

FALL 1987
PRELIMINARY COURSES SPRING 1988
COURSE GUIDE



HAMPSHIRE COLLEGE

HAMPSHIRE COLLEGE . AMHERST, MA 01002

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Please note: A supplement to this Course Guide will be issued at matriculation in September, listing all additions and deletions of courses, changes in class schedules, and course revisions. Please confirm your initial selections using this supplement.

Academic Year 1987/88

Fall Term

New Faculty Orientation
 Students Arrive/New Student Matriculation
 New Student Program
 Advisor Conferences for New Students
 Matriculation for Returning Students
 Advisor Conferences for Returning Students
 Classes Begin
 Wednesday Class Schedule Followed
 Course Selection Period
 Five College Add Deadline
 January Term Proposal Deadline
 Parents' Weekend
 Admissions Open House
 Exam/Advising Day
 **Division II Contract Filing Deadline
 Planning Week/Five College Preregistration
 Exam/Advising Day
 Leave Deadline
 Thanksgiving Break
 January Term Registration
 Last Day of Classes
 Hampshire Exam Period
 Hampshire Evaluation Period
 Five College Exam Period
 Winter Recess

Thurs Sept 3
 Mon Sept 7
 Tues Sept 8 - Wed Sept 9
 Tues Sept 8
 Tues Sept 8
 Wed Sept 9
 Thurs Sept 10
 Fri Sept 11
 Tues Sept 8 - Fri Sept 18
 Wed Sept 23
 Fri Sept 25
 Fri Sept 25
 Fri Oct 9 - Sun Oct 11
 Sun Oct 11 - Mon Oct 12
 Wed Oct 28
 Fri Oct 30
 Mon Nov 16 - Fri Nov 20
 Tues Nov 17
 Fri Nov 20
 Wed Nov 25 - Sun Nov 29
 Mon Nov 30 - Fri Dec 4
 Wed Dec 9
 Thurs Dec 10 - Tues Dec 15
 Wed Dec 16 - Tues Dec 22
 Wed Dec 16 - Tues Dec 22
 Sat Dec 19 - Sun Jan 3

January Term

Students Arrive
 January Term Classes Begin
 Commencement
 Martin Luther King Day (no classes)
 Last Day of Classes
 Recess between Terms

Sun Jan 3
 Mon Jan 4
 Sat Jan 16
 Mon Jan 18
 Wed Jan 20
 Thurs Jan 21 - Sun Jan 24

Spring Term

Students Arrive/New Student Matriculation
 New Students Program
 Matriculation for Returning Students
 Advisor Conferences for All Students
 Classes Begin
 Course Selection Period
 Five College Add Deadline
 Exam/Advising Day
 **Division II Contract Filing Deadline
 Spring Break
 Admissions Open House
 Planning Week/Five College Preregistration
 Exam/Advising Day
 Leave Deadline
 Last Day of Classes
 Five College Exam Period
 Hampshire Exam Period
 Hampshire Evaluation Period
 Commencement

Sun Jan 24
 Sun Jan 24 - Tues Jan 26
 Mon Jan 25
 Tues Jan 26
 Wed Jan 27
 Wed Jan 27 - Fri Feb 5
 Fri Feb 12
 Thurs Mar 10
 Fri Mar 11
 Sat Mar 19 - Sun Mar 27
 Sat Apr 16
 Mon Apr 18 - Fri Apr 22
 Wed Apr 20
 Fri Apr 22
 Fri May 6
 Sat May 7 - Sat May 21
 Mon May 9 - Fri May 13
 Mon May 16 - Fri May 20
 Sat May 21

**Division II contract filing deadline applies to students entering Hampshire during or after the fall of 1986.

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 Wednesday, September 23 in fall; Wednesday, February 10 in spring. They will use these forms to produce your individual schedules, as well as the class lists for faculty.

Independent Study Forms for Hampshire courses are available at Central Records. They should be submitted with your course registration form.

NOTE:

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 Wednesday, September 23 in fall; Friday, February 12 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.

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

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 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.

Proseminars

These Division I courses, offered by faculty in each of the four Schools, are designed especially for entering students. Proseminars address issues, reflect various methods for analysis and expression, and introduce students to the larger academic life of the college (including the basic structure of divisional examinations). The proseminars are intended to develop general intellectual skills essential to the pursuit of learning. For example, you will examine how to work through an analytical process, assay evidence and inference, and organize an argument; how to read thoughtfully, critically, and imaginatively; how to write with clarity, economy, and grace; how to make efficient use of resources and tools of research and documentation, including the Hampshire and Five College library systems.

