

spring 1985

course guide

HAMPSTIRE College

Amherst, MA 01002

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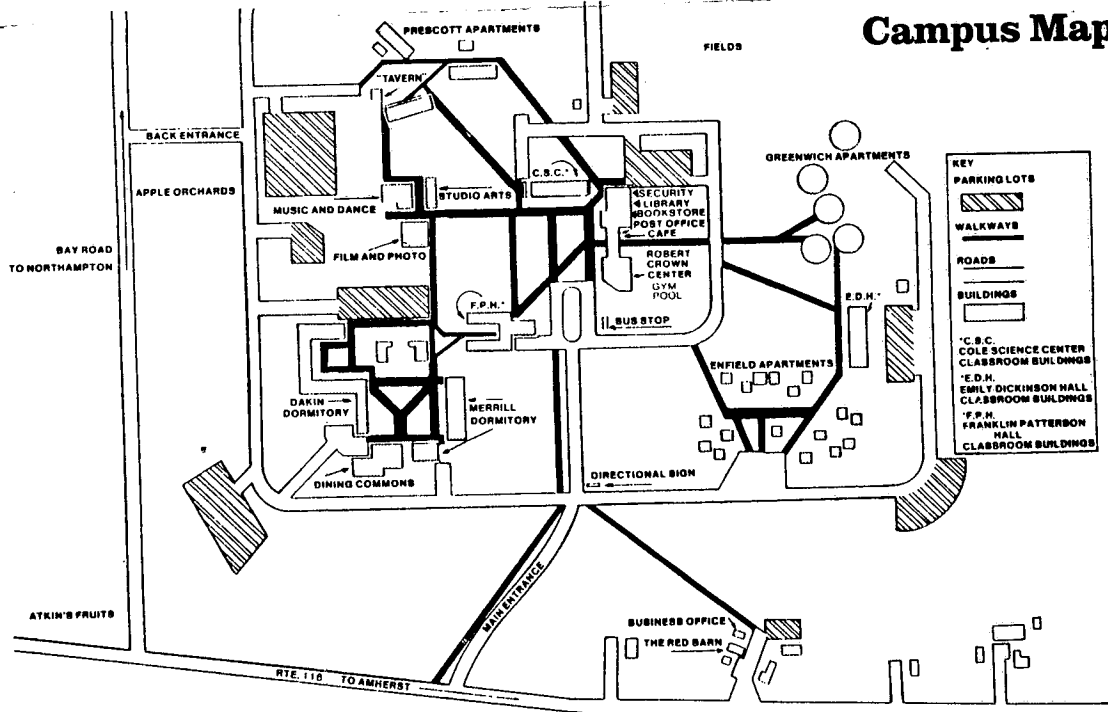
Calendar

SPRING TERM 1985

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| Students arrive | Sun Jan 27 |
| New students program | Sun Jan 27 - Tues Jan 29 |
| Matriculation | Mon Jan 28 |
| Course interview day | Tues Jan 29 |
| Classes begin | Wed Jan 30 |
| Course selection period | Wed Jan 30 - Fri Feb 8 |
| Five College add deadline | Fri Feb 8 |
| Advising/exam day | Thurs Feb 7 |
| Advising/exam day | Wed Mar 13 |
| Spring break | Sat Mar 16 - Sun Mar 24 |
| Community day | Fri April 5 |
| Leave notification deadline | Fri April 12 |
| Advising/exam day | Tues April 16 |
| Five College preregistration/ | Mon April 22 - Fri April 26 |
| advising | Wed May 8 |
| Last day of classes | Thurs May 9 - Wed May 15 |
| Exam period | Thurs May 16 - Fri May 17 |
| Evaluation period | Thurs May 16 - Fri May 17 |
| Commencement | Sat May 18 |

Please note: A supplement to this Course Guide will be issued at matriculation. It will contain the final additions to the course listings, changes in class schedules, and course revisions. Please confirm your initial selections using this supplement.

Campus Map



Academic Program Registration

DIVISIONS

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

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

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

There are special programs designed especially for students new to Hampshire College, including Division I seminars offered by faculty in all four schools. For further information, see the special section on Freshmen.

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

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

COURSES

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.

ADVISING

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

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

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 Central Records by Friday, February 8. 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, February 8. 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 Friday, February 8, 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.

Hampshire College reaffirms its commitment to all applicable state and federal laws.

The Hampshire College Course Guide is coordinated under the direction of Karen Menner, administrative secretary in the Dean of Faculty Office; production is supervised by Deborah Jeffrey, director of publications; editorial assistance is by Marian M. Duncan.

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School of Communications & Cognitive Science

Curriculum Statement

The School of Communications and Cognitive Science brings together a variety of disciplines and fields of inquiry that share a common concern with understanding the nature of information and knowledge. *Cognitive Science* is the interdisciplinary systematic study of the mind: how it learns, represents and uses information and knowledge of many sorts. The cognitive scientists within the School—psychologists, philosophers, linguists, computer scientists—are intrigued by such issues as the relationship between minds and brains, and minds and machines; they want to know whether our thinking processes are conducted in natural language or some other form; they are deeply interested in general questions about learning and education; how do we acquire knowledge as children? What is human language, and how does it develop? More broadly, we are interested in philosophical questions regarding the nature of knowledge and intelligence, and the fundamental character of human beings as cognitive or "knowing" organisms.

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 and 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, and our human nature) 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 the studio formats. Others are more generally concerned with the wide range of intellectual questions that surround the production of the media: Who controls the media? What should public policy be regarding issues like public access to cable television? How would we know if television incites children toward violence, or causes them to read less or less well?

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

List of Courses

| | |
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| 100 LEVEL | |
| ABORTION: PERSONS, MORALITY, AND THE LAW CCS 102 | Garfield |
| INTRODUCTION TO THE DOCUMENTARY CCS 114 | Douglas Schwab |
| OBSERVING CHILDREN AND OTHER PEOPLE: TACTICS AND TECHNIQUES CCS 118 | Baker-Ward |
| VISUAL LITERACY AND MEDIA CRITICISM CCS 142 | Jones |
| PUZZLE SOLVING IN HUMANS AND COMPUTERS CCS 161 | Iba |
| LANGUAGE, CULTURE, AND SOCIETY CCS 171 | Feinstein Weisler |
| DATELINE: WASHINGTON, D.C. CCS 183 | Hillier |
| 200 LEVEL | |
| A HISTORY OF THE PRESS IN THE UNITED STATES CCS 201 | Kerr |
| DIRECTING AND ACTING FOR TELEVISION CCS 209 | Jones |
| METAPHYSICS CCS 210 | Witherspoon |
| INTRODUCTION TO COMPUTER PROGRAMMING IN PASCAL CCS 215 | Miller |
| ELECTRONIC JOURNALISM CCS 240 | Miller Pinkham |
| AN INQUIRY INTO MEANING AND TRUTH CCS 248 | Weisler |
| POLICIES AND APPROACHES TO THE INFORMATION AGE CCS 251 | Mahoney |
| ANALYSIS OF TELEVISION NEWS CCS 256 | Douglas |

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|--|------------------------|
| COGNITION AND ITS DEVELOPMENT: RESEARCH AND APPLICATION CCS 257 | Baker-Ward |
| AESTHETICS OF PHOTOGRAPHY AND PAINTING CCS 260 | Witherspoon |
| WORKINGS OF THE MIND: THE PSYCHOLOGY LABORATORY CCS 270 | Stillings |
| NEW INFORMATION TECHNOLOGY, THE DIVISION OF LABOR, AND WORK IN THE INFORMATION ECONOMY CCS 271 | Mahoney |
| STRUCTURE IN LANGUAGE AND TONAL MUSIC CCS 283/RA 283 | Wall Warner |
| PROGRESS IS OUR MOST IMPORTANT PRODUCT: AN INTRODUCTION TO THE HISTORY, PHILOSOPHY, AND ASSESSMENT OF TECHNOLOGY CCS 288/NS 288 | Garfield Krass |
| DATA STRUCTURES AND COMPUTATIONAL LINGUISTICS CCS 296 | Wall |
| 300 LEVEL | |
| SOFTWARE DEVELOPMENT WORKSHOP CCS 321 | Miller |
| COMPUTER MODELING OF SENSORI-MOTOR DEVELOPMENT CCS 322 | Iba |
| LOGICAL FORM AND PHONETIC FORM: THE INTERPRETIVE COMPONENT CCS 333 | Feinstein Wall Weisler |

Course Descriptions

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

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

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

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

CCS 114 INTRODUCTION TO THE DOCUMENTARY
Susan Douglas and Larry Schwab

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 also learn basic techniques of video production which are of central importance to the documentarist: pre-production, field shooting and videotape editing. The focus will be not just on building technical skills, but on developing a solid base for the kind of conceptual inquiry which documentary represents.

The course will meet for two hours twice a week for viewing and discussion of tapes, films, and articles and for instruction in video production skills and to view and critique each other's work. Participants will be expected to write two short papers and, working in groups, to complete a sequence of assignments in videotape production. Enrollment is limited to 15, selected by lottery if necessary.

*Larry Schwab is Assistant Director, Communication Services, Library.

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

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

There will be an exercise each week that requires practice in using some observational technique. In addition, studies that provide models of good and bad observational strategies will be reviewed and discussed early on in the course. During the second part of the course, group projects will be conducted. Criteria for evaluation include regular attendance, completion of the weekly exercises, and submission of the final project.

Course enrollment is limited to 20 by the instructor's permission; priority will be given to students who are currently engaged in Division I work that requires the use of observational methodologies. The course will meet in the Cognitive Development Laboratory twice a week for 1 1/2 hours each time.

CCS 142 VISUAL LITERACY AND MEDIA CRITICISM
Gregory Jones

Please note: this course is offered this semester to accommodate those students already on a waiting list from last term. Since the waiting list includes more than 25 students, course enrollment is technically closed. However, interested students may attend the first day of class on the outside chance that openings may materialize. The assignment of any openings will be decided by a lottery. 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 promoting concepts. Visual 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 a similar program content will be evaluated in the format of a radio, television program, and film production. The conclusion of the course will be devoted to developing the creative application of visual literacy and media criticism as it develops program treatments, scripts, storyboards, and/or slide shows for public presentation.

Class exercises will include advertisement critiques, image sequence evaluations, poetic or musical storyboards, and content analyses of television commercials, news, and program genres. Major written assignments will be based on a comparative analysis of the prose, film, or television versions of *Ways of Seeing*. Assignments include *On-Creek Bridge*, and *Network*. Class readings will be drawn in part from *Bondis: A Portrait of Advertising*, Berger's *Ways of Seeing*, Williams' *Advertising: The Psychology*, and Sheriff's *The Economics of Cinema*. Class will meet twice weekly for 2 hours. Enrollment limit: see above.

CCS 161 PUZZLE SOLVING IN HUMANS AND COMPUTERS
Glenn Dea

How do we solve puzzles such as the Tower of Hanoi, Instant Insanity, or the Rubik's Cube? How can puzzle-solving techniques be analyzed, strengthened, and applied to problem solving more generally? What makes a good puzzle? How can special skills mark a puzzle-solving "expert"? How can computers solve puzzles and assist humans in the search for solutions? What kinds of learning can be observed and studied in the domain of puzzles?

We'll share our work on a lot of puzzles and games, seeking patterns and understanding as well as solutions. We'll try to examine some of the thought processes underlying ability to solve puzzles. The course will include tasks of mathematics (combinatorics, geometry, logic, topology), and a gentle introduction to the computer, and introductions to heuristic, cognitive psychology, and artificial intelligence.

Participants should plan to solve puzzles (sometimes thinking out loud); develop puzzle-solving skills; classify and perhaps out puzzle; read, write, and present papers; and do a programming project related to puzzles or puzzle solving.

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

CCS 171 LANGUAGE, CULTURE, AND SOCIETY
Mark Feinstein and Steven Weisler

Two fundamental facts about human beings are that we live in groups, and that we talk. This relationship between human society and human language is the subject of sociolinguistics, a relatively new discipline to which this course is an introduction. By studying social organization, sociolinguistics have begun to understand how language is actually used and why it changes. Language not only reflects social processes in many interesting ways, it also determines our social classes in many interesting ways. This study of language gives us new behavior in part. Thus the study of language gives us new tools and perspectives with which to understand society at large. Different social groups, including ethnic groups and racial groups can still be said to make up a single speech community. This course will include tasks of mathematics (combinatorics, geometry, logic, topology), and a gentle introduction to the computer, and introductions to heuristic, cognitive psychology, and artificial intelligence.

English is drastically different from that of a well-to-do white female corporate lawyer. The study of linguistic variation shows that such differences in overt behavior are quite real and striking; but at a deeper level of analysis, the black factory worker and the white lawyer participate in a systematic pattern of variation which also unifies them, giving a speech community like New York City a distinct identity as a whole.

We will examine several varieties ("dialects") of English, some ethnically based (so-called Black English, for example), some class based. We will examine their relationship to Standard English, a question with some important implications for education and political analysis. We will also look into the intriguing connections between the phenomena we find in nonstandard language varieties, what children tend to do in learning their first language, and what happens when adults of different languages come into contact and create pidgin and creole languages as a result. In each of these areas we keep finding strikingly similar phenomena. Current linguistic theory suggests that these similarities may result from those aspects of human language which are universal and innate, plus the effect of the biological makeup of human beings. Thus the subtle interplay in behavior

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**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 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 one topic in one discipline is illuminated by its connection with another. Our courses reflect an interest in making those connections. Thus, for example, a course on Euripides will from the outset develop the clear parallels between a late 5th-century Athens and late 20th-century America, a late 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 performer/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 contracted, say, with lawyers), 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

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| <p> 20TH CENTURY ART HA 106 BARNES</p> <p> BASIC TWO AND THREE DIMENSIONAL DESIGN HA 110 MURRAY</p> <p> MODERN DANCE I HA 112 SCHWARTZ</p> <p> COLLEGE WRITING: EUROPEAN SHORT FICTION HA 136a F. SMITH</p> <p> COLLEGE WRITING: AMERICAN SHORT FICTION IN THE TWENTIETH CENTURY HA 136b F. SMITH</p> <p> WRITING WORKSHOP HA 141 BERKMAN</p> <p> DANCE INTENSIVE: THE DANCER'S WAY OF WORKING AND KNOWING HA 153 NORDSTRÖM</p> <p> A JUNIAN APPROACH TO LITERATURE AND THE WORLD HA 161 YALOWITZ</p> <p> THEMES IN HUMAN DEVELOPMENT: LIMPTICK AND SOLITUDE HA 163 BOETTIGER</p> <p> THEMES IN HUMAN DEVELOPMENT: RENEWAL, RECOVERY, REBIRTH HA 164 BOETTIGER</p> <p> IDEAS OF ORDER HA 169 KENNEDY</p> <p> CRITICAL THEORY: LITERATURE, SIGNS, AND SOCIAL CHANGE HA 172 RUSSO GUTTS</p> <p> PIANO WORKSHOP I HA 183 WIGGINS</p> <p> LABAN MOVEMENT ANALYSIS I (EFFORT/SHAPE) HA 184 NORDSTRÖM</p> | <p> 200 LEVEL COURSES</p> <p> PAINTING HA 205 ROSENBLATT</p> <p> DRAWING EVERYTHING HA 206 ROSENBLATT</p> <p> STUDIO ART FORUM HA 207 MURRAY BARNES</p> |
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ence. For many students, essays based on their final presentations should function quite well as CCS Division I examination essays. The other requirements for evaluation are writing some short take-home midterms in the first part of the term and attending class and tutorial meetings faithfully.

Enrollment is limited to 20 and interested students should attend first class meetings. Only students who can make all of the meetings for the full hour will be accepted. We will meet Monday, Tuesday, Wednesday, and Thursday from 12:05 to 1.

CCS 270 WORKINGS OF THE MIND: THE PSYCHOLOGY LABORATORY
 Neil Stillings

Collecting new data is one of the great pleasures and challenges in psychology. Reading about psychological research conveys very little of the excitement or the craft involved in doing psychological experiments. The purpose of this course is to do experiments. I will show you some of the craft, share some of my excitement, and help you get started on an experiment of your own. The course will emphasize the use of Hampshire's psychology and cognitive science laboratories located in Franklin Patterson Hall. The laboratories are equipped with a mainframe computer, including Apple and Compuco computers, that can support a wide range of research. At the beginning of the course we will run several experiments on visual perception, memory, and reading. Individual students or small groups of students will then design and run original experiments of their own.

