

FALL 1986 / SPRING 1987

Course Guide

HAMPSHIRE College

Amherst, MA
01002

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Please note: A supplement for fall term listings in the Course Guide will be issued at matriculation in September, listing all additions and deletions of courses, changes in class schedules, and course revisions. Supplements for the spring term listings will be issued at Five College pre-registration in November, and again at matriculation in January. *Please confirm your initial selections using these supplements.*



Calendar for Academic Year 1986-87

FALL TERM

Orientation Period	Sun Aug 31
Students Arrive/New Student Matriculation	Mon Sept 1
Matriculation for Returning Students	Wed Sept 3
Classes Begin	Wed Sept 3-Fri Sept 12
Course Selection Period	Fri Sept 19
Five College Add Deadline	Wed Sept 24
January Term Proposal Deadline	Fri Oct 3-Sun Oct 5
Parent's Weekend	Sat Oct 11
Admissions Open House	Sat Oct 18-Tues Oct 21
October Break	Wed Nov 12-Wed Nov 19
Planning Week	Wed Nov 12
Examination Day	Wed Nov 12-Wed Nov 19
Five College Preregistration/Advising	Wed Nov 26-Sun Nov 30
Thanksgiving Break	Mon Dec 1-Fri Dec 5
January Term Registration	Fri Dec 5
Last Day of Classes	Mon Dec 8-Fri Dec 12
Exam Period/Advisor Conferences/Academic Workshops	Mon Dec 15-Fri Dec 19
Hampshire Evaluation Period	Mon Dec 15-Tues Dec 23
Five College Exam Period	Fri Dec 19-Sun Jan 4
Winter Recess	

JANUARY TERM

Students Arrive	Sun Jan 4
January Term Classes Begin	Mon Jan 5
Commencement	Sat Jan 17
Last Day of Classes	Wed Jan 21
Recess Between Terms	Thurs Jan 22-Sun Jan 25

SPRING TERM

Students Arrive/New Student Matriculation	Sun Jan 25
New Students Program	Sun Jan 25-Mon Jan 26
Returning Students Matriculate/Advisor Conferences	Mon Jan 26
Classes Begin	Tues Jan 27
Course Selection Period	Tues Jan 27-Fri Feb 6
Five College Add Deadline	Fri Feb 13
Admissions Open House	Mon Feb 16
Examination Day	Tues Mar 17
Spring Break	Sat Mar 21-Sun Mar 29
Admissions Open House	Sat Apr 11
Planning Week	Wed Apr 15-Wed Apr 22
Examination Day	Fri Apr 17
Five College Preregistration/Advising	Mon Apr 20-Fri Apr 24
Last Day of Classes	Fri May 1
Exam Period/Advisor Conferences/Academic Workshops	Mon May 4-Fri May 8
Hampshire Evaluation Period	Mon May 11-Fri May 15
Five College Exam Period	Tues May 5-Sat May 23
Commencement	Sat May 16

Courses of Instruction

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

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

Registration

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

After attending classes for a week, you should be ready to decide in which ones you wish to be enrolled. You will be required to list the classes on a form to be signed by your advisor. You must submit this form to Central Records by Monday, September 15 in fall; Monday, February 9 in spring. They will use these forms to produce your individual schedules, as well as the class lists for faculty.

NOTES:

Five College Interchange applications for registration in courses at the other four institutions are available at Central Records. Be sure they are completely filled out and have all the necessary signatures; if they are incomplete they may have to be returned to you, causing delays which might affect your ability to get into a particular course. The deadline for filing interchange applications is Friday, September 19 in fall; Friday, February 13 in spring. No Five College courses may be added after this date. Familiarize yourself with all the rules, regulations and penalties associated with Five College Interchange. They are all listed in the Student Handbook and it is your responsibility to be aware of them.

Independent Study Forms are available at Central Records. They should be completed by Monday, September 15 in fall; Monday, February 9 in spring.

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

NOTE FOR 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.

Five College students who wish to pre-register for Hampshire classes listed as needing instructor permission should make every effort to contact the faculty member. If, however, that instructor is on leave or otherwise unreachable, students are encouraged to pre-register for the course, and come to the first scheduled class. If you are not admitted to the course, you must nevertheless follow your institution's drop procedures and deadlines.

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.

Fall 1986 Course List

School of Communications & Cognitive Science

100 LEVEL

- ABORTION AND INFANTICIDE: MORAL AND LEGAL PROBLEMS ARISING AT THE BEGINNING OF LIFE (PROSEMINAR) CCS 102 Garfield
- MINIMALIST JOURNALISM CCS 132 Kerr
- WHAT AM I: A PHILOSOPHICAL INQUIRY (PROSEMINAR) Garfield
- VISUAL LITERACY AND MEDIA CRITICISM CCS 142 Jones
- FILM/TELEVISION HISTORY, THEORY, AND PRACTICE CCS 155 Braderman
- LANGUAGE AND MIND CCS 156 Weisler
- INTRODUCTION TO COMPUTER SCIENCE I: PROGRAMMING IN PASCAL CCS 175 TBA
- INTRODUCTION TO COGNITIVE SCIENCE CCS 181 Stillings

200 LEVEL

- DIRECTING AND ACTING FOR STAGE AND SCREEN* CCS 209 Jones
- POPULAR CULTURE STUDIES CCS 219 Miller
- INTERNATIONAL COMMUNICATIONS AND NATIONAL GOVERNANCE CCS 220 Mahoney
- VIDEO PRODUCTION I CCS 225 Braderman
- THEORY OF LANGUAGE I: SYNTAX CCS 226 Weisler
- EPISTEMOLOGY CCS 231 TBA
- TOPICS IN COMPUTER SCIENCE CCS 234 TBA
- AESTHETICS CCS 242 TBA
- TOPICS IN ARTIFICIAL INTELLIGENCE CCS 284 TBA

300 LEVEL

- ADVANCED SEMINAR ON VISION CCS 319 Stillings

- WORKING IN THE CONSCIOUSNESS INDUSTRY CCS 331 Miller

- POLITICAL ECONOMY OF PUBLIC POLICY: REGULATION AND DEREGULATION CCS 336/SS 336 Mahoney
Rakoff

CHILD DEVELOPMENT

Several additional courses in children's cognitive development, language acquisition, and related areas will be offered by a new faculty member in developmental psychology. These courses will be announced in the supplement to the course guide. Division II students who need information about these courses should contact Neil Stillings or Mark Feinstein late in the spring term of 1986.

School of Humanities & Arts

100 LEVEL COURSES

- MODERN DANCE I HA 113 Tha
- MODERN DANCE II HA114 Nordstrom
- WRITING FICTION/ WRITING ABOUT FICTION HA 127 Siegel
- COLLEGE WRITING: EUROPEAN SHORT FICTION HA 134a F. Smith
- COLLEGE WRITING: THE IRISH VOICE IN LITERATURE HA 134b F. Smith
- ELEMENTARY COMPOSITION HA 151 Schwartz
- THE MAN-MADE ENVIRONMENT: PROCESSES OF DESIGN HA 159 Juster
Pope
- THEMES IN HUMAN DEVELOPMENT: INTIMACY AND SOLITUDE HA 163 Boettiger
- IDEAS OF ORDER HA 169 Kennedy
- THE DESIGN RESPONSE HA 193 Kramer
- INTRODUCTION TO ACTING HA 194 Blair
- THEATRE THREE HA 195 Donkin
Kramer

200 LEVEL COURSES

MAKING PLACES: THE EXPERIENCE OF DESIGN HA 209	Juster Pope
FILM/VIDEO WORKSHOP I HA 210	Tba
STILL PHOTOGRAPHY WORKSHOP I HA 211	Tba
MODERN DANCE IV HA 216	Lowell
COMPARATIVE LITERATURE SEMINAR HA 221	Russo
THE WORLD OF FEODOR DOSTOEVSKY HA 230	J. Hubbs
POETRY WRITING WORKSHOP HA 231	Salkey
PRINCIPLES OF DIRECTING HA 236	Blair
FICTION WRITING WORKSHOP HA 237	Salkey
AUTOBIOGRAPHY, FICTION AND DRAMA HA 238	Donkin Hanley Payne
BODY WISDOM HA 242	Lowell
EURIPIDES HA 246	Meagher
PLATO HA 248	Bacon
RUSSIA: FILM AND LITERATURE OF THE REVOLUTION HA 258	J. Hubbs
MUSIC FOR DANCERS HA 261	Koblitz
STORIES OF LIVES, STORIES OF GOD HA 271	Boettiger
RECENT AMERICAN FICTION HA 273	C. Hubbs
THE MODERN TRADITION HA 275	Lyon
EMERSON AND NIETZSCHE HA 279	Lyon
CREATIVE MUSIC: ITS THEORY AND APPLICATION HA 284	Wiggins
LABAN MOVEMENT ANALYSIS I HA 285	Nordstrom
SHELLEY AND HFR CIRCLE HA 292	Russo

DANCE PRODUCTION
HA 297

Nordstrom

300 LEVEL COURSES

ADVANCED WRITING WORKSHOP HA 306	Payne
FILM/VIDEO WORKSHOP II HA 310	Ravett
PHOTOGRAPHY WORKSHOP II HA 311	Liebling
CREATIVE MUSIC-ADVANCED HA 320	Wiggins
SOUNDS AND SPACES: SEMINAR IN MUSIC COMPOSITION HA 321	Koblitz
ART TUTORIAL HA 329	Baskin
ANCIENT NARRATIVE HA 333	Meagher

School of Natural Science

100 LEVEL

EVOLUTION OF THE EARTH NS 107	Reid
THE BIOLOGY OF WOMEN NS 124	Goddard Henderson
WAR, REVOLUTION AND PEACE NS 174/SS 174	Klare Krass Bengelsdorf
AQUACULTURE RESEARCH IN THE HAMPSHIRE COLLEGE BIOSHELTER NS 180	D'Avanzo
APPROPRIATE TECHNOLOGY NS 182	Wirth
ANIMAL BEHAVIOR NS 186	Coppinger Henderson
EVER SINCE DARWIN NS 198	Martin Miller
PROJECT COURSE NS 199	Bruno

200 LEVEL

BASIC CHEMISTRY I NS 202	TBA
ORGANIC CHEMISTRY NS 211	Lowry
GENERAL PHYSIOLOGY--PLANTS AND ANIMALS NS 221	Winship Woodhull
CELL BIOLOGY NS 247	Foster Miller

COMPUTATION STRUCTURES NS 258	Woodhull
THE CALCULUS NS 260	TBA
INTRODUCTION TO CALCULUS AND COMPUTER MODELING FOR SCIENTISTS AND SOCIAL SCIENTISTS NS 261	Hoffman
GENERAL PHYSICS A: PHYSICS WITH APPLICATIONS TO GEOLOGY AND EARTH SCIENCE NS 282	Wirth
THE GEOLOGY AND ECOLOGY OF THE NEW ENGLAND COAST NS 288	Reid D'Avanzo Pecko
HITCHCOCK CENTER PRACTICUM IN ENVIRONMENTAL EDUCATION NS 295 A&B	Bruno Bourdant
<u>300 LEVEL</u>	
MODERN ALGEBRA NS 317	Hoffman
RESEARCH IN REPRODUCTIVE PHYSIOLOGY NS 338	Henderson
TOPICS IN THEORETICAL LOW TEMPERATURE PHYSICS NS 346	Wirth Krass
BOOK SEMINAR IN PHYSICS NS 349	Bernstein

*Five College Coastal and Marine Science
Professor.

+School Program Coordinator, Hitchcock Center

School of Social Science

100 LEVEL

Successful completion of two courses at the 100 level will fulfill the optional course requirement for the Division I examination in Social Science. Some students may wish to use one 100 and one 200 level course and may do so with written consent of their advisers. SS 282 may not be used to fulfill this option.

100 and 200 level courses have open enrollment unless otherwise noted.

FROM SETTLEMENT HOUSE TO SOUP KITCHEN: AMERICAN POLITICS, CULTURE AND SOCIETY FROM 1900 TO WORLD WAR II SS 105*	Berman Glazer
POLITICAL JUSTICE SS 115*	Mazor
THE PROBLEM OF MOTHERHOOD AND WORK IN THE TWENTIETH CENTURY SS 124	Glazer Mahoney Slater

THE DOMESTIC THIRD WORLD: SOCIAL, CULTURAL AND POLITICAL DIFFERENCES SS 140	Joseph
AFRICAN DEVELOPMENT: THE EAST AFRICAN CASE SS 144	Ford Holmquist
ISLAND PEOPLES: THE PACIFIC AND THE CARIBBEAN SS 159*	Glick
WAR, REVOLUTION, AND PEACE SS 174/NS 174	Bengelsdorf Klare Krass
AMERICAN CAPITALISM SS 184*	Warner

*Proseminars. Descriptions will be found in the Proseminar section, which follows the regular course descriptions.

200 LEVEL

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

CAPITALISM AND EMPIRE: THE THIRD WORLD SS 201	Bengelsdorf Holmquist Johnson Weaver
RELIGION: A CROSS-CULTURAL PERSPECTIVE SS 206	Glick
UNITED STATES LABOR HISTORY SS 214	Nisonoff
PUBLIC POLICY IN THE AMERICAN WELFARE STATE SS 218	Berman Rakoff
INTERPRETING CULTURES: INTRODUCTION TO ANTHROPOLOGY SS 229	Yngvesson
GENDERED CITIES SS 248	Breitbart
THE FEMINIST CHALLENGE TO HISTORY SS 251	Fitch Landes
EUROPE AND ITS OTHERS SS 266	Landes
DECENTRALISM: LESSONS FROM THE SPANISH ANARCHIST MOVEMENT SS 268	Breitbart Ackelsberg
TOPICS IN SOCIAL PSYCHOLOGY SS 277	Poe
ISSUES IN EDUCATION SS 281	Ford Weaver
CORPORATE TAKEOVER RESEARCH SEMINAR SS 282	Warner

300 LEVEL

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

CONTEMPORARY ISSUES IN LABOR AND COMMUNITY STUDIES SS 306	Nisonoff
TRANSFORMATIONS: RACE, GENDER, AND SEXUALITY SS 309	Cerullo White
THEORIES OF LAW IN CULTURE SS 312	Mazor Yngvesson
AUTONOMY AND COMMUNITY: THE DEVELOPMENT OF SELF AND SOCIAL INTERACTION SS 323	H. Mahoney
PSYCHOLOGY OF NUCLEAR WARFARE SS 332	Poe
POLITICAL ECONOMY OF PUBLIC POLICY: REGULATION AND DEREGULATION SS 336/CCS 336	Rakoff E. Mahoney

Division III Integrative Seminars

WOMEN AND SCIENCE IN 391	Goddard
THIRD WORLD WOMEN AND FEMINISM IN 393	Joseph

Outdoors Program

BEGINNING TOP ROPE OF 111	Kyker-Snowman
ADV. TOP ROPE OP 113A	Garmirian
PHILOSOPHY OF E.E. OP 150	Warren
WOMEN'S BODIES/STRENGTH OP 156	Kyker-Snowman
WHAT IS WILDERNESS? OF 160	Warren

Recreational Athletics

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

BEGINNING SHOTOKAN KARATE RA 101	Taylor
INTERMEDIATE SHOTOKAN KARATE RA 103	Taylor
ADVANCED SHOTOKAN KARATE RA 104	Taylor
AIKIDO RA 111	Sylvain

AIKI-JO RA 113	Sylvain
BEGINNING T'AI CHI RA 118	Gallagher
CONTINUING T'AI CHI RA 119	Gallagher
BEGINNING WHITEWATER KAYAKING (X) RA 121	Harrison
BEGINNING WHITEWATER KAYAKING (Y) RA 123	Harrison
NOVICE WHITEWATER KAYAKING RA 125	Harrison

THE FOLLOWING COURSES ARE NOT OFFERED FOR CREDIT

KAYAK ROLLING - OPEN SESSION RA 128	Harrison
SLALOM GATE & STROKE TECHNIQUE RA 129	Harrison
OPENWATER SCUBA CERTIFICATION RA 141	Stillman
AEROBIC WORKOUT RA 142	Perakis
PHYSICAL FITNESS CLASS RA 143	Rickers
EXERCISE/AEROBICS RA 149	Selin
AEROBIC WORKOUT RA 150	Rose

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

WORMGOD SOCCER RA 151	Root Marburg Smolka
ULTIMATE FRISBEE RA 152	Bailar
WOMEN'S TEAM BASKETBALL RA 155	Hansen
TEAM VOLLEYBALL RA 156	Carro
BADMINTON RA 157	TBA
MEN'S BASKETBALL RA 160	Forbes

