCE, AND PSEUDOSCIENCE

Donald Poe

This Division I course will explore a number of phenomena which are currently on the fringes of scientific investigation as they might be ap-

proached by social scientists. We will read literature, both scientific and popular, on astrology and ESP as examples, which states the case of both the believers and the skeptics, and then try to set up experiments of our own to test the hypotheses if question. Possibilities for additional discussion topics include astral projection, Kirillian photography, pyramid power, pyramidology, dowsing, psychokinesis, the perceptual ability of plants, telepathy, scientology, medical fads, dietary fads, vision improvement via eye exercises (Bates method), earthly visits by extraterrestrial beings, acupuncture, biorhythms, the Bermuda Triangle, and numerous psychotherapies.

The emphasis is not on debunking myths, but rather on "modes of inquiry." That is, if one wanted to investigate any of these phenomena in a scientific fashion, how would she or he go about it? What are the standards of proof required? The class is open to believers and skeptics alike.

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

SS 184 AMERICAN CAPITALISM

Stanley Warner

The primary focus of this course is the current structure and performance of American capitalism. We'll begin by developing the theory of alternative market structures: monopoly, competition, and oligopoly. A dominant theme of this theory is that capitalism requires competitive markets if it is to function optimally. Because the concentration of economic power in the U.S. is so clearly at odds with this traditional belief in free markets, a number of new theories have emerged which attempt to rationalize--even to the point of making a virtue of--the dominance of a few hundred multinational firms. A second aspect of this course will be to critically evaluate these theories.

In a number of fundamental respects, however, the performance of an economic system involves questions that transcend the issue of whether markets are competitive or monopolized. Class structure and consciousness, the relationship of economic power to political power, and the intervention by state authority to reallocate resources and incomes are three such areas we will address.

Throughout the course there will be a strong emphasis on direct application to specific industries (steel, autos, banking, airline) and to specific controversies (conglomerate mergers, deregulation, gender and race discrimination, and militarism). We will use Sweden and Japan as points of comparison to understand the variety of forms capitalism may take.

The readings will include: W.C. Shepard, Market Power and Economic Welfare, J.K. Galbraith, Economics and the Public Purpose, G.W. Domhoff, Who Rules America Now, P. Baran and P. Sweezy, Monopoly Capital.

This is a Division I course which assumes no prior work in economics. A person completing the course would be prepared for an intermediate course in the area known as microeconomic theory.

The class will meet twice a week for one and one-half hours each session. Enrollment is limited to 18.

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Special Programs

Business and Society

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

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

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

Computer Studies

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

The goal of the Computer Studies Program is to offer students courses and other learning activities which will help them to evaluate the impact of computers and prepare them to use

computers intelligently and appropriately both in their chosen Computer Studies offerings take a variety of forms, including courses, workshops and single lectures. These are intended to serve a variety of needs, from removing some of the mystique associated with computers to assisting those who need to use the computer as a tool in their academic work or those who want to study computers in more depth. Several faculty are especially interested in the ways in which computers and similar technologies impact on the individual and on society.

Campus computing facilities include a VAX 11/750 computer as well as a number of stand-alone microcomputers. VAX terminals are located in the Library room G-10 and Cole Science Center room 313. These are available for use during regular building hours. Six dial-in lines provide access after hours and from other locations. The VAX is complemented by personal computers which are available in G-10 and on the third floor of the Library. Other special purpose microcomputers are maintained by the Schools of Natural Science and Communications and Cognitive Science and in the microcomputer laboratory in Library G-9. For further information contact any of the faculty listed below:

COMMUNICATIONS AND COGNITIVE SCIENCE:

Jay Garfield
Richard Muller
Neil Stillings
Eileen Mahoney

HUMANITIES AND ARTS:

Roland Wiggins

NATURAL SCIENCE:

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

SOCIAL SCIENCE:

Don Poe

Education Studies

The Education and Child Studies Program at Hampshire College has two principal curricular emphases. The first is on child development, cognition, and the classroom, including such questions as language acquisition, educational testing, environmental education, multi-cultural education, gender roles, and the place of mathematical and scientific learning in cognitive development. The second emphasis is on schools and schooling as key social and cultural institutions, and it approaches current educational issues through history. Student concentrations in this second side of the curriculum can be organized around questions such as teaching as a profession (including certification processes, unionization, and women's professions), the character of schools' missions and purposes, public policy, economics of education, social mobility (with particular attention to racial minorities), post-secondary education, and family studies.

As should be clear from the examples, the two emphases overlap considerably and are distinguished essentially by levels of inquiry and focus. The faculty are committed to the principle that broadly conceived studies of educational institutions must be informed by a solid understanding of child development and learning theory, and conversely, that studies of teaching and learning must be firmly set in more general historical and social contexts to give meaning to classroom-level studies.

The Massachusetts requirements for teacher certification can be satisfied through some carefully designed concentration. Speak to Dana Davis, program assistant (Ext. 409), for information regarding certification requirements, and she will also recommend the appropriate faculty person for advice on how certification may be feasible and as to whether it may be better to do certification work as post-baccalaureate study.

Students should also watch the Weekly Bulletin and the Magic Board throughout the year for important information and announcements about Education Studies meetings, speakers, and other events.

Feminist Studies

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

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

The following list of courses provides a sample of those offered:

- "Women in Africa" look historically at African women in pre-colonial, colonial and independent Africa.
- "Family in Cross-Cultural Perspective" examines historically and theoretically the roots of the contemporary family in China, Africa, Europe, and the United States.
- "Women's Writing, Women's Desire: Issues in Recent Feminist Theory" surveys recent debates within literature and critical theory about the gendered construction of writing within the

French (Lacanian) psychoanalytic and Marxist traditions.

- "Images of Women in Popular Culture" looks at the portrayal of women in the mass media in the twentieth century.
- "Feminist Theory: Politics of Sexuality" is a course about the historical construction of female sexuality and its relation to women's subordination.
- "Women in the City" examines capitalism and patriarchy's impact on cities, and women's simultaneous experience as prisoners and shapers of urban life.
- "Biology of Women" introduces students to science through a study of their own body structures and functions.
- "Nutritional Issues for Women" addresses nutritional differences between men and women. The course both explores current research and introduces students to basic nutrition concepts.
- "Third World Women and Feminism" asks what effect the feminist movement has had on the lives of Third World women world-wide.
- "Reproductive Technology: Legal and Ethical Implications" examines access to the new technologies and their impact on public consciousness.
- "Transformations: Race, Gender and Sexuality" pays particular attention to the historically changing roles and images of black women.
- "Women in Asian Societies" explores the cultural construction of gender in China and other Asian societies.
- "Her Story of War" looks at women's writings about war and militarism.
- "The Problem of Motherhood and Work in the Twentieth Century Using Psychological and Historical Studies" examines the impact of work on women's public and private lives.

A core group of interested students and faculty sponsor lectures, workshops, and performances by feminist scholars, writers, artists, and musicians throughout the year. There is also a Women in Science program and a Reproductive Rights program on campus. The Five College community supports a broad range of other activities and resources. Faculty women from the five institutions have formed the Five College Women's Studies Committee, which devotes its energy to developing a feminist intellectual community in the Valley through sponsoring seminars, speakers and other events and activities.

Third World Studies

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

The influence over the Third World by industrialized nations is examined from historical and contemporary perspectives. Students are encouraged to extend their knowledge beyond the confines of conventional Eurocentric analysis of society and culture. Although categories such as "state," "class," "race," "caste," and "gender" are used in the

program, their appropriateness and interpretative applications are continually questioned.

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

Foreign Languages

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

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

FL 101	INTENSIVE FRENCH
FL 102	INTENSIVE SPANISH

These courses provide interested and motivated students an in-depth exploration of language and culture. Classes will meet two and one half hours a day, three days a week, and will cover the skill areas of listening, speaking, reading and writing with an emphasis on oral communication skills. Literature and poetry are incorporated into the reading and writing sections as appropriate to the levels used. A component of the intermediate levels is supervised research and independent study designed to improve students' research abilities and writing skills. Speakers, cultural dinners and field trips are a part of each class.

Classes are enrolled to 15, by placement interview. Sign up sheets at the Prescott 101D office.

Law Program

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

Law is a phenomenon which touches every aspect of our existence. The study of law, the philosophy of law, legal processes, legal ideas and events, provide a focus for many kinds of inquiry. The range of activities possible within the scope of our Law Program is as broad as the interests of those participating in it. The Law Program is not designed as preparation for law school. Although there is some overlap between the interests of students who want eventually to go to law school and those who want only to include the study of law in their undergraduate education, the Law Program as such is concerned only with the latter. (Pre-law counselling is done by Lester Mazor.)

The Division II courses are the core of the Law Program's content. Students who plan a concentration in law, or, as is often the case, a concentration which includes some aspect of law in it, should look to the Division II courses as the foundation and entry point for their work.

Faculty members of the Program, whose interests are described below, regularly offer courses at all three divisional levels that address questions pertaining to law.