A course in laboratory psychology is a prerequisite for admission to graduate school in psychology. This course is also recommended for students in the other social and cognitive sciences and for students in computer science who are interested in artificial intelligence or human factors in software engineering. The class will meet twice a week for 1 1/2 hours each time. Enrollment is limited to 12 by permission of the instructor.

CCS 271 NEW INFORMATION TECHNOLOGY, THE DIVISION OF LABOR, AND WORK IN THE INFORMATION ECONOMY
 Eileen Mahoney

Increasingly we encounter the news that the U.S. economy is growing and that the "fuel" energizing the current (and sustainable) economic expansion is information. Put differently, we are informed that the hearts of U.S. economic activity is shifting from industrial manufacture (i.e., goods production) to services provision (i.e., financial information management, market research, computer communication, transportation, and the like) which is increasingly identified as information-based activity.

Measurements of this shift claim that services industries (variously defined) now account for nearly three-fourths of the U.S. gross national product and employ up to 70 percent of the U.S. labor force—a proportion which includes the majority of women currently employed. Some of the more visible products and instruments of emerging economic activity—electronic cash registers, automated (bank) teller machines, desk-top computers and computer stores—are encountered with greater frequency in our daily lives. And reports of unemployment woes in industrial areas emphasize acceptance of the move into an information economy.

Yet, what may we expect—in terms of employment opportunities, work conditions, and distribution of resources—from the emerging economic arrangements? Does the development of an information economy (in the U.S. and other Western market economies) signal a fundamental transformation of economic practices and relations? What effect will developments in these economies have on the international division of labor? What impact will the introduction of new information technology (into the services sector specifically) have on employment, work environments, and gender roles?

These and related questions point to the core issues that will be addressed in this course. The course is recommended to students interested in pursuing Divisional exam work in the study of new information technology: developments, applications, and issues.

Course requirements will include substantial reading and three written assignments—two short (3 pages) and a final research paper (10-15 pages). Active participation in class discussion will be expected as well. Readings will include *Office Automation: Jobs or Judds? Women in the Global Factory, and Massachusetts High Tech: Promise and Reality*. Class will meet twice weekly for 1 1/2 hours. Enrollment is limited to 20 on a first-come, first-served basis.

CCS 283 STRUCTURE IN LANGUAGE AND TONAL MUSIC
 HA 283
 Robert Wall and Daniel Warner

There has long been speculation about the similarities between the extraordinarily rich structures of language and music. Recent work in linguistics and music theory has given substance to some of this speculation. This course will introduce some basic notions of contemporary linguistic theory that appear to be relevant to the study of pitch/time structures in Western tonal music. We will read and discuss works by Chomsky, Schenker, Westergaard, Keller, Forte, and others. Students must be able to read simple music notation and have a working knowledge of scales and key signatures. Class will meet twice weekly for 1 1/2 hours. Instructor permission is required and enrollment is limited to 25.

CCS 288 PROGRESS IS OUR MOST IMPORTANT PRODUCT: AN INTRODUCTION TO THE HISTORY, PHILOSOPHY, AND ASSESSMENT OF TECHNOLOGY
 MS 288
 Jay Garfield and Allan Krass

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

This omnipresence of technology is increasingly becoming an object of study for philosophers, historians, sociologists, and natural scientists. In this course we will survey a few of the practical philosophical, historical, and political problems technology poses. We will examine the relation between technology and science, strategies for assessing new technologies and deploying technical resources, the relative merits of central control of technology, and the issue of public vs. private control of technology. These four problems will be examined by reference to case studies of a number of technologies. Enrollment is open and there are no prerequisites. The class will meet twice a week for two hours each time.

CCS 296 DATA STRUCTURES AND COMPUTATIONAL LINGUISTICS
 Robert Wall

This course will survey the most common ways of organizing data in artificial intelligence systems—lists, trees, directed graphs, etc.—and the algorithms by which they are created, modified, and searched. Particular emphasis will be given to systems which involve significant analysis of natural language, i.e., parsing, translation, semantic networks, etc. Students will carry out one or more projects using the VAX computer. Prerequisite: knowledge of at least one programming language, preferably Pascal, at a level equivalent to completion of CCS 215. Class will meet twice weekly for 1 1/2 hours. Enrollment is limited to 15 by instructor permission.

CCS 321 SOFTWARE DEVELOPMENT WORKSHOP
 Richard Miller

Participants in this course will work together on one or two computer software projects, including their design, specification, and initial stages of implementation. The software will be either for microcomputers or the VAX/11/750; general "subject areas" for the projects will be determined in fall 1984 or January 1985, prior to the outset of the course. Given the time restrictions inherent in a single course, the projects will need to be of limited scope, but should give an experience analogous to the larger "real world" development process. The workshop will stress the importance of designing software for the needs of its users, and ways to design software which is understandable and easy to use.

Participants will meet twice a week for 1 1/2 hours each time to discuss their projects and to discuss readings from the software development/design literature. The course will be taught in a high-level programming language, probably Pascal. Preparation equivalent to CCS 215, Introduction to Computer Programming in Pascal, and CCS 296, Data Structures, is required. Enrollment is limited to 16 by permission of the instructor.

CCS 322 COMPUTER MODELING OF SENSORI-MOTOR DEVELOPMENT
 Glenn Iba

This course will involve elements of developmental psychology, artificial intelligence, and computer modeling. The course will provide some background research projects in which simple models of learning and development will be explored through computer simulation. The projects will involve simulation of simple world environments, sensori-motor interfaces to those environments, and a cognitive systems that will use the sensori-motor interfaces to interact with and learn about the environments. Representative tasks include: learning to coordinate hand and eye, learning to suck a thumb, learning to grasp and manipulate objects, learning to feed oneself, as well as learning the laws and regularities of the external environments (e.g. gravity). The work in this course will provide exposure to an emerging research paradigm in cognitive science.

Participants in this course should have some background in at least one of the areas involved in this course: artificial intelligence, developmental psychology, or computer programming and simulation. Since much of the work will involve the computer, some familiarity and facility with computer programming is recommended, though not a requirement. The simulation aspects of the course should also provide a vehicle for students who wish to explore computer animation. The course will meet twice weekly for 2 hours. Enrollment is open.

CCS 333 LOGICAL FORM AND PHORETIC FORM: THE INTERPRETIVE COMPONENT
 Mark Feinstein, Robert Wall and Steven Weisler

This course is an advanced workshop in linguistic theory. We will be dealing with a variety of topics in contemporary generative grammar with special attention to the so-called "interpretive components," i.e., semantics and phonology. This class will provide a format for students to present their own research; additional topics will be decided upon by the group. Each student will be expected to make one presentation to the class. Class will meet once a week for 2 hours. Enrollment limit: none. Instructor permission required.

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| FILM WORKSHOP I HA 210 | Matthews |
| STILL PHOTOGRAPHY WORKSHOP I HA 211 | Ravett |
| CRITICAL ISSUES IN THE STUDY OF FILM HA 214 | Matthews Liebling Ravett |
| MODERN DANCE III HA 215 | Nordstrom |
| MODERN DANCE TECHNIQUE V HA 217 | Lowell |
| TOPICS IN AMERICAN STUDIES HA 220 | D. Smith |
| KANT'S CRITIQUE OF PURE REASON HA 221 | Brad |
| LITERARY MODERNISM AND THE AVANT GARDE HA 226 | Hubbs |
| DEADLY CONNECTIONS: THE POLITICS OF MILITARISM HA 228 SS 228 | Lewis Ceruleo |
| POETRY WRITING WORKSHOP HA 231 | Salkey |
| FICTION WRITING WORKSHOP HA 237 | Salkey |
| DIRECTING FOR THEATRE HA 239 | Blair |
| WRITING HA 240 | Fayne |
| MUSIC FOR DANCERS HA 261 | Koblitz |
| THREE AMERICAN PHILOSOPHERS: EMERSON, JAMES, SANATANA HA 274 | Lyon |
| THE MODERN TRADITION HA 275 | Lyon |
| CAMUS HA 277 | Meagher |
| HEGEL'S SCIENCE OF SPIRIT II HA 281 | Brad |
| DRAMA IN THE TIME OF SHAKESPEARE: POWER AND THE REPRESENTATION OF GENDER ON THE ENGLISH RENAISSANCE STAGE HA 282 | Kennedy |
| STRUCTURE IN LANGUAGE AND TONAL MUSIC HA 283 CCS 283 | Warner Wall |
| CREATIVE MUSIC: ITS THEORY AND APPLICATION HA 284 | Wiggins |
| THEATRE AND THEATRICALITY HA 288 | Blair Kramer Russo |
| VOICE FOR THE ACTOR HA 289 | Tha |
| DANCE/MOVEMENT STUDIES: FROM CONCEPTION TO PRODUCTION HA 297 | Lowell |
| 300 LEVEL COURSES | |
| ADVANCED WRITING WORKSHOP HA 306 | Payne Cohen |
| FILM/VIDEO WORKSHOP II HA 310 | Ravett |
| PHOTOGRAPHY WORKSHOP II HA 311 | Liebling |
| FILM/PHOTOGRAPHY STUDIES: INDIVIDUAL PROBLEMS IN FILMMAKING, PHOTOGRAPHY, AND RELATED MEDIA HA 312 | Liebling Ravett Matthews |
| CREATIVE MUSIC-ADVANCED SECTION HA 320 | Wiggins |
| SOUNDS AND SPACES: WORKSHOP/SEMINAR IN MUSIC COMPOSITION HA 321 | Koblitz |
| WOMEN'S WRITING, WOMEN'S VISION: ISSUES IN RECENT FEMINIST THEORY HA 324 SS 324 | Lewis Landa |
| ART TUTORIAL HA 329 | Beakin |
| BIBLICAL AND HOMERIC NARRATIVE: A STUDY IN INTERPRETATION HA 331 | Meagher |
| LYRIC POETRY OF IMPERIAL ROME HA 332 | Brodeky |

Course Descriptions

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| HA 106 | TWENTIETH CENTURY ART Curt Barnes | A course examining aspects and movements in art dating from the late 19th century to the present day. Emphasis will not be on the ingestion of historical background or biographical data but on empathic understanding of the values and visual means particular to individual movements and artists. |
| HA 107 | MODERN DANCE I Curt Barnes | The instructor will lead several slide-lecture discussions* during the term, but the main format of the course will consist of research and student-led slide talks focusing on selected movements, artists, and issues. Generally speaking, two such talks will be expected of each student during the term, on subjects selected in consultation with the instructor. Participation in discussion of others' presentations will be crucial as well; hence good attendance is a must. |
| HA 108 | MODERN DANCE II Curt Barnes | The first classes will be devoted to a broad survey, in slides and films, covering the period, with the idea of introducing possible subjects for research. Field trips and/or some specifically required reading may be involved, either at the behest of the instructor or of individual students. |
| HA 109 | MODERN DANCE III Curt Barnes | *Some planned topics: Cezanne and the Cubists; A Short History of Pictorial Space; The Ultimate Work of Art; Ten Examples; The Legacy of Surrealism; Realism to Abstraction; The Post-Revolutionary Figure; The Artist and History. |
| HA 110 | BASIC TWO AND THREE DIMENSIONAL DESIGN Joan Murray | Class will meet once a week for three hours. Enrollment is limited to 12 by instructor permission. |
| HA 111 | MODERN DANCE IV Curt Barnes | This course will explore some basic illusions and structures of both two and three dimensional design. Problem solving will be the basis of class work and assignments; issues of size, shape, composition, structure, and function will be its focus. Critical evaluation by the class of all assignments and projects will occur weekly. |
| HA 112 | MODERN DANCE V Curt Barnes | Materials will include colored paper of different tones, toothpicks, straws, rubber cement, and single-edge razor blades among others. |
| HA 113 | MODERN DANCE VI Curt Barnes | The class will meet once a week for three hours. Part of the class time will include a workshop and/or slide-talks as well as critique. Class is limited to 15 on a first-come basis. |
| HA 114 | MODERN DANCE VII Curt Barnes | 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. |
| HA 115 | MODERN DANCE VIII Curt Barnes | Class will meet twice weekly for 1 1/2 hours. Enrollment is limited to 20 on a first-come basis. |
| HA 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. |
| HA 134b | COLLEGE WRITING: AMERICAN SHORT FICTION IN THE 20TH CENTURY Francis Smith | This is a course in expository writing. We shall read and learn to criticize short stories written by American authors from Hemingway to 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. |
| HA 141 | WRITING WORKSHOP Deborah Berkman | The class is limited to 15. First to sign up, first admitted. The course will meet twice a week for one hour each session. |
| HA 142 | WRITING WORKSHOP Deborah Berkman | This class will have as its subject matter ourselves as writers. Class time will be spent engaging in three activities: 1) Writing. Students will work on writing assignments, while the instructor circulates, helping students |

with the revision process; 2) Reading works. At regular intervals students will read the writing to the members of the class in order to strengthen voice and develop audience, as well as to receive feedback and constructive criticism; 3) At the completion of a final draft, the class will again discuss the paper, this time with a focus on the effectiveness of the writing process. Also at regular intervals, we will discuss as a group the particular difficulties we are having, or have had in the past, with writing. These discussions will help us to develop strategies for overcoming writing block, procrastination and other hazards to our progress as students and as writers.

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

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

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

HA 153 DANCE INTENSIVE: THE DANCER'S WAY OF WORKING AND KNOWING
Rebecca Nordstrom

This course will be an intensive introduction to the ways a dancer works and creates, intended for students with real interest, curiosity and willingness to work whether or not they have a dance background. Students taking this course must be enrolled concurrently in a dance technique class: HA 113 Modern Dance I or HA 215 Modern Dance III.* (See course descriptions.)

Class time will be divided between movement/creative work and lecture/discussion on dance events and readings. Outside of class students will maintain a discipline of body work and creative work, rehearse compositions, read, write, attend dance concerts and films. Class attendance is required. The emphasis will be on firsthand experience of working as a dancer supported by reading and viewing the work of other dancers. Students interested in doing their Div. I in dance are encouraged to take this class, as well as students exploring possibilities.

Class limit is 20 and enrollment is on a first-come basis. Class meets twice a week for 1 1/2 hours.
* (Note: Concurrent technique class required.)

HA 161 A JUNGIAN APPROACH TO LITERATURE AND THE WORLD
Dan Yelovits

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/pneuma duality, the personal and collective unconscious, mandala symbolism, androgyny, the persona, the shadow, and, at the root of it all, the Jungian notion of archetype. 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 blend 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 163 THEMES IN HUMAN DEVELOPMENT: INTIMACY AND SOLITUDE
John R. Boettiger

As themes in our lives, solitude and intimacy are inextricably intertwined. We know, for example, that we can be distressingly alone in the presence of others—even lonely to the point of terror or depression among those we love or upon whom we depend for care. And we know as well that there are gifted times of being alone, of solitary communion, in which our capacity for intimacy is renewed.

Our principal interest in this seminar will be in developing fuller, more differentiated understanding of the manifold experiences of intimacy and solitude. Put another way, we shall be inquiring into the arts of solitude and intimacy, and their application: the nurturant and the toxic ways we may be alone, and with another in love, in friendship, in family; the sorts of human energy and social circumstance that incline one relationship to fruitfulness, another to stagnation, another to destruction.

Close critical examination will be given to a variety of portraits in prose and film, including Lillian Rubin's *Intimate Strangers*, May Sarton's *Journal of a Solitude*, Augustus Nipier's *The Family Crucible*, Tillie Olsen's *Tell Me a Riddle*, short stories by John Updike and Grace Paley, and several films.

A major emphasis will be placed upon students' writing: short in-class experiments, journal keeping, stories and

short essays worked and reworked--writing grounded in personal experience, response to our common reading and viewing and to further foraging in realms of special interest to individual students and small working groups.

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

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

Ancient myths of death and rebirth; traditional tales of perilous and transformative journeys of initiation; personal accounts of profound loss and struggle for recovery; these are embodiments of humankind's enduring need to witness, symbolize, and understand the renewal of life.

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

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

Our search in this seminar, then, will be for a better understanding of the value of redemptive experience. Considerable critical reading and writing will be expected, and careful attention devoted to the development of those skills. We shall draw predominantly from classic readings of traditional tales such as those collected by the brothers Grimm. Indeed, the seminar can also be conceived as an introduction to such reading, grounded theoretically in an examination of four central texts: Bruno Bettelheim, *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*; Joseph Campbell, *The Hero with a Thousand Faces*; Marie-Louise von Franz, *An Introduction to the Interpretation of Fairy Tales*; and Heinrich Zimmer, *The King and the Cosmos*.