Five College Offerings

ELEMENTARY COMPOSITION Mount Holyoke: Dance 151f	Coleman
MODERN IV Mount Holyoke: Dance 216f	Coleman
INTERMEDIATE JAPANESE Mount Holyoke: Asian Studies L122f	Hubbard

ADVANCED JAPANESE Smith: Japanese 300a	Hubbard
ELEMENTARY ARABIC I Mount Holyoke: Asian 130F	Jiyad
ELEMENTARY ARABIC II UMass: Arabic 226	Jiyad
INTERMEDIATE ARABIC UMass: Arabic 326	Jiyad
INDEPENDENT STUDY IN ARABIC LANGUAGE AND CULTURE UMass: Near Eastern 396	Jiyad
INTERMEDIATE CHINESE I Amherst: Asian 7	Kao
NON-INTENSIVE ELEMENTARY CHINESE II UMass: Chinese 120	Kao
WAR, REVOLUTION AND PEACE Hampshire: Natural Science/ Social Science 174	Klare
PRINCIPLES AND METHODS OF PEACE AND CONFLICT RESEARCH Mount Holyoke: Politics 311f	Klare
THE VIETNAM WAR Amherst: Political Science 30	Lake
THIRD WORLD REVOLUTION Mount Holyoke: International Relations 310f	Lake
EAST ASIAN LEGAL SYSTEMS Amherst: Anthropology 41	Lewis
GEOLOGY AND ECOLOGY OF THE NEW ENGLAND COAST Hampshire: Natural Science 288	Peckol
LEGACY: AFRICAN CULTURE IN THE NEW WORLD Amherst: Black Studies 24	Primus
AFRICAN RITUAL AND MYTH Smith: Afro-American Studies 230a	Primus
GEOCHEMISTRY OF MAGMATIC PROCESSES UMass: Geology 591M	Rhodes
ELEMENTARY COMPOSITION Hampshire: Dance 151	Schwartz
HISTORY AND PHILOSOPHY OF DANCE AND MOVEMENT EDUCATION AT THE ELEMENTARY AND SECONDARY LEVEL UMass: Dance 293	Schwartz
GOVERNMENT AND POLITICS OF JAPAN Smith: Government 226a	Yasutomo
GOVERNMENT AND POLITICS OF JAPAN UMass: Political Science 334	Yasutomo

C&CSC&CSC&CSC Communications & Cognitive Science

Curriculum Statement

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

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

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

The School of Communications and Cognitive Science is actively involved in the College-wide Computer Studies program, and the computer is the focus of many of our curricular activities. Within cognitive science we are interested in the nature of machine, or artificial, intelligence, as well as the light that can be shed on mental processing if we think of the mind as similar to a computer in at least some funda-

mental ways. Within communications the computer plays a central role in the social transmission and storage of information; it is a vital part of new technologies like interactive cable. Finally, a number of our faculty are concerned with the formal nature of computer languages, the teaching of programming, and the broader social and intellectual implications of the current revolution in computer usage.

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

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

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

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

Course Descriptions

CCS 102 ABORTION AND INFANTICIDE: MORAL AND LEGAL PROBLEMS ARISING AT THE BEGINNING OF LIFE (PROSEMINAR)

Jay Garfield

This seminar will examine the status of abortion and neonatal euthanasia from the standpoints of legal, moral, and jurisprudential theory. We will pay particular attention to the interplay between philosophical and legal questions concerning the nature of persons, the status of women, parents, fetuses, and infants (particularly severely handicapped neonates) in moral and legal theory, and the connection between morality and the law. We will read a number of essays by philosophers and legal theorists, and some opinions and briefs from important cases concerning abortion and neonate euthanasia.

Most class meetings will involve students' presentations of judicial opinions or essays on such topics as: the nature, scope, and Constitutional foundation of the right to privacy; the status of the fetus and infant; women's and

parents' rights; criteria for personhood; the status of pregnancy; the distinction, if any, between passive and active euthanasia, samaritan duties, and other such particular questions raised by the abortion and infanticide issues. The class will meet twice a week for one and one-half hours each time. Enrollment is open.

CCS 132 MINIMALIST JOURNALISM

David Kerr

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

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

An underlying assumption of this course is that a student who learns to write short, carefully crafted pieces well can easily write longer works, while the reverse is not necessarily true. To that end the course will emphasize the writing, editing, rewriting, and polishing of journalistic pieces in the 100-300 word range. The student should anticipate a level of work that will have him or her writing and rewriting constantly. Readings will be chosen to provide models for writing and analysis. (Can one provide adequate information effectively in a few words? This course description is 220 words long.)

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

CCS 134 WHAT AM I: A PHILOSOPHICAL INQUIRY (PROSEMINAR)

Jay Garfield

The nature of mind and thought and the nature of the embodiment of mind in humans and, if possible, in machines will be the topic of this introductory seminar. In the first half of the course we will examine the accounts of mind offered by two important early modern philosophers: Descartes, in his *Meditations*, and Hume, in his *Treatise of Human Nature*. The second half of the course will be devoted to two contemporary approaches: eliminative materialism, which denies the ultimate reality of mind and asserts that our biological nature is essential to our psychology, and artificial intelligence which is predicated on the view that mind is very real, but that it can be abstracted from its underlying matter.

Students will write weekly short essays in addition to a term paper which may serve as the

basis of a CCS Division I examination. We will meet twice a week for one and one-half hours each time. Enrollment is open.

CCS 142 VISUAL LITERACY AND MEDIA CRITICISM

Gregory Jones

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

This course will help students develop a critical vocabulary and methodology for evaluating "how images mean." It will also explore each student's creative potential for designing visual messages and program concepts. Visual literacy will be learned in a developmental progression including aesthetic critiques of single photographic images, rhetorical analyses of advertisements, synesthetic evaluations of image and sound sequences, and structural analyses of moving images in film and television productions. Media criticism will be learned through a comparative approach where similar program content will be evaluated in the format of a book, television program, and film production.

The class will meet twice a week for two hours each time. Enrollment is limited to 20 by instructor permission and a lottery if necessary. Complete and submit a course registration form prior to the beginning of the term; forms will be available in the CCS office. Students on last year's waiting list will have first priority in getting into this course only if they attend the first meeting of the class.

CCS 155 FILM/TELEVISION HISTORY, THEORY, AND PRACTICE

Joan Braderman

This course will offer an overview of the area through examination of some key issues and historical moments in the theorizing of filmic (and later TV/video) representation. Three primary critical-theoretical approaches will be examined in close relation to the works to which they are addressed or helped bring into being. We will study Eisenstein's developing notions of film as a language while looking at key works from the "heroic" period of Soviet filmmaking, then link his work to contemporary writing and avant-garde film practice where linguistic aspects of the medium are stressed, such as semiotics and structural film. Our work on spatial and phenomenological thinking about sound and image, mise-en-scene style as well as realist ideology will center on the work of Andre Bazin, Renoir, and the Italian Neo-Realists and continue into the 60's European New Wave, especially as we examine more current theories of film narrative. While economic contexts for production will always be considered as elements of the film process, as will cultural and psychoanalytic aspects of spectatorship, these factors will be particularly emphasized when we lay out analytic models for thinking about broadcast television and the independent video which evolves in direct relation to it. For this section of the course we will look at essays by Mattalart, Brecht, Schiller and other critical theorists.

The class will meet once a week for three hours. Each class will consist of lecture, screening, and discussion. Students will be expected to view each film or tape twice (once inside and once outside class). 20 to 30 students will be accepted by permission of the instructor. In order to cover the large range of material in the course, interested students should be prepared to work with a wide range of often difficult readings.

CCS 156 LANGUAGE AND MIND

Steven Weisler

Modern linguistic theory views one's language ability as a systematic body of knowledge whose study promises to illuminate many facets of human nature and of our intellectual life. Indeed, given the influence that our language seems to have on our history, social relations, thoughts, and other cognitive capacities, it is no wonder that the study of linguistics has often been advertised as providing a window into the mind.

This course will offer a general overview of contemporary linguistics with special attention to the study of the theory of grammar, sound structure, syntax and meaning, language and society, language change, child language development, and animal communication systems.

The class will be assigned regular readings and problem sets as well as a final project which will be considered for a CCS Division I examination. We will meet twice a week for one and one-half hours each time. Enrollment is open.

CCS 175 INTRODUCTION TO COMPUTER SCIENCE I: PROGRAMMING IN PASCAL

To Be Announced

This course is concerned with the design and implementation of computer algorithms, and with the representation of information in abstract and concrete ways. It is part of a two-course sequence which is intended both for concentrators in computer science and for those who want to combine work in computer science with work in other fields, including the sciences, music, and art. The successor course is CCS 216 Data Structures, offered in the spring term.

There are no formal prerequisites for this course, but prior experience using computers is helpful. The course will meet three times a week for one and one-half hours each time. Enrollment is limited to 30 on a first-come, first-served basis.

CCS 181 INTRODUCTION TO COGNITIVE SCIENCE

Neil Stillings

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

computer science, neurophysiology, and philosophy. Interconnections among the disciplines will be emphasized.

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

CCS 209 DIRECTING AND ACTING FOR STAGE AND SCREEN*

Gregory Jones

This course is designed for students who intend to pursue narrative video and/or dramatic production as part of their Division II or III programs of study. Six directors, six actors, and six production crew members will be enrolled on the basis of auditions and prior experience. Class exercises will include textual analyses and production treatments; blocking, light, and set plots; directing and acting scenework; scripting and storyboarding; and written critiques of video, film, and dramatic performances. Attention will be given to the adaptation process from stage to screen production.

Students interested in this course should complete and return a registration form prior to the first day of class; forms are available in the CCS office. Actors should prepare one comic and one dramatic monologue for auditions on the first day of class. Directors will be given a production exercise that will be presented and evaluated on the second day of class. Production crew members should write a statement about how this course would complement their Division II concentrations. Enrollment will be completed by the third class session. The class will meet for seven hours a week, including rehearsals, labs, and Communication Services minicourses.

CCS 219 POPULAR CULTURE STUDIES

James Miller

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

In this course we will begin to address critically these and other questions. In addition, we will undertake intensive empirical studies of selected examples of popular culture. We will review major approaches to popular culture, including the conservative or elitist, pluralist or liberal, and neomarxist perspectives. Readings may include Gans's Popular Culture and High Culture and Lowenthal's Literature, Popular Culture and Society, in addition to pieces by Swingewood, Newcomb, and others. Students will propose, carry out, and report on research into

such phenomena as television soap operas, confession magazines, popular films, and mass-market romance novels. We will meet twice a week for one and a half hours each time. Enrollment is open.

CCS 220 INTERNATIONAL COMMUNICATIONS AND NATIONAL GOVERNANCE

Eileen Mahoney

This course will consider the structures underlying and the policies guiding the production, dissemination, and reception of news, information, and entertainment in the international community. Special attention will be given the recent debates regarding international communications--the new post-World War II politico-economic environment, the call for a New International Information Order (NIIO), and the free flow of information doctrine. Considered also will be: the source and composition of emerging international information flows; the shifting roles of established international organizations, as well as newly formed bodies; and the impact of rapidly developing communication and information technology on international information flows.

Course requirements include required reading, regular participation in class discussions, and completion of two short written assignments and a final research paper. Class meetings will be held twice a week for one and one-half hours each time. Enrollment is limited to 20 on a first come, first served basis.

CCS 225 VIDEO PRODUCTION I

Joan Braderman

This intensive course will introduce students to basic video production techniques for both location and studio work. In conjunction with technical minicourses offered by the library staff, we will look at the production process piece by piece, giving attention to preproduction, fundraising, and distribution, as well as formal elements like color, light, sound, composition, camera movement, and editing techniques. We will look at tapes and films which are particularly relevant to each facet of our work to ground our discussions. No one form or style will be stressed, though much in-field work will be assigned. "Video art," new narrative, "documentary," compilation tapes, cable shows, and other forms of video practice will be considered. Students will work on projects and exercises in rotation crews throughout the term, as well as a final project. While several short writing assignments will be made, students will be engaged in consistent practical work.

A background in film/video theory, history, or criticism is preferred for entry into the course. We will meet once a week for four and one-half hours, with an additional two-hour workshop to be scheduled each week. Enrollment is limited to 15 by permission of the instructor.

CCS 226 THEORY OF LANGUAGE I: SYNTAX

Steven Weisler

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

This class is part of a multi-course core sequence in linguistics which investigates syntax, semantics, and phonology in alternate semesters. In the fall we will focus on syntactic theory (the study of the principles of sentence formation). Theory of Language II, in the spring semester, will investigate semantic theory (the study of meaning). Students are strongly urged, but not required, to take both courses. The class will meet twice a week for one and one-half hours each time. Enrollment is open.

CCS 231 EPISTEMOLOGY

To Be Announced

What is the relation between perception and knowledge? How much knowledge, and of what kind, is necessary for perception? Does knowledge require justification or foundations? Could machines know? Are narratives, even fictional narratives, possible sources of genuine knowledge? Can what is known turn out to be false or even contradictory? In this introduction to the theory of knowledge, we will, through reading classical and contemporary philosophical texts, address topics and questions such as these. Class will meet twice a week for one and one-half hours each time. Enrollment is open.

CCS 234 TOPICS IN COMPUTER SCIENCE

To Be Announced

This course will deal with one or two important problems in current computer science. Depending on the interests of the instructor and the participants, the topic might be computer graphics, compiler design, systems programming, operating systems, or computer architecture. The goal will be to cover a significant topic in some depth, both in its theoretical and practical aspects. Specific topics will be published in the catalog supplements.

Significant prior computer science coursework will be assumed; this should be the equivalent of CCS 175 and CCS 216, and should preferably also include NS 263 (discrete mathematics). Enrollment is limited to 15 by permission of the instructor.

CCS 242 AESTHETICS

To Be Announced

This course is an introduction to the philosophy of art and criticism. We will consider the nature of works of art, the sense in which art has meaning, and the relation of artists' intentions, viewers' reactions, and the social context of the work of art to this meaning. We will also consider what it is for art to express emotions, moods, or other affective/connotative states. In addition, we will investigate philosophically interesting differences between the status, interpretation, and modes of criticism of works from different artistic modalities and media including visual, literary, and musical art forms. Class will meet twice a week for one and one-half hours each time. Enrollment is open.

CCS 284 TOPICS IN ARTIFICIAL INTELLIGENCE

To Be Announced

This course will examine a small number of current topics in artificial intelligence, which may include natural language processing, expert systems, image processing, knowledge representation, game-playing, and problem-solving, or the like. Specific topics will be announced in the catalog supplement.

Completion of CCS 244, Introduction to Artificial Intelligence, or its equivalent is required; concurrent or prior registration in CCS 181, Introduction to Cognitive Science, is suggested.

CCS 319 ADVANCED SEMINAR ON VISION

Neil Stillings

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

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

CCS 331 WORKING IN THE CONSCIOUSNESS INDUSTRY

James Miller

Worries about censorship in mass communication

usually take a familiar tack: there is some single person or small conspiratorial group with too much influence, or the government meddles where it ought not, or business practice has put the accountants in charge. From this perspective, something exceptional has occurred; outside intervention threatens an otherwise free process of expression through the mass media.

Such explanations only go so far. Their greatest weakness is that they neglect the everyday constraints inherent in the organization of media content production by occupational and professional groups who labor in the industrial realm of transnational, conglomerate corporations. They simply miss the point that public expression through the media requires the work of many people and the patterns and contexts of their work constitute an important, internal filter in the flow of information. This course will examine some of these work-related constraints. A small group of students who have already done some advanced work in communications or social science will read research reports, primarily on aspects of news construction and the production of television programming but including other media and types of content, and carry out their own, more limited investigations of work in local media. Classes will follow an informal, seminar format and meet twice weekly for one and one-half hours each time. Enrollment is open by instructor permission.

CCS 336 POLITICAL ECONOMY OF PUBLIC POLICY:
SS 336 REGULATION AND DEREGULATION

Eileen Mahoney and Robert Rakoff

This seminar will examine the historical, political, and economic forces promoting deregulation in the United States. The major objective of the seminar will be to construct an historical and theoretical framework allowing for analysis of examples of deregulatory policies. We will employ this political economic framework to study the process and impact of deregulation in telecommunications, transportation, and other areas of changing state-corporate relations. Special attention will be given to analysis of the methods used to publicly promote and assess these policy changes.

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. We will meet once a week for three hours. Enrollment is open.