Janet Gallagher's legal experience lies mostly in the realm of reproductive rights. Jay Garfield is interested in the philosophy of law, applied ethics, social and political philosophy, affirmative action, and reproductive rights. Lester Mazor examines legal history, philosophy of law, the legal profession, criminal law, labor law, and family law. James Miller's work includes issues in communications law, such as First Amendment questions and copyright, and telecommunications regulation and national policies for mass media. Donald Poe investigates the dynamics of jury decision-making and other issues of law and psychology. Barbara Yngvesson is interested in dispute resolution and legal aspects of social control in cross-cultural contexts.

Students have designed concentrations which draw very largely upon Law Program courses or which include some contribution of the Law Program to their plan of study. These have included concentrations in law and education, prisons, law and inequality, juvenile courts, and relevant portions of concentrations in philosophy, politics, history, economics, sociology, environmental studies, women's studies, urban studies and a number of other fields. The Law Program regularly sponsors speakers, films, and other social events. Members of the Hampshire community who have in mind some event which would be appropriate for sponsorship by the Law Program are encouraged to request support from the steering committee.

No formality of admission or membership is required for participation in the Law Program. The way to indicate your affiliation and to keep informed is by placing your name on the Law Program mailing list so that you will receive notices of Law Program events and activities. This list is maintained in room 218 of Franklin Patterson Hall.

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

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

Individual tutorials comprise a major part of the program. In brief, our strategy is to use the work in which the student is presently engaged. Generally, this means course work, divisional exams, proposals, division II and III papers. From this writing we address the issues of organization, effective analysis, clarity, voice, and development of an effective composing process. Our concern also is to help students to understand their problems with starting and/or finishing work, and to develop strategies for overcoming writing anxiety and procrastination. Further, we regard reading and writing as inseparable from each other and thus also provide assistance in such areas as study skills, reading effectiveness, and research skills.

Writing help includes classes as well as individual tutorials. (See below for class descriptions.) Appointments for tutorials may be made by calling calling the Writing Center at x546 or x531. Classes are run each semester and are open to all students.

REVISING SKILLS

Will Ryan

In this class students will work to improve their expository writing skills; understand writing as a process; and develop effective writing strategies for different disciplines. The class will also emphasize the importance of critical thinking as a first step in effective analytical writing. Thus, we will spend considerable time discussing selected readings representative of different disciplines.

In the first part of the class, students will develop and practice revising strategies. In the second part, students will critique and support each other's efforts in the revision of a substantial paper from another course or division exam.

Class limit is 16. Interested students should sign up before the first class in Prescott 101. We will meet for one hour, twice a week.

WP 101 BASIC WRITING

Will Ryan

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

The class is open to first-year students, with a limit of 16. Other students may enroll if space is available. Interested students should sign up before the first class. We will meet for one hour, twice a week. Sign up at Prescott 101.

WP 103 WRITING SKILLS FOR ESL STUDENTS

Will Ryan

This course will provide instruction in communication skill development, and is designed specifically to assist students for whom English is a second language. Although the course will focus primarily on the development of writing skills, other issues such as analytical reasoning, reading comprehension, note taking, and research skills will be addressed as well.

Assignments and topics will draw on different disciplines, and students will be encouraged to use their other courses as a forum for improving their skills.

Class limit is 15. We will meet for one hour, twice a week. Sign up at 101 Prescott or first class.

OPOPOPOPOPOPOP

Outdoors Program

The Outdoors Program is a voluntary, coed alternative to compulsory physical education and intercollegiate team sports. In the past, it has offered students extensive opportunities to learn mountaineering, rock climbing, and other outdoor skills, with an orientation to-

wards student and staff initiated expeditions and trips. Equipment and arrangements for cross-country skiing, snowshoeing and orienteering have been made continuously available.

The Hampshire Outdoors Program tries to give special emphasis to intergrating outdoor and physical learning experiences with the rest of college life. Programatically that means the Outdoors Program collaborating with Hampshire faculty, staff, and students in ongoing courses (a possible example: a canoe trip down the Connecticut River as part of "The American Literary Landscape").

"Fusion of body and intellect" has long been a goal of the Outdoors Program. This year the Program will continue to offer body potential work and body awareness alongside of outdoor skills courses.

A third goal, to facilitate a personal experiencing of nature will terminate in opportunities for local natural history explorations, as well as continuing to make hiking, biking, camping, cross-country skiing, snowshoeing, caving and expeditioning available to interested students.

During January Term and vacations, the Outdoors Programs' major trips and expeditions occur. They have included climbing in Alaska, Yosemite, and Colorado, also the White Mountains in New Hampshire, rock climbing in Seneca West Virginia, women's trips in New Mexico, northern Florida, canoeing and backpacking in Utah, ski touring in Yellowstone National Park and kayaking in Texas.

The Outdoors Program emerges as not a physical education department, not an athletic program, not an outing club, not an Outward Bound model not a nature study program, not intramurals, not a nature school of the College. What is it? It is an attempts to open up possibilities for integrated learning of body and psyche, to promote an awareness and understanding of nature, to support students in creating their own physical and outdoor experiences, and to join physical ways of learning about oneself and the world with other ways of acquiring knowledge.

In addition to the following courses, the Outdoors Program offers a great variety of trips and other activities. These range from slide shows to three-week long wilderness trips.

- CANOE TRIPPING Warren OP 105
- BEGINNING TOP ROPE CLIMBING K. Kyker-Snowman OP 111
- ADVANCED TOP ROPE CLIMBING Garmirian OP 113A/ 113B
- WINTER MOUNTAINEERING/MT. KATAHDIN Kyker-Snowman OP 126
- PHILOSOPHY OF EXPERIENTIAL EDUCATION Warren OP 150 Kann
- WOMEN'S BODIES/ WOMEN'S STRENCTH Kyker-Snowman OP 156

OP 105 CANOE TRIPPING

Karen Warren

Expeditions by canoe have been a chosen way to explore new territory for centuries. An efficient, quiet, versatile way to travel through the backcountry, canoe tripping has been developed into a practical art.

The course is primarily experimental - most of our time will be spent in canoes. Skills covered include flatwater paddling, poling, portaging, safety procedures (high winds, lightening, etc.), gear and food planning, route planning, and even how to make a makeshift sail. Time permitting, we will build canoe paddles, share slides of past trips, and squeeze in a weekend trip. Each participant should leave the course with the skills required to organize a wilderness canoe trip of her/his own.

No previous experience assumed. Maximum enrollment 12.

OP 111 BEGINNING TOP ROPE CLIMBING

Kathy Kyker-Snowman

This course is for people with little or no rock climbing experience. It will cover basic safety techniques, rope work, knots, and climbing techniques. Enjoy the opportunity to exercise your body and mind through such mediums as an indoor climbing wall and many of the local climbing areas. Beginners are especially welcome.

Enrollment limit: 12.

OP 113A ADVANCED TOP ROPE CLIMBING

113B

Bob Garmirian

This course will provide an opportunity for experienced rock climbers to do more difficult top rope climbs and boulder one afternoon a week. You must be able to follow at the 5.7 level or better. We will spend all of the time climbing. In the event of New England weather, we will work out on the climbing wall, bachar ladder, and the new indoor bouldering wall.

Sign up for one of the two sections. Permission of instructor required.

OP 126 WINTER MOUNTAINEERING AT MT. KATAHDIN

Kathy Kyker-Snowman

Mt. Katahdin. A mile high, it is the tallest peak in Maine's vast wilderness and the final climb of the Appalachian Trail. Winter conditions fill the gulleys with snow and coat the ridges with a veneer of ice that make a January ascent, including a traverse of the famous Knife Edge, a challenge worthy of the effort.

Preparation for a 10-day January trip include three Wednesday evenings from 7-9pm beginning on November 13 and one weekend, December 6-8. Topics covered will include cold-related injuries, equipment, food, igloo and snowshelter construction, winter travel, and an historical perspective on Baxter State Park.

The January trip will involve a 2 day ski into a base camp; four days of practicing mountaineering skills, building igloos and snowshelters, and attempting a summit ridge traverse (weather permitting); and a 2 day ski out. The cost of the January trip is approximately \$162.

Enrollment limit: 8. Sign up at the Outdoors Program office.

OP 150 PHILOSOPHY OF EXPERIENTIAL EDUCATION

Karen Warren and Babara Kann

This course is intended to be an exploration of the theoretical and philosophical foundations of experiential education, especially as it applies to the outdoors and alternative education.

Topics to be addressed in this course include: issues in experiential and alternative education wilderness philosophy and ethics, therapeutic applications, creative expression and the arts, historical and philosophical basis of experiential education, and teaching experientially.

The course format will include readings, discussion, guest speakers, field experiences, student facilitations, and individual research and presentations on experiential education.

The class itself is an exercise in experiential education theory. The initial framework serves as a springboard for students to define the course according to their own needs and interests. Central to this collectively inspired process is students' responsibility for class facilitation.

Enrollment limit: 12.

OP 156 WOMEN'S BODIES/WOMEN'S STRENGTH

Kathy Kyker Snowman

The course will focus on our relationship as women to our physical selves. Through readings, class discussions, personal writings, and active workshops, we will explore our involvement as women in the outdoors and in sport. We will look at historical, physiological, and psychosocial perspectives of women engaged in athletic pursuits. Students will write and share personal herstories (autobiographies of their physical selves).

Academic discussions will be balanced with active workshops designed to heighten our awareness of our strengths. These may include weight training and conditioning, self defense, canoeing, and rock climbing. This course is designed to be a challenging and enriching academic and athletic experience.