Additional reading will include selections from Roger Sales' critical study of children's literature, *Fairy Tales and Other Essays*; by J.R.R. Tolkien; Anne Sexton's *Transformations*, a poetic recasting of seventeen of the Grimm stories; and Ingmar Bergman's screenplay, *Wild Strawberries*.

The seminar will meet twice weekly for 1 1/2 hours. Enrollment is limited to 20 students, by sign-up at the first class meeting (and lottery if necessary).

HA 169 IDEAS OF ORDER

I. Brown Kennedy

Francis Bacon asserts that "the human understanding is of its own nature prone to suppose the existence of more order and regularity in the world than it finds." The group of texts proposed for discussion during this seminar might allow us to examine Bacon's hypothesis as we consider the kinds of order that work of art create as well as the differing orders--personal, social and philosophic--that they reflect.

Though the selection of texts from classical, renaissance and modern periods will provide possibilities for drawing comparison among them, the focus of this course will not be specifically historical, nor will it be narrowly thematic. Rather, since a book and its reader can be said in some definite ways "to order" each other, our primary purpose in this course will be to read and discuss a group of texts with close attention to method--to what it is we do when we read. As part of this last purpose of developing a clearer sense of our own points of view as readers, members of the seminar will be asked to give shape to groups of short pieces of writing--periodic critical essays and an occasional imaginative sketch.

Readings may include: Homer, *The Odyssey*; Sophocles, *Antigone*; Augustine, *The Confessions*; Shakespeare, *Lea*; Mary Shelley, *Dracula*; Brontë, *Wuthering Heights*; Flannery O'Connor, *Wise Blood*; Zora Neale Hurston, *Their Eyes Were Watching God*; selected poets of John Donne, William Wordsworth, Wallace Stevens, Adrienne Rich.

The designation of this course as a Division I seminar suggests that first preference be given preference; it is not, however, inappropriate for beginning concentrators and other second-year students. More advanced students and those who wish to work on a Division I examination in the context of the course will be asked to undertake a research paper in addition to the shorter assignments. Instructor permission is required; enrollment limited to fifteen.

HA 172 CRITICAL THEORY, LITERATURE,
SIGNS, AND SOCIAL CHANGE

Barbara Guecci and Mary Russo

Literature when read with and through the great theories and philosophy of social change reveals more than mere reflection of an outer world, as European, Russian, and American writers on culture insisted in the early part of the century. Literature at its most influential contains and produces a sociology of rhetorical forms or what may be called a social poetics. It can be said that literature, like ideology, exists not so much inside or outside us as *between us* as a social relationship.

This course is intended to introduce students to the debates over literature and social change in Europe and Russia during the postrevolutionary period, and more recently in discussions of culture under late capitalism; but also to reexamine the difficult

course of American radical criticism in the same periods. Reading will include selections from Marx, Gramsci, Lukács, Bakhtin and Simmel in the European and Russian traditions and G.S. Petrice, Volchin, Richard Wright, Kenneth Burke, Frederic Jameson and others in the American. A selection of recent feminist and post-modernist critics will also be included.

Topics for discussion will include 1) Marxism and formalism; 2) literature and radical politics in America and in "post-revolutionary" Europe and Russia; 3) social formations and the novel and 4) postmodernism.

Three novelists will be used in short papers and presentations: Balzac, Pynchon and one modernist author to be chosen by the individual student.

This course is open and will meet two times a week for 1 1/2 hours.

HA 183 PIANO WORKSHOP I

Roland Wiggin

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

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

HA 184 LABAN MOVEMENT ANALYSIS I
(EFFORT/SHAPE)

Rebecca Nordstrom

"Movement is a reciprocal link between man's mental, spiritual, and physical life... (It) is more than a component of the chain that links man's inner activity and the world around him, for it is the medium through which he actualizes his responses... It is through the study of other people and objects that man refines and expands his knowledge of the world... Thus the study of movement is essentially concerned with a person in relation to the world and the person around him." Thornton on Laban.

Effort/Shape analysis:
--is a technique for describing, measuring, and classifying human movement;
--describes patterns of movement which are constant for individual and which distinguishes her/his from others;
--delineates a behavioral dimension related to neurophysiological and psychological processes.

The work in this course will allow students to begin work with the elements of movement and will also provide the class with basic tools of movement analysis, observation, and notation. In addition to becoming familiar with basic Effort/Shape parameters of movement, efforts and effort states, students will be able to discover and examine their personal movement preferences with the potential for expanding their own repertoire and understanding how their movement serves them (alone and with others).

The course will hopefully bring together students from varied disciplines. We will combine theoretical research and experiential work with the application of this knowledge (during the last month) in an area of relevance (for example, movement in education, non-verbal communication, movement therapy) to the students participating in this course. Throughout the term, readings and observation projects will be assigned.

The class will meet twice weekly for 2 hour sessions. Enrollment is limited to 15 by instructor permission.

HA 205 PAINTING

Phyllis Rosenblatt

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

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

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

HA 206 DRAWING EVERYTHING

Phyllis Rosenblatt

This is a studio drawing class designed to explore a wide range of actual aspects of the drawing experience. Class assignments and student generated assignments will be used as part of discussion, critique and studio work. Group and individual orientations will be encouraged. Regular attendance is recommended. (This course is a possible precedent to a second level course in the following fall semester.)

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

HA 207 STUDIO ART FORUM

Joan Murray and Curt Barnes

A critique/discussion forum for Division III and Division III level students. Three times per month students will meet in one of two separate groups, according to comparable levels of experience, areas of interest, or other agreed-upon criteria. Once per month groups (and faculty) will combine for review of work and discussion. Visiting critics on field trips will be a part of this course. Class will meet once a week for three hours.

Enrollment is limited to 20 by permission of the instructors.

HA 210 FILM WORKSHOP I

Sandra Matthews

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 film 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 16 mm 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, to be decided by lottery, if necessary.

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 camera.

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

HA 214 CRITICAL ISSUES IN THE STUDY OF FILM

S. Matthews, J. Liebling and A. Ravett

Each session of the course will survey selected historical and critical issues in the development of film studies. Through the viewing of films, extensive readings in film history, theory and criticism, and visits by contemporary filmmakers, the course will address the following (lessor) the origins of film, first theories and early filmmakers, Hollywood and the narrative form, a survey of the documentary, the evolution of the independent cinema, some and film, the Japanese cinema, the development of film theory, and new techniques and trends in film.

The class will meet once a week for four hours for the viewing of films and discussion of films and readings.

HA 215 MODERN DANCE III

Rebecca Nordstrom

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

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

HA 217 MODERN DANCE TECHNIQUE V

Daphne Lowell

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

Class will meet three times a week for 1 1/2 hours. Enrollment limit is 20 by audition the first day permission of instructor.

HA 220 TOPICS IN AMERICAN STUDIES

David Smith

Weekly workshop-seminar-style meetings to explore various topics in American Studies (the study of American culture from the viewpoint of more than a single disciplinary approach). This course is designed to be of use to concentrators or would-be concentrators. In addition to certain American Studies texts suggested by the instructor, we will pay attention to practical matters such as the formation and organization of your Division III and/or Division III.

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Meetings Monday mornings in seminar, but opportunities for small tutorials and individual conferences with instructor. If you think this course would interest you, whether you have declared your concentration or not, please get in touch with David Smith by calling 362.

HA 221 KANT'S CRITIQUE OF PURE REASON

R. Kenyon Bradt

This course is to be a reading and study of Kant's *Critique of Pure Reason*. The course will meet once a week for 2 1/2 hours. Enrollment is open.

HA 226 LITERARY MODERNISM AND THE AVANT GARDE

Clay Hubba

This course is an introduction to modern British and American literature and contemporary theatre.

Beneath the variations in styles and themes, Western literature in this century is dominated by an interest in the archaic and the exotic. In part this preoccupation is an extension of the medievalism and orientalism of 19th-century romanticism, but in this century it takes new forms which have two basic and complementary facets: the exploration of the instinctive and subconscious levels of the psyche and the quasi-religious focus on myth and magic. Together these form a prevailing leitmotif that is expressed in all the acts and which are often integrated by the (dubious) Jungian concept that all figures of myth are contained in the unconscious as psychopoeic archetypes and the idea that symbolic or mythopoetic thinking precedes language and discursive reason: that myth reveals fundamental aspects of reality that are unknowable by any other means. Much of modern art, then, is an attempt to return us to our "roots"—whether in the psyche or prehistory—by a return to the "original" forms.

In this course we will study many of the texts—from anthropology, psychology, and philosophy as well as myth and folklore—from which the moderns and the writers and directors of the avant garde draw their material and forms. Our principal readings will include representative works of writers in the modern tradition (Conrad, Eliot, Yeats, Joyce, Lawrence, Woolf...) as well as the avant garde (Ardant, Brook, Grotowski, Beckett, Pinter, Welles...).

In addition to short exercises in "literary anthropology," students will prepare one carefully researched paper to share with the class.

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

HA 228 BRADY CONNECTIONS: THE POLITICS OF MILITARISM

Jill Lewis and Margaret Cerullo

"Does not the threat of atomic catastrophe which could wipe out the human race also serve to protect the very forces which perpetuate this danger? The efforts to prevent such a catastrophe overshadow the search for its potential causes..." (Herbert Marcuse, 1964.) "What are we culture fiars of all." (E.P. Thompson, 1981.) "What are you fighting for? It's not my security. It's not my reality. It's just an old war, not even a cold war." (Marianne Faithfull, 1979.)

How can we make sense of the massive buildup of nuclear and increasingly destructive "conventional" weapons which saturate our political, economic, and cultural landscape? This course will look at the militarization of United States (and Soviet) foreign policy since World War II to begin to address this question. Particular attention will be paid to the role of the Third World as well as Europe in understanding the dynamics of the arms race and United States/Soviet conflict. We will ask, "What are nuclear weapons for?" Are there foreign policy goals which demand such weapons and explain their existence and expansion? Or has the production, refinement, distribution and sale of nuclear weapons become an end in itself? What is the significance of expanding "conventional" weapons systems?

In addition to looking at the politics and political economy of militarism we will devote considerable attention to the militarization of culture—of language, ideology, and daily life. Our particular concern will be with the role of gender, sexuality, and race in sustaining a culture of militarism. We will look at the intertwining of these issues in the politics of the right (using case studies of German fascism and the U.S. new right) and the actual existing socialist states (looking principally at contemporary Eastern Europe). Finally, we will look at the development of anti-militarist movements, including national liberation struggles in the Third World, peace movements in Eastern and Western Europe, and anti-draft, anti-intervention, and anti-nuclear weapon movements in the United States. A feminist perspective will be central to the course throughout. One of our principal concerns will be to ask how a feminist perspective challenges and reframes traditional ways of defining issues of foreign policy in general and nuclear weapons in particular. This course will rely on fiction and visual materials as well as traditional social science sources. We encourage students of literature and the arts looking for an entry into issues of the politics of war and peace, as well as social science students, to take the course. Visiting Fulbright Fellow Dan Smith will also participate in the course during March and April.

HA 231 POETRY WRITING WORKSHOP

Andrew Salkey

This course will emphasize the principle that all our workshop poetry writing should be done primarily for the reception and delight of our own workshop members and with them uppermost in mind, for after all we are our very first audience and group approval is vitally important as a source

of confidence. Our poets should be reminded that being attentive readers and listeners to the work of other poets in the group is essential practice; and, of course, our readership and audience will grow and move onwards as we grow and move along as poets.

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

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

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

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

HA 237 FICTION WRITING WORKSHOP

Andrew Salkey

This workshop will emphasize as its guiding principle that all our workshop fiction writing should be done primarily for the reception and delight of our workshop members and with them 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 writer's 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 a half hours. Enrollment is limited to 16, and permission of the instructor is required. Bring sample of work to the interview.

HA 239 DIRECTING FOR THEATRE

Rhonda Blair

This is a practicum in directing for theatre. Each student will be expected to mount at least two projects, taking them from audition through final run through. The first project will be a one-act play, selected by the student and approved by the instructor. The second project, to be determined by the members, will be similar in scope. This course can serve students at various levels of expertise, but at the minimum a student should have a background in fundamentals of script analysis and staging (though she or he may not have directed before).

Admission is by instructor approval and by presentation of a prospectus for the first play to be directed by the student. Course enrollment is limited to 15. Class will meet twice a week for two hours.

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 state, and whom 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 fall semester 1984, those who were not admitted have been given priority for the spring term. All interested students would be advised to see the instructor early in December, either to confirm a place in the class or to be considered for the opening that remain.

A similar class will be offered again in the fall of 1985 and 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 261 MUSIC FOR DANCERS

David Koblitz

This course is designed for dancers/choreographers who would like to both further their understanding of musical structure and style and to explore creatively the relationship between sound and movement. The workshop format will allow for a variety of materials and approaches, directed toward technical studies, composition projects, directed listening, and discussion of contemporary trends in dance music.

The class will meet twice weekly for 1 1/2 hour sessions. Permission of the instructor is required. The class is limited to 12 students.

HA 274 THREE AMERICAN PHILOSOPHERS: EMERSON, JAMES, SANTAYANA

Richard Lyon

In their own time and each in his own way, Waldo Emerson, William James, and George Santayana were speculative revolutionaries. In the mid-19th century, Emerson's declarations of the illimitable freedom of man's spirit challenged all social, religious, and political orthodoxies. Settled beliefs were later put to an even sharper test by James: his questioning of the nature of "truth" established him as the grandfather of pragmatism and defender of an "open universe." It remained for the sceptic, the materialist, Santayana—who set out early in this century "to say in English as many beautiful things as possible"—to argue that all human beliefs are relative and almost all unnecessary.

In reading these three philosophers, students will discover three radically different ways of approaching and understanding the world—the ways of a transcendentalist, a pragmatist, and a materialist. We will examine the implications of many of the recurring problems of philosophy: the origin and nature of belief, the relation of mind and body, freedom and determinism, the problem of evil, the nature and place of science, and the conflict of idealism and materialism.

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

HA 275 THE MODERN TRADITION

Richard Lyon

Modernism strongly implies some sort of historical discontinuity, either a liberation from inherited patterns or, at another extreme, deprivation and disinheritance. Committed to everything in human experience that militates against custom, abstract order, and even reason itself, modern literature has elevated individual existence over social man, unconscious feeling over self-conscious perception, passion and will over intellect and systematic morals, dynamic vision over the static image, dense actuality over practical reality. In these and other ways, it has made the most of culture. Concurrently, it has inherited the tradition established by Romanticism, the problem of evil, the modernist's "imagination of disaster," a sense of loss, a despair. These are the two faces, positive and negative, of the modern as the anti-traditional: freedom and deprivation, a living present and a dead past.

Preface to *The Modern Tradition*, Richard Ellmann and Charles Feidelson

Ellmann and Feidelson's book, subtitled *The Background of Modern Literature*, is a rich collection of discursive statements by novelists, poets, philosophers, and critics who have been influential in shaping the universe of discourse to which modern literature belongs. Most of these writers lived in the 19th and early 20th centuries, although they themselves found the starting point of the "modern" to be (variously) the Middle Ages, the mid-17th century, early Romanticism, or the late Victorian era. Their views will be the subjects of our discussions, organized under the general heads symbolism, realism, attitudes to nature, and self-consciousness.

The readings on symbolism center on the intrinsic nature of art itself: concepts of the imagination, the creative process, the idea of the artist as hero. Our second topic, the realist movement, involves ideas of art as a cultural product: questions of historical development and social action, the pressures of experience, and the idea of truthfulness. Several romantic and post-romantic views of nature will be considered next: nature as organic harmony, as biological struggle, as mechanistic force. And finally we will approach some modernist notions of the self: the attainment and process of consciousness, the divided self, and the pursuit of personal autonomy.

The class will meet three times a week for one hour discussion sessions. Each student will do additional reading and study of three of the artists or thinkers whose ideas we'll consider. Enrollment is open.

HA 277 GANUS

Robert Heagher

Several years after her death, Susan Sontag wrote of Gamus: "Kafka arouses pity and terror, Joyce admiration, Proust and Gamus, has aroused love."

This course will address itself not to this remarkable man, but to his works, which offer not only a pitiless perception of the evil genius of our times but a vision of rare all-embracing compassion and integrity. We will read and consider all of Gamus' major works, ranging from philosophy to fiction to drama.

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

HA 281 **HEGEL'S SCIENCE OF SPIRIT II**
R. Kanyon Bradt, Jr.