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

Curriculum Statement

Course offerings in the Humanities and Arts may appear to differ markedly from those arranged

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

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

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

Successful completion of any 100 or 200 level course, with certain exceptions, can fulfill one-half the optional Division I examination. An instructor may exempt particular courses which stress essentially technical skill acquisition. The following classes are designated as not eligible for one-half of a Division I requirement: HA 194, HA 216, HA 114, HA 297, HA 127, and HA 113.

Note: The School of Humanities and Arts will hire two faculty in the studio arts. The courses for these faculty members will be listed in the fall course supplement.

Course Descriptions

HAMPSHIRE COLLEGE CHORUS

Ann Kearns, Conductor

The chorus meets on Monday and Wednesday, 4-6

p.m., in the Recital Hall of the Music Building. Our fall season includes Bach cantatas with full orchestra and soloists for Fall Weekend, and a Winter Concert in December. In the spring we will tour to Boston. Faculty and staff are welcome. Admission is by short, painless audition: sign up at the Chorus Office by Labor Day.

HA 113 MODERN DANCE I

Tba

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

Class will meet twice weekly for one and one-half hours. Enrollment is limited to 20 which will be determined at the first class session.

HA 114 MODERN DANCE II

Rebecca Nordstrom

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

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

HA 127 WRITING FICTION/WRITING ABOUT FICTION

Ellie Siegel

This introductory workshop will explore analytical and creative issues in the reading and writing of short stories. What can we learn from our knowledge as readers to the act of creating short stories? How does writing stories shape the way we approach fiction as readers? To what extent are elements such as character, setting, plot, theme, and language crucial to the fiction we admire and produce? We will approach the analysis of short stories as writers, rather than as literary critics, learning from the choices the author made in telling the story.

Workshop participants will be expected to read and write short stories on a regular basis, although they are not expected to have previous experience in fiction writing. In addition there will be short weekly assignments in critical writing, and students will keep an ongoing journal. Students will be asked to share examples of their creative work in class. The importance of attentive and sensitive

listening and the crucial role of revising will be emphasized.

Enrollment is limited to 15, by instructor permission. Class will meet twice weekly for one and one-half hours, and participants will also be expected to meet in tutorial with the instructor on a regular 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 1880. The course has two major divisions. In the first eight weeks we shall write several short analytical papers and discuss how to read and how to write intelligently about literature. In the last six weeks each student will choose a topic for an extended research paper and produce it independently. Emphasis in this latter work will be upon producing research papers as Divisional examinations at Hampshire.

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

HA 134b COLLEGE WRITING: THE IRISH VOICE IN LITERATURE

Francis Smith

Certain social and cultural concerns recur constantly in Irish writing. We will read some Irish stories, essays, poems, perhaps a play or a novel or two, to try to discern what we can of the patterns of Irish culture visible there. Joyce, Yeats, Shaw, O'Casey and others, from Swift to Murdoch, will be read. The emphasis of our work and writing will be on reading cultural history through literature.

In our writing, we will stress the elements of style, research, and writing necessary to good college work. We will do daily and weekly exercises to develop such basic skills as organizing an argument, writing persuasively, analyzing and abstracting complex written materials, and researching and documenting a thesis.

Enrollment is limited to 15 students. We will meet twice weekly for one-hour sessions plus tutorials to be arranged.

HA 151 ELEMENTARY COMPOSITION

Peggy Schwartz

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

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

HA 159 MAN-MADE ENVIRONMENT:
PROCESSES OF DESIGN

Norton Juster and Earl Pope

This course deals with the analysis and design of human environment--the ways in which human activities and needs find expression in the forms and patterns that reflect and shape their lives. We will be concerned with a developed sensitivity to surroundings, an understanding of place, and the sense of the individual as an effective force in creating or altering his/her own environment.

The particular focus of this course will be on the determination of human needs, meeting functional requirements, the development of program as a creative step in the design process, patterns of habitation as a generator of environment and with the way environmental form and expression is derived.

This is primarily a workshop course, using direct investigation, research, and design projects of a non-technical nature to confront and expose environmental problems and to understand the approaches and creative processes through which environment is made. The subject of these investigations includes: the identification of human needs, the functional and emotional concerns of environmental design--problem seeking and problem definition; the scale of human environment; creative synthesis--the leap to form; the translation of ideas, analysis, program and technical parameters into environment.

Much of the work will require visual presentations and analysis; however, no prior technical knowledge or drawing skills will be necessary. The student must provide his/her own drawing tools. Projects and papers will be due throughout the term. This course demands both time and commitment.

Class will meet twice a week for two hours plus odd day sessions for special problems (to be mutually determined). Enrollment is open.

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. 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 understanding of the experiences of intimacy and solitude. Put another way, we shall be inquiring into the arts of solitude and intimacy, and their spoliation: 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 Just Friends, Augustus Napier's The Family Crucible, John Updike's Too Far To Go, M. Scott Peck's The Road Less Traveled, Ingmar Bergman's Wild Strawberries, Woody Allen's Interiors, and Alice Walker's The Color Purple.

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, responsive 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 one-half hours. Enrollment is limited to 20 students, by sign up at the first class meeting (and lottery if necessary).

HA 169 IDEAS OF ORDER

L. 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 works 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 a group 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; Bronte, Wuthering Heights; Flannery O'Connor, Wise Blood; Zora Neale Hurston, Their Eyes Were Watching God; selected poetry of John Donne, William Wordsworth, Wallace Stevens, Adrienne Rich.

The designation of this course as a Division I seminar suggests that first year students 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.

Enrollment is limited to 15, by instructor

permission. Class will meet twice weekly for one and one-half hours.

HA 193 THE DESIGN RESPONSE

Wayne Kramer

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

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

HA 194 INTRODUCTION TO ACTING

Rhonda Blair

This course will provide an elementary foundation in acting for the stage, giving the student exposure to basic techniques in freeing the imagination, body, and voice, with the goal of developing flexibility and power. Exercises will be designed to help the actor release habitual tensions and inhibitions and to explore the rudiments of characterization. This studio course involves improvisation and scene study, as well as attendance at, and critique of, selected theatre performances.

Class meets twice a week for two-hour sessions. Enrollment is by instructor permission and is limited to 16 students (interested students should simply attend the first class meeting).

HA 195 THEATRE THREE: REHEARSAL, PERFORMANCE AND RESEARCH IN BLACK THEATRE

Ellen Donkin and Wayne Kramer

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

Utilizing the skills of student actors, designers and technicians, we will serve as the collective producers of a main-stage play on the mainstage of the Performing Arts Center at Emily Dickinson Hall. There will be extensive evening/weekend rehearsals and crew calls during October and November, and one one-hour production meeting per week.

The focus of this Theatre Three will be Black Theatre, and will include the following components:

1. A production by a black playwright, to be the mainstage production, faculty directed, for fall term. (Play is yet to be determined; currently under consideration is Alice Childress' Trouble in Mind.)
2. Group readings and discussions of the plays of black playwrights, to include African as well as Afro-American playwrights.
3. Contingent upon funding, guest lectures from black playwrights, actors and/or directors working today.
4. Historical research on black theatre as it has developed in the United States by a selected group of students working as dramaturgs. Research will be presented to the entire group on a weekly basis.
5. Technical apprenticeships for students interested in learning stage managing, assistant directing, lighting, scenic design and building, publicity, costumes and sound.

HA 209 MAKING PLACES: THE EXPERIENCE OF DESIGN

Norton Juster and Earl Pope

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

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

The course will provide an intense design experience for those seriously interested in environmental design, or interested in defining their interest. It is a logical extension of the 100 level courses and builds upon them. Interested students should have some background (which need not be extensive) in this area.

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

HA 210 FILM/VIDEO WORKSHOP 1

TBA

This course teaches the basic skills of film production, including camerawork, editing, sound recording, and preparation and completion of a finished work in film or video. Students will have weekly assignments, and will also produce a finished film for the class.

There will be weekly screenings of student work, as well as screenings of films and video tapes which represent a variety of aesthetic approaches to the moving image.

Finally, the development of personal vision will

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

The class meets once a week for three hours. Enrollment is limited to 15, which will be determined at the first class session.

HA 211 STILL PHOTOGRAPHY WORKSHOP I

TBA

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

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

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

The class will meet once a week for three hours. Enrollment is limited to 15, which will be determined at the first class session.

HA 216 MODERN DANCE IV

Daphne Lowell

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

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

HA 221 COMPARATIVE LITERATURE SEMINAR

Mary Russo

This seminar is intended for Division II concentrators in literary studies. The purpose of the course is to discuss and evaluate practical criticism of literary works in different historical and cultural contexts. Students will be encouraged to continue work on at least one author with whom they are already familiar and to use the work of other writers and critics to develop new readings of that

figure. A central topic of the course will be the question of "intertextuality". In relation to this topic, we will read and discuss a selection of postmodernist fiction and theory, including the work of Italo Calvino, Jorge Luis Borges, and Mikhail Bakhtin. There will be ample opportunity for students to consult with the instructor concerning problems in developing their concentrations or generating topics for Division III.

Class will meet once a week for two hours. Enrollment is limited to 15 students with instructor permission required.

HA 230 THE WORLD OF FEODOR DOSTOEVSKY

Joanna Hubbs

"Gentlemen, I am tormented by questions; answer them for me."--Notes from Underground.

The purpose of this seminar will be to determine what those questions are, how Dostoevsky formulated them, and why they tormented him so. Since I am a cultural historian rather than a literary critic, I will tend to focus on ideas--the philosophical and psychological aspects of the works and how they relate to the culture into which Dostoevsky was born--rather than questions of structure or style, which will be considered only in so far as they relate to the ideas themselves. I will begin with a series of lectures intended to introduce the author and to "place" him into the context of Russian mythic, cultural, psychological and historic currents. We will then read and discuss the novels: Poor Folk, The Double, Notes from Underground, Crime and Punishment, The Possessed, and Brothers Karamazov.

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

HA 231 POETRY WRITING WORKSHOP

Andrew Salkey

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

The workshop will be a forum for the relaxed reading of poems produced by its members. We will pay the closest possible critical attention to the prosody and meaning of class manuscripts, and that ought to be done informally but without loss of tutorial effect. We will emphasize the evidence of latent strengths in the work of the poets and attempt sensitively to analyze weaknesses, privately and in group sessions. We will strive to respect the talents of the poets and resist all inducements to make them write like their mentor (that is, either like the

external model of their choice or like their instructor or like the outstanding class poet). Suggested parallel readings will come from the full range of contemporary writing in verse.

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

HA 236 PRINCIPLES OF DIRECTING

Rhonda Blair

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

Hamlet, Three Sisters, Waiting for Godot, and Top Girls will provide a basis for discussion; the course text will be Robert Benedeth's The Director at Work. Course work will include preparation of a director's promptbook, preparation and presentation of brief staging projects, and oral critiques of in-class projects. This course will lay the groundwork for a studio course in directing to be offered in the Spring.

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 outwards as we grow and move along as writers.

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

We will try to demonstrate that the practice of fiction ought to be manifestly about the creative description of human relationships in society. We will encourage both on-the-spot oral critical analysis and more considered manuscript-reviewing. We will, at all times, allow the writing and lively analytical discussion of all forms of literary composition within the

genre of fiction, and our writers will be encouraged to take any literary risk they may feel to be important to their development.

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

HA 238 AUTOBIOGRAPHY, FICTION, DRAMA: A WRITING WORKSHOP

Ellen Donkin, Lynne Hanley,
Mina Payne

In this course in writing, we will focus on the resources of the imagination and their development into dramatic, fictional and autobiographical forms. Students will read and write in each genre, and by moving among them, discover the possibilities and prescriptions of each.

This course will meet for two hours twice a week, once as a whole, once in three self-contained workshops. Readings will be selected from a wide variety of artists. Interested students should attend the first class. Enrollment is limited to 35. Over-enrollment will be resolved by lottery.

HA 242 BODY WISDOM

Daphne Lowell

"The body is our textbook, laboratory and instrument"--Margaret H'Doubler.

Our goal is to move and dance with increasing articulateness, efficiency, safety and expressive range. This course is designed to accomplish this by exploring select aspects of the anatomy, physiology and biomechanics of movement. We will focus on the skeletal and muscular systems primarily but some attention will also be paid to the various qualities of awareness and movement provided by the fluid, glandular and organ systems. Students will be introduced to the movement theories of Dr. Lulu Sweigard and Bonnie Bainbridge Cohen, and to basic principles of injury prevention. We will also consider the metaphoric implications of the body's structure and function.

Work in this course will include both lecture and practice, learning through both the intellect and the body. Students will be expected to demonstrate both an intellectual understanding of the concepts involved and improvement in their own movement facility. Class meets once a week for 3 hours. Enrollment is open.

HA 246 EURIPIDES

Robert Meagher

Camus often described our modern age as at a point of impasse to which we are driven by a poisonous logic whose surest antidote he found in classical Greek thought. What he had in mind was above all Greek theatre, and most

appropriately Euripides. Suicide, wrote Camus, is our first philosophical question; and murder is the second. Nowhere does the pursuit of these questions and concerns bear richer fruit than in the drama of Euripides. In Euripides we confront the demise of an integrated culture, the gulf between nomos and phusis, the demythologizing of heroes and gods, and the clash between inherited professed ideas and current operative values. We find the death of god, a secular, humanly derived morality, and upheaval in the traditional relations between the sexes. In the theatre of Euripides we witness the most unmitigated misery and brutality ever brought to stage and yet we discern there as well a lucid secular ethic of human survival with integrity and modest purpose. It is a theatre suited to our times and we would do well to take a closer look.

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

HA 248 PLATO

Helen Bacon

Plato, Enthyphro, Apology, Crito, Phaedo: An Exploration of Plato's view of the significance for philosophy of Socrates' trial and death, and of Platonic dialogue as an art form designed or adapted as a vehicle for philosophy. The dialogues will be considered in relation to their cultural context--the religion, intellectual movements, social, political and artistic ideas and practices of 5th and 4th century Athens--in order to gain some understanding of how Plato's contemporaries might have understood them. Their place in the tradition of Western literature, as well as of Western philosophy, will also be considered.

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

HA 25R RUSSIA: FILM AND LITERATURE OF THE REVOLUTION

Joanna Hubbs

A number of Russia's most prominent artists greeted the Revolution of 1917 as the dawn and unlimited freedom for experimentation. Art, they hoped, would play a central role in the transformation of society.

We will explore the nature of the artist's engagement by looking at the literary works and films predicting, celebrating, and denouncing the revolutionary upheaval.

Readings include: Chekov, "The Cherry Orchard," Bielyi, St. Petersburg; Blok, "The Twelve"; Mayakovsky, "Lenin"; Zolotarev, We; Bulgakov, The Master and Marguerita; and Trotsky's Literature and Revolution. Films: Pudovkin, Mother; Dovshenko, Earth; Vestov, The Man With a Camera; Eisenstein, The Battleship Potemkin.

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

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. A workshop format will allow for a variety of materials and approaches, which will include technical studies, composition projects, directed listening, and discussion of contemporary trends in dance music.

The class will meet twice weekly for one and one-half hour sessions. Permission of the instructor is required. The class is limited to 12 students.

HA 271 STORIES OF LIVES, STORIES OF GOD

John Boettiger

An inquiry into the dimensions and varieties of religious life-- its sources, its stages of unfolding, its patterns of loss and redemption, its embeddedness in sacred story and ritual-- might be conceived as "a search for God in times and memory". Such a search, writes John S. Dunne in his book of that name, "will carry us on quests and journeys through life stories, through hells, purgatories, and heavens, through ages of life, through stories of God. It is the sort of thing you might undertake if you were writing an autobiography or composing a personal creed." And it entails, Dunne adds, a critical method: "the process of passing over by sympathetic understanding to others and coming back once again, enriched," with a deeper experience of where we stand. Such is the intention of this seminar.

In addition to Dunne's books, A Search for God in Time and Memory and The Way of All the Earth, we shall examine traditional Jewish and Christian tales, and more contemporary stories like George Bernard Shaw's The Diary of a Country Priest, Paul Cowan's An Orphan in History, Robert Coles's The Old Ones of New Mexico, Zora Neale Hurston's Their Eyes Were Watching God, and some of the work of Thomas Merton, Isaac Bashevis Singer, and Elie Wiesel.

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

HA 273 RECENT AMERICAN FICTION

Clay Hubbs

Modernism (with its emphasis on irrationality, "inner states," and, generally, discontinuity) which had pretty much run its course in Europe by the early thirties, did not emerge with full force in American writing until the sixties. The sixties was also a decade of social change approaching what sometimes appeared to be a cultural revolution.

The fiction of the sixties reflected the main

outlines of the decade: an attack on technology and systems, violence and disruption resulting from blacks' insistence on constitutional rights, the emergence of the women's movement.