Enrollment limit: 14.

THE FOLLOWING COURSES ARE NOT OFFERED FOR CREDIT

KAYAK ROLLING - OPEN SESSION Harrison
RA 128

SLALOM GATE & STROKE TECHNIQUE Harrison
OPEN SESSION
RA 129

AEROBIC WORKOUT RA 130	Callahan
BASIC SCUBA CERTIFICATION RA 134	Stillman
FENCING RA 141	Weber
PHYSICAL FITNESS CLASS RA 143	Ridders
EXERCISE/AEROBICS RA 149	Selin
PROJECT ADVENTURE COURSE RA 150	McCarthy

RARARARARARARARAR

Recreational Athletics

THE FOLLOWING COURSES MAY BE TAKEN AT THE INSTRUCTOR'S DISCRETION

BEGINNING SHOTOKAN KARATE RA 101	Taylor
INTERMEDIATE SHOTOKAN KARATE II RA 103	Taylor
ADVANCED SHOTOKAN KARATE RA 104	Taylor
AIKIDO RA 111	Sylvain
AIKI-JO RA 113	Sylvain
AIKI-KEN (AIKIDO SWORD) RA 115	DiAnne
WOMEN & POWER, MYTH OR REALITY A SELF-DEFENSE COURSE RA 117	DiAnne
BEGINNING T'AI CHI RA 118	Gallagher
CONTINUING T'AI CHI RA 119	Gallagher
BEGINNING WHITEWATER KAYAKING (X) RA 121	Harrison
BEGINNING WHITEWATER KAYAKING (Y) RA 123	Harrison
NOVICE WHITEWATER KAYAKING RA 125	Harrison
THE RIO GRANDE RIVER & ITS AREA RA 127	Harrison

THE FOLLOWING ACTIVITIES ARE NON-CREDIT AND ENROLLMENT IS LIMITED TO HAMPSHIRE STUDENTS

WORMGOD SOCCER RA 151	Root McCarthy
ULTIMATE FRISBEE RA 152	Baillar Barnard Lowson
SAILING RA 153	Smith Baker
WOMEN'S TEAM BASKETBALL RA 155	Adams Peterson
TEAM VOLLEYBALL RA 156	Meredith Franciere Roberts
BADMINTON RA 157	Blond
MEN'S BASKETBALL RA 160	Jones
FIELD HOCKEY RA 162	Peterson McCarthy
INNER TUBE WATER POLO RA 163	McCarthy

RA 101 BEGINNING SHOTOKAN KARATE

Marion Taylor

Shotokan Karate is an unarmed form of self-defense developed in Japan. It stresses the use of balance, timing and coordination to avoid an attack and effective means of counter-attack to be used only if necessary. The beginning course will cover: basic methods of blocking, punching, kicking and combinations thereof; basic sparring; and basic kata, a pre-arranged sequence of techniques simulating defense against multiple opponents.

Classes will meet during Fall Term on Monday, Wednesday and Thursday from 6:00PM to 8:00PM on the Playing Floor of the Robert Crown Center. Five-College students will be graded on a pass/fail basis and must negotiate credits with their registrars. Note: This course is offered in the Fall and during Spring Term only. Enrollment unlimited.

RA 103 INTERMEDIATE SHOTOKAN KARATE II

Marion Taylor

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

This class will meet Tuesday and Thursday from 6:00PM to 8:00PM and Sunday from 1:00PM to 3:00PM on the Playing Floor of the Robert Crown Center. Five-College students will be graded on a pass/fail basis and must negotiate credits with their registrars. 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 6:00PM to 8:00PM on the Playing Floor of the Robert Crown Center. Five-College students will be graded on a pass/fail basis and must negotiate credits with their registrars. Enrollment limit none; Instructor's permission.

RA 111 AIKIDO

Paul Sylvain

Aikido is a non-competitive martial art derived from a synthesis of several traditional Japanese defensive arts. Rather than emphasizing strikes or kicks, one trains to blend and rechannel attacks through leverage, position, balance and/or joint control. Beginners will study falling (an integral element of Aikido), body movement and basic techniques.

The class will meet on Tuesday and Thursday from 12:45PM to 2:00PM in the South Lounge of the Robert Crown Center. To register attend the first class.

RA 113 AIKI-JO

Paul Sylvain

Jo is a traditional weapon used in several Japanese martial disciplines. It is a straight staff approximately 50 inches long. In this art one begins by practicing various strikes and blocks and then progresses to katas and partner training. Prerequisite: previous martial art study or permission of instructor.

The class will meet on Tuesday and Thursday from 1:45PM to 3:00PM on the Playing Floor of the Robert Crown Center. To register attend the first class. This is a fee-funded course.

RA 115 AIKI-KEN (AIKIDO SWORD)

Lorraine DiAnne

This will be the study of sword in Aikido. We will learn various strikes, kata forms, and finally partner practices using wooden swords. This is a traditional art, and will be taught with the traditional etiquette and discipline. Previous martial arts training will be helpful but not necessary. Be prepared to work hard, and we can get a lot done during this time.

The class will meet on Wednesday and Friday from 2:00PM to 3:00PM on the Playing Floor of the Robert Crown Center. To register attend the first class. This is a fee-funded course.

RA 117 WOMEN & POWER, MYTH OR REALITY
A SELF-DEFENSE COURSE

Lorraine DiAnne

When was the last time you did anything physical? Do you see yourself as a victim? Are you

running scared? Why not change all that and learn to defend yourself? It only takes your commitment. This course will work on the fears that inhibit women causing them to feel inferior to men. Through journals and discussion we will share feelings, experiences and breakthroughs. The final result will be a new awareness of your potentials as well as self confidence and the real essence of Self-Defense is self confidence.

Class will meet Tuesday and Thursday, 11:30AM to 12:30PM for 10 weeks at the Robert Crown Center, South Lounge. To register attend the first class.

RA 118 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 12:30PM to 1:45PM in the South Lounge of the Robert Crown Center. Enrollment open. Register by attending the first class. This is a fee-funded course.

RA 119 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 2:00PM to 3:15PM in the South Lounge of the Robert Crown Center. Enrollment open. Register by attending the first class. This is a fee-funded course.

RA 121 BEGINNING WHITEWATER KAYAKING (X)

Linda Harrison

No experience required except swimming ability. Learn the fundamentals of kayaking and basic whitewater skills including: strokes, rescue maneuvering, eddy turns, ferrying, bracing, river reading, surfing, equipment and eskimo roll. This course is the same as RA 123 being held on alternate days.

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

RA 123 BEGINNING WHITEWATER KAYAKING (Y)

Linda Harrison

No experience required except swimming ability. Learn the fundamentals of kayaking and basic whitewater skills including: strokes, rescue maneuvering, eddy turns, ferrying, bracing, river reading, surfing, equipment and eskimo roll. This course is the same as RA 121 being held on alternate days.

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

RA 125 NOVICE WHITEWATER KAYAKING

Linda Harrison

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

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

RA 127 THE RIO GRANDE RIVER & ITS AREA

Linda Harrison

The Rio Grande is a river which forms the boundary between the United States and Mexico. The river has canyon walls over 1,200 feet high and hundreds of remote miles of desert wilderness. During this course we will investigate plants and wildlife in the area, some of this countries most unique geology, astronomy, kayaking skills, and preparation for a wilderness trip. This course is designed to prepare the student for the January Term Rio Grande Kayak Trip. Division I exams may be developed into the class structure. See Linda for more information on both the Fall and January Term courses.

The class is scheduled to meet Tuesday evening 7:00PM to 9:00PM. To register sign-up at the Robert Crown Center prior to the first class. No enrollment limit.

RA 128 KAYAK ROLLING - OPEN SESSION

Linda Harrison

The Kayak Rolling session will take place in the RCC pool. It is designed for those students who are unable to schedule the beginner class but would like the opportunity to orient themselves in a boat and learn the eskimo roll (tip a kayak right side up after capsizing). This is one of the most important kayak skills for building self confidence in a boat as well as an important safety skill. All students in the

Hampshire College community are invited. Students planning on taking a Beginner or Novice Kayak Class are encouraged to practice and develop their roll during this time. This will be an unstructured class where students work at their own pace and skill level. Guidance and critique will be available from the instructor. Due to the non-formality of the class there will be no evaluations.

The session will meet on Tuesday 2:30PM to 4:00 PM. To register sign up at the Robert Crown Center prior to the first class. No enrollment limit. This is a non-credit course.

RA 129 SLALOM GATE & STROKE TECHNIQUE
OPEN SESSION

Linda Harrison

This pool session is designed for the novice and intermediate paddler who is interested in fine tuning paddling strokes and developing efficient techniques to better maneuver one's boat. Slalom poles, suspended over the water, will be used as a tool for developing control and precision. An instructor will be available to help organize the session, answer questions, and provide helpful hints. Due to the non-formality of the pool session there will be no evaluations.

This session will meet on Friday 9:30AM to 11:00AM. To register sign up at the Robert Crown Center prior to the first class. No enrollment limit. This is a non-credit course.

RA 130 AEROBIC WORKOUT

Mary Callahan

This class is fun exercise and aerobic workout. We'll begin with stretching and work our way into Aerobics which improves the cardio-vascular system. We'll do various exercises to tone our muscles and burn up calories and end with a cool down stretch. Fun music to motivate and keep you going. Beginners welcome.