See school listing for course descriptions. Course is indicated by School initial, number then proseminar in parenthesis.

COURSE LIST

CCS 120 MINDS, BRAINS, AND MACHINES Jay Garfield	HA 127 WRITING FICTION/WRITING ABOUT FICTION Ellie Siegel	NS 172 THE NUCLEAR AGE Allan Krass
CCS 122 DATELINE: WASHINGTON, D.C. James Miller	HA 137 U.S. SHORT FICTION Richard Lyon	NS 198 EVER SINCE DARWIN Debra Martin Lynn Miller
CCS 132 EXPERIMENTS IN JOURNALISM David Kerr	HA 163 SS 163 REAL AND IMAGINARY WORLDS Nina Payne Barbara Yngvesson	SS 115 POLITICAL JUSTICE Lester Mazor
CCS 133 SYSTEMATIC STUDY OF ONE PHILOSOPHER: DESCARTES Meredith Michaels	HA 172 MEANINGS OF DANCE AND MOVEMENT Peggy Schwartz	SS 116 PRASANT REVOLUTION AND VILLAGE LIFE IN MODERN CHINA Kay Johnson
HA 122 GODS, BEASTS AND MORTALS: THE BEGINNINGS AND END OF POLITICAL THEORY Robert Meagher	NS 139 NATURAL HISTORY Kenneth Hoffman	SS 135 LABOR AND COMMUNITY Myrna Breitbart Laurie Nisonoff
HA 123 CONTEMPORARY FICTION Lynne Hanley	NS 145 GROWING FOOD Lawrence Winship	SS 143 EATING DISORDERS Patricia Romney
		SS 183 AMERICAN CAPITALISM Stanley Warner

School of Communications and 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 on 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 concerned with a wide range of questions that surround the media: Who controls the media? How would we know if television incites children toward violence, or causes them to read less or less well? How do ideas about press freedom differ in this country and the Third World?

The School of Communications and Cognitive Science is also actively involved in the college-wide Computer Studies program, and the computer is the focus of many of our curricular activities. Within cognitive science we are interested in the nature of machine, or artificial, intelligence, as well as the light that can be shed on mental activity if we think of the mind as similar to a computer in at least some fundamental ways. Within communications the computer plays a central role in the social transmission and storage of information. 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 199 are focused explorations of issues, problems, and analytic methods used in the various subject areas of the School of CCS. Students learn how philosophers, cognitive psychologists, computer scientists, linguists, or communications scholars attempt to formulate and answer specific questions in their respective disciplines. Students are given guidance in research skills, writing, and critical thinking. Limited class enrollments encourage discussion and the free exchange of ideas. Course assignments are given careful review, and students are assisted in revising their work or developing their interests into Division I examinations. Proseminars have similar objectives, but they are only open to first year students. They provide even greater individual attention and a thorough introduction to the unique aspects and expectations of the Hampshire College educational process.

Courses numbered from 200 through 299 are open to all students and provide foundational surveys of academic areas or foster the development of skills and knowledge necessary for concentrators in particular fields. These overview courses provide an efficient way for students to gain exposure to general subject areas in anticipation of designing a Division I exam or charting a Division II plan of study. Some upper level courses may require previous experience or specific prerequisites.

Courses labeled 300 and upwards necessitate considerable preparation. They are designed for concentrators and Division III students.

In order to pass the Division I requirement in CCS under the two-course option, a student must satisfactorily complete one course at the 100 level and one additional course at any level, unless that course is specifically excluded from the requirement. Classes that may be included in the course-based option will have clearly stated requirements and evaluation criteria that must be met in order for the course to count in fulfilling the Division I option.