Does today's fiction equally represent the present social atmosphere? In reading some of the major fiction of the sixties against that of the seventies and eighties (often works by the same author) we will pay particular attention to 1) how American writers of the sixties developed and altered earlier modernist techniques in the context of (apparent) social upheaval and 2) how and to what extent current social conditions are reflected in current fiction.

Some writers most likely to be included: John Barth, Donald Barthelme, Thomas Pynchon, Ishmael Reed, Norman Mailer, Alice Walker, Toni Morrison, Raymond Carver, Ann Beatty.

The class will meet twice a week for one and one-half hour sessions. Evaluation will be based upon a series of very short assigned papers, a presentation, and a term project. 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 its break with the past, its inborn challenge to established culture. Concurrently, it has had what Henry James called an "imagination of disaster," a sense of loss, alienation, and 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,
R. 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 determination 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 situation and process of consciousness, the divided self, and the pursuit of personal autonomy.

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

HA 279 EMERSON AND NIETZSCHE

Richard Lyon

The American philosopher Waldo Emerson (1803-1882) and the German Friedrich Nietzsche (1844-1900) challenged many of the orthodoxies of the nineteenth century in religion, morality, epistemology, and politics. In our time these have been seen as challenges to our own. The pertinence and force of their dissent, it has been said (and often for very different reasons), is even more apparent in our century than in theirs.

These poet-philosophers were in many ways kindred spirits, and Nietzsche made explicit his debt to Emerson. Both had the philosophic disposition of the born transcendentalist who traces the world back into its source in the thinker and stands on the firm ground of the "I am". Both were radical individualists, insisting on the unrealized powers of the empowered self. They each proposed in their own ways a "transvaluation of values," opposing rigid dogmas in the name of free spirit. Knowledge for both men was (or should be) the willing servant of values. As poets they had much to say about art and language, and both suggested that all discourse is metaphor.

Texts: Emerson's Nature, his essays, portions of his journals; Nietzsche's The Birth of Tragedy, The Gay Science, Beyond Good and Evil, Toward A Genealogy of Morals; biographical and critical essays. Short (two-page) weekly papers will be assigned, and one longer paper.

Enrollment is open. Class will meet two times each week for one and one-half hours.

HA 284 CREATIVE MUSIC: ITS THEORY AND APPLICATION

Roland Wiggins

This lecture class will focus on the interrelationship found in the conventional, non-conventional, and indigenous styles of music as viewed from a Western tonal base. Students will be offered analytic techniques for personal inventories as melodic, harmonic, and rhythmic

behaviors. Joseph Schillinger, Vincent Persichetti, Henry Cowell and other twentieth-century composers/theorists will be explored in juxtaposition with the creative music of Charlie Parker, Dizzy Gillespie, Thad Jones, and John Coltrane. Outside reading and listening experiences are mandatory.

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

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

HA 285 LABAN MOVEMENT ANALYSIS I

Rebecca Nordstrom

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

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

Class will meet twice a week for two hours each session. Enrollment open.

HA 292 SHELLEY AND HER CIRCLE

Mary Russo

The tradition of European romanticism in relation to women and especially women writers is the central topic of this course. The case of Mary Wollstonecraft Godwin Shelley, best-known as the author of Frankenstein, has emerged as a kind of paradigm of the difficulties of the 19th century woman writer in relation to society, cultural tradition, and family romance. Shelley's literary and social connections to her feminist mother, Mary Wollstonecraft, author of A Vindication of the Rights of Women (1792), her father, William Godwin, her husband Percy Bysshe Shelley and her numerous friends, including Lord Byron, suggest the possibilities and constraints of literary culture and bourgeois ideology in the 19th century.

Questions of authority, style, and genre in the work of writers such as Shelley, Ann Radcliffe,

George Sand, the Brontës and Elizabeth Barrett Browning have generated much contemporary feminist literary criticism. This course will also serve to introduce feminist literary theory and to suggest its usefulness in understanding the continuing influence of romanticism and bourgeois ideologies of art and culture in our time.

This course will meet twice a week for one and one-half hours. Enrollment is open to all interested students.

HA 297 DANCE PRODUCTION

Rebecca Nordstrom

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

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

HA 306 ADVANCED WRITING WORKSHOP

Nina Payne

This course is designed for students concentrating in poetry, fiction, playwrighting. Participants will be expected to present work-in-progress and give and receive serious critique. Although the major focus will be the work itself, current exhibitions, performances and readings in other art forms will be integrated into the assignments and concerns of the course as a whole.

Permission the instructor is required, based on a writing sample. Enrollment is limited to 12. Class will meet once weekly for Three hours.

HA 310 FILM/VIDEO WORKSHOP II

Abraham Ravett

This class emphasizes the development of skills in 16mm filmmaking, including preplanning (scripting or storyboarding), cinematography, sound recording, editing, and post-production. Students will have weekly assignments, and will also be expected to bring a film to completion by conforming their original and developing a final sound track. 3/4" video production will also be an integral part of this semester's course. A goal of this course is the continued development of a personal way of seeing and communicating, in the context of an existing cinematic language and emergence of video as an art form.

Students will have the opportunity to screen seminal film and video works in documentary, narrative and experimental genre. Additional:

out-of-class screenings, and some readings in the history and theory of film/video will also be assigned.

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

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

HA 311 PHOTOGRAPHY WORKSHOP II

Jerome Liebling

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

Prior photographic experience is required. Enrollment will be limited to 12 students, and determined by permission of the instructor. The class will meet once a week for three 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 320 CREATIVE MUSIC-ADVANCED SECTION

Roland Wiggins

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

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

HA 321 SOUNDS AND SPACES: WORKSHOP/SEMINAR IN MUSIC COMPOSITION

David Koblitz

This course is designed for students with some prior experience in either composition or music theory. The primary objective will be the development of individual creative work

utilizing the medium of sound. No particular musical style will be stressed, but rather the emphasis placed on achieving clarity of expression--the result of carefully chosen musical materials and clearly defined forms.

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

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

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

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

HA 329 ART TUTORIAL

Leonard Baskin

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

HA 333 ANCIENT NARRATIVE

Robert Meagher

Narrative is a form through which humans have for millennia interpreted their experience and the world around them. And yet any narrative stands in need of interpretation at every stage of its existence, whether through the construction of new variants of the original narrative or of commentaries (which themselves stand in need of interpretation). This paradox of interpretation is only one of the problems that arises in the study of the interpretation of any text: How may meaning vary from place to place and person to person? What constitutes, for a particular institution or culture, a well-formed narrative? What is the relation of narrative to history and fact? Where does meaning reside--in the text, the writer, or the reader?

In this course we will conduct a comparative study of three narrative texts from the Ancient East Mediterranean/Middle Eastern world: Gilgamesh, the Iliad, and the Bible, each text representing the consummate literary achievement of its respective tradition, as well as a

PHYSICAL SCIENCES AT HAMPSHIRE

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

Students who are prepared for concentrated disciplinary study take upper division courses, supplemented by Five College offerings. For 1986-87 these include Mineralogy, The Calculus, Linear Algebra, General Physics A and General Physics B.

At the advanced level there is usually one physics book seminar per semester. Topics included advanced mechanics; modern physics, low temperature physics, thermodynamics, electricity and magnetism. The subject of the book seminar in the Fall 1986 will be decided by the students who sign up for that seminar; a list of possible topics is included in the course description. Mathematics book seminars are also offered each term. Advanced work also includes projects which may range from technology/design through studies of the philosophical implications of modern science to issues of military policy and weapons effects. Integrative seminars will be offered by physical science faculty on selected topics:

WOMEN AND SCIENCE

Women and Science is an informal program in which faculty, students, and staff are involved in seminars, courses, and project advising in issues important to women: scientific theories about women and the impact of these theories on women's lives, women's biology, nutrition, women's health, the role of females in human evolution, biological issues concerning gender, and study of the participation of women in the sciences. We are also concerned with why women have not traditionally participated in the sciences, how to encourage women to study science at all levels of their education (including women who are not interested in scientific careers), and how a substantial increase in the number of involved women may change the sciences.

For more information, contact Ann Woodhull or Nancy Lowry.

Courses and other offerings:

- Human Biology
- *Biology of Women (Kay Henderson and Nancy Goddard)
- **Women and Science (Integrative) (Nancy Goddard)
- *Elementary School Science Workshop (Merle Bruno)
- Human Origins (Debra Martin)
- *Issues in Race & Gender (Nancy Goddard and Debra Martin)
- *Reproductive Physiology (Kay Henderson)
- *Human Anatomy (Debra Martin and Kay Henderson)
- Human Skeleton (Debra Martin)
- Library Consultation (Helaine Selin)
- Other faculty involved: Ruth Rinard

**Offered this Fall *Offered this Spring

NS 107 EVOLUTION OF THE EARTH

John B. Reid

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

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

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

NS 124 THE BIOLOGY OF WOMEN

Nancy Goddard and Kay Henderson

Daily pressures by our society encourage women to be consumers of services and products claimed to make them feel healthier and to look and feel young longer. A better understanding of women's 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 women's bodies and learn ways in which women can play an active role in maintaining their own health. No scientific background is necessary for this course.

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

Class will meet for lecture/discussion for one and one-half hours twice a week, plus a three hour lab every other week.

NS 174 WAR, REVOLUTION AND PEACE
 SS 174

Michael Klare, Allan Krass and
 Carollee Bengelsdorf

War comes in many shapes and sizes. Current newspapers carry a constant stream of articles on terrorism and so-called "low intensity conflict" in the Middle East and Central America. Counter insurgency operations are in progress against indigenous liberation movements in Afghanistan and Namibia. High intensity conventional conflicts involving large numbers of troops and modern weapons have been fought recently between Great Britain and Argentina, Israel and Syria, and Iran and Iraq. Finally, we all live every day with the threat of nuclear war as the USA and USSR devise ever more sophisticated "war-fighting" nuclear weapons and the complex strategies to employ them.

Our purpose in this course will be to examine the interrelationships among these various levels of military conflict by means of selected case studies, illustrating both the theory and the historical reality of several kinds of warfare. This sets the stage for the final portion of the course in which we will ask what we mean by "peace" and analyze some proposals for how it might be achieved.

Students will be expected to write one short paper early in the course and a longer paper based on independent research. This latter paper can serve as the basis for a Division I exam in Social Science.

Class will meet for two hours twice a week.

NS 180 AQUACULTURE RESEARCH IN THE
 HAMPSHIRE COLLEGE BIOSHELTER

Charlene D'Avanzo

The second floor balcony of our new solar greenhouse supports a battery of fiberglass silos that hold over 500 gallons of water each. Besides providing heat for the greenhouse at night during the cold season, these silos provide a habitat for growth of fish and vegetables in New England in the winter. This class as a whole will develop a research program that focuses on a single question concerning solar aquaculture. To prepare for this, we will first discuss a range of topics including fish culture, plant nutrition, and food cycles in the aquaculture tanks. Students will work in the laboratory and the bioshelter learning a set of techniques necessary for measurements of tank performance. Students will be encouraged to design and carry out a small scale research project in addition to the group project. At the end of term the student researchers will write a paper describing the experiments. Division II students are encouraged to join the class with permission of the instructor.

Class will meet two afternoons a week.

APPROPRIATE TECHNOLOGY CENTER

The Technology Center is envisioned as a

resource for all Hampshire students and faculty whose examinations, courses, or projects are in need of technological help. It will act as a source, or a referral to a source, of expertise in project design and construction, data collection, materials, tools, and equipment. If you are clear on what you want to do but are unsure of the best way to go about it, the Appropriate Technology Center will be a good place to find out. The contact person is Fred Wirth, CSC 306. When feasible the Center will try to be associated with a particular course while providing services for the entire College community.

NS 182 APPROPRIATE TECHNOLOGY

Fred Wirth

We will consider appropriate technology in its broadest sense--the technological issues and effects that put limits on the scale, efficiency, environmental impact, and the sociological and economic repercussions of selected systems. Problems and examples of current interest from a variety of sources will be emphasized. In many cases our research and experiment will actually be used by people in the world. If we're good at it, we may even be of help to them! The course will have occasional joint meetings with Aquaculture (NS 180) for consideration of solar energy as a part of complex systems. While many terribly pressing problems involve the Third World, the "appropriateness" of various modern technologies to our own lives is also within the purview of this course.

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

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

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

NS 186 ANIMAL BEHAVIOR

Raymond Coppinger and Kay Henderson

In observing the behavior of animals, how can we separate the learned from the innate components? How do behavior patterns get encoded genetically? We will explore these questions through extensive readings and class discussions, looking at specific behavioral studies. We will also look at ways in which anatomy and physiology determine behavior. We will address the evolution of specific behaviors.

In addition to doing the readings and partici-

pating in class discussions, students will be expected to complete several short writing assignments and to develop an experimental design for a behavioral study.

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

NS 198 EVER SINCE DARWIN

Debra Martin and Lynn Miller

"Look at all the sentences which seem true and question them." -David Riesman
A number of authors have attempted to reduce human history to genetic principles or biologically fixed sexual differences. These largely undocumented (except for some clearly defined reproductive functions), so-called sex-linked traits have been used to define the appropriateness of various gender roles and behavior at the societal level. These simplistic arguments were used over one hundred years ago and persist today by those who misread or misinterpreted Darwin's ideas.

We will read and discuss a variety of literature on the explanations of the behavior of humans using a broadly temporal and cross-cultural approach. Some issues which will be addressed include:

- the origin of sex differences
- why more males are born than females
- the burden of sexual selection
- is kin recognition universal in all species
- some "facts" about human evolution

Students are expected to write three short papers or one extended paper for an evaluation.

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

NS 199 PROJECT COURSE

Merle Bruno

The project course will be supervised by two Natural Science faculty: a biologist and a physical scientist. Students who have started projects in their first courses or who have ideas for projects that grew out of those courses will meet as a group with the instructors weekly. These meetings will engage the students in two types of activities: to present progress reports and final reports and for seminars on research methods, data presentation and analysis, and research writing techniques. The instructors will also consult individually with students to help them focus their questions and develop their projects.

Students are expected to continue meeting weekly with the group after their projects are complete to help form an audience and act as resources for others in the class.

Class will meet once a week for one to three hours (determined by size of class) and students will regularly meet individually with the instructors.

NS 202 BASIC CHEMISTRY I

To be announced

The School of Natural Science intends to hire a chemist to teach this course. A course description will follow in the supplement.

NS 211 ORGANIC CHEMISTRY (FALL)

Nancy Lowry

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

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

Class will meet three mornings a week for one and one-half hours each, plus one lab per week.

NS 221 GENERAL PHYSIOLOGY--PLANTS AND ANIMALS

Lawrence Winship and Ann Woodhull

Physiologists study how organisms work, for instance, how sap and blood flow, how animals and plants adapt to severe climates. This course is intended for all interested Division II students concentrating in areas of animal and plant biology. It will be a unique opportunity to learn about the physiology of both plants and animals.

Usually plant and animal physiology are taught separately, but in this course Larry and Ann are eager to compare and contrast the ways that these most different of organisms solve their common problems. For example, why can't plants run? Why do animals need kidneys to handle wastes while plants have no such systems? Since individual animals can't adapt their shapes to the requirements of a cold or dry climate, what do they do instead? What does sap flow have in common with the electrical activity of nerve cells?

The course will cover basic cell biology, gas exchange, circulation, photosynthesis, energy usage, movement, and regulation. Labs will deal with both plant and animal experiments with a focus on developing skills in particularly common and important techniques (microscopes, spectrophotometers, amplifiers, etc.). An important part of the work for the course is the writing up of lab reports in scientific form.

A certain amount of background in science is required; a reasonable grasp of chemistry or physics or math and the ability to read primary papers in biology will be adequate.

Class will meet twice a week all afternoon (including both laboratory and lecture/discussions). Enrollment by instructor permission.

based on considerations stated above.
Limit 25.

NS 247 CELL BIOLOGY

John Foster and Lynn Miller

The principal subject matter of this course will be modern ideas about the structure and function of living cells. For that purpose we will do three things: 1) March through the text by Alberts et al., Molecular Biology of the Cell (for those anxious about the MCAT or the GRE). 2) Read and discuss a series of reviews and research papers on selected topics (for those interested in how the information in Alberts was obtained). 3) Spend some time in the lab (for those interested in doing some of it themselves).

In the laboratory we will introduce you to some modern instruments and techniques used in cell biology. Then those interested in molecular genetics and DNAology will continue on project work (individually or in groups) with Lynn, while those interested in bioenergetics, mitochondriology or chloroplasticism will do so with John.