This course is to be a continuation of the Fall term course of the same title. The study of the course is to be of Hegel's *Phenomenology of Spirit* and the *Philosophy of Mind* of the *Encyclopedia of the Philosophical Sciences*. Only those students who participated in the Fall term course will be permitted to enroll in this course. Class will meet once a week for 2 1/2 hours.

HA 282 **DRAMA IN THE TIME OF SHAKESPEARE: POWER AND THE REPRESENTATION OF GENDER ON THE ENGLISH RENAISSANCE STAGE**
L. Brown Kennedy

A consideration of approximately ten plays (six by Shakespeare, others by contemporary dramatists) in the light of their social and political contexts, this seminar will have a dual purpose. For students who are primarily interested in seriously reading Shakespeare, it will provide close work on texts from all periods of his career and from each of the major genres (comedy, tragedy, history, romance). However, it will also undertake discussion of the relation between the theatrical and the social, with particular attention to the role of actor and audience, the representation of the state and the uses of sexuality in the plays.

A list of plays, together with theoretical selections and suggested readings in the social and political history of the sixteenth and seventeenth century, can be obtained from the instructor during the course selection period.

Admission is by permission of the instructor. The seminar is limited to fifteen and will meet once weekly for three hours.

HA 283 **STRUCTURE IN LANGUAGE AND TONAL MUSIC**
Daniel Warner and Robert Wall

There has long been speculation about the similarities between the extraordinarily rich structures of language and music. Recent work in linguistics and music theory has given substance to some of this speculation. This course will introduce some basic notions of contemporary linguistic theory that appear to be relevant to the study of pitch/time structures in Western tonal music. We will read and discuss works by Chomsky, Schenker, Harnad, Keiler, and others. Students must be able to read simple music notation and have a working knowledge of scales and key signatures. Class will meet twice a week for 1 1/2 hours. Instructor permission is required and enrollment is limited to 25.

HA 284 **CREATIVE MUSIC: ITS THEORY AND APPLICATION**
Roland Wiggins

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

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

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

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

HA 288 **THEATER AND THEATRICALITY**
Rhonda Blair, Wayne Kramer, and Mary Russo

The purpose of this course is to bring together materials from theoretical works in anthropology, semiotics, social history, performance theory with the language and practices of the stage. This semester our emphasis will be on the idea of theatricality as an asexual, rhetorical, gestural, and psychological feature of social interactions. We are particularly interested in the ways in which gender and race are acted out in various modes and settings. This course is intended for both concentrators in theatre and for students in other disciplines. It particularly explores the parallels and antagonisms between class structure, colonialism and sexism. In its juxtaposition of historical change with structural rigidity, the play manages to displace our notions of public and private identities both within the theatre and in society at large.

The centerpiece of this course is Caryl Churchill's brilliant farce *Cloud Nine*. Perhaps the most successful theatrical work to come out of the alternative art movement in England, Churchill's play explores the parallels and antagonisms between class structure, colonialism and sexism. In its juxtaposition of historical change with structural rigidity, the play manages to displace our notions of public and private identities both within the theatre and in society at large.

Act I is set in 19th-century colonial Africa in a private estate; Act II is set in a London park 100 years later with the same characters having aged only 25 years. These characters, however, have changed radically in other theatrical ways since cross-gender and double-casting present us, for example with a man playing first a proper Victorian wife and then a modern art punk. Our discussion of the play and its production at Hampshire this Spring term will bring together issues of race and gender as social

representations and as theatrical constructs. Since an important emphasis of this course is on the specific theatrical conventions and codes of performance, the class will participate as performers or trained spectators in scene study and analysis.

Scene study component:

The scene study component of this course will provide presentations from selected plays with the purpose of testing and illuminating theoretical readings. Actors selected for this component will rehearse and present scenes from various periods and styles. Duplicate and cross-gender casting will be used with some scenes. Coaching and direction of the scenes will be provided by the instructor and advanced directing students. Admission to this component will be by audition. Students in this component will, of course, be expected to participate fully in the other aspects of the course.

This course will meet twice weekly for eight weeks for lecture, scene study, and discussion and then break for research and production work. This course is open to all students with an interest in the material.

HA 289 **VOICE FOR THE ACTOR**
Melissa Cooper

A special Five College-sponsored workshop for students concentrating in Performance. Emphasizing an organic approach, the course will be constructed around the basic Linklater method of voice production aimed at freeing the voice for expression, and stressing fundamental techniques.

The course will meet in two sections—one at the University, the other at one of the Four Colleges (Tuesdays weekly for three hours). Exact times and places will be announced in January.

Pre-requisites: For Hampshire students: filed Division II concentration in Theatre and permission of the Theatre faculty. The number of places in this course is severely limited. Students should indicate their interest immediately to Rhonda Blair, ext. 748. Five college students should consult with their home Theatre departments for enrollment information.

HA 297 **DANCE/MOVEMENT STUDIES: FROM CONCEPTION TO PRODUCTION**
Daphne Lowell

This class for Division II and III concentrators will consider practical and philosophical questions about producing one's work both inside and outside of Hampshire. What performance space is suitable for a particular dance? What audience is the choreographer trying to reach? How do we attract new audiences? We will discuss such practical production aspects as: costuming and lighting on a small budget; publicity; grant writing and collaborating with other artists. We will brainstorm lecture-demonstration ideas and ask broad questions about where dance can/ought to be performed. Guest artists will speak on their work and their approach to these issues. The class will produce the spring concert and host the faculty-student critiques of dances for it. Students will be expected to contribute to the production as choreographers, performers or tech crew.

Class will meet for 2 hours on alternate Fridays. Enrollment is limited to Division II & III students.

HA 306 **ADVANCED WRITING WORKSHOP**
Nina Payne and David Cohen

This course is designed for Division III and advanced Division II students working in diverse forms of writing: poetry, fiction, playwrighting and screen-writing.

Students will have the opportunity to present works-in-progress and to give and receive serious critique. Although emphasis will be placed on the work itself, there will be occasional in-class exercises, assigned projects and readings that will integrate writing with other art forms.

Permission of both instructors is required, based on a writing sample. Enrollment is limited to twelve. Class will meet once weekly for two and one-half hours. Students wishing to enroll should contact either instructor during the first two weeks of December—or on Tuesday, January 29.

HA 310 **FILM/VIDEO WORKSHOP II**
Abraham Ravett

This class emphasizes the development of skills in film (filmmaking, including pre-filming (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 own and developing a final sound track. 3/4" video production will also be an integral part of this semester's course.

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.

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.

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**
Jerry Liebling

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

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

HA 312 **FILM/PHOTOGRAPHY STUDIES: INDIVIDUAL PROBLEMS IN FILMMAKING, PHOTOGRAPHY, AND RELATED MEDIA**
Jerry Liebling, Abraham Ravett, Sandra Matthews

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

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

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

HA 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 of melody, harmony, and rhythm in horizontal and vertical combinations. Selected creative music of Dixie 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 Kohlit

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 and 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 2 1/2 hours. Enrollment is limited to twelve students. This class is a continuation of the fall semester class of the same description. Permission of the instructor is required.

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

Surveying the impressive outpourings of feminist writers in the last decade, one notices a powerful struggle to create a mode of expression and a subject matter which speaks to woman's body and woman's experience; an effort to decenter the masculinist approach that stamps our "common" cultural inheritance. The search for a new language and a new form is at the core of the feminist challenge to established discourse of the human sciences, including psychoanalysis (Freud and two leading interpretations, British object relations and Lacanian psychoanalysis), moral development theory (Kohlberg and Piaget), and the social/historical sciences (structuralism, Marxism and phenomenology).

We will look at overlapping issues of sexual difference and desire, sexuality and power, language and bodily experience

actions of some poisons, mostly natural ones. There will be no lab.

Students are expected to read the assignments, to participate in classes, and to write two short summaries of scientific papers. The main assignment will be to research a topic, give a report on it to the class, and to write it up. These reports can be developed into Division 1 exams.

Class will meet 1-1/2 hours twice a week, and enrollment is limited to 16 students, instructor permission.

NS 124 THE BIOLOGY OF WOMEN

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 1 1/2 hours twice a week, plus a three-hour lab every week.

GENETICS LISTINGS

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

Spring 1985

NS 127 Human Genetics Full term

Fall 1985

NS 254 Informational Macromolecules First six weeks

NS 257 The New Genes: Cloned, Movable, and Split Second six weeks

Spring 1986

NS 126 Beanbag 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 127 HUMAN GENETICS

Lynn Miller

There is a habit of thought, perhaps an old as language itself, that keeps getting in the way of our understanding of the history and nature of life. This is our tendency to think in terms of static types. The Darwin-Wallace theory of natural selection shattered the basis of typological thinking over a century ago, but many students of life are still unaware of the profound implications of thinking about populations rather than types.

Recently, extraordinary claims for the promises of "curing" human ailments have been made by molecular biologists. In this seminar we will explore what little we know about genetic diversity and the promises of genetic engineering for the human species. We will see how this limited knowledge is being used (and misused) in selected cases of education and social policy, e.g., the I.Q. controversy and screening newborns for genetic defects.

This seminar is intended for students who have no prior knowledge of genetics. Students will be encouraged to work on group projects leading to Division 1 Natural Science exams.

The seminar will meet 3 times a week for 1-1/2 hours each.

Enrollment: 20, first come.

NS 151 THE WORLD FOOD CRISIS

SS 151

Frank Holoquist, Ray Coppinger

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

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

NS 154 MICROBIAL ECOLOGY

Lynn Miller

The smallest living organisms are one hundred million times smaller than human organisms in length. Some single celled organisms are the same size as a human red blood cell. The bacteria are a million times smaller than we are, yet they constitute perhaps 50% of the total mass of living things on our planet. In this course we will read about, discuss, think about, look at, and play around with the enormous diversity of the "little animals" that were first seen by Leewenhock 300 years ago. Students will write 3 short essays or one longer paper during the course.

In the lab, students will learn the tools of microbiology, and design and carry out (in small groups) independent lab projects.

Class will meet twice a week for a 1-1/2 hour lecture discussion plus a 3-hour lab.

Limit: 16 - first come.

NS 183 QUANTUM MECHANICS FOR THE MYRIAD

Herbert Bernstein

This course will investigate the structure of a powerful intellectual influence of our times: theoretical physics. Using two-state systems including spin and photon polarization, we develop the actual quantum theory in its matrix mechanics form. This theory underlies our current understanding of atoms, particles, and virtually all physical processes; it has important philosophical consequences as well.

The course has three themes: quantitative approximations to interesting physical phenomena; formal use of mathematics to describe observations; the philosophical and cultural significance of interpretations of physical theory. Accordingly, the ideal composition of the class might be five or more students with a general interest in science, five with potential interest to specialize in science, and five with potential interest to specialize in philosophy.

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

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.

Offerings for Spring 1985

Reproductive Physiology, Ecology, Plant Physiology, Genetics, Molecular Biology.

Offerings for 1985-1986

Fall: Biochemistry, General Physiology, Animal Behavior,

Spring: Enzymes, Nutrition, Evolution/Genetics.

NS 207 ECOLOGY

Charlene D'Avanzo

This course is an introduction to the theories and concepts of ecology. Students will gain an appreciation for the very different ways ecologists approach the study of natural systems. Topics covered include factors limiting distributions and abundances of populations, interactions between populations at the community level, and larger scale studies (such as nutrient cycles) appropriate at the ecosystem level. A basic ecology text plus several classic papers will focus our lectures and discussions. In the laboratory section of this course students will design and carry out three field-laboratory projects in a forested habitat, a fire community, and the aquatic systems in our solar greenhouse. A \$50 lab fee will be charged.

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

NS 208 PLANT PHYSIOLOGY

Lawrence Winship

In this course, we will study the cellular, biochemical and physical processes which allow plants to grow, reproduce and adapt to their physical and biotic environment. Topics we will cover include: carbon and energy gain: C_3 , C_4 , CAM photosynthesis; water uptake, transport and ions; transpiration and drought stress; mineral nutrient uptake and allocation; soil/plant interaction; nitrogen nutrition; symbiotic nitrogen fixation, nitrate reduction; plant growth and regulation: hormones and herbicides; flowering and reproduction; photoperiodism, seed biology; disease resistance.

We will use published research papers which deal with significant issues and discoveries in plant science as our primary reading material. The text will supplement and add breadth to the main readings. In the laboratory, we will gain hands-on experience in the workings of experimental plant physiology by completing projects which complement the readings.

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

Class will meet two complete afternoons per week. Enrollment is open.

NS 212 ORGANIC CHEMISTRY

Nancy Lovry

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

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

NS 221 REPRODUCTIVE PHYSIOLOGY

Kay Henderson

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

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

NS 226 PHOTOSYNTHESIS AND EVOLUTION

John Foster

The evolution of present-day photosynthesis in green plants has been a subject of much lively debate. The various classes of photosynthetic bacteria, cyanobacteria (blue-green algae), and higher plants have been arranged in neat evolutionary sequences on the basis of morphology and patterns of biochemical function. This seminar will examine in some detail the process of photosynthesis in bacteria and higher organisms, the ecological distribution of the various photosynthetic species, and their possible evolutionary implications. It will then turn to some of the new literature based on amino acid sequences in proteins and base sequences in DNA, which are forcing biologists to rethink some of their pet ideas. Much argument should ensue.

I am presently on leave, working on a project in collaboration with Dr. R. Clinton Fuller, Prof. of Biochemistry at UMass. I am studying the interactions between respiration and photosynthesis in a photosynthetic bacterium. There are numerous aspects of the work which are well suited to Division III projects. This seminar is a prerequisite for any student wishing to work with me on such a project.

Class will meet twice a week for 90 minutes each. See instructor for time.

NS 233 THE ROOTS OF THE ARMS RACE

Allan Krauss

Why is there a nuclear arms race between the United States and the Soviet Union? Is it because each government is responding to real military or geopolitical threats posed by the other? Or is each country driven to build ever more weapons by internal political, economic and bureaucratic dynamics for which the presence of a powerful adversary is only a legitimizing cover? Or are the causes even more fundamental, arising from the historical preoccupation of these two societies with ideology, power, expansion and violence.

The course will examine through readings and discussions a variety of explanations which have been offered for the nuclear arms race. We will focus on the nature and quality of the evidence used to support these theories and attempt to formulate our own hypotheses.

The course will meet twice a week for two hours each and is open to any student who has passed a Division 1 exam in either Natural Science or Social Science.

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

David Kelly

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

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

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

Classes will meet three times a week for 1-1/2 hr. 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.

NS 283 GENERAL PHYSICS B

Frederick Wirth

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

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

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

PHYSICS HELP

Frederick Wirth and Herbert Bernstein

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

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

Allan Krass and Jay Garfield

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

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

Class will meet for two hours twice a week.

NS 295 A&B HITCHCOCK CENTER PRACTICUM IN ENVIRONMENTAL EDUCATION

Charlene D'Avanzo and Karen Bourdon

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

A. Integrated Environmental Education

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

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

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

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

B. Environmental Curriculum Development

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

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

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

*School Program Coordinator, Hitchcock Center for the Environment.

NS 296 MINERALOGY

John Reid

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

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

NS 307 REAL WORLD PROGRAMMING IN FORTH

Albert S. Woodhull

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

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

Prerequisite: ability to program in any computer language.

Class will meet for 90 minutes twice a week.

NS 316 LINEAR ALGEBRA AND ITS APPLICATIONS

David Kelly

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

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

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

NS 320 BOOK SEMINARS IN MATHEMATICS

David Kelly

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

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

Topics which have been proposed for book seminars include:

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

DIV, Grad, Curl: Basic tools and results of multivariable calculus useful for the study of electric and magnetic fields.

Probability: The mathematics of chance and theoretical background for statistics.

Complex Variables

Differential Equations

NS 340 BEHAVIOR SEMINAR

Raymond Coppinger

This seminar is intended for advanced students in animal behavior. We will review and discuss the literature, concentrating on journal articles and other literature which are relevant to ongoing domestic animal research at the Farm Center. The subject matter will revolve around the physiological, anatomical, and evolutionary antecedents of behavior. We will emphasize technique and present a series of research questions which the students will be expected to turn into an experimental design. Each student will carry out the experiment, reporting on the results both orally and in writing.

Seminar will meet once a week for 90 minutes. Permission of the instructor required.

NS 345 ISOTOPE GEOCHEMISTRY

John Reid

A detailed look at the use of isotopic chemistry to solve a variety of geologic problems with a particular emphasis on those in igneous petrology. Topics will include K-Ar, Rb-Sr, Sm-Nd, and U-Pb geochronology; stable and radiogenic isotope

distributions and variations; fission tracks as age determinations/uranium geochemistry indicators; rare earth element geochemistry. Readings will be dominantly taken from recent literature to demonstrate the current use of these techniques in such areas as the evolution of plutonic and volcanic rocks; the development and destruction of the oceanic crust; and the nature and evolution of the earth's interior.