COURSE LIST

100 Level

CCS 116
COMPUTER UNDERSTANDING OF
HUMAN LANGUAGE
Mark Feinstein,
David Kramer

CCS 120 (Proseminar)
MINDS, BRAINS, AND
MACHINES Jay Garfield

CCS 122 (Proseminar)
DATELINE: WASHINGTON,
D.C.
James Miller

CCS 130
NS 130
LEARNING-BEHAVIOR
Raymond Coppinger
Steven Weisler

CCS 132 (Proseminar)
EXPERIMENTS IN JOURNALISM
David Kerr

CCS 133 (Proseminar)
SYSTEMATIC STUDY OF ONE
PHILOSOPHER: DESCARTES
Meredith Michaels

CCS 135
FREUD AND PSYCHOLOGY
Neil Stillings

CCS 138
THE YOUNG MIND
Catherine Sophian

CCS 149
COMPUTER GRAPHICS FOR
NONPROGRAMMERS
Susan Holland

200 Level

CCS 203*
DATA MANAGEMENT AND
ANALYSIS USING COMPUTERS
Richard Muller

CCS 208
RATIONAL MAN/IMMORAL
WOMAN
Meredith Michaels

CCS 219
POPULAR CULTURE STUDIES
James Miller

CCS 221
THE ARCHITECTURE OF MIND:
INTRODUCTION TO COGNITIVE
SCIENCE
Neil Stillings

CCS 223
IDEALISM AND REALISM
Jay Garfield

CCS 232
THE SCIENCE OF
PROGRAMMING
David Kramer

CCS251
SS 251
THE PSYCHOLOGY AND
POLITICS OF DAYCARE
Maureen Mahoney,
Patricia Romney,
Catherine Sophian

300 LEVEL

CCS 320
HIGH THEORY, LOW CULTURE,
CULTURAL PRODUCTION
Joan Braderman

CCS 325
TRUTH AND MEANING
Steven Weisler

CCS 339
TOPICS IN COMPUTER
GRAPHICS
Susan Holland

CCS 351 i
TOPICS IN THE BIOLOGY OF
LANGUAGE
Mark Feinstein

COURSE DESCRIPTIONS

CCS 116
COMPUTER UNDERSTANDING
OF HUMAN LANGUAGE
Mark Feinstein
David Kramer

[] In this course we will examine the ways in which natural human languages, like English, might be used to interact with computers. In so doing we will explore the perspectives of computer scientists, workers in artificial intelligence, linguists, and other cognitive scientists. Is it possible for a machine (or any entity or organism other than a human being) to understand and use language? How is language related to general knowledge? Can we design computers that recognize and process spoken language? We will examine some actual "language-understanding" systems in computers as well as current research on the nature of language knowledge and use in humans. Students will become familiar with one or more computer languages that are widely used in this kind of research (LISP, Prolog); we will work together in writing programs that attempt to model aspects of language behavior.

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

CCS 120 (Proseminar)
MINDS, BRAINS, AND
MACHINES
Jay Garfield

[] Are mental states really brain states? States of an immaterial soul? Computational states of a biological computer? Could a computer have real thoughts, or be really intelligent? This proseminar will introduce students to these and other philosophical questions concerning the nature of mind, its relationship to the body, and questions concerning the possibility of modeling or even actually creating minds on digital computers, and to the variety of answers proposed thereto. We will read some important texts from the history of

philosophy, contemporary philosophical discussions of these topics, as well as the writing of researchers in cognitive psychology, neuroscience, and artificial intelligence.

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

CCS 122 (Proseminar)
DATELINE: WASHINGTON, D.C.
James Miller

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

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

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

CCS 130
NS 130
LEARNING-BEHAVIOR
Raymond Coppinger
Steven Weisler

[] How do organisms learn? In particular, how do they come to behave in accordance with their world? We will examine the extent to which animals and humans accrue behaviors deriving significantly from their biology--from a genetic program which guides the emergence of a behavior. Our study will include work in biology, animal behavior, linguistics, and cognitive science. We will be concerned with critical periods of learning (a time-frame during which a behavior may be acquired), the relationship between learning and play, stage theories of learning (claiming that learning develops in stages), connections between behavior and morphology, and ultimately with the nature-nurture controversy: the debate about the relative contributions of genetics and the environment to learning and behavior. We will pay particular attention to learning domains such as language and to "instinctive" behaviors which most strongly suggest a biological component for learning. We will also consider the ways in which cognitive scientists and animal behaviorists exploit biological and genetic arguments to understand animal and human nature.

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

CCS 132 (Proseminar)
EXPERIMENTS IN JOURNALISM
David Kerr

[] What would result if the aims and methods of the Imagist and Haiku poets and the writers of economical narrative verse 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 210 words long.)

Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 12.