Evaluation will be based on participation in class discussion, conduct in the laboratory, a written final project report and a final conference, for which the students should prepare a self-evaluation.

Class will meet for one and one-half hours three times a week plus an afternoon lab.

NS 258 COMPUTATION STRUCTURES

Albert S. Woodhull

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

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

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

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

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

NS 260 THE CALCULUS

To Be Announced

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

This course introduces the basic concepts, techniques, examples, and applications of the standard two-semester college treatment of differential and integral calculus, including the elementary transcendental functions, Taylor series, and differential equations. The pace will be brisk and a firm grasp of high school algebra is recommended. There will be daily drill work, lots of problems, a weekly (necessary) evening problem session, and a little history and philosophy. While this course is self-contained, students are strongly urged to follow it up by taking NS 316 Linear Algebra to further develop a number of the concepts.

This course is appropriate for potential math and physics concentrators and those who simply always wanted to know what calculus was about. Other students primarily interested in developing the quantitative tools needed for further work in their own fields would probably be better served by taking NS 261 Introduction to Calculus and Computer Modeling.

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

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

Kenneth R. Hoffman

Traditionally, the mathematical preparation of scientists and quantitatively-minded social scientists began with a year or more of calculus. Over the past decade, however, ready access to high-speed computers has increased the usefulness of a number of other tools, allowing scientists to tackle problems which would have been unmanageable before. This course is an introduction to some of these basic tools and is a more appropriate preparation for further quantitative work in the sciences (except for physics and engineering) and social sciences than is calculus. Topics will include: Functions and Graphs
Computer programming, simulation, and approximation
Elementary linear algebra (vectors and matrices)
Linear models (Markov processes, linear regression, input-output analysis)
Concepts of the calculus
Dynamical systems and their numerical solution

Elementary probability and statistics (including the use of interactive statistical packages to save, display, and analyze data)

The computer will be used throughout the course; no previous programming experience is required. The only formal prerequisite for the course is two years of high school algebra, but we have found that this course works best for students in Division II who are encountering examples in their own work for which these tools would be appropriate.

While the course is self-contained, students are strongly urged to follow it up by taking NS 316 Linear Algebra to further develop a number of the concepts.

Classes will meet three times a week for one hour, followed by an optional half-hour session for those wishing a more extensive training in calculus. Optional evening problem sessions will be available each week. Regular substantial problem sets will be assigned and will constitute the heart of the student's course work.

PHYSICS HELP

Frederick Wirth

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

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

Frederick Wirth

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

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

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

Note: General Physics will alternate: in odd-numbered academic years (like 1985-86) it will have applications in bioscience; on even-numbered years (beginning with 1984-85) we will focus on earth sciences.

NS 288 THE GEOLOGY AND ECOLOGY OF THE NEW ENGLAND COAST

John Reid, Charlene D'Avanzo, and Paulette Peckol*

In this course we will examine the surficial geology and intertidal-nearshore ecology of the New England coast from Cape Cod to southern Maine. We will address several ecological topics: factors affecting vertical distribution of intertidal organisms; possible food chains relationships between salt marshes and coastal productivity; and ecological consequences of freshwater-saltwater interactions in a brackish coastal pond. Geologically, we will investigate 1) the glacial history of Cape Cod; 2) the effects of sea level rise and nearshore processes affecting bedrock, till, and outwash deposits on the New England coast; 3) the sedimentological and ecological factors governing the evolution of the Barnstable Saltmarsh.

Students' grades or evaluations will be based on contributions to class and field discussions plus several research reports stemming from student-initiated research conducted during course field trips. There will be a fee to help cover field trip travel expenses.

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

*Five College Coastal and Marine Science Professor.

NS 295 HITCHCOCK CENTER PRACTICUM IN A&E ENVIRONMENTAL EDUCATION

Merle Bruno and Karen Bourdon*

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

A. Integrated Environmental Education

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

Participants are expected to complete a variety of short reading and writing assignments, assist with one field trip per week, observe two ele-

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 that are limited by the disciplinary allegiance of their members. We have begun to understand the limits of the single discipline, and can claim success in interdisciplinary teaching. We are not yet able to present all the various disciplines in a meaningful synthesis, but that is an ideal that is reflected in our efforts to develop a broad and stimulating range of courses and programs.

Course Descriptions

SS 124 THE PROBLEM OF MOTHERHOOD AND WORK IN THE TWENTIETH CENTURY

Penina Glazer, Maureen Mahoney, Miriam Slater

Using psychological and historical studies, we will examine Western attitudes toward working mothers and the impact of work on women's public and private lives. Psychologists have consistently emphasized the importance of maternal nurturance and paternal authority for the healthy development of children. Feminist scholars, focusing on what is good for the woman rather than the child, have emphasized the importance of work for women's lives. In contrast, sociologists have warned that combining roles of motherhood and work will create "role strain." Child development experts have worried about the negative effects of "maternal deprivation," absence of the father, and the breakdown of the family. All of the experts have changed their positions over time about the expectations of appropriate gender roles for men and women.

Historians have begun to explore the ways in which these shifting arguments in the debate about parenthood and work reflect broader social, political, and economic changes. We will examine the shift in ideas about the family, gender roles, and child development in Western culture from the nineteenth century to the present. We will pay particular attention to issues of class and race, including recent literature on the feminization of poverty and the debate on the Black family.

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

SS 140 THE DOMESTIC THIRD WORLD: SOCIAL, CULTURAL AND POLITICAL DIFFERENCES

Gloria I. Joseph

The political processes that are central to the economics of domestic Third World people will be analyzed. Those Third World peoples--their history, culture, and relationship to the dominant U.S. culture--will include: Native American Indians, Chicanos, Blacks, Puerto Ricans, Chinese Americans, Japanese Americans, and more recent arrivals. The communal and organizational structures will be defined. Guest speakers and films will highlight this course.

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

SS 144 AFRICAN DEVELOPMENT: THE EAST AFRICAN CASE

Michael Ford, Frank Holmquist

We consider two East African states--Kenya and Tanzania--a microcosm of Africa. Together they embrace the high aspirations, accomplishments, and real-world problems characteristic of sub-Saharan Africa. The two nations share a common colonial experience yet each developed a distinct political and economic system. Kenya illustrates a capitalist approach to development, while Tanzania chose a socialist strategy. Topics will include: precolonial and colonial history; the rise of African nationalism; political leadership (especially Kenyatta and Nyerere) in the independence period; agriculture and the role of women; industrial development strategies; regional economic cooperation; foreign aid and trade; East Africa in regional and world politics; the U.S. and its influence in East African politics; and the problems of drought, famine, and refugees. There will be extensive use of film in order to help our understanding of the broad cultural basis of African development.

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

SS 174 WAR, REVOLUTION, AND PEACE NS 174

Carol Bengelsdorf, Michael Klare, Allan Krass

War comes in many shapes and sizes. Current newspapers carry a constant stream of articles on terrorism and so-called "low intensity conflict" in the Middle East and Central America. Counter insurgency operations are in progress against indigenous liberation movements in Afghanistan and Namibia. High intensity conventional conflicts involving large numbers of troops and modern weapons have been fought recently between Great Britain and Argentina, Israel and Syria, and Iran and Iraq. Finally, we all live every day with the threat of nuclear war, as the USA and USSR devise ever more sophisticated "war-fighting" nuclear weapons and the complex strategies to employ them.

Our purpose in this course will be to examine the interrelationships among these various levels of military conflict by means of selected case studies, illustrating both the theory and the historical reality of several kinds of warfare. This sets the stage for the final portion of the course in which we will ask what we mean by "peace" and analyze some proposals for how it might be achieved.

Students will be expected to write one short paper early in the course and a longer paper based on independent research. This latter paper can serve as the basis for a Division I exam in Social Science.

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

SS 201 CAPITALISM AND EMPIRE: THE THIRD WORLD

Carol Bengelsdorf, Frank Holmquist, Kay Johnson, Fred Weaver

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

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

SS 206 RELIGION: A CROSS-CULTURAL PERSPECTIVE

Leonard Glick

There are almost as many theories about religion as there are religions, but this course will consider theories only as they apply to the understanding of particular religions. We'll begin with a study of localized religions--that is, those belonging to people living in relatively isolated circumstances and focused mainly on their own society and identity. Two such religions to be included are those of the Dakota (Sioux) and people of the New Guinea Highlands. Then we'll turn to people practicing versions of what may be called universalist religions, which claim to have discovered truths appropriate to all societies and cultures; the most explicit religions of this kind are Christianity, Buddhism and Islam, and we'll study at least the former two. We'll conclude with a study of what I call reintegrative or innovative religions, which often begin as "movements" or "cults" in response to rapidly changing socioeconomic conditions. These include such diverse religions as the Mormon church, the so-called "cargo cults" of the Pacific, Rastafarians, and Krishna Consciousness (the Hare Krishna people). Our foremost goals will be, first, to learn about unfamiliar religions and, second, to learn how to study any religion in its fullest social, cultural, and historical context.

Everyone will be expected to write two papers (about six to nine typed pages each) on assigned topics of broad scope. Course evaluations will be based on contributions to classes and on written work; they will be written only for people who attend class regularly and complete the assignments.

A Wednesday evening film series (7 to 9 P.M.) will be integrated with parts of the course and should be considered in scheduling. Class will meet twice a week for one and one-half hours each session.

SS 214 UNITED STATES LABOR HISTORY

Laurie Nisonoff

This course will explore the history of the American working class from the mid-nineteenth century to the present. We will discuss the relevance, for working class history, of traditional historical concepts such as industrialism and trade unions, immigration, and urbanization, but integrate the insights of the "new social and labor history" to focus on unionization and strikes and the development of working-class communities, consciousness and culture. We will explore the relevance of the concepts of proletarianization, homogenization, and segmentation to understand a working class divided along race, ethnicity, and gender lines. Attention will be paid to the different dynamics within different industries (e.g., textiles versus steel) or between occupational categories (e.g., clerical work versus automobile production). The strategies employed by industrialists and the state to mold and control the working class (e.g., scientific management and political repression) will be considered in conjunction with the responses and strategies employed by the working class to gain political and economic power. We will read books including: James Green, The World of the Worker; Meredith Tax, The Rising of the Women; Thomas Dublin, Women at Work; William Harris, The Harder We Run; Harry Braverman, Labor and Monopoly Capital; and Alice Kessler-Harris, Out to Work. We will also read articles, novels, autobiographies and oral histories.

The class is designed as an introduction to and an essential component of concentrations in labor studies, political economy, American studies, and feminist studies. Students will be expected to participate in class discussions, and to complete several papers or projects.

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

SS 218 PUBLIC POLICY IN THE AMERICAN WELFARE STATE

Aaron Berman, Robert Rakoff

This course will investigate the historical roots of contemporary welfare policies in the changing relationship of state and economy during the era of monopoly capitalism. Our substantive focus will be on the development and impacts of (1) New Deal programs such as Social Security, AFDC, and unemployment insurance; (2) poverty programs of the 1960s; and (3) the Reagan-era attack on these established programs. Particular attention will be given to the development of the modern American state during the Progressive and New Deal periods. Our analytical efforts will focus on the following: the relationship between welfare programs and maintenance of the labor market; the role of welfare programs in reinforcing

racial, class, and gender-based stratification, with special attention to the so-called "crisis of black family"; and the politics of policy making in the welfare area, including both governmental processes and the power of popular protest.

For evaluation students will be required to complete one or two short analytical papers and one longer research paper. The class will meet twice a week for one and one-half hours each session.

SS 229 INTERPRETING CULTURES: INTRODUCTION TO ANTHROPOLOGY

Barbara Yngvesson

In this course we will explore some of the premises, challenges and problems of anthropology as an approach to understanding culture and society. In the first part of the course, we will raise questions about what it means to be an anthropologist and about the problems involved in attempting to observe and describe a group or society to which one is oneself an "outsider." We will discuss problems of objectivity and subjectivity in anthropological research; the limitations and advantages of "participant observation" as a mode of inquiry; and we will compare styles of anthropological reports with, e.g. novels, as a way of understanding some of the constraints that shape ethnographic narrative.

In the second part of the course we will consider theoretical approaches deriving from the work of Durkheim, Weber and Marx. We will read work by Clifford Geertz and by feminist anthropologists such as Rosaldo and Ortner, together with studies by sociologists and historians as a way of exploring the impact of a particular analytical framework on the way a study is organized and presented. We will focus in particular on the differences between interpretive studies which explore meaning and structural/functional analyses which propose more "objective" frameworks for explaining social practice.

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

SS 248 GENDERED CITIES

Myrna Breitbart

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 largely masculine creation. This course will examine urban design from the viewpoint of gender. By integrating recent research from several disciplinary perspectives we will thus 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 gender politics, and how women and men sought to restructure the city. Feminist theory will provide an additional resource with which to approach the structuring of

urban social and physical space and the sexual divisions of space and time. Here, we are interested in understanding how women of different classes, races, and ages experience the city. We will also explore the political dimension of women's urban experience by looking at women-initiated urban social struggles. Finally, materials on women and men in the architectural and planning professions, women's vernacular builders and designers, and fiction will assist us in understanding how gender plays a part in urban life and 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 interdisciplinary nature of our inquiry--from the visual to the scholarly.

The course will meet twice a week for one and one-half hours each session. Enrollment is limited to 25.

SS 251 THE FEMINIST CHALLENGE TO HISTORY

Nancy Fitch, Joan Landes

This course will integrate different source materials and theoretical frameworks to explore the history of men and women in the past and to begin to reconstruct the historical antecedents of different problems and contemporary people from those traditional historical work has served. This is not a course in women's history, but it is our intention to demonstrate that one cannot adequately utilize new directions and methodologies in history without seriously incorporating a feminist analysis.

Some of the topics we will consider include: female iconography; historical narrative: How does it serve women?; women and ideas about women in elite and popular culture; sexuality and the state; feminism: its social and historical construction; the hysteric and other female types (the prima donna, the whore, the lady, the seamstress, the Madonna); the family and the public sphere; can one write a feminist labor history?; and, finally, What is women's history? Does it matter?

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

SS 266 EUROPE AND ITS OTHERS

Joan Landes

The centuries-long European political and economic domination of virtually the entire globe has encompassed a strong cultural component as well. Cultural claims to Western superiority have been buttressed by powerful institutions, traditions, conventions, and discursive codes by which other peoples and other cultures have been made "known" and "represented." In the face of enormous heterogeneity, the European representation of the "Other" is characterized by a rigid bipolar scheme, counterposing West and East, Subject and Object, Civilization and Barbarism,

Peoples with Writing/History and Those Without.

In this course we will examine the discourses which have sustained European cultural domination. We will ask: What freight do these representations of the Other carry? How does cultural knowledge of the Other do violence to the subject of that knowledge? Have continuous images of the Other imposed a discipline on colonial and post-colonial peoples? How are categories of race and sexuality mobilized to subtend the Western colonial mentality? Do claims to universal history and human progress disguise the Western code of natural superiority? Finally, how do the discourses of the Other refract back upon the Western world and its subjects?

To answer these and other questions, we turn to the writings of Edward Said, Franz Fanon, Johannes Fabian, Marshall Sahlins, Jonathan Spence, Tzvetan Todorov, Sander Gilman, Gayatri Spivak, and others. Students will be asked to report on their own research projects considering original writings by European travelers, social scientists, philosophers, historians, and literary figures. For those considering taking this course, a prior reading of Eric R. Wolf, Europe and the People Without History is highly recommended.

The class will meet twice a week for one and one-half hours each session, with occasional additional sessions scheduled for film screenings and presentations.

SS 268 DECENTRALISM: LESSONS FROM THE SPANISH ANARCHIST MOVEMENT

Myrna Breitbart, Martha Ackelsberg
(Smith College)

This year marks the fiftieth anniversary of the Spanish Civil War. On July 19, 1936, when France 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 service, and whole transportation networks in Spain, initiating the most extensive attempt yet to apply anarcho-syndicalist principles in a modern context. This course will explore the specifics of these events with an eye to revealing their implications for contemporary decentralist movements. Among the broader topics to be considered are: education for self-management; the relationships between workplace organizing, community organizing, urban social movements, and other forms of struggle; women and socialism; changes in the built environment; urban and rural relations; 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 and will meet once a week for two hours per session. This class will begin to meet at Smith College and may move to Hampshire later in the semester.