Classes are held on Monday, Wednesday and Friday from 4:00PM to 5:00PM and on Tuesday and Thursday from 4:00PM to 5:30PM in the South Lounge of the Robert Crown Center. To enroll attend the first class. This is a non-credit course.

RA 134 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 6:00PM to 7:30PM, and elsewhere in the RCC from 7:30PM to 9:00PM for classroom instruction. Fee: \$170 plus mask, fins and snorkel. All other equipment provided. Prerequisite: adequate swimming skills. Enrollment open. This is a non-credit course.

RA 141 FENCING

Will Weber

Classes for both beginners and experienced fencers. Beginners are especially welcome. Basic equipment is provided.

This class is held on Tuesday and Thursday from 7:00PM to 9:00PM in the South Lounge of the Robert Crown Center. Enrollment is open. To register sign-up on the bulletin board at the RCC and attend the first class. This is a fee-funded non-credit course.

RA 143 PHYSICAL FITNESS CLASS

Renate Rikkers

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

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

RA 149 EXERCISE/AEROBICS

Helaïne Selin

A moderately strenuous exercise and aerobics class, with calisthenics, jumps and stretches, and a period of cool down and relaxation. Non-competitive, non-macho, and designed to renew your vigor for the evening.

This class will be held on Monday and Wednesday from 5:00PM to 6:15PM in the South Lounge of the Robert Crown Center. To register sign-up on the bulletin board at the RCC and attend the first class. This is a fee-funded non-credit course.

RA 150 PROJECT ADVENTURE COURSE

Trish McCarthy

This course is a combination of "New Games", initiative problems and usage of a low ropes course. Openness to new ideas and group support are key ingredients to this outdoor venture.

Classes meet Mondays and Wednesdays from 9:30AM to 11:00AM in the South Lounge of the

Robert Crown Center. Enrollment limit 20. Pre-register at the RCC. This is a non-credit course.

RA 151 WORMGOD SOCCER

Ian Root & Trish McCarthy

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

Soccer will be held on Tuesday and Thursday from 4:00PM to 6:00PM on the Playing Field. To register sign-up on the bulletin board of the Robert Crown Center. Enrollment unlimited. This is a non-credit activity. Hampshire students only. Organizational meeting on Tuesday, September 10th at 7:00PM in the RCC.

RA 152 ULTIMATE FRISBEE

Benjamin Bailar, Steve Barnard & Edmund Lowson

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

The Ultimate Frisbee group will meet Monday through Friday from 4:00PM to 6:00PM on the Playing Field. To register sign-up on the bulletin board in the Robert Crown Center. Enrollment unlimited. Hampshire students only. This is a non-credit activity. Organizational meeting on Tuesday, September 10th at 7:00PM in the Robert Crown Center.

RA 153 SAILING

Thomas Smith & Mark Baker

Learn to sail on a maneuverable fiberglass boat, a Designer's Choice. The Designer's Choice has proven to be an excellent instructional craft and will be used throughout the course. The course will include: Nautical Terms; Reading the Wind; Small Boat Handling; Boat Maintenance; Racing Techniques.

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

RA 155 WOMEN'S TEAM BASKETBALL

Kokie Adams & Karen Peterson

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

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

RA 156 TEAM VOLLEYBALL

Mike Meredith, Diane Franciere & Sarah Roberts

This activity will be organized toward players improving team skills as well as individual improvements. The group will play tight volleyball, setting up team plays and following game rules in preparation for games with outside

groups. With sincere interest in team improvement and unity, participants will be expected to participate consistently. All skill levels are welcome. An emphasis will be put on developing ability levels (not on initial skills) through regular participation.

Volleyball will meet for an organizational meeting on Tuesday, September 10 at 7:00PM at the Robert Crown Center. To register sign-up on the bulletin board at the RCC prior to the meeting. This is a non-credit activity. Enrollment limit: 12. Hampshire students only.

RA 157 BADMINTON

Rob Bland

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

An organizational meeting will be held on Tuesday, September 10th at 7:00PM in the RCC. The course will run 3 times per week from September 10th through Thursday, October 24th. An option play on the club will follow upon completion of the course. To register sign-up on the Robert Crown Center Sports Board prior to the meeting. Hampshire students only. This is a non-credit activity.

RA 160 MEN'S BASKETBALL

Jamie Jones

This is a non-credit activity open only to the Hampshire Community. Recreational play is open to all skill levels. Those more interested in competition should meet on Tuesday, September 10 at 7:00PM in the Robert Crown Center.

RA 162 FIELD HOCKEY

Karen Peterson & Trish McCarthy

The purpose of this class will be to get women involved in playing and improving their field hockey skills. Beginners to experienced players are welcome. We would like to have enough participants to scrimmage regularly amongst ourselves. For those interested, we will be scheduling scrimmages with outside teams.

Field Hockey will meet on Monday and Wednesday from 4:00PM to 5:30PM on the Playing Field. An organizational meeting will be held on Tuesday, September 10th at 7:00PM in the Robert Crown Center. To register sign-up on the bulletin board at the RCC. Enrollment unlimited. Hampshire students only. This is a non-credit activity.

RA 163 INNER TUBE WATER POLO

Trish McCarthy

This non-credit course will be held on Thursday from 6:00PM to 8:00PM in the Robert Crown Center pool. The course will begin in November and continue through December. Join the high energy fun on your own or as a group. Teams are co-ed and inner tubes are supplied. Sign-up at the

Robert Crown Center. For more information contact Trish McCarthy at X470.

Hampshire students only.

FCFCFCFCFCFCFCFCFCFC
Five College Course Offerings By Five College Faculty

- FICTION WRITING Baldwin
Mount Holyoke: English 283f
- COFFEE AND SLAVES: PLANTATION SOCIETY Graham
IN 19th CENTURY BRAZIL
Mount Holyoke: History D115
- CONTROL AND RESISTANCE: SLAVERY Graham
IN BRAZIL
Smith: History 200 (C)
- SOCIOLOGY OF CONFLICT AND CONFLICT Klare
RESOLUTION
Amherst: Sociology 39.
- THE VIETNAM WAR Lake
Mount Holyoke:
International Relations 300
- VIETNAM WAR Lake
Smith: Government 248a.
- ELEMENTARY ARABIC I Tba
UMass: Arabic 126, 146.
- INTERMEDIATE COMPOSITION Schwartz
UMass: Dance 252.
- DANCE IN EDUCATION: METHODS Schwartz
AND MATERIALS OF TEACHING
UMass: Dance #63.
- JAPAN: POLITICS AND SOCIETY Yasutomo
Amherst: Political Science 39.
- WORLD POLITICS IN ASIA Yasutomo
Hampshire: Social Science 247.
- Mount Holyoke: English 283f. FICTION WRITING
James Baldwin
- Practice techniques of prose fiction.
Enrollment limited to three students from each
of the five colleges. Not open to freshman.
- Mount Holyoke: History D115 COFFEE AND
SLAVES: PLANTATION SOCIETY
IN 19th CENTURY
BRAZIL

Sandra L. Graham

An introduction to the craft of social history and to Latin America's past through the particular issue of Brazilian slavery. We will examine wills, letters, photographs, maps, household census lists, and letters of manumission in order to reconstruct the experiences of slaves and masters. Tu, Thur 8:35-9:50.

Smith: History 200 (C) CONTROL AND RESISTANCE: SLAVERY IN BRAZIL

Sandra L. Graham

An introduction to Brazilian social history through an investigation of the particular institution of slavery and its connections to the patterns and practices of daily life in cities and on plantations from the early life of the colony until slavery's final abolition in 1888. Tu 1-2:50.

Amherst: Sociology 39 SOCIOLOGY AND CONFLICT AND CONFLICT RESOLUTION

Michael T. Klare

In this course we will explore the structural and social psychological origins of conflict, attentive especially to discovering those factors that seem to propel conflict toward violent confrontations. By examining a wide range of conflicts, from interpersonal discord to racial antagonisms and class conflicts to conflicts between nation-states, we will review a variety of theoretical approaches and perspectives. In addition to analyses of conflict, we shall also examine the growing literature on conflict resolution in an attempt to understand the mechanisms that might be useful for averting conflict and reducing tensions between the U.S. and U.S.S.R. and various proposals for reducing tensions between the two superpowers.

Prerequisites: Sociology 11 or 12 or 25; or Anthropology 11 or 12 or 23; or consent of the instructor. To be taught with Professor Jan Dizard.

Mount Holyoke: THE VIETNAM WAR
International Relations 300

W. Anthony K. Lake

The history of American involvement in Vietnam, including a review of the origins of the war and U.S. intervention; the domestic impulses for deepening involvement and then withdrawal; the negotiations to find a peaceful settlement; and the effects of the war on our foreign policies. Particular attention to lessons about how American society makes its foreign policies. Enrollment limited.

Smith: Government 248a THE VIETNAM WAR

W. Anthony K. Lake

See above description.

UMass: Arabic 126, 146 ELEMENTARY ARABIC I

TBA

Six credit course. Lecture, recitation; extensive use of language lab. Introduction to the Modern Standard Arabic language; reading writing, and speaking; some elements of colloquial speech. Text: Elementary Modern Standard Arabic I. Daily written assignments and recitations; frequent quizzes and exams; final. Arabic 126 or consent of instructor required for Arabic 146.