CCS 133 (Proseminar)
SYSTEMATIC STUDY OF ONE
PHILOSOPHER: DESCARTES
Meredith Michaels

[] This course will focus on a single (very short) text, Descartes' *Meditations on First Philosophy*, published in 1641. In the *Meditations*, Descartes presents and defends his views on the nature and extent of knowledge, the existence of God, the relation between the material and the immaterial and the nature of persons. By careful reading of the text, we will attempt to understand and to assess Descartes' views and to consider their importance in the history of philosophy and in the contemporary conceptual landscape. Students will become

familiar with principles of textual interpretation and analysis and with the construction and criticism of philosophical arguments.

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

CCS 135
FREUD AND PSYCHOLOGY
 Neil Stillings

[] This course is an introduction to the thought of Sigmund Freud and to the nature of psychological inquiry. The readings are drawn both from Freud's own writings and from current psychological research. Several key areas of Freud's thought will be considered: the theory of everyday errors and dreams; the general theory of the unconscious and repression and of their relation to the formation of psychological symptoms; the theory of personality structure and development; the theory of psychoanalytic treatment. In each area we will first try to understand what Freud's theory was and how he tried to support the theory with argument and evidence. We will then look at how the theory has been developed, revised, and criticized by contemporary psychologists.

Students are required to make class presentations, to contribute to class discussion, and to complete several written assignments. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 20 on a first-come basis.

CCS 138
THE YOUNG MIND
 Catherine Sophian

[] How different is the young child's conception of the world from ours? When does the ability to reason first emerge? How do children come to grasp the fundamental ideas of causality, space, time, and number? These questions, which play a central role in the field of cognitive development, all focus on the earliest phases of a child's life: infancy and the preschool period. Efforts to answer them have led to many fascinating studies of how infants and very young children interact with the world, solve problems, and answer questions.

This course will explore the origins of intelligence in infancy and early childhood by looking at research on several important problems in early cognitive development. We will give particular attention to learning how to read research reports and developing an appreciation for the ongoing research process through which developmental psychologists work toward a better understanding of the young child's mind. The course will be organized around a sequence of specific topics, such as causality, number, and logic. In each case, we will explore the roots of that kind of knowledge or ability in infancy and early childhood. We will read several original research papers presenting different perspectives on that issue, and then students will be expected to write a short essay explaining their own conclusions.

The class will meet twice each week for one and one-half hours each time. There are no prerequisites, but the class will be limited to 20 students.

CCS 149
**COMPUTER GRAPHICS
 FOR NONPROGRAMMERS**
 Susan Holland

[] This course is intended as an introduction to computer graphics for students with little or no background in computer programming. It is intended to address the needs of students with various nontechnical backgrounds who wish to learn about the varied uses of computer graphics and who wish to develop a body of work using computer graphics as the medium.

During the semester we will look at how computer graphics is currently being used in industry, education, art, architecture and the sciences, and we will investigate several graphics packages--including MacPaint, MacDraw, Paintbrush and Cadkey.

Enrollment is limited to 20. Class will meet twice a week for one and one-half hours each time.

CCS 203*
**DATA MANAGEMENT AND
 ANALYSIS USING COMPUTERS**
 Richard Muller

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

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

CCS 208
RATIONAL MAN/IMMORAL WOMAN
 Meredith Michaels

[] The association of the masculine with reason and reason with moral superiority is as well entrenched as the association of the feminine with emotion and emotion with moral inferiority. This course will examine the relationship between reason and emotion, masculine and feminine in the context of moral theory. We will read traditional philosophical work on reason, emotion and ethics (e.g., Aristotle, Kant, Schopenhauer, Sartre); work in traditional psychology which purports to demonstrate women's arrested capacity for moral reasoning (e.g., Freud, Piaget, Kohlberg); the second-wave feminist critique of this tradition (e.g., Beauvoir, Gilligan, Griffin); and third-wave, principally Third World, feminist responses to the second-wave critique (e.g., Moraga, Ogunyemi, Hooks).

Enrollment is limited to 20 by instructor's permission. Class will meet twice a week for one and one-half hours each time.

CCS 219
POPULAR CULTURE STUDIES
 James Miller

[] The industrial production, mass marketing and widespread consumption of cultural commodities are a social characteristic typical of our age. Most analysts agree with this observation; beyond that there is much dispute. What exactly is the nature of contemporary culture? Can, say, the punk subculture be considered an act of symbolic rebellion? Do soap operas and romance novels enhance or debase their viewers' and readers' lives?