Prerequisites: physical geology, introductory chemistry, or permission of instructor.

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

ASTFC 20 COSMOLOGY

George Greenstein

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

ASTFC 22 GALACTIC AND EXTRAGALACTIC ASTRONOMY

Susan Edwards

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

Two 90 minute lectures per week, plus computer laboratories.

ASTFC 35 STELLAR EVOLUTION AND NUCLEOSYNTHESIS

Tom Dennis

The chemical elements which we are made were mostly formed by nuclear reactions which took place billions of years ago in stars and supernova explosions. Topics in this study will include: stars as self gravitating gaseous spheres in hydrostatic equilibrium; energy generation from gravitational collapse and nuclear reactions; methods for constructing numerical models for stars; evolutionary sequences of models; white dwarfs and neutron stars; black holes; supernovae; comparison between model calculations and observations of stars and star clusters; synthesis of chemical elements in stars; phenomenology of chemical abundances in the universe; history of the chemical elements. Problem assignments will include numerical experiments with a stellar evolution computer code as well as more traditional exercises. This course is accessible to students of physics and chemistry who may not have a background in astronomy. Prerequisites: NS 319 Calculus Continued and any one of the following: NS 202 Gen. Chemistry II; NS 283 Gen. Physics B; ASTFC 20 Cosmology; ASTFC 21 Stars.

Class will meet for 75 minutes twice a week.

ASTFC 44 ASTROPHYSICS II

John Kwan

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

Prerequisite: ASTFC 43 or permission of instructor.

spring 1985

course guide

HAMPSHIRE College

Codes

| | |
|-----|---|
| ARB | Arts Building |
| CSC | Cole Science Center |
| EDH | Emily Dickinson Hall |
| FPH | Franklin Patterson Hall |
| MDB | Music and Dance Building |
| PFB | Photography and Film |
| RCC | Robert Crown Center |
| LIB | Harold F. Johnson Library |
| | |
| DH | Dakin House |
| EH | Enfield House |
| GH | Greenwich House |
| MH | Merril House |
| PH | Prescott House |
| | |
| ELH | East Lecture Hall |
| MLH | Main Lecture Hall |
| WLH | West Lecture Hall |
| PAC | Performing Arts Center |
| | |
| TBA | To be announced or arranged |
| * | Course/time is not term-long; see course description |

Schedule of Classes

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

| Course | Instructor | Enrollment Method | Limit | Time | Place | |
|------------|--------------------------------|-------------------|----------|------|------------------|----------------|
| CCS 102 | Abortion: Persons/Moral/Law | Garfield | Open | None | TTh 9-1030 | CSC 126 |
| CCS 114 | Intro to Documentary | Douglas/Schwab | Lottery | 15 | TTh 1-3 | TV Class |
| CCS 118 | Observing Children & Others | Baker-Ward | InstrPer | 20 | TTh 1030-12 | FPH CogDev Lab |
| CCS 142 | Visual Literacy/Media Crit | Jones | InstrPer | 25 | WF 1030-1230 | FPH ELH |
| CCS 161 | Puzzle Solv/Humans & Computers | Iba | Open | None | MW 3-5 | FPH 102 |
| CCS 171 | Language/Culture/Society | Feinstein/Weisler | 1st Come | 30 | TTh 1030-12 | FPH 107 |
| CCS 183 | Dateline: Washington, D.C. | Miller | 1st Come | 16 | MW 1030-12 | FPH 103 |
| CCS 201 | History of the Press/U.S. | Kerr | Open | None | TTh 9-1030 | FPH 105 |
| CCS 209 | Directing/Acting for T.V. | Jones | Audition | 18 | WF2-6/TTh330-530 | TV Studio |
| CCS 210 | Metaphysics | Witherspoon | 1st Come | 20 | TTh 1-3 | PH B-1 |
| CCS 215 | Intro Computer Prog/PASCAL | Muller | InstrPer | 30 | MTh7-9pm/W3-430 | FPH 108 |
| CCS 240 | Electronic Journalism | Miller/Pinkham | InstrPer | 12 | MW 3-5 | TV Class |
| CCS 248 | Inquiry into Meaning/Truth | Weisler | Open | None | TTh 1-230 | PH A-1 |
| CCS 251 | The Information Age | Mahoney | 1st Come | 20 | TTh 1030-12 | FPH 103 |
| CCS 256 | Analysis of T.V. News | Douglas | InstrPer | 16 | MW 615-830 | TV Class |
| CCS 257 | Cognition and Its Development | Baker-Ward | InstrPer | 20 | MW 1030-12 | FPH 106 |
| CCS 260 | Aesthetics/Photog & Painting | Witherspoon | 1st Come | 20 | MTWTh 12-1255 | EDH 2 |
| CCS 270 | Workings of the Mind | Stillings | InstrPer | 12 | TTh 1030-12 | FPH 104 |
| CCS 271 | New Information Technology | Mahoney | 1st Come | 20 | TTh 1-230 | FPH 105 |
| CCS/HA 283 | Struct/Language & Tonal Music | Wall/Warner | InstrPer | 25 | MW 3-430 | MDB Class |
| CCS/NS 288 | Progress/Most Imp Product | Garfield/Krass | Open | None | TTh 1030-1230 | FPH WLH |
| CCS 296 | Data Struct/Computer Linguist | Wall | InstrPer | 15 | MW 1030-12 | PH A-1 |
| CCS 321 | Software Development Workshop | Muller | InstrPer | 16 | TTh 9-1030 | FPH 102 |
| CCS 322 | Computer Model/Sensori-Motor | Iba | Open | None | TTh 1-3 | FPH 102 |
| CCS 333 | Logical Phonetic Form | Feinstein, et al | InstrPer | None | W 12-2 | FPH 105 |

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

| Course | Instructor | Enrollment Method | Limit | Time | Place | |
|---------|---------------------------------|-------------------|----------|------|-------------|------------|
| HA 106 | Twentieth Century Art | Barnes | InstrPer | 12 | T 1-4 | ARB |
| HA 110 | Basic 2 & 3 Dimensional Design | Murray | 1st Come | 15 | T 930-1230 | ARB |
| HA 113 | Modern Dance I | Schwartz | 1st Come | 20 | MW 9-1030 | MDB Studio |
| HA 134A | College Wrting:Europe Shrt Fict | F. Smith | 1st Come | 15 | TTh 830-930 | FPH 108 |
| HA 134B | College Wrting: Amer Short Fict | F. Smith | 1st Come | 15 | TTh 830-930 | FPH 108 |
| HA 141 | Writing Workshop | Berkman | Lottery | 16 | MW 3-4 | FPH 107 |
| HA 153 | Dance Intensive | Nordstrom | InstrPer | 20 | TF 9-1030 | MDB Studio |
| HA 161 | Jungian Approach/Lit & World | Yalowitz | InstrPer | 16 | W 330-530 | FPH 104 |
| HA 163 | Intimacy and Solitude | Boettiger | Lottery | 20 | MW 9-1030 | FPH 103 |

OPOPOPOPOPO Outdoors Program

| Course | Instructor | Enrollment Method | Limit | Time | Place |
|--------------------------------------|----------------------|-------------------|-------|------------------------|-------|
| OP 007 Mountaineering | Garmirian | InstrPer | 8 | Th 12-6 | RCC |
| OP 111 Beg Top Rope Climbing | K. Kyker-Snowman | 1st Come | 12 | Th 12-530 | RCC |
| OP 132 Open X-Country Skiing | Warren/K-Snowman | 1st Come | 12 | W or Th 12-5 | RCC |
| OP 138 Zen & Art of Bicycle Maint | T. Kyker-Snowman | 1st Come | 10 | W 7-930pm | RCC |
| OP 143 Open Ice Climbing | Garmirian | 1st Come | None | W 12-6/Th 12-6 | RCC |
| OP 145 Beg Whitewater Canoeing | T&K Kyker-Snowman | 1st Come | 10 | W 1230-530 | RCC |
| OP 148 Equip Design and Construction | K. Kyker-Snowman | 1st Come | 8 | TTh 1030-12 | RCC |
| OP 205 Advanced Rock Climbing | Kyker-Snowman/Garmir | InstrPer | 16 | See Course Description | RCC |
| OP 218 Outdoor Leadership | Kyker-Snowman/Warren | InstrPer | 12 | T 1-5/Th 1-3 | RCC |

RARARARARARARAR Recreational Athletics

| Course | Instructor | Enrollment Method | Limit | Time | Place |
|------------------------------------|------------------|-------------------|-------|------------------|---------------|
| RA 102 Int Shotokan Karate I | Taylor | InstrPer | None | MWTh 6-8pm | RCC |
| RA 103 Int Shotokan Karate II | Taylor | InstrPer | None | TThSun 6-8pm | RCC |
| RA 104 Adv Shotokan Karate | Taylor | InstrPer | None | TThSun 8-9pm | RCC |
| RA 106 Intermediate Aikido | Sylvain | Prereq | None | TTh 1245-2 | So Lounge |
| RA 108 Beginning T'ai Chi | Gallagher | Open | None | W 1230-145 | So Lounge |
| RA 109 Continuing T'ai Chi | Gallagher | Open | None | W 2-315 | So Lounge |
| RA 110 Women's Self Defense | DiAnne | Open | None | TTh 1130-1230 | So Lounge |
| RA 112 Hatha Yoga | Nathanson | Open | None | M 330-430 | So Lounge |
| RA 116 Fencing | Weber | Open | None | MTh pm | RCC |
| RA 117 Physical Fitness Class | Rikkers | Open | 75 | TF 1205-105 | RCC |
| RA 118 Aerobic Workout | Callahan | Open | None | TTh 430-530 | So Lounge |
| RA 122 Basic Scuba Certification | Stillman | Open | None | M 6-9pm | Pool/RCC |
| RA 125 Kayak Rolling - Open | Harrison | Open | None | W 230-4 | Pool |
| RA 126 Beg Whitewater Kayaking | Harrison | 1st Come | 7 | W1-230/M1230-6 | Pool/River |
| RA 128 Novice Whitewater Kayaking | Harrison | 1st Come | 6 | T1-3/T1230-6 | Pool/River |
| RA 129 Slalom Gate & Stroke - Open | Harrison | 1st Come | None | Th 230-4 | Pool |
| RA 130 Int Whitewater Kayak | Harrison | 1st Come | 6 | F 1-230/F 1230-6 | Pool/River |
| RA 135 Wormgod Soccer | Root/Marburg | Open | None | TTh 4-6 | Playing Field |
| RA 136 Ultimate Frisbee | Lowson/Goldstein | Open | None | MWF 4-6 | Playing Field |
| RA 140 Lacrosse | McCarthy | Open | None | MW 4-530 | Playing Field |
| RA 143 Softball | McCarthy | Open | None | Every afternoon | |

SPSPSPSPSPSPSPS Special Programs

| Course | Instructor | Enrollment Method | Limit | Time | Place |
|--------------------------|------------|-------------------|-------|------------|--------|
| FL 101 Intensive 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 |

School of Social Science

Curriculum Statement

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

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

List of Courses

| | | |
|--|--|--|
| 100 LEVEL | | |
| POVERTY AND HEALTH SS 102 | Nisonoff | |
| CITIZENSHIP SS 112 | Rakoff | |
| PROBLEMS IN URBAN POLITICAL ECONOMY SS 113 | Hogan | |
| THE HOLOCAUST SS 118 | Click | |
| THE WORLD FOOD CRISIS SS 151/NS 151 | Holmquist Coppinger | |
| 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 HARD TIMES TO SCOUNDREL TIME: AMERICAN SOCIETY AND POLITICS FROM THE GREAT DEPRESSION TO THE COLD WAR SS 205 | Berman | |
| RELIGION: A CROSS CULTURAL PERSPECTIVE SS 206 | Click | |
| INTRODUCTION TO STATISTICS AND DATA ANALYSES SS 207 | Foe | |
| INTRODUCTORY ECONOMICS SS 210 | Weaver | |
| NIETZSCHE, GERMANY AND THE NINETEENTH CENTURY SS 215 | Horton | |
| DEADLY CONNECTIONS: THE POLITICS OF MILITARISM SS 228/BA 228 | Cerullo Lewis | |
| SCHOOLING PROBLEMS IN CAPITALIST AMERICA: AN INTRODUCTION TO THE SOCIOLOGY OF EDUCATION SS 237 | Torres | |
| WOMEN AND THE CITY SS 248 | Breitbart Landes | |
| WORKPLACE DEMOCRACY SS 259 | Warner | |
| FAMILY IN CROSS CULTURAL PERSPECTIVE SS 262 | Bengelsdorf Cerullo Johnson White | |
| CHILD DEVELOPMENT AND DEVELOPMENTAL DISORDERS SS 264 | Cooney | |
| THE SPANISH ANARCHIST MOVEMENT: LESSONS FOR CONTINGENTARY DECENTRALISM SS 268 | Breitbart Ackelsberg | |

| | |
|---|-------------------------------------|
| TRANSFORMATIONS: RACE, GENDER, AND SEXUALITY SS 270 | White |
| COMPARATIVE SOCIALIST DEVELOPMENT SS 274 | Bengelsdorf Holmquist Johnson |
| THE LEGAL PROCESS: WOMEN AND CHILDREN UNDER THE LAW SS 276 | Mazor |
| BLACK AND LATINO POLITICS IN THE UNITED STATES SS 278 | Torres F. Salth |
| ABNORMAL PSYCHOLOGY SS 286 | Farnham |
| 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. Those marked with an asterisk are "presentation seminars" and can be used to fulfill one part of the Division III requirement. | |
| COMPARATIVE INDUSTRIAL DEVELOPMENT SS 312 | Weaver |
| PROBLEMS IN THE PHILOSOPHY OF LAW AND JUSTICE SS 318 | Mazor |
| PERSPECTIVES IN AMERICAN EDUCATION SS 320 | Rose |
| IMPERIALISM AND NATIONALISM IN THE MIDDLE EAST AND NORTH AFRICA SS 322 | Ahmad |
| WOMEN'S WRITING, WOMEN'S DESIRE: ISSUES IN RECENT FEMINIST THEORY SS 324/BA 324 | Landes Lewis |
| PSYCHOLOGY OF NUCLEAR WARFARE SS 332 | Foe |
| COMPARATIVE HEALTH CARE: CHINA AND THE UNITED STATES SS 334 | von der Lippe |
| POLITICAL ECONOMY OF PUBLIC POLICY: REGULATION* SS 336 | Nisonoff Rakoff |
| SOCIAL CONSTRAINTS ON KNOWLEDGE PRODUCTION* SS 338 | Hogan |
| PEOPLE STUDYING PEOPLE* SS 342 | Farnham von der Lippe |

Course Descriptions

SS 102 POVERTY AND HEALTH
Laurie Nisonoff

"God and Nature have ordained the chances and conditions of life on earth once and for all. The case cannot be reopened. We cannot get a revision of the laws of human life."—W. Graham Sumner.

"Contrary to what many believe, poor people are not poor because they are naturally lazy and stupid or because they have too many children. Nor is it because there aren't enough jobs to go around or because poverty is a "natural" condition of society. . . [There is in America] a business elite that has historically kept certain elements of society poor for the benefit of the rich and powerful."—P. Roby.

Who gets the money in America and who doesn't? Why is there poverty in the richest country in history? Although often sanctified by economic theorists in oblique formulas, the state of poverty and the character of wealth go to the heart of what it is to live in America. In this spirit, then, what are the human terms of the economic activity known coolly as "income distribution"? This course is designed to encourage inquiry into a hard accounting of this contemporary social and economic reality. That a problem even exists is often muted by the dominant ethos of American industrialism's childhood, that (as expressed by W. C. Sumner) "it is not wicked to be rich; nay, even... it is not wicked to be richer than one's neighbor." There will be thematic units such as: federal income measurement—its facts and its fictions; the business elite; taxation; family and sexual inequality; race; health care and genetic endowment; aging; education; and the history of social welfare programs and charity. With the goal of fostering an understanding of the way income inequality is perceived and measured, we will also examine three paradigms in economic inquiry: the radical, the liberal, and the conservative. Readings will include: David Gordon (ed.), *Problems in Political Economy*; Pamela Roby (ed.), *The Poverty Establishment*; Helon Ginsberg (ed.), *Poverty, Economics and Society*; Paul Blumberg, *Inequality in an Age of Decline*.