SS 277 TOPICS IN SOCIAL PSYCHOLOGY

Donald Poe

For the past two decades social psychology has taken an increasingly cognitive orientation. Attention has focused largely on how the individual functions in the social world AS SHE OR HE SEES IT. Social cognitions are central to much of today's social psychological literature, and a little reflection reveals that we often do not respond directly to the behavior of others. Accordingly, this course will examine a number of current issues and recent research topics in cognitive social psychology. Topics to be covered include attribution theory, human information processing biases and their effects on such things as eyewitness testimony, cognitive dissonance and self-perception theory, learned helplessness, psychological reactance, social scripts, the P. T. Barnum Effect, undermining intrinsic interest via rewards, social comparison theory, person perception, and insights into our own cognitive processes. If you don't know what these jargon terms refer to, I invite you to come shopping to the first class to find out.

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

SS 281 ISSUES IN EDUCATION

Michael Ford, Frederick Weaver

This seminar will address some of the most pressing issues and debates about elementary and secondary schooling in the U.S., with some attention to higher education. The readings, therefore, will include recent reports (e.g., A Nation at Risk) as well as more general background and interpretive works such as L. Cremin, The Transformation of the School and S. Bowles and H. Gintis, Schooling in Capitalist America.

Active participation in seminar discussion, at least one presentation to the group, and a short critical essay on the readings are necessary for successful completion of the seminar.

The seminar will meet once a week for two and one-half hours. Enrollment is unlimited but instructor permission is required; come to first class. For advanced Division II and Division III students.

SS 282 CORPORATE TAKEOVER RESEARCH SEMINAR

Stanley Warner

Only in the 1980s have billion-dollar corporate mergers and takeovers become commonplace. This fourth historical wave of corporate consolidations has brought sharp disagreement over issues of economic concentration, managerial efficiency, the diversion of productive investment, and the interconnection of political and economic power. The first half of this research seminar will develop the analytical skills necessary to evaluate these debates. Topics will include: the history and economics of corporate mergers, the financial structure of the modern firm, the role of the stock market, the legal and public policy con-

text, and alternative approaches for assessing corporate performance.

In the second half of the seminar we will develop a systematic set of data for the over fifty takeovers since 1981 that entail more than one billion dollars in merged assets. From this larger group, each student will select a particular takeover for a "thickly textured" case study of takeover strategy, industry context, and pre- and post-merger performance. These findings will begin to shape a larger assessment of the social and economic consequences of corporate consolidation.

Readings will include Mergers and Acquisitions, A Random Walk Down Wall Street, Bank Control of Large Corporations in the U.S., and numerous recent articles.

Students may elect to continue this research next semester by enrolling in SS 283, the Corporate Takeover Workshop. This sequence may also be used to structure a Division III. The class will meet twice a week for one and one-half hours each session.

SS 306 CONTEMPORARY ISSUES IN LABOR AND COMMUNITY STUDIES

Laurie Nisonoff

Newspaper headlines in the 1980s reveal to us the many ways in which our work experience and community lives have come under attack by Reaganomics and the world economic crisis. In addition to many traditional responses to the problems posed by the decline in the quality of life, it is also a time of revitalized interest in alternative forms of community economic development. This course will address several issues and controversies facing labor today with special emphasis placed on the economic situation in New England. Among the topics to be considered are: DEINDUSTRIALIZATION--plant closings and runaway shops, the role of multinational's in local economies; COMMUNITY ECONOMIC DEVELOPMENT--traditional approaches to and new feminist and left critiques, enterprise zones and modern-day sweatshops, community development corporations, community and worker ownership; REDESIGNING THE WORKPLACE AND WORKPLACE RELATIONS--quality of working life programs, workers' control, feminism and self-management; CHANGES IN THE LABOR FORCE--segmentation, unionization, women, and work; QUALITY OF WORK AND COMMUNITY LIFE--worker health and safety, community health (Love Canal), cutbacks in job benefits (labor concessions), and reduced social services.

Each of these topics will be discussed in such a way as to highlight the interrelationships between the labor process and community life. Broader themes such as the changing nature of conflict between capital and labor and the evolving spatial context for these conflicts will also permeate discussions and aid in our understanding of the specific issues and controversies listed above. This course will be organized as a seminar with students assuming a substantial responsibility for discussion. As far as possible, projects and assignments will involve the use of local and regional data and will focus on generating original research materials relevant to the

particular topics considered.

The course is open to Division II, Division III, and Five College students. The class will meet once a week for two hours for a theoretical discussion and the planning of fieldwork and research. Enrollment is unlimited, but instructor permission is required.

SS 309 TRANSFORMATIONS: RACE, GENDER AND SEXUALITY

Margaret Cerullo, 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 maleness signified patriarchal control and black meant slave, what did Black Manhood stand for? In an age when men protected Womanhood, how could the lynching of black women be 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.

SS 312 THEORIES OF LAW IN CULTURE

Lester Mazor, Barbara Yngvesson

Since at least the middle of the nineteenth century, anthropologists looking at a wide variety of cultures have tried to discern in them specifically legal institutions and processes. Western understandings of the nature of law usually have shaped their perspective. The goal of this course is to examine the work of such theorists as Maine, Durkheim, and Weber, as well as the empirical findings and interpretations of Gluckman, Malinowski, Evans-Pritchard, Hoebel, Laura Nader, Donald Black, Sally Moore, and others, in order to locate the assumptions about law and its relation to society embedded in them. Critiques of this work will be developed using the theories of Ricoeur, E. P. Thompson, Douglas Hay, Roberto Unger, Michael Foucault, and others. Through this juxtaposition, their work also will be tested. Some of the themes to be explored include evolutionary models of legal change, the relation of legal form and content, determinants of law, the limits of law, and the necessity of law. This is an advanced course, requiring prior study of law, anthropology, or social and political theory.

The class will meet twice a week for one and one-

half hours each session. Instructor permission is required.

SS 323 AUTONOMY AND COMMUNITY: THE DEVELOPMENT OF SELF AND SOCIAL INTERACTION

Maureen Mahoney

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

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

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

SS 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 nonlocalized effects, and its massive impact on every phase of life has created problems beyond those of conventional warfare and, while these are undeniably biological, 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 catastrophes in survivors; 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 weaponry; 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 motivational biases that often enter attributional 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 how the threat 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.

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

SS 336 POLITICAL ECONOMY OF PUBLIC POLICY:
CCS 336 REGULATION AND DEREGULATION

Robert Rakoff, Eileen Mahoney

This seminar will examine the historical, political, and economic forces promoting deregulation in the United States. The major objective of the seminar will be to construct an historical and theoretical framework allowing for analysis of a broad array of empirical examples of deregulatory policies. We will employ this political economic framework to study the process and impact of deregulation in telecommunications, transportation, and other areas of changing state-corporate relations. Special attention will be given to analysis of the methods used to publicly promote and assess these policy changes.

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

The class will meet for three hours once a week. Enrollment is unlimited.

Proseminars

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

Aaron Bertran, Penina Glazer

In this course we will study the response of different American groups as they attempted to cope with the problems of rapid industrialization and the emergence of modern America. In particular, we will examine the growth of business, the transformation of labor, the shift in immigration policies and the responses of blacks, women, reformers, and radicals as they confronted the problems of modern industrial society.

Particular attention will be devoted to the major

political events and social trends that shaped the lives of the Depression and Progressive generations. We will read scholarly historical studies and works of literary fiction. Through the use of these and other sources we will develop the basic social science skills necessary for understanding the nature of reform in American society, culture, and politics during the Progressive and Depression generations.

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

SS 115 POLITICAL JUSTICE

Lester Mazor

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

We will begin by examining the roles of the parties, attorneys, witnesses, judge, and jurors in an ordinary trial. The bulk of the course will consist of class study of a number of notable political trials, such as the Sacco and Vanzetti case, the Rosenberg case, the Angela Davis case, and the case of the Chicago Eight. What political ends were sought and obtained and whether justice was done will be persistent questions. The material for discussion will include transcripts of the trials and contemporary news accounts; Kafka, The Trial; Kirchheimer, Political Justice; and other works of political and legal theory. Students will work in small groups to develop presentations on particular cases. Several advanced students will assist these groups and work with students in the course during its earlier phases.

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

SS 159 ISLAND PEOPLES: THE PACIFIC AND THE CARIBBEAN

Leonard Glick

Among the many peoples of the Third World who receive little attention are those who live on small islands in the Pacific and Caribbean. It is sometimes suggested that life on such islands is "carefree," and that the cultures of island peoples are somehow simpler than those of people living in large nations. In this course we'll put those notions to the test by studying in some depth the history and culture of several Pacific and Caribbean island societies. We'll try to understand what life was like before Europeans arrived, how and why the European intrusion transformed and at times destroyed the native way of life, and how new forms of society and culture emerged as responses and adaptations to colonialism. We'll have to take account of one crucial

difference between the two regions: whereas most (but not all) native Pacific peoples managed to survive through the colonial period, in the Caribbean the Native American population was almost entirely destroyed and was replaced by African and, later, Asian people who were brought to the islands as slaves or indentured laborers.

Students will be expected to participate regularly in class and to write two short essays on assigned topics during the first six weeks, then a research paper suitable for consideration as a Division I examination. Basic reading, writing, and research skills will be discussed as an integral part of the course.

The class will meet twice a week for one and one-half hours each session. Enrollment is limited to 20, with preference to first year students.

SS 184 AMERICAN CAPITALISM

Stanley Warner

The primary focus of this course is the current structure and performance of American capitalism. We'll begin by developing the theory of alternative market structures: monopoly, competition, and oligopoly. A dominant theme of this theory is that capitalism requires competitive markets if it is to function optimally. Because the concentration of economic power in the U.S. is so clearly at odds with this traditional belief in free markets, a number of new theories have emerged which attempt to rationalize--even to the point of making a virtue of--the dominance of a few hundred multinational firms. A second aspect of this course will be to critically evaluate these theories. In a number of fundamental respects, however, the performance of an economic system involves questions that transcend the issue of whether markets are competitive or monopolized. Class structure and consciousness, the relationship of economic power to political power, and the intervention by state authority to reallocate resources and incomes are three such areas we will address.

Throughout the course there will be a strong emphasis on direct application to specific industries (steel, auto, banking, airline) and to specific controversies (conglomerate mergers, de-regulation, gender and race discrimination, and militarism). We will use Sweden and Japan as points of comparison to understand the variety of forms capitalism may take. The readings will include: W. G. Shepard, Market Power and Economic Welfare; J. K. Galbraith, Economics and the Public Purpose; G. W. Domhoff, Who Rules America Now?; P. Baran and P. Sweezy, Monopoly Capital.

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

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

COMMUNICATIONS AND
COGNITIVE SCIENCE:

Jay Garfield
Mark Feinstein
Eileen Mahoney
Richard Muller
Neil Stillings

HUMANITIES AND ARTS:

Daniel Warner
Roland Wiggins

NATURAL SCIENCE:

Ken Hoffman
David Kelly
Albert Woodhull

SOCIAL SCIENCE:

Don Poe
Joan Landes

Education and Child Studies

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

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

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

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

Feminist Studies

The Feminist Studies program aims to raise critical feminist questions of the established traditions and to open new areas of research

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

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

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

- "Women in Africa" look historically at African women in pre-colonial, colonial and independent Africa.

- "Family in Cross-Cultural Perspective" examines historically and theoretically the roots of the contemporary family in China, Africa, Europe, and the United States.

- "Women's Writing, Women's Desire: Issues in Recent Feminist Theory" surveys recent debates within literature and critical theory about the gendered construction of writing within the French (Lacanian) psychoanalytic and Marxist traditions.

- "Images of Women in Popular Culture" looks at the portrayal of women in the mass media in the twentieth century.

- "Feminist Theory: Politics of Sexuality" is a course about the historical construction of female sexuality and its relation to women's subordination.

- "Women in the City" examines capitalism and patriarchy's impact on cities, and women's simultaneous experience as prisoners and shapers of urban life.

- "Biology of Women" introduces students to science through a study of their own body structures and functions.

- "Nutritional Issues for Women" addresses nutritional differences between men and women. The course both explores current research and introduces students to basic nutrition concepts.

- "Third World Women and Feminism" asks what effect the feminist movement has had on the lives of Third World women world-wide.

- "Reproductive Technology: Legal and Ethical Implications" examines access to the new technologies and their impact on public consciousness.

- "Transformations: Race, Gender and Sexuality" pays particular attention to the historically changing roles and images of black women.

- "Women in Asian Societies" explores the cultural construction of gender in China and other Asian societies.

- "Her Story of War" looks at women's writings about war and militarism.

- "The Problem of Motherhood and Work in the Twentieth Century Using Psychological and Historical Studies" examines the impact of work on women's public and private lives.

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

Foreign Languages

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

For further information, contact the International Language Institute, 586-7569, or Rhonda Tarr at Prescott 101D, at extension 526.

FL 101 INTENSIVE FRENCH
FL 102 INTENSIVE SPANISH

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

Classes are enrolled to 10; by placement

interview, at which time class level will be determined. Sign-up sheets at the Prescott 101D office.

Law Program

The Law Program examines issues in law and society from a variety of perspectives. Law is a phenomenon which touches every aspect of our existence. The study of law, legal processes, legal ideas and events, provides a focus for many kinds of inquiry. The range of activities possible within the scope of our Law Program is as broad as the interests of those participating in it. We seek to organize and support activity across School, divisional, and other boundaries within the college. The activity of the program includes courses, independent studies, concentration, Division III projects, public events, field study support and supervision, and development of library and other resources.

The Law Program is not designed as preparation for law school. Although there is some overlap between the interests of students who want eventually to go to law school and those who want only to include the study of law in their undergraduate education, the Law Program as such is concerned only with the latter. (Pre-law counselling is done by Lester Mazor.)

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

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

Students have designed concentrations which draw very largely upon Law Program courses or which include some contribution of the Law Program to their plan of study. These have included concentrations in law and education, prisons, law and inequality, juvenile courts, and relevant portions of concentrations in philosophy, politics, history, economics, sociology, environmental studies, women's studies, urban studies and a number of other fields.

The Law Program regularly sponsors speakers, films, and other social events. Members of the Hampshire community who have in mind some event which would be appropriate for sponsorship by the Law Program are encouraged to request support from the steering committee. No formality of admission or membership is

HA 127 WRITING FICTION/WRITING ABOUT FICTION

Ellie Siegel

This introductory workshop will explore analytical and creative issues in the reading and writing of short stories. What can we bring from our knowledge as readers to the act of creating short stories? How does writing stories shape the way we approach fiction as readers? To what extent are elements such as character, setting, plot, theme, and language crucial to the fiction we admire and produce? We will approach the analysis of short stories as writers, rather than as literary critics, learning from the choices the author made in telling the story.

Workshop participants will be expected to read and write short stories on a regular basis, although they are not expected to have previous experience in fiction writing. In addition there will be short weekly assignments in critical writing, and students will keep an ongoing journal. Students will be asked to share examples of their creative work in class. The importance of attentive and sensitive listening and the crucial role of revising will be emphasized.

Enrollment is limited to 15, by instructor permission. Class will meet twice weekly for one and one-half hours, and participants will also be expected to meet in tutorial with the instructor on a regular basis.

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

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

"Fusion of body and intellect" has long been a goal of the Outdoors Program. This year the program will continue to offer body potential work and body awareness in addition to 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 have included climbing in Seneca, West Virginia, women's trips in New Mexico and Utah, ski-touring in Yellowstone National Park and Kayaking in Texas.

The Outdoors Program emerges as not a physical education department, not an athletic program, not an outing club, not an Outward Bound model, not a nature study program, not intramurals, not a 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 joining the 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.

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 12:30 - 5:30 p.m.

OP 113A ADVANCED TOP ROPE CLIMBING

Bob Garmirian

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

Permission of instructor required.

Class meets Wednesday 12:30 - 5:30

OP 150 PHILOSOPHY OF EXPERIENTIAL EDUCATION

Karen Warren

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

Topics to be addressed in this course include: issues in experiential and alternative

education, wilderness philosophy and ethics, therapeutic applications, creative expression and the arts, historical and philosophical basis of experiential education, oppression and empowerment in education, and teaching experientially.

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

The class itself is an exercise in experiential education theory. The initial framework serves as a springboard for students to define the course according to their own needs and interests. This unique educational collaboration requires that students be willing to struggle through the perplexities and frustrations of the responsibility of creating a refined educational endeavor.

Students will have the opportunity to attend the Association for Experiential Education annual conference in Connecticut.

Enrollment limit: 12

Class meets Wednesday and Friday 10:30 - 12:30

OP 160 WHAT IS WILDERNESS?

Karen Warren

This course is both an academic and experiential examination of concepts of wilderness. We will use some of the local natural areas as well as the wilderness of the Northeast to illuminate a variety of readings on wilderness.

Through literature, films, guest speakers and activities, the class will explore such issues as: ecofeminism, Native American's view of the land, personal growth in the outdoors, wilderness and the arts, and societal alienation from nature.