UMass: Dance 252 INTERMEDIATE COMPOSITION

Peggy Schwartz

Study of the styles of innovators in modern dance as a way of learning various approaches to choreography. The work of Isadora Duncan, Martha Graham, Merce Cunningham and post-modern choreographers will be viewed as paradigms in developing movement themes, choosing music and shaping dances. By exploring a range of styles, students will be able to expand their own style of dance-making and understand the relationship between what they create and the historical development of modern dance forms. Course work will include readings, lectures, films, improvisation, assigned dance studies and a final project. Prerequisite: Elementary Composition or permission of the instructor.

UMass: Dance 463 DANCE IN EDUCATION: METHODS AND MATERIALS OF TEACHING

Peggy Schwartz

Through readings, lectures, discussions and practice, this course will provide students with the opportunity to develop curricula in dance teaching. The course will include at least a ten-week pre-practicum teaching experience in an area school. Course work will focus on the teaching of creative movement at the elementary level or modern dance technique and dance improvisation at the secondary or university level. Prerequisites: Elementary Composition or Laban Movement Analysis and Introduction to Dance Education at the elementary and secondary level or permission of the instructor.

Amherst: Political Science 39 JAPAN: POLITICS AND SOCIETY

Dennis Yasutomo

This course will examine political institutions and policy-making processes in contemporary Japan. Particular attention will be given to political culture and economy, issues in political participation and electoral behavior, and party recruitment. It will also raise questions concerning the widely assumed uniqueness of Japanese political behavior and,

especially, decision-making style. The course will also consider the suitability of power elite and pluralist approaches for understanding the workings of the political system. Specific institutions that will be covered include parties, the bureaucracy, the Diet, major interest groups and citizens' movement.

Hampshire: Social Science 247 WORLD POLITICS
IN ASIA

Dennis Yasutomo

Analysis of the emergence of East and Southeast Asia in world affairs in the late 19th and 20th centuries. Special attention will be given to the post-World War II period and on the diplomacy of China, Japan, Korea, ASEAN nations, and the Indochinese states. The role of external powers will be examined, but the focus will remain on Asian perspectives. The course will be especially concerned with identifying historical and current patterns of interstate conflict and cooperation in Asia, the clash between "Eastern" and "Western" cultures, and the possibility of a new regional community.

Faculty

C&CSC&CSC&CSC Communications & Cognitive Science

Lynne Baker-Ward, 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. Ms. Baker-Ward is on leave until the fall of 1986.

Susan Douglas, 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 a historian on the staff of the Museum of History and Technology at the Smithsonian Institution, and she is co-producer of a television documentary entitled "Reflections: The Image of Women in Popular Culture." Her interests include the relationships between mass media and American culture, technology and culture, and the literary response to industrialization.

Mark Feinstein, associate professor of language studies and dean of the School of Communications and Cognitive Science, holds a Ph.D. in linguistics from the City University of New York and a B.A. from Queens College, where he has also taught. He is a phonologist

whose main research interest is currently in syllable structure. He has done extensive research on the sound system of Sinhala, a language of Sri Lanka. Among his other teaching and research interests are sociolinguistics, neurolinguistics, and animal communication and behavior.

Jay Garfield, assistant professor of philosophy, received his B.A. from Oberlin College and is completing his Ph.D. in philosophy at the University of Pittsburgh. His main teaching interests are in philosophy of psychology, philosophy of mind, and ethics. His recent research compares the model of explanation used by behaviorists with that of contemporary cognitive psychologists. Mr. Garfield is on leave for the fall of 1985.

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

David Kerr, associate professor of mass communications and Master of Merrill House, has a B.A. from Miami University in Ohio, and an M.A. from Vanderbilt University. His teaching experience includes courses in communication research and journalism history. His educational interests include the radical press in America, how television affects the public, and communications law. He is currently researching the history of the Liberation News Service.

Eileen Mahoney, assistant professor of communications, earned a B.A. in communications at the University of California at San Diego, and is completing her Ph.D. in communications at Temple University. Her continuing interests focus on issues in international communications, particularly those related to new communication/information technology. Employment opportunities and work conditions, cultural production and autonomy, the role of the military, and national development and sovereignty are major issues concerning utilization of new technologies, domestically and internationally, addressed in her teaching and research.

James Miller, associate professor of communications, took his Ph.D. at the Annenberg School of Communications at the University of Pennsylvania. His interests span theoretical issues and practical problems in several areas of the social control of public communication. They include corporate and state policies toward communication technologies and the occupational, organizational, and industrial structure of communication production. He is also involved in cultural studies especially those that explore the political and

ideological aspects of popular entertainment and news. He has a growing interest in the media cultures of France, Canada, and Cuba.

Richard Muller, 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 home, the social and cultural consequences of the dissemination of information technology, computer programming languages and techniques, and outdoor education.

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

Neil Stillings, 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.

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

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

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

Rhonda Blair, assistant professor of theatre, holds a Ph.D. in Theatre and an M.A. in Slavic Studies from the University of Kansas. She has expertise in both performance (as an active actor/director) and theory/criticism. Before coming to Hampshire she taught at the

University of Kentucky and has actively participated in the administration of the Woman's Theatre Project of the American Theatre Association.

John R. Boettiger, professor of human development, joined the Hampshire planning staff in 1967. In those first years of the College's life he contributed to the early design of educational policy and academic programs. He is particularly interested in personal 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 Vietnam and American Foreign Policy and a recent study in biography and family history, A Love in Shadow. Professor Boettiger will be on sabbatical fall term.

R. Kenyon Bradt, 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.

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

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

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

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

Norton Juster, professor of design, is a practicing architect, designer, and writer whose books include The Phantom Tollbooth, a children's fantasy; The Dot and the Line, a mathematical fable made into an Academy Award-winning animated film; and So Sweet to Labor, a book on the lives of women in the late nineteenth century. Norton's B. Arch. is from the University of Pennsylvania, and he studied

at the University of Liverpool on a Fulbright scholarship.

Ann Kearns, assistant professor of music, is director of the Hampshire College Chorus. She holds an M.M. in music history from the University of Wisconsin and studied choral conducting at Juilliard. She composes choral music and edits performing editions of Renaissance choral music. At Hampshire she serves as liaison to the Five College Early Music Program and to the Five College Orchestra.

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

David Koblitz, assistant professor of music, holds a B.A. in music from the University of Pennsylvania and an M.M. in Music Composition from the University of Michigan. He was awarded a Composer Fellowship from the National Endowment for the Arts and is presently completing a ballet score commissioned by the Joffrey II Dancers and the Jerome Foundation. David has also written articles on contemporary music for the Boston Phoenix and Dance Magazine.

Wayne Kramer, associate professor of theatre arts, holds a 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 the production of original scripts, 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 Smith College Theatre on several occasions and designed the New York production of Salford Road which later performed in Scotland. Professor Kramer will be on leave this academic year.

Daphne A. Lowell, assistant professor of dance, holds a B.A. in cultural anthropology from Tufts University and an M.F.A. in modern dance from the University of Utah. She toured nationally performing and teaching with The Bill Evans Dance Company and has taught dance at Smith College, University of Washington, and Arizona State University. She has studied "authentic movement" at The Mary Whitehouse Institute and is especially interested in choreography, creativity, and dance in religion.

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

Jerome Liebling, professor of film studies, has produced several award-winning films and has exhibited at the Museum of Modern Art, George Eastman House, and other museums. He has taught at the University of Minnesota and State University College at New Paltz, New York.

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 Curriculum at the University of North Carolina at Chapel Hill, and was Hampshire's first Dean of the College. Professor Lyon will be on sabbatical leave fall term.

Roberto Marquez, professor of Hispanic-American and Caribbean 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 published translations of Latin American poetry. He holds a B.A. from Brandeis and 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.

Robert Meagher, professor of philosophy of religion, has a B.A. from the University of Notre Dame and an M.A. from Chicago. His publications include Personalities and Powers, Beckoning, Toothing Stones: Rethinking the Political, and An Introduction to Augustine. He has taught at the University of Notre Dame and at Indiana University.

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 Collaborations Dance-works in Brattleboro, Vt. and has performed with Laura Dean Dancers and Musicians in N.Y.C. She has taught at Windham College and the University of Delaware. Areas of special interest are: choreography, improvisation and Laban Movement Analysis. Professor Nordstrom will be on sabbatical leave spring term.

Nina Payne, associate professor of writing and human development, received her B.A. from Sarah Lawrence College. A collection of her poems, All the Day Long, was published by Atheneum in 1973. Her current work has appeared in a variety of journals, most recently in the Massachusetts Review and Ploughshares. She has taught writing at Hampshire since 1976. Professor Payne will be on sabbatical leave spring term.

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

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. Complimenting a career in filmmaking and photography, Ravett has also worked as video tape specialist and media consultant.

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 in human biology, he is 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 zoology, human and comparative anatomy, parasitology, marine biology, and tropical (Caribbean) ecology.