Evaluation will be based on class participation and several problem sets and essays assigned through the semester. Class will meet twice a week for one and one-half hours each session. Enrollment is limited to fifteen; first come, first served.

SS 112 CITIZENSHIP
Robert Rakoff

What does it mean to be a good citizen? For democratic theorists, citizenship entails frequent, full and equal participation in self-government. For conservatives, too much of such citizenship threatens to disrupt the orderly workings of state and economy; for them, the emphasis is on obedience to established authority. This fundamental conflict, which underlies

much of modern political theory and modern political struggle, will be the focus of this course.

We will inquire into the obligations, rights, and activities of citizens in different sorts of political communities, ideal and actual. Specific topics will include political participation, political socialization, military service, obedience to law and authority, disobedience or resistance, and the relation between gender and citizenship. Our readings will be drawn from the classics of political theory, from fiction and science fiction, and from studies of contemporary political activity. Each student will be expected to undertake a fieldwork study of actual citizen activities in such settings as town meetings, courtrooms, public hearings, protest demonstrations, picket lines, and similar public spaces.

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

SS 113 PROBLEMS IN URBAN POLITICAL ECONOMY
Lloyd Hogan

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

Successful completion of the course will also require an independent research paper. The class will meet twice a week for one and one-half hours each session. Enrollment is limited to twenty students; first come, first served.

SS 118 THE HOLOCAUST
Leonard Click

A course designed to encourage an approach to the Holocaust emphasizing historical and political understanding. The course is divided into four major sections: (1) European Jewish history, (2) modern German history, (3) the fate of the Jews in Europe between 1933 and 1945, and (4) responses by victims, survivors, judges, bystanders, and others.

Students will be expected to select a topic for research and to write two short preliminary papers representing sections of what will be completed by May as a paper suitable for a Division I examination or a Division II file. Class will meet twice a week for one and one-half hours each session.

SS 151, NS 151 THE WORLD FOOD CRISIS
Frank Holmquist, Ray Coppinger

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

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

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

SS 203 WORLD POLITICS
Ebal Ahmad

This lecture/discussion course surveys the major ideologies, institutions, and issues which define international relations in our time. We will focus on the interplay of these three factors in the relationship of the superpowers, their allies, and the Third World countries.

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

SS 205 FROM HARD TIMES TO SCOUNDREL TIME: AMERICAN SOCIETY AND POLITICS FROM THE GREAT DEPRESSION TO THE COLD WAR
Aaron Berman

In the years between 1929 and 1952 Americans experienced a great depression, a world war and a cold war. Massive un-

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playment caused unprecedented suffering and led to the creation of the American welfare state. A militant labor movement formed in the 1920s to be destroyed by conservative forces in the post-war years. The Soviet Union was hailed as a great ally of the United States in the battle against fascism and then became this country's greatest adversary at the end of that conflict.

During the semester we will examine various topics dealing with the political, social and intellectual history of the 1929-1952 period. Subjects to be examined are the New Deal, radicalism and the labor movement, the American homefront during World War II, McCarthyism and the diplomacy of the cold war. Readings will include scholarly works, fiction and primary source material. Among the texts to be read are Robert and Helen Lynd, *Middletown in Transition*; John Steinbeck, *Grapes of Wrath*; Richard Cloward and Frances Piven, *Regulating the Poor*; Margaret Mead, *And Keep Your Powder Dry*; and Lillian Hellman, *Scoundrel Time*. Each student will be required to do at least one independent research project and several short essays.

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

SS 206 RELIGION: A CROSS-CULTURAL PERSPECTIVE

Leonard Glick

An introduction to the anthropological study of religion, based on a comparative approach distinguishing between LOCALIZED religions serving the needs of particular cultural groups and UNIVERSALIST religions addressed to potential converts everywhere. The course focuses on particular religions rather than on theories about religion. Among the religions to be studied are those of people of the South American tropical forest and the Highlands of New Guinea; also evangelical Christianity, Mormons, Rastafarians, Hare Krishna, and probably others as student interests dictate.

Students will be expected to select a topic for research and to write two short preliminary papers representing sections of what will be completed by a longer paper submitted for Division I examination or a Division II file. Class will meet twice a week for one and one-half hours each session. Enrollment is open.

SS 207 INTRODUCTION TO STATISTICS AND DATA ANALYSIS

Donald Poe

This course is an introduction to formal data analysis. It is intended for students who are doing experiments as part of their Division II or III and/or who intend to apply to graduate programs demanding some statistical background. The course's content will provide a formal but introductory statistical background to the procedures used throughout the course, while at the same time the demands of such student going well beyond mere competence at using computing systems and statistical packages in the analysis of data.

The course is designed primarily to give students the intellectual skills and concepts plus the computing technical skills necessary to make intelligent interpretations of data. As such, it will more than cover the standard introductory material of any classical statistics course. This spring our text will be *Statistics* by Freedman, Pisant, and Purves. In addition there will be a set of required computing manuals and assorted duplicated materials.

The class will meet twice a week for 1-1/2 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 economic 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 1-1/2 hours each session. Enrollment is unlimited. Five College students will be graded PASS/FAIL only.

SS 215 NIETZSCHE, GERMANY, AND THE NINETEENTH CENTURY

Theodore Norton

This course surveys the history of Germany and Europe in the nineteenth century in light of Friedrich Nietzsche's historical and moral philosophy; and it begins a rereading of the latter with reference to this history. It is hoped that this double strategy will prove fruitful for a revised understanding of "our modernity" and a wide range of critical responses to it. The history that will most concern us encompasses Nietzsche's biography (1844-1900), i.e., from the approaches to the 1848 revolutions to the turn of the century. Special attention will be paid to the rise of Germany under Prussian leadership and to that period of German history which parallels Nietzsche's philosophical activity (1872-1889). Our thesis is that the forms assumed by industrialization, economic organization, state-society relations, and cultural activities in Imperial Germany are more decisive for subsequent "modernization" than earlier British and French "models." Nietzsche's thought seems to follow and violently to turn away from the "German road to capitalism." It is at once a response to this conjuncture and a passionate and desperate attempt to think beyond it.

We will be reading some textbook accounts of Europe and Germany in the period mentioned, a few exercises in historical interpretation, and selections from Nietzsche's work and commentary on it. Students will be asked to make classroom presentations on aspects of the course, and to prepare a substantial paper, which can be developed from their presentations. The papers can focus on Nietzsche, Germany, or related aspects of European history.

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

SS 228 DEADLY CONNECTIONS: THE POLITICS OF MILITARISM

Margaret Cerullo, Jill Lewis

"Does not the threat of an atomic catastrophe which could wipe out the human race also serve to protect the very forces which perpetuate this danger? The efforts to prevent such a catastrophe overshadow the search for its potential causes..." Herbert Marcuse, 1964. "War commences in our culture first of all." E. P. Thompson, 1981. "What are you fighting for? It's not by security. It's not by reality. It's just an old war, not even a cold war." Marianne Faithfull, 1979.

How can we make sense of the massive buildup of nuclear and increasingly destructive "conventional" weapons which saturate our political, economic and cultural landscape? This course will look at the militarization of United States (and Soviet) foreign policy since World War II to begin to address this question. Particular attention will be paid to the role of the Third World as well as Europe in understanding the dynamics of the arms race and United States/Soviet conflict. We will ask, "What are nuclear weapons for?" Are there foreign policy goals we demand such weapons and explain their existence and expansion? Or has the production, refinement, distribution and sale of nuclear weapons become an end in itself? What is the significance of expanding "conventional" weapons systems?

In addition to looking at the politics and political economy of militarism we will devote considerable attention to the militarization of culture—of language, ideology, and daily life. Our particular concern will be with the role of gender, sexuality, and race in sustaining a culture of militarism. We will look at the intertwining of these issues in the politics of both the right (using case studies of German fascism and the U.S. new right) and existing socialist states (looking principally at contemporary Eastern Europe). Finally, we will look at the development of anti-militarist movements, including national liberation struggles in the Third World, peace movements in Eastern and Western Europe, and anti-intervent, anti-intervention and anti-nuclear weapons movements in the United States. A feminist perspective will be central to the course throughout. One of our principal concerns will be to ask how a feminist perspective challenges and reframes traditional ways of defining issues of foreign policy in general and nuclear weapons in particular. This course will rely on fiction and visual materials as well as traditional social science sources. We encourage students of literature and the arts looking for an entry into issues of the politics of war and peace, as well as social science students, to take the course. Visiting Fulbright Fellows, Dorr Smith will also participate in the course during March and April.

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

SS 237 SCHOOLING PROBLEMS IN CAPITALIST AMERICA: AN INTRODUCTION TO THE SOCIOLOGY OF EDUCATION

Rudy Torres

Never in the history of American education has there been a time when so many different sectors of the public have been so dissatisfied with education. Since the advent of Sputnik, there has been increased demands to reform, abolish, patch, or make education what it once was. Critics of the school system come from the political left and right and from students, parents, teacher organizations, administrators, and boards of education. As a consequence of the demands of the educational establishment are unable to keep the system on an even course and still give each side the impression that it is making progress relative to competing interests. Are schools a social and economic structure as well as traditional social science sources? We encourage students of literature and the arts who are serving the interests of the dominant institutions and fulfilling the needs of corporate capitalism? This is one of the main themes of this course. The course is designed for students with limited background in sociology. It will introduce basic sociological categories and theories, including but not limited to, social organization, cultural transmission, the State, class structure, ethnicity, ideology, work, and power, with special attention to their educational and policy implications.

Students will be evaluated on class participation and a final term paper (which may be a collaborative project). The class will meet twice a week for one and one-half hours each session. Enrollment is open.

SS 248 WOMEN AND THE CITY

Myrna Breitbart, Joan Landes

The modern urban landscape has exerted a magnetic pull over women seeking to escape the oppressive confinement of the patriarchal, domestic, pastoral-rural setting. But the city has imposed its own constraints on women's freedom; it, too, has been a masculine creation. This course will examine urban design from the viewpoint of women. Integrating recent research from several disciplinary perspectives we will attempt to improve our understanding of women's often simultaneous experience as prisoners, mediators and shapers of city life.

In this light we will examine how urbanism contributed to the shaping of women's politics, and how in turn women sought to restructure the city. Feminist theory will provide an additional resource with which to approach the patriarchal structuring of urban social and physical space and the sexual divisions of space and time. In this respect, we are interested in understanding how women of different classes, races and age experience the city differently. We will also explore the political dimension of women's urban experience by looking at women-initiated urban social struggles. Finally, materials on women in the architectural and planning professions, women as urban builders and designers, and women's fiction will assist us in understanding how women have creatively conceptualized an alternative use and patterning of city space and urban life.

We are looking for students with an interest in urban studies, feminist studies, architecture, planning, and social theory. The course will integrate materials appropriate to the inter-

disciplinary nature of our inquiry—from the visual to the scholarly.

The class will meet for two and one-half hours once a week. Enrollment is open.

SS 259 WORKPLACE DEMOCRACY

Stanley Warner

This course will serve as an introduction to worker participation and democratic self-management. It will cover the history and theory of democratic management, contemporary case studies, and issues of strategy and implementation. It will compare participatory forms in governmental and private sector organizations with their traditional counterparts, and seek to evaluate the strengths and weaknesses of different types of participatory organizations. It will also examine issues of participation and worker management from a number of European countries, including Spain, Italy, Yugoslavia, and England.

The readings will include Sherer and Gornoy's *Economic Democracy: Prospects for the Eighties*; Zwerdling's *Workplace Democracy: Montgomery's Worker's Control in America*; Horvat, Marcovic, Supak's *Self-Governing Socialism*; and Bernstein's *Workplace Democracy*. The course will feature a number of guest speakers, films, and occasional field trips. It is open to graduate students, who will be expected to research and lead discussions on special topics. A background in economics is helpful although not required.

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

SS 262 FAMILY IN CROSS CULTURAL PERSPECTIVE

Carol Bengelodorf, Margaret Cerullo, Kay Johnson, Frances White

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

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

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

SS 264 CHILD DEVELOPMENT AND DEVELOPMENTAL DISORDERS

Ellen Cooney

Whether interest in children arises from our goals as prospective teachers, therapists, parents, or simply out of a fascination about the children we all once were, the question of developmental disorders is an important one. This course will examine general patterns in the social and emotional development of children and consider things that may go awry in this process. Although it will provide the student with a general understanding of the range of problems that can arise, it is not really a survey course on child psychopathology. Rather it will focus on three general areas of problems: mental retardation, learning disorders, and emotional disorders. Within each category, we will survey the variety of disorders and focus in depth on several specific problems, e.g., school phobia, reading problems, autism. After first trying to get a "child's eye" view of what it is like to have such a problem we will read about and discuss cases as well as issues of diagnosis, treatment, and prognosis. We will examine how the experiences of these children differ from those of children without special problems and consider some cases of how societies other than our own deal with these issues. An additional, important component of the course is an internship in a school, clinic or other setting where students will work directly with children experiencing problems. This will give students the chance to apply more directly the course readings as well as get more in-depth experience with one group of children or type of setting. Course readings will consist largely of psychological literature on typical and atypical patterns of development but will include some more subjective, impressionistic views of the issues as well.

Class will meet twice a week for one and one-half hours each session. Enrollment is limited to 25 on a first-come, first-served basis. A sign up sheet will be on day four (FPH G-2) BEFORE December 5. You will then be notified of an important organizational meeting of the course in mid-December. This will allow us time to get the internship in place before the start of the spring term. Please be sure to come to this if you are interested in the course.

SS 268 THE SPANISH ANARCHIST MOVEMENT: LESSONS FOR CONTEMPORARY DECENTRALISM

Myrna Breitbart, Martha Ackelsberg (Smith College)

On July 19, 1936, when Franco attacked the Spanish Republic, two revolutions took shape—a well-documented military struggle against fascism and a social revolution which, despite its magnitude and success, historians have chosen to forget. From July 1936 until mid-1938, anarchist peasants and workers seized control over land, factories, social services and whole transportation

tion networks in Spain, initiating the most extensive attempt yet to apply anarchosocialist principles in a modern context. This course will explore the specifics of these events with an eye to revealing their implications for contemporary decentralist movements. Among the broader topics to be considered are: education for self-reliance; the relationships between workplace organizing, community organizing, urban social movements, and other forms of struggle; women's involvement in social workers and the anarchist movement; the geography of socialism (including urban and rural relations); practices and forms of workers' control of production; and the relationship between anarchist theory and practice.

Classes will be organized in a mixture of lecture and seminar format. Meetings will be held initially at Smith College and then be moved to Hampshire for the second half of the semester. The class will meet for two hours once a week. Enrollment is open.

SS 270 TRANSFORMATION: RACE, GENDER, AND SEXUALITY
E. Frances White

Race, gender, and sexuality interact in such complex ways in our culture that they transform the meaning of each other and raise contradictions in the society. For example, during slavery when whiteness signified patriarchal control and black meant slave, what did Black Manhood stand for? In an age when men protected themselves by not allowing the lynching of black women, how was justified? Beginning with the premise that race, gender, and sexuality have little to do with biology and are culturally constructed concepts, this seminar will explore such questions in three historical periods: the slave era, when notions of race first crystallized; 1880 to 1920, the height of terrorist campaigns against black people; and the contemporary period, when challenges to traditional power relations based on race, gender, and sexuality have come together.

Throughout the course we will pay particular attention to the changing roles and images of black women. Readings will include works by Barbara Smith, Angela Davis, James Baldwin, and Gloria Joseph. Students will be expected to help lead discussions. The class will meet for two hours once a week. Enrollment is open.

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

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

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

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

SS 276 THE LEGAL PROCESS: WOMEN AND CHILDREN UNDER THE LAW
Lester Nazor

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

We will consider the role of courts, legislatures, administrative agencies, and the practicing bar; the relationship of the formal legal system to less formal modes of social control; the internal process of change in the law; the development of common law, statutory interpretation, litigation and management of transactions; and the capacities and limits of the law as a vehicle for change. The greater part of the course will treat the history of the institution of marriage as it has concerned issues of human reproduction. To do this students will be introduced to basic techniques of case analysis and the reading of statutes, as well as the fundamentals of legal research. Other topics which will be treated will include sex discrimination in employment; women in the criminal law and the penal system; the law concerning marriage, divorce, child custody, and adoption; the law concerning child abuse and parental authority over children; the juvenile court process; political and civil rights of women and children.