In this course we will begin to address these and related questions from a critical perspective. We will review a variety of approaches to popular-culture phenomena, showing how each brings with it implicit assumptions about the subject. In addition to pieces from periodicals, we may read such books as Hebdige's Subculture: The Meaning of Style, Gans' Popular Culture and High Culture, and Radway's Reading the Romance. Students will write short papers on theoretical issues and carry out a couple of small empirical projects that draw on familiar examples of popular culture.

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

CCS 221
**THE ARCHITECTURE OF MIND:
 INTRODUCTION TO COGNITIVE
 SCIENCE**
 Neil Stillings

[] Cognitive science is a new field that explores the nature of mind, using tools developed in several disciplines, including psychology, computer science, linguistics, neuroscience, and philosophy. This course is an introduction to Hampshire College's program in cognitive science. The textbook for the course, Cognitive Science: An Introduction, was written by faculty members of the School of Communications and Cognitive Science at Hampshire. The course is intended for first-year students and for more advanced students who wish to include a survey of cognitive science in their concentrations. The disciplines and methods of cognitive science are introduced through the study of several central questions: What are the fundamental characteristics of human intelligence? How can we study the remarkable powers of the human linguistic and visual systems? How do computer-based artificial intelligence systems work, and what are the possibilities and possible limitations of artificial intelligence? What are the philosophical foundations for the scientific study of mind and brain?

There will be frequent written assignments that emphasize methods of inquiry in cognitive science. The course will meet twice a week for one and one-half hours each time. Enrollment is limited to 25 on a first-come basis.

CCS 223
IDEALISM AND REALISM
 Jay Garfield

[] This is a seminar on the history of the concept of mental representation from early modern philosophy to the present, with special attention to the epistemological and metaphysical problems arising from the view that our knowledge of the external world and of ourselves is always mediated by mental representations. We will trace the development of this view and its associated puzzles both with a view to understanding its historical development and its importance for contemporary philosophy of mind and cognitive science. We will read Berkeley's Dialogues, Descartes' Meditations, much of Kant's The Critique of Pure Reason, Schopenhauer's The Fourfold Root of the Principle of Sufficient Reason as well as the first two books of The World as Will and Representation, Wittgenstein's Tractatus, and Rorty's Philosophy and the Mirror of Nature.

Prerequisite is at least one course in philosophy or a strong background in cognitive science. Instructor permission is required. Class will meet twice a week for one and one-half hours each time.

CCS 232
THE SCIENCE OF PROGRAMMING
 David Kramer

[] In this course we will study some of the mathematical objects and concepts which pertain to the science of computation and computer programming. These include relations and functions, set theory, graph theory, programming with induction and recursion, and formal logic. This course is open to students at all levels with an interest in computer science and/or mathematics. The only prerequisite is competence in high school algebra or its equivalent.

The class will meet three times a week for one and one-half hours each time.

CCS 251
 SS 251
**THE PSYCHOLOGY AND
 POLITICS OF DAYCARE**
 Maureen Mahoney
 Patricia Romney
 Catherine Sophian

[] With changing employment patterns and rising numbers of single-parent families, daycare has become a social and economic necessity for many parents. It is also often used as an enrichment tool, to provide opportunities to children that they would not otherwise have. Daycare affects the life of the child in many ways, providing exposure to a particular set of social, emotional, and cognitive experiences. At the same time, daycare is the product of a variety of cultural, economic, and political forces.

This course will examine the effects of daycare on the child and the family from social-developmental, cognitive-developmental, clinical, and feminist perspectives. We will also consider the history of daycare in the United States and compare public policy concerning daycare here with that in other countries. We will try to identify important elements for successful daycare, considering such issues as the impact of daycare on family relationships, the socialization of the child, and on cognitive and emotional development. We will ask how the quality of daycare is affected by economic and cultural circumstances. Several different types of daycare programs will be considered, e.g., infant daycare, Head Start, integrated programs for special needs and nonhandicapped children, and preschool programs for working-class and middle-class families.