Alan H. Goodman, visiting assistant professor of biological anthropology, received his B.S. and his Ph.D. from the University of Massachusetts. He has taught at Cleveland State University and the University of Connecticut, where he currently holds a National Institute of Health Postdoctoral Fellowship. He has worked as a visiting research scientist with the World Health Organization's Psychosocial Research Center in Stockholm. His research and teaching interests include a variety of aspects of human adaptation and variations. He is particularly interested in the evolution and ecology of disease and diet-related problems and the impact of civilization on health and human biology.

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 Rochester. 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. He now spends most of his time in off-campus activities connected with electronic music. As part-time member of the Hampshire faculty, he teaches a course in optics with emphasis 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 Talladega College during

1965-70. In addition to algebraic number theory and mathematical modeling, Ken's interests include education, American Indians, natural history, and farming. Mr. Hoffman will be away all year.

David C. Kelly, associate professor of mathematics, has taught at New College, Oberlin, and Talladega College. He holds a B.A. from Princeton, an M.S. from M.I.T., and his Ph.D. work is in progress at 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. Krass, professor of physics and science policy assessment, was educated at Cornell 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.

Nancy Lowry, 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 Cooley Dickinson 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, science for non-scientists, toxic substances, the bassoon, and nature study. Ms. Lowry will be away for the spring term.

Debra L. Martin, assistant professor of biological anthropology, 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 a prehistoric Amerindian skeletal population from Black Mesa, Arizona. Recently she has been exploring the health effects of poor nutrition, multiple pregnancies, and long lactation periods on female skeletal systems. Her teaching and research interests include nutritional anthropology, skeletal anatomy, human growth and development, health and disease in prehistory, gerontology, and human origins. Ms. Martin will be away for the fall term.

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 in fish genetics. 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.

Aaron Berman, 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. Mr. Berman will be away for the spring term.

Myrna Margulies Breitbart, 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. Ms. Breitbart will be away for the spring term.

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

Nancy Fitch, associate professor of history, has a B.A. and an M.A. from San Diego State University, and a Ph.D. from the University of California, Los Angeles. Her teaching interests include European social and political history, 1500-1940, 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 historiography and historical methods.

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

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

Penina Glazer, 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 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.

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

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

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

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

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

Maureen Mahoney, associate professor of psychology, received her B.A. from the University of California, Santa Cruz, and her Ph.D. from Cornell University. Her special interests include social and personality

development, sociology of the family and history of childhood and the family.

Lester Mazor, 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, associate professor of economics, holds an B.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. Ms. Nisonoff will be away for the entire year.

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.

Robert Rakoff, 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.

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

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

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

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

University. He has done research in Chile as a Foreign Area Fellow and has taught economics at Cornell and the University of California at Santa Cruz. His special interest is the historical study of economic development and underdevelopment.

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

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

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

1986 Spring Term Preliminary Courses

C&CSC&CSC&CSC Communications & Cognitive Science

100 LEVEL

GODEL, ESCHER, AND BACH CCS 107	Garfield
FIELD METHODS IN LINGUISTICS CCS 115	Feinstein
RATIONALITY AND IRRATIONALITY: PHILOSOPHICAL PERSPECTIVES CCS 119	Witherspoon
IMAGES OF WOMEN IN POPULAR CULTURE CCS 131	Douglas
VISUAL LITERACY AND MEDIA CRITICISM CCS 142	Jones
THE CONSCIOUS AND UNCONSCIOUS MIND IN PSYCHOLOGY CCS 145	Stillings
INTRODUCTION TO COMPUTER SCIENCE: PART I, PROGRAMMING IN PASCAL CCS 175	Muller
A HISTORY OF THE PRESS IN THE UNITED STATES CCS 199	Kerr

200 LEVEL

MEDIA ANALYSIS: THE THIRD WORLD IN THE U.S. MEDIA CCS 204	Mahoney
DIRECTING AND ACTING FOR STAGE AND SCREEN* CCS 209	Jones
IDEALISM AND REALISM: METAPHYSICAL AND EPISTEMOLOGICAL PROBLEMS CCS 223/HA 223	Garfield Lyon
THEORY OF LANGUAGE II CCS 227	Weisler
ELECTRONIC JOURNALISM CCS 240	TBA
ANALYSIS OF TELEVISION NEWS CCS 256	Douglas
WORKINGS OF THE MIND: THE PSYCHOLOGY LABORATORY CCS 270	Stillings

NEW INFORMATION TECHNOLOGY AND WORK
IN THE INFORMATION ECONOMY
CCS 271 Mahoney

300 LEVEL

VIDEO PRODUCTION SEMINAR* CCS 306	TBA
FOUNDATIONS OF MODERN LINGUISTICS: NEOSTRUCTURALISM AND THE PATHS FROM DE SAUSSURE CCS 324	Weisler
PHOTOGRAPHY: PHILOSOPHICAL AND CRITICAL ISSUES* CCS 342	Witherspoon

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

100 LEVEL COURSES

COLOR AND TWO DIMENSIONAL DESIGN HA 108	Tba
MODERN DANCE I HA 113	Tba
THREE RUSSIAN WRITERS: PUSHKIN, GOGOL, AND TURGENEV HA 130	J. Hubbs
COLLEGE WRITING: THE IRISH VOICE IN LITERATURE HA 134a	F. Smith
COLLEGE WRITING: AMERICAN SHORT FICTION IN THE TWENTIETH CENTURY HA 134b	F. Smith
THE MAN-MADE ENVIRONMENT: THE PHYSICAL DETERMINANTS OF FORM HA 159	Juster Pope
THEMES IN HUMAN DEVELOPMENT: INTIMACY AND SOLITUDE HA 163	Boettiger

THEMES IN HUMAN DEVELOPMENT; RENEWAL, RECOVERY, REBIRTH HA 164	Boettiger	DIRECTING FOR THEATRE HA 239	Blair
IDEAS OF ORDER HA 169	Kennedy	THE INTELLECTUAL AND SOCIAL HISTORY OF SPANISH AMERICA HA 242	Marquez
ROCK AND CONTEMPORARY CULTURES HA 182	Koblitz	THEOLOGY II HA 257	Bradt
PIANO WORKSHOP I HA 183	Wiggins	REPERTORY HA 266	Lowell
THEATRE THREE HA 195	Blair Cohen Tba	LITERATURE/FILM/MYTH HA 272	C. Hubbs
<u>200 LEVEL COURSES</u>			
FIGURE DRAWING HA 201	Tba	DOCUMENTARY AND ETHNOGRAPHIC FILM HA 273	Ravett Glick
PAINTING HA 205	Rosenblatt	CAMUS HA 277	Meagher
DRAWING EVERYTHING II HA 206	Rosenblatt	THE DIVERSE TRADITION; UNORTHODOX COMMUNISMS OF THE TWENTIETH CENTURY HA 278	Lewis Bengelsdorf
MAKING PLACES; THE EXPERIENCE OF DESIGN HA 209	Juster Pope	CREATIVE MUSIC; ITS THEORY AND APPLICATION HA 284	Wiggins
FILM/VIDEO WORKSHOP I HA 210	Matthews	THEATRE CRAFT II HA 289	Tba
STILL PHOTOGRAPHY WORKSHOP I HA 211	Matthews	<u>300 LEVEL COURSES</u>	
PHOTOGRAPHY-CRITICAL ISSUES HA 214	Liebling	FILM/VIDEO WORKSHOP II HA 310	Ravett
IDEALISM AND REALISM; METAPHYSICAL AND EPISTEMOLOGICAL PROBLEMS HA 223	Lyon Garfield	PHOTOGRAPHY WORKSHOP II HA 311	Liebling
THE OTHER SOUTHS; WOMEN, BLACKS AND POOR WHITES IN SOUTHERN HISTORY AND LITERATURE HA225	Kennedy	MODERN DANCE TECHNIQUE V HA 317	Lowell
TWENTIETH CENTURY FRENCH LITERATURE: SUBJECTIVITY, SEXUALITY, AND SUBVERSION HA 226	Lewis	ADVANCED PLAYWRIGHTS' WORKSHOP HA 319	Cohen
DEADLY CONNECTIONS: POLITICS OF MILITARISM HA 228	Lewis Cerullo	CREATIVE MUSIC-ADVANCED HA 320	Wiggins
THE WORLD OF FEODOR DOSTOEVSKY HA 230	J. Hubbs	SOUNDS AND SPACES; WORKSHOP/SEMINAR IN MUSIC COMPOSITION HA 321	Koblitz
POETRY WRITING WORKSHOP HA 231	Salkey	SENSE AND SPIRIT HA 322	Meagher
SEERS, PROPHETS, AND TROUBADOURS: POETRY AND COMMITMENT IN CONTEMPORARY LATIN AMERICA HA 234	Marquez	SCENE STUDY: CHEKHOV, IBSEN, SHAW HA 323	Blair
FICTION WRITING WORKSHOP HA 237	Salkey	OBSERVER AND OBSERVED IN LITERATURE, ANTHROPOLOGY, AND FILM HA 328	Smith Yngvesson
		ART TUTORIAL HA 329	Baskin

200 LEVEL

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.