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

SS 278 BLACK AND LATINO POLITICS IN THE UNITED STATES
Rudy Torren, Preston Smith

This course is a comparative analysis of Black, Chicano and Puerto Rican politics vis-a-vis the role played by dominant political institutions at the federal, state, and local levels in the shaping of those politics. The course aims to understand

stand the ideologies, values, and structures of political institutions and those represented by political movements, and/or community organizations. Particular attention will be paid to competing theories of race and class in the study of racial and ethnic minorities in the United States. In addition to lectures and class discussions, several documentary films and videos will be shown on various topics covered in the required reading and lectures.

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

*Preston Smith is Assistant Dean of Students and a faculty associate in the School of Social Science.

SS 286 ABNORMAL PSYCHOLOGY
Louise Farnham

This course will deal with the diagnosis, treatment, and prevention of various categories of disordered behavior. Attention will be paid to personality theories and "schools" of psychotherapy as that is appropriate and relevant to the major focus. Techniques of assessment will be discussed and the role(s) of the clinical psychologist will be explored. In addition to a textbook, students will read extensively in primary sources. Three brief writing assignments will be supplemented by a term paper on a topic of each student's choosing.

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

SS 290 REPRODUCTIVE TECHNOLOGY: LEGAL AND ETHICAL IMPLICATIONS
Janet Gallagher

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

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

300 LEVEL COURSES are advanced courses for students with previous work in the subject. Instructor permission is required for enrollment. These courses are designed for students in Division III and can be used to fulfill one part of the Division III requirement.

SS 312 COMPARATIVE INDUSTRIAL DEVELOPMENT
Frederick S. Weaver

A vital industrial (manufacturing) sector has generally been recognized as a key element in national economic development and material welfare. In the first part of this course, we will explore how changing technology, organization, and composition of production have affected the social and political conditions necessary for sustained industrial growth and development since England's "Industrial Revolution" and survey some debates concerning current developmental efforts and prospects. In the second part, we will draw on these analyses to study the patterns of industrial growth in Kenya, India, and Brazil. Students will present their own work in the third part of the course, in preparation for submitting their research papers at the end of the semester.

This is an advanced course designed for students with backgrounds in conventional economics (comparable at least to an introductory course) and in Third World issues (perhaps through having taken Capitalism and Empire).

The class will meet for two and one-half hours once a week. There is no enrollment limit.

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

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

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

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

SS 320 PERSPECTIVES ON AMERICAN EDUCATION
Hedwig Rose

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

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

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

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

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

The class will meet twice a week for 1-1/2 hours each session. Enrollment is limited to 25 students; instructor permission required.

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

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

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

Background in feminist theory and critical theory is recommended. Seminar format. Class will meet for two hours once a week, with an additional student-led discussion group. Enrollment is open.

SS 332 PSYCHOLOGY OF NUCLEAR WARFARE
Donald Poe

Many psychological phenomena are applicable to the study of warfare. The possibility of nuclear war, with its high dependence on technology, its world wide non-localized effects, and its massive impact on every phase of life has created problems beyond those of conventional warfare and, while these are uniquely historical, political, moral, and economic in nature, they are also in the domain of the psychologist.

Psychologists have, for example, studied short term panic reactions and long term responses to stress (often in survivors of small group behavior as applied to bargaining and decision making under situations of stress and isolation (e.g., group thinking); the use of stereotypes to derogate victims and to aggress against unseen people via technological weapons; learned helplessness at a societal level and issues of denial and immobility which lead to individual inaction; misattributions of intent which affect mutual distrustfulness in nations, especially the neo-national biases that often enter distributive processes; inability to tolerate ambiguity and cognitive complexity which leads to a search for simple solutions to complex problems; the difficulties of embarking on widespread, large scale attitude change programs; the loss of a sense of control over major factors influencing one's life and subsequent effects on coping strategies.

This is a working seminar in which we will explore together the possible applications of psychology to an understanding of modern warfare. There has been relatively little work done on the impact of nuclear war affects people, how the likelihood of sudden destruction affects the world view of children, how misunderstandings generated by well known cognitive information processing flaws and attributional biases can contribute to conflict, and how an understanding of small group phenomena might contribute to knowledge of how governmental decisions get

made. We will read about psychological phenomena out of class and apply them to warfare in class meetings. Texts will include books by Jerome Frank and Robert Jay Lifton.

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

SS 334 COMPARATIVE HEALTH CARE: CHINA AND THE UNITED STATES

Robert von der Lippe

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

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

SS 336 POLITICAL ECONOMY OF PUBLIC POLICY: REGULATION*

Laurie Missonoff, Robert Rakoff

This seminar will investigate the history, politics, and theoretical underpinnings of government regulatory policy in the United States. Our major purpose will be to understand the origins, politics, and impact of recent attempts to dismantle regulations affecting the environment, the workplace, personal health and safety, and the marketplace. Topics will include deregulation of airlines, telecommunications, health and safety, environmental protection, and energy prices. Special attention will be paid to the techniques and biases of cost-benefit analysis and other methods commonly used to assess the value of government programs.

Some background in American politics, history, or political economy is expected. This course is designed for advanced Division II or early Division III students whose ongoing work includes public policy analysis. The course will operate as a seminar, and will include student presentations of their own research. Consequently, the course may be used to satisfy either part of the new Division III integrative requirement.

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

SS 338 SOCIAL CONSTRAINTS ON KNOWLEDGE PRODUCTION

Lloyd Hogan

The major objective of the seminar is to develop some tactics for integrating our specialized Division III activities with the general corpus of human knowledge. Regardless of the tactics used, however, certain leading questions will help us to begin the task of integration: What are the important axioms, theories, postulates, facts, generally used within the four larger areas of knowledge and which your research project take as givens, or as "true", or as without any effect? What difference does it make for the analyses and conclusions of your study if these givens were not so crucial, or do in fact change as variations take place in the determining factors of your study? Is there some unifying principle around which we can integrate our research project into the four larger areas of knowledge?

Using the human population as a basis for integration we may likely proceed in terms of the fundamental meaning of the research project for members of various social classes at specific periods in human social organization. For example, the following questions may point to wider implications of the project: Who are the leading authorities in the development of the knowledge of our specialized studies (bibliography of your Division III independent research project)? What was the period in history when the major contributions of each such authority was produced (date or dates of original publications)? What was the prevailing political economy of the author's country at the time of his/her contributions (slavery, feudalism, capitalism, socialism, etc.)? To what social class did the author belong (slave, slave-master, landless peasant, independent peasant smallholder, feudal landlord, wage laborer, capitalist, etc.)? Members of what social class or classes benefited directly and immediately from the work? In what specific ways (material enrichment, rationalization of the moral "rightness" of the then contemporary political economy)? Does the very nature of the subject matter of the study, the questions posed for solution, and the methodology necessarily bias the results against the then contemporary working class (can knowledge creation ever attain such impartial objectivity that it is "class-blind")?

The seminar is structured around individual oral presentations related to the student's Division III independent research project. It should, as a minimum, state the problem, why you think it is so important, the major hypothesis you are trying to refute, who are some of the important authorities whose work you are replicating or criticizing, what are your major conclusions, what's lacking in your study. Beyond this, try to incorporate answers to the questions indicated above.

No texts will be assigned. Oral discussions by other members of the seminar should provide an opportunity to expand your bibliography to include materials from other disciplines. Evaluation will be based on oral presentation and quality of participation in sessions when other students are making presentations. The seminar meets once a week for four hours.

SS 342 PEOPLE STUDYING PEOPLE*

Louise Farnham, Robert von der Lippe

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

The course will be limited to Division III students who have begun to write, even in a very early draft way, their Division III theses. The reason for this is that one source of material for analysis in the seminar will be your written work. If you have none because you haven't started your project, you will have nothing to contribute. The class will meet for two hours once a week. Enrollment is limited to 15; permission of the instructor required.

Division III Integrative Seminars

ADVANCED HUMAN ANATOMY Martin

EVALUATING FOOD AND ENERGY TECHNOLOGIES FOR USE IN THE THIRD WORLD Minship

WILDERNESS: MYTH AND REALITY Warren and Smith

IN 390 ADVANCED HUMAN ANATOMY
Debra Martin

This integrative seminar is for Division III students who plan to enter an advanced degree program in the biosciences (such as graduate school or medical school). Student enrolled in this seminar should have some previous exposure to human biology, physiology, anatomy, or histology. The seminar will provide a forum for the exploration of current issues in the area of anatomy, the presentation of Division III projects and laboratory experience in dissection. An example of the range of topics in anatomy that will be covered include: the anatomy of aging, bioelectricity and the musculo-skeletal system, forensic and pathology, effects of stress on growth, and why gross anatomy isn't really gross.

Class will meet once a week for three hours, and enrollment is limited to 12, permission of instructor required.

IN 392 EVALUATING FOOD & ENERGY TECHNOLOGIES FOR USE IN THE THIRD WORLD
Lawrence J. Minship and TBA

We are all painfully aware of environmental and social catastrophes throughout the world that bring hunger and suffering to millions of people. Perhaps you have sometimes thought, as I have, that there must be solutions to these problems—that somewhere, in our vast storehouse of powerful technologies or accumulated social wisdom, there must be answers. Yet, many of us have also been confronted with the reality that apparently appropriate technology, when transplanted to a culture other than that which created it, often fails miserably.

In this course, I propose that we examine case histories drawn from regions of the Third World where food and fuel shortages have occurred or threaten to occur—such as drought in the Sahel and in Mozambique, deforestation in Brazil and along the Gold Coast of Africa, and the devastation of the rice fields of Kampuchea. In the first part of the course, we will read and discuss materials gathered and presented by the course instructors and by outside speakers. During this time, students will form study teams and prepare case studies of their own for case histories will be drawn from several sources, including reports from Oxfam, American Friends Service Committee, FAO of the UN, National Academy of Sciences, and the experiences of people in the Five College community who have worked on development projects in Third World countries.

We will use this information to address the following types of questions: In a given situation, what is possible (i.e., physical limits of climate, soils, resources)? What then is desirable? Who sets priorities and how does that affect outcomes? How can self-determination and bottom-up development be come? How can self-determination and bottom-up development be used to deal with large crises? Lastly, given what is possible and what is desirable, what is do-able? What cultural, economic, and social barriers are present and how can they best be dealt with? The goal of this seminar is not, of course, to produce answers to these questions, but rather to grapple with them and in the process, discover new insights (for the participants, at least) and an increased understanding of the issue of appropriate technology in the Third World.

IN 394 WILDERNESS: MYTH AND REALITY
Karen Warren and David Smith

This integrative seminar will be a multidisciplinary exploration of the concept of wilderness and its implications on society. The course is envisioned as a forum involving Division III and qualified Division II students whose academic work relates to some aspect of the outdoors. We will examine the idea of wilderness from a variety of standpoints: historical, political, cultural, scientific, educational, economic and psychological.

In this academic inquiry we will address such questions as — how has our viewpoint of wilderness been developed historically; how do the perspectives of women, native Americans and other groups differ on the idea of wilderness; what ethical issues in the outdoors must be reconciled in order to "use" the wilderness; how does a society determine the financial value of wilderness; what role do wilderness areas play in biological diversity — and many more.

Students will be actively responsible for the success of this seminar. They will be expected to facilitate one session and present their work as it relates to this topic. The class meets on Thursdays 9-12 a.m. Permission of instructor required. Enrollment limit: 12.

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 Deborah Berkman at x531 or Will Ryan at x646. 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 different discipline. 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.

WRITING WORKSHOP

Deborah Berkman

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

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

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

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

The Hampshire Outdoors Program tries to give special emphasis to integrating outdoor and physical learning experiences with the rest of college and 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 a 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 concentrate 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 Program's major trips and expeditions occur. They have included climbing Alaska, Yosemite, and Colorado, also the White Mountains in New Hampshire, rock climbing in Seneca, West Virginia, Moen's trips in New Mexico, canoeing in 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, and not a School of the College. What is it? It is an attempt 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. These are announced through the Outdoors Program bulletin boards, house newsletters, and the Outdoors Program calendar (available at the Outdoors Program office).

| | |
|--|--------------------------------------|
| MOUNTAINEERING OP 007 | Bob Garrafin |
| BEGINNING TOP ROPE CLIMBING OP 111 | K. Kyker-Snowman |
| OPEN CROSS-COUNTRY SKIING OP 132 | K. Warren K. Kyker-Snowman |
| ZEN AND THE ART OF BICYCLE MAINTENANCE OP 138 | T. Kyker-Snowman |
| OPEN ICE CLIMBING OP 143 | Bob Garrafin |
| BEGINNER'S WHITewater CANOEING OP 145 | T. Kyker-Snowman K. Kyker-Snowman |
| EQUIPMENT DESIGN AND CONSTRUCTION OP 148 | K. Kyker-Snowman |
| ADVANCED ROCK CLIMBING OP 205 | K. Kyker-Snowman B. Garrafin |
| OUTDOOR LEADERSHIP OP 218 | T. Kyker-Snowman K. Warren |

OP 007 MOUNTAINEERING

Bob Garrafin

This course will provide an introduction to the various elements of mountaineering. Activities will include multi-pitch rock climb, rappel, bivouac, navigation, and consideration of modern mountaineering equipment. We will give a limited time to mountaineering films and literature. The final course activity will be a several day snow and rock climb in New Hampshire. Students must have had previous rock climbing experience and must sign up for at least one afternoon session of OPEN ICE CLIMBING.

Instructor permission required.

Class meets Thursday 12:00 - 6:00 p.m. after Spring Break.

OP 111 BEGINNING TOP ROPE CLIMBING

Kathy Kyker-Snowman

This course is for people with little or no 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. Class meets Thursday afternoons 12:00 - 5:30 p.m. starting after Spring Break.

OP 132 OPEN CROSS-COUNTRY SKIING

Karen Warren and Kathy Kyker-Snowman

Cross-Country Skiing offers a unique blend of the athletic and the aesthetic. This open session will allow any skier from beginner to advanced to get out and ski; to work on technique; to get some exercise or to enjoy the winter woods.

Each week we will travel to a local ski touring facility or a backcountry area for an afternoon of skiing. Optional instruction in any aspect of cross-country skiing will be available on request. Equipment can be borrowed from the OP equipment room; you should check it out beforehand and be ready to leave at noon.

You may come to any number of sessions but will need to sign up initially with insurance information at the OP office and then show up at the open session.

Sessions: Wednesday and Thursdays 12:00 - 5:00 p.m.

Limit: 12 people each session.

OP 138 ZEN AND THE ART OF BICYCLE MAINTENANCE

Thom Kyker-Snowman

While the weather is still too bad to ride, why not put a few hours a week into fixing up and fine-tuning your bicycle? We'll start with a "Scientific American" look at the efficiency of the bicycle as a machine and then tear our bikes all the way down and build them back up clean, greased, trued, tuned, and ready for fair weather.

No previous unchanical experience is assumed.

Enrollment limit: 10. Course meets Wednesday evenings from 7:00 - 9:30 p.m. until Spring Break.

OP 143 OPEN ICE CLIMBING

Bob Garrafin

This course will provide an opportunity to experience ice climbing in the local area. Basic use of crampons and ice tools will be covered. We will travel to Mt. Tom and Rattlesnake Mountain when the weather cooperates.

Sign up for either or both sessions prior to first class.

Class meets Wednesday 12:00 - 6:00 p.m.

Thursday 12:00 - 6:00 p.m. until Spring Break.

Credit Not Available.

OP 145 BEGINNER'S WHITewater CANOEING

Thom Kyker-Snowman and Kathy Kyker-Snowman

For the canoeist, springtime is heralded when melting snow swells the banks of New England's rivers and streams. Learn the art and share the thrill of riding this seasonal wave in an open boat.

Course includes choice and use of appropriate equipment; basic and more advanced whitewater strokes and maneuvers; river reading; and safety; all taught in action on local whitewater.

Participants should all be able to swim 200 yards without treading.

Enrollment limit: 10. Class meets Wednesdays from 12:30 - 5:30 p.m. beginning after Spring Break.

OP 148 EQUIPMENT DESIGN AND CONSTRUCTION

Kathy Kyker-Snowman

This course will cover the basics of making your own outdoor gear. The first three classes will cover instruction on how to operate a sewing machine, appropriate sewing technique, selecting fabrics and threads, and designing functional pieces of gear. After this work on the basics, individuals will work on projects of their own choice. The sewing machine will be available for use, and the instructor will be accessible to help generate creative ideas in quality clothing and gear.

No previous sewing experience is necessary.

Enrollment is limited to 8. Class meets Tuesday and Thursday from 10:30 - 12:00 until Spring Break.