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

CCS 320
**HIGH THEORY, LOW CULTURE,
 CULTURAL PRODUCTION**
 Joan Braderman

[] Much of the most influential so-called post-modern practice in video and film has been profoundly shaped by the political and theoretical challenges of the recent past. Historical canons from Modernism to Marxism have been challenged and/or revised with varying degrees of success by post-structuralists, feminists, semioticians, et al. These debates have animated the art world, radically reconstituting the "subject" of image-making as well as authorship itself. Texts, "new narratives" and figurative work have emerged at the center of independent production.

This is a seminar for Division II-III students of critical writing and/or video production. It is a project oriented course providing a context of readings, screenings, discussion, and critique for student work, both visual and written. We will study writings, videotapes, films, and other visual art which the post-modern crisis/consolidation has engendered. This includes theoretical discourse which, following the lead of the Frankfurt School, takes "low" or mass culture (like rock 'n' roll and movies) seriously. We will also look at historical texts which our period has "rediscovered" (viz: film noir, Heartfield's collages, etc.). Specific topics will be determined by members of the class at the beginning of the term. Students will produce critical writing and video pieces central to their Division II-III projects. Prerequisites: at least two courses and a concentration in one of the above areas; a list of proposals for areas for reading and screenings. Please come to the first class with the proposals and samples of your work.

Enrollment is limited to 16 by permission of the instructor. Class will meet twice a week for two hours each time.

CCS 325
TRUTH AND MEANING
 Steven Weisler

[] This course provides an introduction to the theory of meaning for advanced students. We will explore topics such as ambiguity, intensionality, the nature of meaning and truth, and the relationship between psychology and meaning. In the first half of the course, we will work through An Introduction to Montague Semantics by Dowty, Wall, and Peters, and in the second half we will read and discuss several articles to be chosen by the group. The course requires weekly problem sets and abundant class participation.

The class will meet once a week for three hours. Enrollment is on the basis of a prerequisite of a course in philosophy, logic or linguistics by instructor permission.

CCS 339
TOPICS IN COMPUTER GRAPHICS
Susan Holland

[] This is a discussion-based class which will investigate topics in interactive computer graphics programming: output primitives and their attributes, 2-dimensional transformations, windowing and clipping, interactive input methods, 3-dimensional concepts and representations.

There will be several programming projects, designed to reinforce the concepts discussed in class. It is assumed that all students have a strong background in a high level programming language.

Prerequisite: CCS 216 Data Structures. Recommended: NS 316 Linear Algebra. Enrollment is by permission of the instructor. Class will meet twice a week for one and one-half hours each time.

CCS 351i*
TOPICS IN THE BIOLOGY
OF LANGUAGE
Mark Feinstein

[] This integrative seminar is aimed at advanced students who share a common interest in the biological basis of the human linguistic capacity and in the communicative behavior of other organisms. We will address such issues as the evolution of human language; the representation and processing of language in the normal brain; neurological disorders and linguistic dysfunction; and the genetic basis of "innate knowledge" in Chomsky's sense.

Readings will be drawn from the literature in a wide range of disciplines in the cognitive and biological sciences. Students will be expected to make a formal presentation in an area of their choice and lead a class discussion. A final paper is required.

The seminar will meet twice a week for one and one-half hours each time.

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 two 100 or 200 level courses, with certain exceptions, may fulfill the Division I requirement. An instructor may exempt particular courses which essentially stress technical skill acquisition.

Note: The School of Humanities and Arts will hire three faculty in literature, one in Afro-American music, and an art historian. The courses for these faculty members will be listed in the fall course supplement.

COURSE LIST100 LEVEL

HA 103
INTRODUCTION TO PAINTING
Judith Mann

HA 104
DRAWING I
Denzil Hurley

HA 109
WP 109
LEARNING ANALYTICAL
WRITING: FROM
AUTOBIOGRAPHY TO THEORY
READING AND WRITING
ABOUT THE PSYCHOLOGY OF
WOMEN
Deborah Berkman

HA 110
FILM/VIDEO WORKSHOP I
TBA

HA 111
STILL PHOTOGRAPHY
WORKSHOP I
TBA

HA 113*
MODERN DANCE I
Peggy Schwartz

HA 114*
MODERN DANCE II
TBA

HA 120
PHOTOGRAPHY-CRITICAL
ISSUES
TBA

HA 122 (Proseminar)
GODS, BEASTS AND
MORTALS: THE BEGINNINGS
AND END OF POLITICAL
THEORY
Robert Meagher