- WORLD POLITICS
SS 203 Ahmad
- FROM ENLIGHTENMENT TO REVOLUTION: FITCH
THE ORIGINS AND IMPLICATIONS OF
THE FRENCH REVOLUTION
SS 204
- STATISTICS AND DATA ANALYSIS
SS 207 Poe
- ECONOMIC DECISION MAKING THEORY
SS 211 Warner
- THIRD WORLD WITHIN: AN
INTRODUCTION TO RACIAL AND
ETHNIC MINORITIES IN THE UNITED
STATES
SS 224 Torres
White
- DEADLY CONNECTIONS: THE
POLITICS OF MILITARISM
SS 228/HA 228 Cerullo
Lewis
- SOVIET MILITARY POLICY
SS 235/NS 235 Klare
Krass
- CRIME AND PUNISHMENT
SS 242 Mazor
Poe
- WORKPLACE DEMOCRACY
SS 259 Warner
- FAMILY IN CROSS CULTURAL
PERSPECTIVE
SS 262 Johnson
White
Yngvesson
- DOCUMENTARY AND ETHNOGRAPHIC
FILM
SS 273/HA 273 Glick
Ravett
- STATE AND SOCIETY
SS 275 Bengelsdorf
Cerullo
Mazor
- THE DIVERSE TRADITION:
UNORTHODOX COMMUNISMS OF THE
TWENTIETH CENTURY
SS 278/HA 278 Bengelsdorf
Lewis
- REPRODUCTIVE TECHNOLOGY,
LEGAL AND ETHICAL IMPLICATIONS
SS 290 Gallagher

300 LEVEL

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

- THE CULTURE OF PROFESSIONALISM
SS 309 Glazer
- GENDER AND PUBLIC POLICY
SS 315 Rakoff
- WOMEN IN ASIAN SOCIETIES
SS 317 Johnson

INTERPRETING HISTORY: THE
JEWS IN GERMANY, 1769-1939
SS 319 Glick

STATE AND SOCIETY IN THE MIDDLE
EAST AND NORTH AFRICA
SS 326 Ahmad

OBSERVER AND OBSERVED IN
LITERATURE, ANTHROPOLOGY AND
FILM
SS 328/HA 328 Smith
Yngvesson

HEALTH IN AMERICA: THE
DEVELOPMENT OF A PUBLIC
CONCERN
SS 331/NS 331 Foster
Rinard
von der Lippe

THE POLITICAL ECONOMY OF THIRD
WORLD DEVELOPMENT: MODELS,
METHODS, AND HISTORICAL
PERSPECTIVES
SS 335 Holmquist
Weaver

SOCIAL CONSTRAINTS OF
KNOWLEDGE PRODUCTION
SS 338 Hogan

PEOPLE STUDYING PEOPLE
IN 392 von der Lippe

INININININININININININININ
**Division III Integrative
Seminars**

PEOPLE STUDYING PEOPLE
IN 392 von der Lippe

WOMEN AND SCIENCE
IN 394 Woodhull and
Brown

FCFCFCFCFCFCFCFCFCFCFC
**Five College Course
Offerings By Five College
Faculty**

THE FIRST HALF OF THIS CENTURY
IN POETRY
UMass: Russian 297A Brodsky

LYRIC POETRY
Mount Holyoke: English 245s. Brodsky

61

REBELLION IN THE BACKLANDS OF BRAZIL Graham
Amherst: History 74.

THE MEXICAN REVOLUTION, 1910-1919 Graham
Mount Holyoke: History 287.
Hampshire: Social Science 291.

CASE STUDIES IN AMERICAN FOREIGN POLICY Lake
Mount Holyoke:
International Relations 273

CASE STUDIES IN AMERICAN FOREIGN POLICY Lake
UMass: Political Science 255.

ELEMENTARY ARABIC I TBA
UMass: Arabic 126, 146.

JAPANESE POLITICS Yasutomo
Mount Holyoke: Politics 268.

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

James Baldwin will teach a course in the spring
term. Contact Five Colleges, Inc. for further
information.

Worksheet

Monday

Tuesday

Wednesday

Thursday

Friday

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Course	Instructor	Enrollment Method	Limit	Time	Place
HA 151	Dance Composition I	Nordstrom	15	TTh 1-3	MDB Studio
HA 152	Gods, Beasts and Mortals	Meagher	20	TTh 930-1030	FPH 106
HA 161	Jungian Approach/Lit & World	Yalowitz	16	W 330-530	FPH 106
HA 165	Places and Spaces	Juster/Pope	None	WF 2-4	EDH 3
HA 175	American Music: 11 Composers	Koblitz	15	TTh 1030-12	MDB Class
HA 193	The Design Response	TBA	15	TTh 1030-12	EDH
HA 194	Introduction to Acting	Blair	16	TTh 10-1130	So Lounge
HA 201	Figure Drawing	TBA	25	Th 12-3	ARB
HA 205	Painting	Rosenblatt	16	W 1-7	ARB
HA 206	Drawing Everything II	Rosenblatt	25	Th 930-1230	ARB
HA 209	Reading the City	Juster/Pope	None	WF 1030-1230	EDH 3
HA 210	Film/Video Workshop I	Liebling	15	F 9-12	PFB
HA 211	Skill Photo Workshop I	Havett	15	F 9-12	PFB
HA 216	Modern Dance IV	Lowell	20	MWF 1030-12	MDB Studio
HA 220	Media Theory	Matthews	None	TTh 130-3	PFB
HA 227	History of the Caribbean	Marquez	16	T 130-3	TBA
HA 231	Poetry Writing Workshop	Salky	None	TTh 1030-12	EDH 4
HA 232	The Greek Theatre	Meagher	None	TTh 1030-12	FPH 106
HA 236	Principles of Directing	Blair	None	TTh 1-230	EDH
HA 237	Fiction Writing Workshop	Salky	16	Th 130-3	EDH 4
HA 240	Writing	Payne	15	T 930-12	Kiva
HA 253	Recent American Fiction	C. Hubbs	None	MW 1030-12	EDH 1
HA 257	Theology I	Bradt	None	TTh 730-10pm	FPH 106
HA 258	Russia: Film & Lit/Revolution	J. Hubbs	None	MW 1030-12	EDH 2
HA 260	Early Modern Europe	Kennedy, et al	None	MW 1030-12	FPH 105
HA 264	The Nature of Wilderness	D. Smith	None	MW 1030-12	EDH 4
HA 268	Late 19th C. Europe	Russo/Fitch	None	MW 3-430	EDH 4
HA 269	Contemp Caribbean Fiction	Marquez	None	TBA	EDH 4
HA 281	Sources of Creativity	Lowell	12	MWF 9-1030	MDB Studio
HA 284	Creative Music	Wiggins	15	MW 1-3	MDB Class
HA 285	Laban Movement Analysis I	Nordstrom	20	MW 3-5	MDB Studio
HA 289	Theatre Craft I	TBA	None	MW 1030-12/TBA	EDH/Lab
HA 297	Dance Concentrator's Seminar	Nordstrom	20	F 1-3	MDB Studio
HA 299	Playwright's Workshop	Cohen	12	W 1-4	EDH 2
HA 301	The History of Myth	J & C Hubbs	None	MW 130-3	EDH 4
HA 305	Advanced Writing Tutorial	Payne	12	Th 930-12	Kiva
HA 309	Semiotics, Narrative & Text	Russo	None	M 730-930pm	EDH 4
HA 310	Film/Video Workshop II	Ravett	12	Th 930-12	EDH 4
HA 311	Photo Workshop II	Matthews	12	W 130-430	PFB
HA 313	Film/Photography III	Liebling	15	T 9-12	PFB
HA 320	Creative Music-Advanced	Wiggins	10	TTh 1-3	PFB
HA 321	Sounds and Spaces	Koblitz	10	W 930-12	MDB Class
HA 329	Art Tutorial	Baskin	12	Th pm	ARB
HA 353	Advanced Composition	Lowell	10	MW 1-3	MDB Studio
	Hampshire College Chorus	Kearns	None	MW 4-6	MDB