OP 205 ADVANCED ROCK CLIMBING

Kathy Kyker-Snowman and Bob Garrafin

This course will be offered in two segments. Part I is open to anyone who have a solid background in top rope climbing but who lack a complete understanding of the technical aspects of climbing. Part II is open to anyone who has a thorough understanding (including firsthand experience) of the areas covered in Part I. Anyone successfully completing Part I may take Part II. The goal of this course is to prepare people to be competent seconds for multi-pitch climbs and to provide instruction in lead climbing.

Both sections are by permission of Instructors.

Part I TECHNICAL INTRODUCTION

Kathy Kyker-Snowman and Bob Garrafin

This section will introduce the top rope climber to rope management, anchors, belaying the leader, prusiking, chock-craft, selection of equipment, rappelling, and dynamics of belay systems. The course will take place on the climbing wall in the RCC.

Enrollment limit: 16. Class meets Tuesdays and runs February through March 13, 1:00 - 3:30 p.m.

Part II TECHNICAL CLIMBING

Kathy Kyker-Snowman and Bob Garrafin

The major emphasis of this section will be to actuate the theories covered in Part I. Students who are able may start to lead climbs as part of the course. The class will travel to many of the local cliffs including Crow Hill and Ragged Mountain.

Enrollment limit: 16. Class meets Tuesdays and runs March 27 through May 8, 12:30 - 6:00 p.m.

OP 218 OUTDOOR LEADERSHIP

Thom Kyker-Snowman and Karen Warren

Few professions demand as broad a commitment as outdoor leadership. The wilderness instructor in many outdoor programs

participate in it. In the spirit of the College's liberal arts approach to education, the Law Program is not ordinarily intended as a "pre-law" curriculum. Some students do go on to law school; most, however, only wish to include the study of law in their undergraduate education. (Pre-law counseling is done by Lester Nator.)

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

Janet Callaghan'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 Nator 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. Barbara Ingveson is interested in dispute resolution and legal aspects of social control in cross-cultural contexts.

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

Five College Course Offerings By Five College Faculty

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| LYRIC POETRY Mount Holyoke: English 245a | Brodsky |
| LYRIC POETRY OF IMPERIAL ROM Hampshire: HA 332 | Brodsky |
| COLONIAL BRAZIL: THE CONTACT OF CULTURES Amherst: History 76 Lecture and Discussion | Graham |
| SLAVERY IN THE CITY: NINETEENTH-CENTURY BRAZIL Mount Holyoke: History 387, Seminar | Graham |
| THE VIETNAM WAR Mount Holyoke: International Relations 300 | Lake |
| CASE STUDIES IN AMERICAN FOREIGN POLICY Smith: Government 247b | Lake |
| JAPANESE POLITICAL ECONOMY Amherst: Anthropology 38 | McLendon |
| COMPARATIVE ORGANIZATIONS: JAPAN UMass: Anthropology 597 | McLendon |
| ELEMENTARY ARABIC I UMass: Arabic 126, 146 | Navar |
| INTRODUCTION TO AFRICAN STUDIES UMass: Afro-Am 254 | Prisau |
| CULTURAL ENRICHMENT THROUGH ETHNIC DANCE Dance 369a | Prisau |
| X-RAY FLUORESCENCE ANALYSIS UMass: Geology 512 | Rhodes |
| VOLCANOLOGY UMass: Geology 591V | Rhodes |
| MODERN DANCE I Hampshire: HA 113 | Schwartz |
| ELEMENTARY COMPOSITION Mount Holyoke: Dance 151a | Schwartz |
| GOVERNMENT AND POLITICS OF JAPAN Smith: Government 226b | Yasutomo |
| INTERNATIONAL RELATIONS OF ASIA UMass: Political Science 358 | Yasutomo |
| Mount Holyoke: English 245S | LYRIC POETRY Joseph Brodsky |

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

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| Hampshire: HA 332 | LYRIC POETRY OF IMPERIAL ROM Joseph Brodsky |
| Exploration of the interplay between poetry and temporal authority through reading and interpretation of selected works by Virgil, Ovid, Catullus, and Horace (in translation). To be supplemented by texts from Tacitus, Sallust, Suetonius as well as from Polybius and Gibbon. Pre-requisites: one poetry course and one course in classical history. Two papers required. Tu, Thur 8:00 - 6:00 p.m. | |
| Amherst: History 76 Lecture and Discussion | COLONIAL BRAZIL: THE CONTACT OF CULTURES Sandra L. Graham |
| What became Brazil, Portugal's colony in the New World, emerged from the particular contact between Portuguese settlers, Indians, and Africans and the partial cultures of each stubbornly sought to impose or retain. We will examine their contact--and conflict--and its transformation over three centuries from discovery to independence. Discussion will be based on a critical reading of both primary materials and recent scholarly interpretations. No prerequisites. Tu, Thur 10:00 a.m. | |
| Mount Holyoke: History 387, Seminar | SLAVERY IN THE CITY: NINETEENTH-CENTURY BRAZIL* Sandra L. Graham |
| A research seminar that investigates the varied and pervasive presence of slaves in city life. City dwellers relied on slave women and men to labor as domestic servants, street vendors, attendants, or as factory or construction workers. In turn, city slums, carnival, epidemic disease, and the approach of abolition contributed to the shaping of slave law, household census lists, letters of manumission, travelers' accounts, the <i>Rio News</i> , contemporary novels, private correspondence, and photographs. We will reconstruct the working and family lives of urban slaves. In that task, we will critically consider methods of social history. (per 1) | |
| Mount Holyoke: International Relations 300 | THE VIETNAM WAR 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; Particular attention to lessons about how American society makes its foreign policies. Enrollment limited. | |
| Smith: Government 247b | CASE STUDIES IN AMERICAN FOREIGN POLICY W. Anthony K. Lake |
| A detailed examination of some decisions that have been central to American foreign policy since World War II, covering such cases as the Korean and Vietnam Wars, the Suez Crisis, the Bay of Pigs and the Cuban Missile Crisis, SALT I and SALT II, and U.S. policy toward Southern Africa. In each case, the course analyzes the event and substantive choices facing policy-makers, the bureaucratic and political contexts in which they acted, and the general foreign policy views they brought to bear on those decisions. Each case study provides a basis for discussion of bureaucratic behavior relations between the Executive Branch and Congress, the ways in which domestic politics shape foreign policies, and the role of the press. Unlimited enrollment. | |
| Amherst: Anthropology 38 | JAPANESE POLITICAL ECONOMY James McLendon |
| This course examines Japan's economic development with attention to sociocultural and political factors that have been significant in Japan's impressive post-war economic performance. While focus is on recent events, historical perspectives will be introduced where appropriate. Economic, institutional, and technological innovations, industrial organization, the relationship between the government and the economy at the level of concrete institutional interaction, the economic policy process, and the relevance of traditional structures and values to Japan's "modern" political economy will be areas of special concern. | |
| UMass: Anthropology 597 | COMPARATIVE ORGANIZATIONS: JAPAN James McLendon |
| An examination of organizations in formal terms and in the context of their social and cultural milieu aimed at understanding Japanese business, governmental, and other organizations as well as those in other "developed" regions of the world (Europe and America). Permission of instructor required for undergraduates. | |
| University: Arabic 126, 146 | ELEMENTARY ARABIC I Aida Navar |
| Six credits per course. Lecture, recitation: extensive use of language lab. In addition to the Modern Standard Arabic language: reading, writing, and speaking; some elements of colloquial speech. Text: <u>Elementary Modern Standard Arabic I</u> . Daily written assignments and recitations; frequent | |

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| quizzes and exams: final. Arabic 126 or consent of instructor required for Arabic 146. Section 2 taught at Amherst College, time by arrangement. | |
| UMass: Afro-Am 254 | INTRODUCTION TO AFRICAN STUDIES Pearl Prisau |
| Introduction to Africa from an interdisciplinary perspective. Historical approach; chronological sequence from pre-history to contemporary times. Political development and processes, the arts, ethnography, social structures, economics. W 7:00 - 9:30 p.m., New Africa House 315 (to be taught with Davis Afesi). | |
| Dance 369a | CULTURAL ENRICHMENT THROUGH ETHNIC DANCE Pearl Prisau |
| A brief survey of culture traits and values as expressed in the dance. It will also focus on the cultural sources which influenced the Pearl Prisau dance and performing techniques. Study will culminate in the presentation of a concert with lecture. W 2:10 - 5:00, W 3:10 - 4:10. | |
| UMass: Geology 512 | X-RAY FLUORESCENCE ANALYSIS J. Michael Rhodes |
| Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials. Prerequisite: Analytical Geochemistry recommended. | |
| UMass: Geology 591V | VOLCANOLOGY* J. Michael Rhodes |
| A systematic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanism and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor, and Cascade volcanism. The tectonic aspects of evolution of western North America, placing volcanism in that region in a plate tectonic and historical perspective. Prerequisite: Petrology advised. | |
| Hampshire: HA 113 | MODERN DANCE I Peggy Schwartz |
| An introduction to the basic principles of dance movement: body alignment, coordination, strength and flexibility, basic forms of locomotion. No previous dance experience required. | |
| Mount Holyoke: Dance 151a | ELEMENTARY COMPOSITION Peggy Schwartz |
| Study of the principles and elements of choreography through improvisation. Guided practice in the construction of movement phrases and solo studies. | |
| Smith: Government 226b | GOVERNMENT AND POLITICS OF JAPAN Dennis T. Yasutomo |
| The development and functioning of the Japanese political system. Particular attention will be given to the interaction between domestic and foreign policy. | |
| UMass: Political Science 358 | INTERNATIONAL RELATIONS OF ASIA Dennis T. Yasutomo |
| Full description not available at this time. | |
| The Five College Early Music Program offers opportunities for singers and players to study and perform early (Medieval, Renaissance, and Baroque) music on many levels. Credit is available through Five College Interchange, registration through Mount Holyoke College for many of these activities. | |
| Five College Collegium Musicus: Open by audition, no fee. Places for 16 singers interested in large-scale Renaissance and Medieval works; historical instrumentalists of all sorts. Meets Tuesday evenings. | |
| Other Performance Ensembles: Also open by audition, no fee. Offerings include recorder consort, medieval ensemble, viol consort, mixed ensemble, loud wind band, baroque ensemble. | |
| Private Lessons: \$250 per semester. Taught by the performance faculty of the Early Music Program on a wide variety of instruments. | |
| Group Lessons: \$75 per semester. An excellent opportunity to learn and play in an ensemble at nominal cost. | |
| Interested students should call the Early Music Program Office at Mount Holyoke College, 538-2079. Robert Eisenstein, Five College Collegium Director. | |

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.

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 an historian on the staff of the Museum of History and Technology at the Smithsonian Institution, and she is co-producer of 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 Letters 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.

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

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

David Kerr, associate professor of mass communications and director of Merrill House, has a B.S. 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 national press in America, how television affects the public, and communications law. He is currently researching the history of the Liberation News Service.

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

James Miller, associate professor of communications, 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 address the political and ideological aspects of popular entertainment and news. He has a growing interest in the media cultures of France, Canada, and Cuba.

Richard Miller, associate professor of communication and computer studies, holds a B.A. from Amherst College and a Ph.D. from Syracuse University. He has been director of Instructional Communications at the SUNY Update Medical Center in Syracuse and associate director of the Hampshire 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 is on leave for the fall term of 1984.

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 cognitive psychology, such as memory, attention, visual and auditory perception, intelligence, and mental representation.

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

Steven Velsler, 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 last two years before coming to Hampshire he held a postdoctoral fellowship in cognitive science at the University of Massachusetts.

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

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

Rhonda Blair, assistant professor of theatre, holds a Ph.D. in Theatre and an M.A. in Slavic Studies from the University of Kansas. She has 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 Women's Theatre Project of the American Theatre Association.

John E. 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 *Witness and American Foreign Policy* and a recent study in biography and family history, *A Love in Shadow*.

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

Charles Frye, associate professor of education, holds B.A. and M.A. degrees from Harvard University and a Ph.D. from the University of Pittsburgh. Charles' interests include oriental religion and philosophy with an emphasis on Africa, Black Studies administrative and curricular development, and Jungian psychology. His degrees are in higher education, African studies and political science. He has done consulting work in the humanities and directed an interdisciplinary studies program. Prof. Frye will be on sabbatical leave spring term '85.

Barbara Gucchi is visiting assistant professor of critical theory. Professor Gucchi holds a Ph.D. in Comparative Literature from Cornell University and is interested in semiotics.

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

Clayton 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 anima-

ted 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 for his M.A. scholarship. Professor Juster will be on sabbatical leave spring term 1985.

Ann Keating, 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 professional and amateur music. 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 Jeffrey 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, is also the co-dan for the arts in the School of Humanities and Arts. He holds both a B.F.A. and M.F.A. with emphasis in theatre 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 the country and abroad. He has been a guest artist with South College Theatre on several occasions and designed the New York production of *Sailford Road* which later performed in Scotland.

Daphne A. Lovell, assistant professor of dance, holds a B.A. in cultural anthropology from Tufts University and 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." The New York City-based artist was especially interested in choreography, creativity, and dance in religion.

Jill Lewis, assistant professor of humanities, holds a B.A. from Newham 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 in the U.S. He. Lewis teaches courses in literature and cultural history at Hampshire. She is on leave during every fall term.

Jerome Lieblich, 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 a B.A. degree from the University of Texas and a Ph.D. in American Studies from the University of 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.

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. Professor Marquez will be on sabbatical leave during spring term 1985.

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 *Personality and Power*, *Reckonings*, *Toothing Stones: Rethinking the Political*, and *An Introduction to Augustine*. He has taught at the University of Notre Dame and at Indiana University.

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

Rebecca Nordstrom, assistant professor of dance/movement, holds a B.A. in art from Antioch College and an M.F.A. in dance from Smith College. She was co-founder of Collaborations Dance-works in Brattleboro, VT and has performed with Laura Dean Dancers and Musicians in New York City. She has taught at Winthrop College and the University of Delaware. Areas of special interest are choreography, improvisation and dance movement analysis.

Rina 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 appears in *Massachusetts Review* and *Ploughshares*. She has taught writing at Hampshire since 1976.

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

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.

Margaret Cerullo, assistant professor of sociology, has a B.A. from the University of Pennsylvania, a Ph.D. 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.

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

Louise Farhan, associate professor of psychology, has worked in child guidance and mental hygiene clinics in Minnesota and California, and has taught psychology at Yale, Stanford, and San Francisco State College. She holds a B.A. and Ph.D. from the University of Minnesota.

Nancy Fitch, assistant professor of history, has a B.A. and an M.A. from San Diego State University. She is completing her Ph.D. dissertation at the University of California, Los Angeles. Her teaching interests include European social and political history, 1500-1940, 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 quantitative history. She will be on leave during spring term 1985.

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

Leonard Gluck, 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 India, for a public health program and a study of ethno-medicine and social organization in the New Guinea highlands.

Cloria L. Joseph, professor of Black and women's studies, has a B.S. from New York University and a Ph.D. from Cornell University. At the University of Massachusetts, where she was associate professor of education, she served as co-chairperson of the school's 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).

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 geography, and minority-owned enterprises.

Frank Holsquist, 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 cooperative 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. She is on leave for the 1984-85 academic year.

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

Theodore Morton, visiting assistant professor of history, holds a B.A. and M.A. from the University of Washington and a Ph.D. from New York University. He has taught at Vassar College, New York University, and other schools. His fields of interest include modern political and social theory, modern European history and politics, theories of language and communication, and critical theory.

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 Rabinoff, 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.

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

Miriam Slater, professor of history, 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 eighteenth 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 State, holds a B.A. from Albion College, an M.F.A. from Michigan State, and a Ph.D. from Harvard. His research and teaching interests include American economic history, economic development, and industrial organization. He has taught previously at Santa Cruz and Bucknell.

Frederick Weaver, professor of economics and history, has a B.A. from the University of California at Berkeley and a Ph.D. from Cornell University. He has done research in Chile as a Foreign Area Fellow and has taught economics at Cornell and the University of California at Santa Cruz. His special interest is the historical 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 Fourth Bay College (Sierra Leone) and Temple University. Her interests include African women and Afro-American and Caribbean social history.

Barbara Ynevaeson, 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 original courts in the United States and is interested in problems of legal reform. Her areas of teaching include cultural and social anthropology (problems of observation and interpretation, kinship and family organization, ritual and symbolism), social theory, and the anthropology and sociology of law. She will be on leave during spring term 1985.