Among the readings for this class are selections from John Muir, Rachel Carson, Aldo Leopold and China Galland. Activities may include canoeing on the "accidental wilderness" of the Quabbin reservoir, a John Muir hike, a short vision quest, a Holyoke Range hike and a ropes course.

Early in the course a weekend trip to the Adirondacks, one of the first protected wilderness areas in the U.S. will set the stage for greater investigation of the idea of wilderness preservation.

Enrollment limit: 12
Course will meet Tuesday 1:00 - 5:00 p.m.

OP 156 WOMEN'S BODIES/WOMEN'S STRENGTH

Kathy Kyker-Snowman

The course will focus on our relationship as women to our physical selves. Through readings, class discussions, personal writings and active workshops, we will explore our involvement as women in the outdoors and in sport. We will look at historical, physiological and psycho-

social perspectives of women engaged in athletic pursuits. Students will write and share personal herstories (autobiographies of their physical selves).

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

Enrollment limit: 14

Class meets Tuesday and Thursday 10:30 - 12:30

RARARARARARARARAR Recreational Athletics

RA 101 BEGINNING SHOTOKAN KARATE

Marion Taylor

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

Classes will meet during Fall Term on Monday and Wednesday from 1:30PM to 3:30PM and Thursday from 6:00PM to 8:00PM on the Playing Floor of the Robert Crown Center. Five-College students will be graded on a pass/fail basis and must negotiate credits with their registrars. Note: This course is offered in the Fall and during January Term only. Enrollment unlimited.

RA 103 INTERMEDIATE SHOTOKAN KARATE II

Marion Taylor

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

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

RA 104 ADVANCED SHOTOKAN KARATE

Marion Taylor *

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

Class will meet Tuesday, Thursday and Sunday from 6:00PM to 8:30PM on the Playing Floor of

the Robert Crown Center. Five-College students will be graded on a pass/fail basis and must negotiate credits with their registrars. Enrollment limit none; Instructor's permission.

RA 111 AIKIDO

Paul Sylvain

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

The class will meet on Tuesday and Thursday from 12:30PM to 1:45PM in the South Lounge of the Robert Crown Center. To register attend the first class.

RA 113 AIKI-JO

Paul Sylvain

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

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

RA 118 BEGINNING T'AI CHI

Paul B. Gallagher

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

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

RA 119 CONTINUING T'AI CHI

Paul B. Gallagher

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

will study the T'ai Chi Classics in detail.

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

RA 121 BEGINNING WHITEWATER KAYAKING (X)

Linda Harrison

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

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

RA 123 BEGINNING WHITEWATER KAYAKING (Y)

Linda Harrison

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

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

RA 125 NOVICE WHITEWATER KAYAKING

Linda Harrison

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

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

RA 128 KAYAK ROLLING - OPEN SESSION

Linda Harrison

The Kayak Rolling session will take place in the RCC pool. It is designed for those students who are unable to schedule the beginner class but would like the opportunity to orient themselves in a boat and learn the eskimo roll (tip a kayak right side up after capsizing). This is one of the most important kayak skills for building self confidence in a boat as well as an important safety skill. All students in the Hampshire College community are invited. Students planning on taking a Beginner or Novice Kayak Class are encouraged to practice and develop their roll during this time. This will be an unstructured class where students work at their own pace and skill level. Guidance and critique will be available from the instructor. Due to the non-formality of the class there will be no evaluations.

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

RA 129 SLALOM GATE & STROKE TECHNIQUE

Linda Harrison

This pool session is designed for the novice and intermediate paddler who is interested in fine tuning paddling strokes and developing efficient techniques to better maneuver one's boat. Slalom poles, suspended over the water, will be used as a tool for developing control and precision.

Classes will be scheduled for roughly a month at various skill levels; Intermediate to Advanced skill level during September, Beginner to Novice during October, and Advanced Beginner to Intermediate during November.

Sessions are scheduled for Thursday 2:30PM to 4:00PM. To register sign up at the Robert Crown Center prior to the first class. Enrollment limit of 6. Not offered for credit.

RA 141 OPENWATER SCUBA CERTIFICATION

David Stillman

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

Classes meet at the Robert Crown Center pool, on Monday from 6:00PM to 7:30PM, and elsewhere in the RCC from 7:30PM to 9:00PM for classroom instruction. Fee: \$184 plus mask, fins, snorkel and text. All other equipment provided. Pre-requisite: adequate swimming skills. Enrollment open. This is a non-credit course.

RA 142 AEROBIC WORKOUT

Elizabeth Perakis

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

Classes will be held on Monday - Friday; time to be announced. To enroll attend the first class which meet in the South Lounge of the Robert Crown Center. Sign-up sheet and more information will be posted on the bulletin board of the RCC. This is a non-credit course.

RA 143 PHYSICAL FITNESS CLASS

Renate Rikkers

This course promotes good health, flexibility, cardiovascular efficiency (aerobics), and a sense of well-being. Exercise programs and appropriate diet counseling are provided on an individual basis.

The class will meet on Tuesdays and Fridays from 12NOON to 1:00PM on the Robert Crown Center Playing Floor. Enrollment is limited to 50; open to students, faculty, staff and family members. Register at Career Options Office G-13 Franklin Patterson Hall or at the RCC just before class. There is a one-time \$5 registration fee to help pay for equipment. This is a non-credit course.

RA 149 EXERCISE/AEROBICS

Helaine Selin

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

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

RA 150 AEROBIC WORK-OUT

Mary Rose

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

Classes are held Monday - Friday from 7:00AM to 8:15AM in the South Lounge of the Robert Crown Center. To enroll attend the first class. This is a non-credit course.

RA 151 WORMGOD SOCCER

Ian Root, Grainger Marburg &
Alex Smolka

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

Soccer will be held on Tuesday and Thursday from 4:00PM to 6:00PM on the Playing Field. To register sign up on the bulletin board of the Robert Crown Center. Enrollment unlimited. This is a non-credit activity. Hampshire students only. Organizational meeting on Tuesday, September 9th at 7:00PM in the RCC.

RA 152 ULTIMATE FRISBEE

Benjamin Bailar

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

The Ultimate Frisbee group will meet Monday through Friday from 4:00PM to 6:00PM on the Playing Field. To register sign up on the bulletin board in the Robert Crown Center. Enrollment unlimited. Hampshire students only. This is a non-credit activity. Organizational meeting on Tuesday, September 9th at 7:00PM in the RCC.

RA 155 WOMEN'S TEAM BASKETBALL

Carol Hansen

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

Women Hoopsters will meet for an organizational meeting on Tuesday, September 9th at 7:00PM in the Robert Crown Center. To register sign up on the bulletin board at the RCC prior to the meeting. This is a non-credit activity. Enrollment limit 12. Hampshire students only.

RA 156 TEAM VOLLEYBALL

Paul Carro

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

Volleyball will meet for an organizational meeting on Tuesday, September 9 at 7:00PM at the Robert Crown Center. To register sign up on the bulletin board at the RCC prior to the meeting. This is a non-credit activity. Enrollment limit: 12. Hampshire students only.

RA 157 BADMINTON

To be announced

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

An organizational meeting will be held on Tuesday, September 9 at 7:00PM in the RCC. The course will run 3 times per week from September 11 through Thursday, October 23rd. An option play on the club will follow upon completion of the course. To register sign up on the Robert Crown Center Sports Board prior to the meeting. Hampshire students only. This is a non-credit activity.

RA 160 MEN'S BASKETBALL

Shawn Forbes

This is a non-credit activity open only to the Hampshire Community. Recreational play is open to all skill levels. Those more interested in competition should meet on Tuesday, September 9 at 7:00PM in the Robert Crown Center.

FCFCFCFCFCFCFCFC Five College Offerings

Five College students who wish to pre-register for Hampshire classes listed as needing instructor permission should make every effort to contact the faculty member. If, however, that instructor is on leave or otherwise unreachable, students are encouraged to pre-register for the course and come to the first scheduled class. If you are not admitted to the course, you must nevertheless follow your institution's drop procedures and deadlines.

Five College Dance Department course offerings, fall 1986:

151	Elementary Composition:	MHC, HC
252	Intermediate Composition:	SC, UM
171	Dance in the Twentieth Century:	MHC, UM
DA72	Dance History: Primal:	AC
377	Advanced Studies in History	and Aesthetics:
		SC
181	Elementary Labanotation:	SC
285	Laban Movement Analysis I:	HC

Mount Holyoke: Dance 151f ELEMANTARY
COMPOSITION
James Coleman

Study of the principles and elements of choreography through improvisation. Guided practice in the construction of movement phrases and solo studies. Dance crew work required.

Mount Holyoke: Dance 216f MODERN IV
James Coleman

Continued training in modern dance techniques and theories. Designed for students with a strong technical foundation.

Mount Holyoke: Asian Studies L122f INTERMEDIATE
JAPANESE
Maki Hirano Hubbard

This course is designed for continued training in the basic grammar and syntactic structures of Japanese. Acquisition of oral skills and reading comprehension will be strongly emphasized. Memorization of typical situational dialogues and extensive practice of reading and writing Kanji are particularly important at this stage.

Smith: Japanese 300a ADVANCED
JAPANESE
Maki Hirano Hubbard

Acquisition of skills in (reading and aural) comprehension of varied materials and in expressing your ideas in Japanese is the goal of this course. The focus in the fall semester is placed on intensive reading and oral discussion of different topics, as well as grammatical review and sophistication.

Mount Holyoke: Asian 130f ELEMANTARY
ARABIC I
Mohammed Mossa Jiyad

Lecture, class recitation, extensive use of language lab. Introduction to the Modern Standard Arabic Language: reading, writing, and speaking. Daily written assignments, frequent recitations, dictations, quizzes, and exams. Text: Elementary Modern Standard Arabic I. A computer program will be used to teach the Arabic script, and perhaps a program to teach vocabulary will be used later in the course. Some handouts of practical use will be distributed. Four class meetings per week, plus individual work in the language lab.

UMass: Arabic 226 ELEMANTARY
ARABIC II
Mohammed Mossa Jiyad

Lecture, class recitation, extensive use of

language lab. Continuing study of Modern Standard Arabic reading, writing, and speaking. Daily written assignments, dictations, frequent quizzes, and exams. Text: Elementary Modern Standard Arabic II. Prerequisite: Arabic 126, 146 or consent of instructor.

UMass: Arabic 326 INTERMEDIATE
ARABIC
Mohammed Mossa Jiyad

Lecture, recitation; introduction to defective verbs. Reading from Arabic newspapers, magazines, and original text; writing and aural comprehension of taped materials and songs. Daily written assignments and frequent quizzes and exams. Text: Intermediate Modern Standard Arabic I, II, and III. Prerequisite: Arabic 126, 146, 226, and 246 or consent of instructor. By arrangement.

UMass: Near Eastern 396 INDEPENDENT STUDY
IN ARABIC LANGUAGE
AND CULTURE
Mohammed Mossa Jiyad

By arrangement.

Amherst: Asian 7 INTERMEDIATE
CHINESE I
Hsin-Sheng Kao

This course in Mandarin Chinese stresses oral and written proficiency at the intermediate level. In addition to the textbook, there will be supplementary reading materials. By the end of the term the student will have a command of 700 characters. Four class hours plus two hours of work in the language laboratory per week. Prerequisite: Asian Languages and Literatures 6 or equivalent.

UMass: Chinese 120 NON-INTENSIVE ELE-
MENTARY CHINESE II
Hsin-Sheng Kao

Lecture, drills, recitation, discussion, language lab. Mandarin Chinese; emphasis on the oral aspect. Romanization and simplified characters follow those currently used in Mainland China. Principled introduction to the next 200 basic simplified characters. Texts: Speak Mandarin, Fenn; Chinese 300, Peking Language Institute; 5000 Dictionary, Fenn. Regular quizzes, midterm. Prerequisite: Chinese 110

Smith: AFRICAN RITUAL
AND MYTH
Pearl Primus

The world views, rituals, myths, culture-traits, and values of African peoples, such as Berber, Egyptian, Bambara, Vai, Fon, Yoruba, Bakuba, Zulu, Xhosa, Dinka, and Masai. Enrollment limited to 40. Four semester hours credit.

UMass: Geology 591M

GEOCHEMISTRY OF
MAGMATIC
PROCESSES

J. Michael Rhodes

Geochemical, aspects of the formation and evolution of the earth's mantle, and the generation of crustal rocks through magmatic processes. Topics will include cosmic abundances and nebula condensation, chemistry of meteorites, planetary accretion, geochronology, chemical and isotopic evolution of the mantle, composition and evolution of the earth's crust, trace element and isotopic constraints on magma genesis. Prerequisites: Petrology and/or Introductory Geochemistry.

Hampshire: Dance 151

ELEMENTARY
COMPOSITION

Peggy Schwartz

Dance improvisation and movement exploration experiences aim to free the beginning composition student to discover for himself or herself underlying principles of successful dance composition. Space, time, force, shape, and motion are studied as basic elements of choreography. Students are guided toward developing awareness and appreciation of their personal movement style and helped to increase their range of movement choices. Group dance improvisation will be part of the focus of this course.

UMass: Dance 293

HISTORY AND PHILOSOPHY OF
DANCE AND MOVEMENT EDUCA-
TION AT THE ELEMENTARY
AND SECONDARY LEVELS

Peggy Schwartz

In this course we will explore theories and philosophies of dance as an educational activity and examine the history of dance in education. We will also observe dance and movement programs in a variety of school settings, public and private, rural and urban, elementary and secondary. This course is designed to provide students with an opportunity to explore their interest and aptitude in dance education as a profession and to begin formulating a teaching philosophy of their own.

Smith: Government 226a

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 334GOVERNMENT AND
POLITICS OF JAPAN

Dennis T. Yasutomo

An introduction to Japanese political

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

Hampshire: Natural Science/
Social Science 174WAR, REVOLU-
TION & PEACE

Michael T. Klare

War comes in many shapes and sizes. Current newspapers carry a constant stream of articles on terrorism and so-called "low intensity conflict" in the Middle East and Central America. Counter-insurgency operations are in progress against indigenous liberation movements in Afghanistan and Namibia. High intensity conventional conflicts involving large numbers of troops and modern conventional conflicts have been fought recently between Great Britain and Argentina, Israel and Syria, and Iran and Iraq. Finally, we all live every day with the threat of nuclear war, as the U.S. and U.S.S.R. devise ever more sophisticated "war-fighting" nuclear weapons and the complex strategies to employ them.

Our purpose in this course will be to examine the interrelationships among these various levels of military conflict by means of selected case studies, illustrating both the theory and the historical reality of several kinds of warfare. This sets the stage for the final portion of the course in which we will ask what we mean by "peace" and analyze some proposals for how it might be achieved.

Students will be expected to write one short paper early in the course and a longer paper based on independent research. This latter paper can serve as the basis for a Division I exam in Social Science. Co-taught with Allan Krass and Carol Bengelsdorf.

Mount Holyoke:
Politics 31fPRINCIPLES AND METHODS
OF PEACE AND CONFLICT
RESEARCH

Michael T. Klare

An introduction to the principles and methods of research on peace and conflict issues, stressing the acquisition of skills through directed student research projects. Intended to expose students to the basic documents and sources used in advanced study of international peace and security issues. Will begin with selected readings on the international war/peace system, and proceed to a close examination of basic research guides and sources (e.g., Arkin's Research Guide to Current Military and Strategic Affairs and the SIPRI Yearbook). Students will prepare a major research paper during the course of the semester. Prerequisite: eight credits in Politics including Politics 203, or permission of instructor. One two-hour meeting per week.

Amherst:
Political Science 30

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; and the effects of the war on our foreign policies. Particular attention to lessons about how American society makes its foreign policies. Enrollment limited.

Mount Holyoke:
International Relations 310F

THIRD WORLD
REVOLUTION

W. Anthony K. Lake

An examination of the purposes, causes, and results of revolutions in the Third World. After consideration of relevant general theories on the subject, the course will concentrate on five case studies: revolutions in China, Vietnam, Cuba, Nicaragua, and Iran. In each case, attention will be given first to the course of the rebellion and then to the political, social, and economic consequences of the revolution in succeeding years. Four cases of current or incipient revolutions will then be examined: El Salvador, the Philippines, South Africa, and Zaire. Enrollment limited.

Amherst: Anthropology 41

EAST ASIAN
LEGAL SYSTEMS

Linda S. Lewis

An introduction to the laws and legal institutions of traditional and contemporary China, Japan, and Korea. Beginning with aspects of traditional Chinese thought, the course examines patterns of change and elements of stability in East Asian legal culture, with an emphasis on the frameworks within which disputes are mediated and resolved. Some comparative analysis of the legal systems in Taiwan, the Peoples Republic of China, North and South Korea, and Japan.