NSNSNSNSNSNSNSNSNS
School of Natural Science

Course	Instructor	Enrollment Method	Limit	Time	Place
NS 104 Optics and Holography	Hafner	InstrPer	20	F 1-4	CSC 3rd fl
NS 107 Evolution of the Earth	Reid	InstrPer	20	WF 9-1030/F 1-5	CSC 202/Field
NS 114 Body Chemistry	Foster/Dunathan	Open	None	WF 11-2/W 1-5/TBA	CSC 2nd fl
NS 117 Marine Biology	Goddard	Open	None	MF 130-330	CSC 114
NS 120 Cancer:Environment & Diet	Lowry/Goodman	Open	None	MW 9-1030	CSC 126
NS 122 Human Movement Physiology	Ann Woodhull	Prosem	16	T 130-3/Th 130-430.	CSC 126
NS 124 The Biology of Women	Goddard/Henderson	Open	None	TTh 130-3/Th 9-12	CSC 114/3rd fl
NS 156 Creating Mathematics	TBA	Open	None	TBA	TBA
NS 172 The Nuclear Age	Krass	InstrPer	20	MF 9-10	FPH 106
NS 173 The American Century	Krass/Bengelsdorf	InstrPer	25	TTh 1030-12	CSC 126
NS 180 Aquaculture in HC Biolshelter	D'Avanzo	Open	None	T 130-330/Th 130-5	CSC 2nd fl lab
NS 182 Appropriate Technology	Wirth	Open	None	MF 1030-1130	CSC 302
NS 186 Animal Behavior	Coppinger	Open	None	WF 1030-12	CSC 114
NS 213 Organic Molecules	Lowry	Prereq	None	TTh 1030-12	CSC 126
NS 216 Intro to Computer Science II	Woodhull/Muller	InstrPer	30	MF 1-2	CSC 114
NS 250 Biological Anthropology	Goodman	InstrPer	None	MF 830-10	CSC 114
*NS 256 Informational Macromolecules	Miller	Open	None	MF 830-10	CSC 114
*NS 257 New Genes:Clones/Move/Split	Miller	Open	None	TBA	TBA
NS 260 The Calculus	TBA	Open	None	MF 1030-12	FPH 102
NS 261 Intro Calc & Computer Model	TBA	Open	None	MW 1030-12	FPH 105
NS 279 Early Modern Europe	Rinard, et al	Open	None	MF 1-230/Th230-530	CSC 302/3rd fl
NS 282 General Physics A	Wirth	InstrPer	20	See course description	
NS 295A&B Practicum Environmental Ed	Bruno/Bourdon	Open	None	MW 1030-12/W 1-5	CSC 114/Lab
NS 297 Environ Science & Polaitics	D'Avanzo, et al	InstrPer	25	MW 2-4	FPH 102
NS 321 Differential Equations	TBA	Open	None	See course description	
NS 338 Research/Reproductive Physiol	Henderson	InstrPer	None	CSC 202	
NS 341 Sex, Evolution & Behavior	Coppinger/Miller	InstrPer	None	WF 1-2	CSC 302
NS 349 Book Seminar in Physics	Krass	InstrPer	None	MW 330-5	

*Mini Course-- see course description

Fall 1985 **Schedule of Classes**

S P S P S P S P S P S P S P S
Special Programs

Course	Instructor	Enrollment Method	Limit	Time	Place
FL 101 Intensive Beginning French	TBA	See Descrp	10	TWTh 3-530	PH A-1
FL 102 Intensive Spanish	TBA	See Descrp	10	TWTh 3-530	PH B-1

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

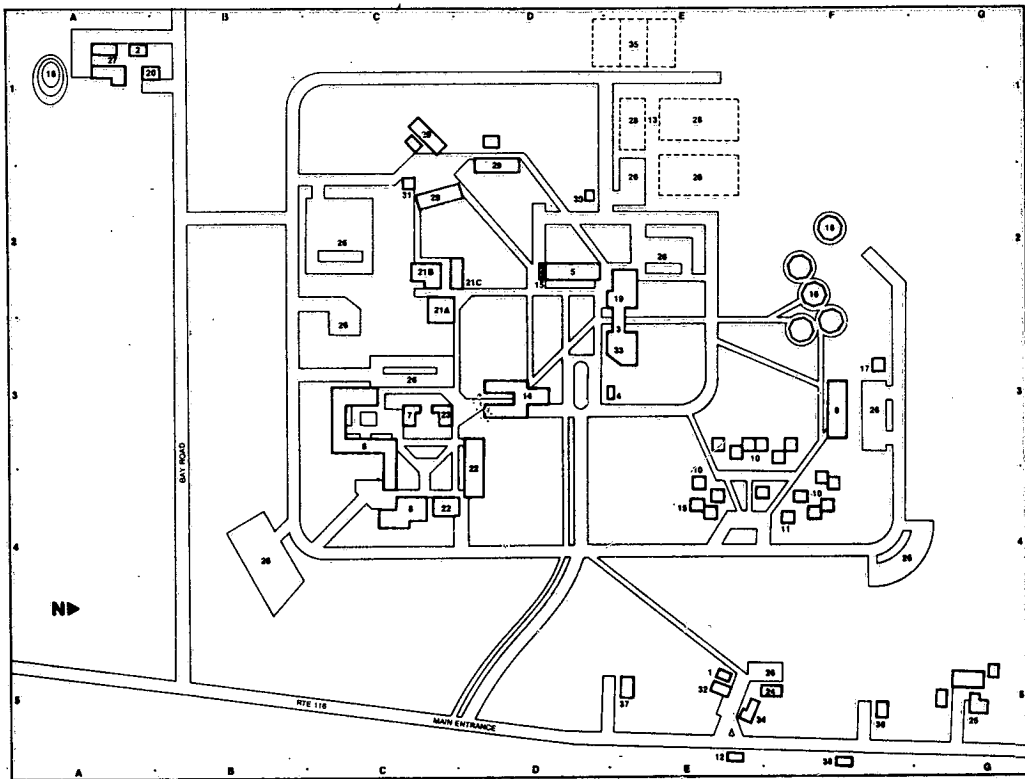
Course	Instructor	Enrollment Method	Limit	Time	Place
WP 101 Basic Writing	Ryan	InstrPer	16	TTh 11-12	PH A-1
WP 103 Writing for ESL Students	Ryan	InstrPer	16	TTh 12-1	PH A-1

O P O P O P O P O P O P O P O P
Outdoors Program

Course	Instructor	Enrollment Method	Limit	Time	Place
OP 105 Canoe Tripping	Warren	InstrPer	12	W 1-5	RCC
OP 111 Beg Top Rope Climbing	K. Kyker-Snowman	InstrPer	12	Th 12-530	RCC
OP 113A Adv Top Rope Climbing	Garmirian	InstrPer	None	T 1230-530	RCC
OP 113B Adv Top Rope Climbing	Garmirian	InstrPer	None	W 1230-530	RCC
OP 126 Winter Mountaineering	Kyker-Snowman	See course description			
OP 150 Philo./Experiential Ed	Warren/Kann	Open	None	WF 1030-1230	PH A-1
OP 156 Women's Bodies/Strength	Kyker-Snowman	InstrPer	14	WF 1030-1230	FPH 107

Fall 1985 Schedule of Classes

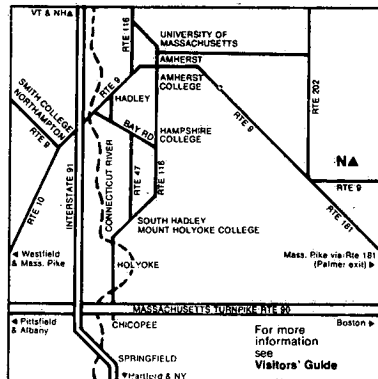
Campus Map



KEY

- | | |
|--|-----------------------------------|
| 1 Blair Hall E5 | 21 Longworth Arts Village C2 |
| 2 Boathouse A1 | A Film and Photography Building |
| 3 Bridge Cafe E3 | B Music and Dance Building |
| 4 Bus Stop for Five College Buses D3 | C Studio Arts Building |
| 5 Charles W. Cole Science Center D2 | 22 Merrill House D4 |
| 6 Dakin House C3 | 23 Merrill Master's House C3 |
| 7 Dakin Master's House C3 | 24 Montague Hall E5 |
| 8 Dining Commons C4 | 25 New England Farm Center G5 |
| 9 Emily Dickinson Hall F3 | 26 Parking B4, C2, C3, E2, F3, F4 |
| 10 Enfield House F4 | 27 Physical Plant A1 |
| 11 Enfield Master's House F4 | 28 Playing Fields E1 |
| 12 Ezbicki House E5 | 29 Prescott House C1 |
| 13 Fitness Trail Entrance E1 | 30 Prescott Master's House D2 |
| 14 Franklin Patterson Hall D3 | 31 Prescott Tavern C2 |
| 15 Greenhouses D2, E4 | 32 Red Barn E5 |
| 16 Greenwich House F2 | 33 Robert Crown Center E3 |
| 17 Greenwich Master's House F3 | 34 Sites House E5 |
| 18 Hampshire Pond A1 | 35 Tennis Courts E1 |
| 19 Harold F. Johnson Library Center E2 | 36 Thorpe House F5 |
| 20 Kerminski House A1 | 37 Warner House E5 |
| | 38 Wayne Stiles House F5 |

LOCATION



CALENDAR

FALL TERM 1985

New Faculty Orientation
Orientation Week
Students Arrive
New/Returning Students Matriculation
Course Interview Day
Classes Begin
Course Selection Period
Five College Add Deadline
January Term Proposal Deadline
Fifteenth Year Celebration
Decision Week
Advising/Exam Day
Five College Preregistration/Advising
January Term Registration
Thanksgiving Break
Last Day of Classes
Exam/Evaluation Period
Winter Recess

Thurs Aug 29

Mon Sept 2
Mon Sept 2-Tues Sept 3
Wed Sept 4
Thurs Sept 5
Thurs Sept 5-Fri Sept 13
Fri Sept 20
Fri Sept 27
Fri Oct 4-Mon Oct 14
Mon Nov 18-Fri Nov 22
Fri Nov 15
Mon Nov 18-Fri Nov 22
Mon Nov 18-Fri Nov 22
Sat Nov 23-Sun Dec 1
Fri Dec 13
Mon Dec 16-Fri Dec 20
Fri Dec 20-Sun Jan 5

JANUARY TERM 1986

Students Arrive
January Term Classes Begin
Commencement
Last Day of Classes
Recess Between Terms

Sun Jan 5
Mon Jan 6
Sat Jan 18
Wed Jan 22
Thurs Jan 23-Sat Jan 25