HA 123 (Proseminar)
CONTEMPORARY FICTION
Lynne Hanley

HA 127 (Proseminar)
WP 109
WRITING FICTION/WRITING
ABOUT FICTION
Ellie Siegel

HA 137 (Proseminar)
U.S. SHORT FICTION
Richard Lyon

HA 138
RUSSIA: FILM AND
LITERATURE OF THE
REVOLUTION
Joanna Hubbs

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

HA 160
PLAYWRITING
TBA

HA 163 (Proseminar)
SS 163
REAL AND IMAGINARY
WORLDS
Nina Payne
Barbara Yngvesson

HA 172 (Proseminar)
MEANINGS OF DANCE AND
MOVEMENT
Peggy Schwartz

HA 175
MUSIC PRIMER
TBA

HA 193
CHINESE PHILOSOPHY
R. Kenyon Bradt

HA 194*
INTRODUCTION TO ACTING
TBA

HA 195
THEATRE THREE
Ellen Donkin
Wayne Kramer

200 LEVEL

HA 205
FIGURE WORKSHOP
Judith Mann

HA 210
FILM/VIDEO WORKSHOP II
TBA

HA 211
PHOTOGRAPHY WORKSHOP II
Abraham Ravett

HA 216*
MODERN DANCE IV
Rebecca Nordstrom

HA 231
POETRY WRITING WORKSHOP
Andrew Salkey

HA 233
READING THE ENVIRONMENT
Norton Juster
Earl Pope

HA 236
PRINCIPLES OF DIRECTING
TBA

HA 237
FICTION WRITING WORKSHOP
Andrew Salkey

HA 240
WRITING
Nina Payne

HA 243
AMERICAN BIOGRAPHY:
MARK TWAIN
Richard Lyon

HA 246
EURIPIDES
Robert Meagher

HA 260
NORTH AMERICAN
LANDSCAPES
David Smith

HA 271
HEGEL'S PHENOMENOLOGY
OF SPIRIT
R. Kenyon Bradt

HA 285
LABAN MOVEMENT ANALYSIS
Rebecca Nordstrom

HA 290
ELECTRONIC MUSIC
COMPOSITION
Daniel Warner

HA 292
SHELLEY AND HER CIRCLE
Mary Russo

HA 295
SS 295
LITERATURE AND SOCIETY
BETWEEN THE WARS:
EUROPE, USA, THIRD WORLD
Reinhard Sander
James Wald

300 LEVEL

HA 305
ADVANCED PAINTING
Denzil Hurley

HA 321
COMPARATIVE LITERATURE
SEMINAR
Mary Russo

HA 327
THE WORLD OF FEODOR
DOSTOEVSKY
Joanna Hubbs

HA 399a
DIVISION III STUDIO
CRITIQUE
Denzil Hurley
Judith Mann

HA 399b
 FILM/PHOTO STUDIES:
 INDIVIDUAL PROBLEMS IN
 FILMMAKING, PHOTOGRAPHY
 AND RELATED MEDIA
 Abraham Ravett

HA 399c
 ART TUTORIAL
 Leonard Baskin

HA 399d
 TUTORIALS IN
 COMPOSITION AND THEORY
 Daniel Warner

COURSE DESCRIPTIONS

HA 103
 INTRODUCTION TO
 PAINTING
 Judith Mann

[] This course introduces students to the basic language, conventions and materials of representational painting. The emphasis, through painting assignments, slide discussions and will be on accurate color mixing and attention to paint handling. Drawing will play an important role, and oil paint is the preferred medium. Students need not have any experience with paint, but the course will demand a great deal of time and effort. We meet seven hours a week, and there will be regular out of class assignments. This course, or the equivalent, is necessary for those wishing to do more advanced work in painting. Materials for the course will cost between \$150 and \$200.

Enrollment is open, but Beginning Drawing is a prerequisite. Class will meet twice a week for three and one-half hours each session.

HA 104
 DRAWING I
 Denzil Hurley

[] Using basic materials, we will thoroughly explore basic problems of representation. Our problems will include still life, interiors, self-portrait, and some limited time doing figure work. Our aim will be to produce competent works in which a viewer may recognize not simple skills or techniques, but evidence of ability to analyze and structure, light, space, and surface. There will be constant emphasis upon issues of accuracy and interpretation as the difference emerges and develops, both through the assigned problems, and in slide discussions and crits. The nature of the experience requires continuous class attendance and participation. There may be an average of two-three hours a week spent outside of class, and the course materials may cost \$50-\$75. Please note: most high school classes and/or independent work do not involve such extensive amounts of time to develop ideas and competence. It is expected that those interested in studying art here would benefit from a Drawing I course.