Hampshire:
Natural Science 288

GEOLOGY AND
ECOLOGY OF THE
NEW ENGLAND
COAST

Faulette M. Peckol

This course considers the surficial geology and intertidal/nearshore ecology of the New England coast from Cape Cod to Southern Maine. Ecological topics will include: (1) patterns and processes of intertidal communities, (2) food web relationships between salt marshes and coastal productivity, and (3) physiological adaptation to estuarine and oceanic conditions. Geological studies emphasize: (1) the glacial history of Cape Cod, (2) the effects of sea level rise and nearshore processes affecting bedrock, till and outwash deposits on the NE coast, (3) sedimentological and ecological factors governing the development of Barnstable (MA) salt marsh. Co-taught with J.B. Reid and C. D'Avanzo.

Students' grades or evaluations will be based on contributions to class and field discussions in addition to several reports from student-initiated research conducted during field trips.

Amherst:
Black Studies 24

LEGACY: AFRICAN
CULTURE IN THE
WORLD

Pearl Primus

This course will use a socio-anthropological approach to the journey of African-Americans from the great kingdoms and villages of Africa into the fields, streets, and cities of the United States and the Caribbean. A historical survey (1600-1986) will analyze the role of dance, music, and song in Africa's New World diaspora. Its focus will be on the changing presentation of African-based elements in music, theatre, and dance.

Fall 1986 Schedule of Classes

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

Course	Instructor	Enrollment Method	Limit	Time	Place
CCS 102	Garfield	Prosem	Open	MW 9-1030	FPH 103
CCS 132	Kerr	InstrPer	15	TTh 9-1030	FPH 105
CCS 134	Garfield	Prosem	Open	TTh 9-1030	CSC 126
CCS 142	Jones	InstrPer	20	MW 1030-1230	FPH ELH
CCS 155	Brademan	InstrPer	30	T 1-4	FPH WLH
CCS 156	Weisler	Open	None	TTh 9-1030	FPH 106
CCS 175	TBA	InstrPer	30	MWF 1030-12	FPH WLH
CCS 181	Stillings	InstrPer	20	MW 9-1030	FPH 108
CCS 209	Jones	InstrPer	18	MF 2-530	TV Class
CCS 219	Miller	Open	None	TTh 1030-12	FPH 103
CCS 220	Mahoney	InstrPer	15	TTh 1-230	PH A-1
CCS 225	Brademan	InstrPer	20	W 1-330/A-6,TBA	TV Class
CCS 226	Weisler	Open	None	TTh 130-3	FPH 106
CCS 231	TBA	TBA	TBA	TBA	TBA
CCS 234	TBA	TBA	TBA	TBA	TBA
CCS 242	TBA	TBA	TBA	TBA	TBA
CCS 284	TBA	TBA	TBA	TBA	TBA
CCS 319	Stillings	InstrPer	12	W 1-330	FPH 103
CCS 331	Miller	InstrPer	None	TTh 130-3	EDH 2
CCS/SS 336	Rakoff	Open	None	W 9-12	FPH 104

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

Course	Instructor	Enrollment Method	Limit	Time	Place
*HA 113	TBA	Open	20	TTh 9-1030	MDB Dance
*HA 114	Nordstrom	Open	20	TTh 1030-12	MDB Dance
*HA/MP 127	Siegel	InstrPer	15	TTh 1030-12	PH A-1
HA 134A	F. Smith	Prosem	15	MW 930-1030	FPH 107
HA 134B	F. Smith	Prosem	15	TTh 930-1030	FPH 107
HA 151	Schwartz	See course description	None	TTh 1-3	MDB Studio
HA 159	Juster/Pope	Open	None	WF 2-4	EDH 3
HA 163	Boettiger	Prosem	20	TTh 1030-3	FPH 104
HA 169	Kennedy	Prosem	15	TTh 130-12	EDH 1
HA 193	Kramer	TBA	TBA	TBA	TBA Studio
*HA 194	Blair	InstrPer	None	TTh 1030-12	EDH 2
HA 195	Donkin/Kramer	Open	None	Th 9-12	EDH 3
HA 209	Juster/Pope	InstrPer	See descrp	WF 1030-1230	PFB
HA 210	TBA	InstrPer	See descrp	M 130-430	PFB
HA 211	TBA	InstrPer	20	MW 9-1030	MDB Dance
HA 216	Lowell	InstrPer	15	W 3-5	EDH 4
*HA 221	Russo	Open	None	MW 130-3	EDH 1
HA 230	J. Hubbs	InstrPer	16	T 130-3	EDH 4
HA 231	Salkey	InstrPer	Limit	TTh 1-230	EDH Studio
HA 236	Blair	InstrPer	16	Th 130-3	EDH 4
HA 237	Salkey	InstrPer	16	Th 130-3	EDH 4
HA 238	Domkin, et al	See course description	None	M/W 830-1030	Kiva/EDH 1,2,4

Fall 1986 Schedule of Classes

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

Course	Instructor	Enrollment Method	Limit	Time	Place
HA 242	Lowell	Open	None	F 9-12	MDB Studio
HA 246	Heagher	Open	None	TTh 9-1030	FPH 103
HA 248	Bacon	Open	None	TTh 130-3	EDH 1
HA 258	Rusia: Film/Lit of Revolution	Open	None	MM 1030-12	EDH 1
HA 261	Music for Dancers	InstrPer	12	W 930-12	MDB Recital
HA 271	Stories of Lives/God	See descrp	20	TTh 9-1030	FPH 104
HA 273	Recent American Fiction	Open	None	MW 1030-12	EDH 2
HA 275	The Modern Tradition	Open	None	MW 1030-12	FPH 107
HA 279	Emerson and Nietzsche	Open	None	MW 12-1	FPH 105
HA 284	Creative Music	InstrPer	15	TTh 1030-12	MDB Class
HA 285	Laban Movement Analysis I	Open	None	MW 3-5	MDB Dance
HA 292	Shelley and Her Circle	Open	None	FPH 103	FPH 103
HA 297	Dance Production	Open	None	F 1-3	MDB Dance
HA 306	Advanced Writing Workshop	InstrPer	12	T 130-4	Kiva
HA 310	Film/Video Workshop II	InstrPer	12	T 9-12	FFB
HA 311	Photography Workshop II	InstrPer	12	T 9-12	FFB
HA 320	Creative Music - Advanced	InstrPer	10	TTh 1-3	MDB Class
HA 321	Sounds and Spaces	InstrPer	10	TTh 930-12	MDB Class
HA 329	Art Tutorial	InstrPer	12	Th pm	ARB
HA 333	Ancient Narrative	Open	None	TTh 130-3	FPH 103
HA 333	Hampshire College Chorus	Audition	None	MW 4-6	MDB

* Course does not satisfy Division I requirement

NSNSNSNSNSNSNSNSNSNSNSN School of Natural Science

Course	Instructor	Enrollment Method	Limit	Time	Place
NS 107	Reid	InstrPer	20	WF 9-1030/F 1-5	CSC 146/Field
NS 124	Goddard/Henderson	Open	None	WF 130-3/alt P3-430	CSC 114/Lab
NS/SS 174	War, Revolution and Peace	Open	None	MW 1-5	FPH 104
NS 180	Aquaculture in Biochalter	Open	None	T 1-330/Th 1-5	CSC 2nd fl open
NS 182	Appropriate Technology	Open	None	TTh 1-230	CSC 302
NS 186	Animal Behavior	Open	None	TTh 130-3	CSC 114
NS 198	Ever Since Darwin	Open	None	TTh 1030-12	CSC 126
NS 199	Project Course	Open	None	F 1030-12	CSC 302
NS 202	Basic Chemistry I	TBA	TBA	TBA	TBA
NS 211	Organic Chemistry	Open	None	MWF 9-1030/MorT130-3	CSC 114/Lab
NS 221	General Physiology	InstrPer	25	WF 130-5	CSC 3rd fl open
NS 247	Cell Biology	Open	None	MWF 830-10/W 1-5	CSC 2nd fl open
NS 258	Computation Structures	Open	None	TTh 1030-12	CSC 202
NS 260	The Calculus	Open	None	TTh 1030-12	FPH 108
NS 261	Intro Calculus/Computer Model	Open	None	MWF 1030-12	FPH 102
NS 282	General Physics A	InstrPer	20	MWF 1-230/Th 230-5	CSC 302/Lab
NS 288	Geology/Ecology N.E. Coast	Open	None	MW 1030-12/M 1-5	CSC 114/Field
NS 295 A&B	Practicum in Environmental Ed	Open	None	WF 130-3	FPH 102
NS 317	Modern Algebra	Open	None	M 1pm	TBA
NS 338	Research/Intro Physiology	InstrPer	None	TBA	TBA
NS 346	Theoretical Low Temp Physics	InstrPer	None	TBA	TBA
NS 349	Book Seminar in Physics	InstrPer	None	TBA	TBA

* See course description

CODES

ARB Arts Building
 ARF Animal Research Facility
 CSC Cole Science Center
 EDH Emily Dickinson Hall
 MDB Music and Dance Building
 PFB Photography and Film Building

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

ELH East Lecture Hall
 MLH Main Lecture Hall
 WLH West Lecture Hall
 TBA To Be Announced or Arranged
 RCC Robert Crown Center

School of Social Science

Course	Instructor	Enrollment Method	Limit	Time	Place
SS 105 Settlement House/Soup Kitchen	Berman/Glazer	Prosem	16	TTh 130-3	FPH 105
SS 115 Political Justice	Mazor	Prosem	20	TTh 1030-12	EDH 4
SS 124 Motherhood and Work	Glazer, et al	Open	None	TTh 1030-12	FPH 108
SS 140 The Domestic Third World	Joseph	InstrPer	20	MW 9-1030	FPH CC
SS 144 African Development	Ford/Holmquist	Open	None	MW 130-3	FPH 106
SS 159 Island Peoples	Glick	Prosem	20	TTh 130-3	CSC 128
SS/MS 174 War, Revolution and Peace	Bengeladoff, et al	Open	None	MW 1-3	FPH WLH
SS 184 American Capitalism	Warner	Prosem	18	TTh 1030-12	FPH 106
SS 201 Capitalism and Empire	Bengeladoff, et al	Open	None	TTh 9-1030	FPH 108
SS 205 Religion: Cross-Cultural Persp	Glick	Open	None	W 3-430/F 930-11	FPH 104
SS 214 United States Labor History	Nisonoff	Open	None	TTh 130-3	FPH 107
SS 218 Public Pol/Am Welfare State	Berman/Rakoff	Open	None	TTh 1030-12	FPH 104
SS 229 Interpreting Cultures	Yngvesson	Open	None	TTh 1030-12	CSC 114
SS 248 Interpered Cities	Breitbart	Open	25	MW 1030-12	FPH ELH
SS 251 Feminist Challenge to History	Landes	Open	None	TTh 130-3	FPH 105
SS 266 Europe and Its Others	Fitch/Landes	Open	None	TTh 1030-12	FPH 107
SS 268 Decentralsim:Spanish Anarchist	Breitbart/Ackelsberg	Open	None	N 730-930pm	Smith
SS 277 Social Psychology	Poe	InstrPer	20	TTh 1030-12	FPH 102
SS 281 Issues in Education	Ford/Weaver	InstrPer	See descrip	MW 1030-12	FPH 107
SS 282 Corporate Takeover Research	Warner	Open	None	MW 1030-12	FPH 106
SS 306 Issues in Labor and Community	Nisonoff	InstrPer	None	W 1-3	FPH 104
SS 309 Race, Gender, and Sexuality	Cerullo/White	Open	None	W 3-530	FPH 105
SS 312 Theories of Law in Culture	Mazor/Yngvesson	InstrPer	None	TTh 130-3	FPH 107
SS 323 Autonomy and Community	Mahoney	Open	None	W 1-3	FPH 107
SS 332 Psychology of Nuclear Warfare	Poe	Open	None	TTh 130-3	FPH 108
SS/CCS 336 Political Econ/Public Policy	Rakoff/E. Mahoney	Open	None	W 9-12	FPH 104

Division III Integrative Seminars

Course	Instructor	Enrollment Method	Limit	Time	Place
IN 391 Women and Science	Goddard	Open	None	T 1-330	CSC 202
IN 393 Third World Women & Feminism	Joseph	InstrPer	20	MW 1-3	FPH 105

Special Programs

Course	Instructor	Enrollment Method	Limit	Time	Place
FL 101 Intensive French	Tarr	Interview	10	TWTh 3-530	PH A-1
FL 102 Intensive Spanish	Martin	Interview	10	TWTh 3-530	PH B-1
FL 105 Elementary Arabic I	Haydar	Open	15	TWTh 3-430	PH D-1

Fall 1986 Schedule of Classes

Writing/Reading Program

Course

- WP 101 Basic Writing
 WP 103 Writing for ESL Students
 WP/HA 127 Writing Fiction/About Fiction Siegel

Instructor
 Ryan
 Ryan
 Siegel

Enrollment Method
 See descrp 15
 See descrp 15
 InstrPer 15

Time
 WF 9-10
 WF 10-11
 TTh 1030-12

Place
 PH B-1
 PH B-1
 PH A-1

Outdoors Program

Course

- OP 111 Beginning Top Rope
 OP 113A Advanced Top Rope
 OP 150 Philo of Experiential Ed
 OP 156 Women's Bodies/Strength
 OP 160 What is Wilderness?

Instructor

- Kyker-Snooman
 Garmirian
 Warren
 Kyker-Snooman
 Warren

Enrollment Method
 InstrPer 12
 InstrPer Limit
 InstrPer 12
 InstrPer 14
 InstrPer 12

Time
 Th 1230-530
 W 1230-530
 WF 13030-1230
 TTh 1030-1230
 T 1-5

Place
 RCC
 RCC
 PH A-1
 Kiva
 TBA

Recreational Athletics

Course

- RA 101 Beginning Shotokan Karate
 RA 103 Intermediate Shotokan Karate
 RA 104 Advanced Shotokan Karate
 RA 111 Aikido
 RA 113 Aiki-Jo (fee)
 RA 118 Beginning Tai Chi (fee)
 RA 119 Continuing Tai Chi (fee)
 RA 121 Beg Whitewater Kayaking (Y)
 RA 123 Beg Whitewater Kayaking (Y)
 RA 125 Novice Whitewater Kayaking

Instructor

- Taylor
 Taylor
 Taylor
 Sylvain
 Sylvain
 Gallagher
 Gallagher
 Harrison
 Harrison
 Harrison

Enrollment Method
 Open
 InstrPer None
 InstrPer None
 Open None
 Open None
 Open None
 Open None
 See descrp 5
 See descrp 5
 See descrp 7

Time
 MW 130-330/Th 6-9pm
 TTh 608pm/Sun 1-3
 TThSun 6-830pm
 TTh 1230-145
 TTh 145-3
 TTh 145-3
 W 1230-145
 W 2-315
 M 1-230/W 130-6
 T 1-230/W 1230-6
 M 230-4/F 1230-6

Place
 RCC
 RCC
 RCC
 RCC
 RCC
 RCC
 RCC
 Pool/River
 Pool/River
 Pool/River

- THE FOLLOWING COURSES ARE NOT OFFERED FOR CREDIT
- RA 128 Kayak Rolling - Open Session
 RA 129 Slalom Gate & Stroke Tech
 RA 141 Openwater Scuba Certification
 RA 142 Aerobic Workout
 RA 143 Physical Fitness Class (fee)
 RA 149 Exercise/Aerobics
 RA 150 Aerobic Workout

Enrollment Method
 Open
 See descrp 6
 Open None
 Open None
 Open None
 Open None
 Open None
 Open None
 Open None

Time
 T 230-4
 Th 230-4
 M 6-9pm
 M-F TBA
 T 12-1
 M-F 5-615pm
 M-F 7-815am

Place
 Pool
 Pool
 RCC
 RCC
 RCC
 RCC
 RCC
 RCC

- THE FOLLOWING ACTIVITIES ARE NON-CREDIT AND ENROLLMENT IS LIMITED TO HAMPSHIRE STUDENTS
- RA 151 Wormgod Soccer
 RA 152 Ultimate Frisbee
 RA 155 Women's Team Basketball
 RA 156 Team Volleyball
 RA 157 Badminton
 RA 160 Men's Basketball

Enrollment Method
 Open
 Open
 See course description
 See course description
 See course description
 See course description

Time
 TTh 4-6
 M-F 4-6

Place
 Playing Field
 Playing Field