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

HA 109
 LEARNING ANALYTICAL
 WRITING: FROM
 AUTOBIOGRAPHY TO
 THEORY-READING AND
 WRITING ABOUT THE
 PSYCHOLOGY OF
 WOMEN
 Deborah Berkman

[] The purpose of this course is to learn analytical writing through the examination of texts in different genres: autobiography, fiction and theory. The premise of the course is that to learn to write critically, one must learn to read and think critically. Our reading of each text will be geared toward discovering the appropriate questions to ask about it, as determined by considerations of purpose and audience for different paper assignments. All of the texts will deal in some way with the psychology of women, so that we will at the same time be asking questions and drawing conclusions about parallels in the material.

The class will be conducted as a writing workshop. That is, some class time will be spent writing, and attention will be paid as a group to the psychology of writing and writing blocks. Students will write and revise several short papers, and there will be opportunity for students to plan and complete a Division I exam.

Class will meet once weekly for two hours, and there will also be individual conference time scheduled. The class is intended for Division I students and/or students without extensive experience in critical writing. Enrollment is limited to 16 students and instructor permission is required.

HA 110
 FILM/VIDEO
 WORKSHOP I
 TBA

[] This course teaches the basic skills of film production, including camera work, 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 \$40 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 and one-half hours. Enrollment is limited to 15, which will be determined at the first class session.

HA 111
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 \$40 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 and one-half hours. Enrollment is limited to 15, which will be determined at the first class session.

HA 113
MODERN DANCE I
Peggy Schwartz

Introduction to basic modern dance technique. Students will learn exercises and movement sequences designed to help develop physical strength, flexibility, coordination, kinesthetic awareness, and an understanding of the possibilities and potential for expressive 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 on a first-come basis. This course is not suitable for one-half a Division I.

HA 114
MODERN DANCE II
TBA

[] 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 120
PHOTOGRAPHY-
CRITICAL ISSUES
TBA

[] What are the critical issues concerning the role and use of photography in our society? Beginning with a survey of historical and contemporary photographs (19th and 20th centuries), the history of photography will be covered through texts by Beaumont Newhall, Naomi Rosenblum, John Szarkowski and others. Important to this survey will be questions regarding photography and its use in "art," "reportage," advertising, documentary, and family album snapshots, as well as the implications of these forms on the contemporary scene.

Reading material will be drawn from Walter Benjamin, Susan Sontag, John Berger, and various anthologies, reviews, and critical essays. Films, field trips to photography exhibits, and slide lectures on various aspects of photography and its interpretation will be included. Student discussion, written critique papers, and a final project/presentation will also be part of the course.

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

HA 122 (Proseminar)
GODS, BEASTS AND
MORTALS: THE
BEGINNINGS AND END
OF POLITICAL THEORY
Robert Mesgher

[] In order to situate ourselves politically in a thoughtful manner it is well to realize that, as historical mappings go, both the emergence and the demise of Western political theory lie behind us. Western political philosophy begins with the city, the Greek polis, a place for neither gods nor beasts but for men. According to Plato and Aristotle, one who is little more than an animal is unsuited for life in the city; whereas one who is little less than a god has no need

for the life of the city. It is those whose lives fall with modesty and moderation between the madness of passion and the madness of thought who require the city as a place of light and speech to illuminate and to articulate their lives and to bring them into being. From there our political path leads eventually to the denial of the primacy of the possibility of thought, and it remains only to calculate power and one's own immediate benefit. We will follow the rough outline of that path from wisdom to power, the path from the fundamental uncommonness of the human to the radical privacy of the human.

Our principal readings will be: Plato, The Republic; Thomas More, Utopia; Machiavelli, The Prince; Thomas Hobbes, Leviathan; Karl Marx, Economic and Philosophical Manuscripts; and Toothing Stones: Rethinking the Political, ed. Robert Meagher. Our final aim will be to question both in theory and in practice whether it is responsible to speak of the end of political theory, or to let others speak of it, or to live as if the only appropriate or possible objects of political thought and speech are privately calculated and fully practicable benefits. However, this aim, if reached, will be the fruit of an arduous route through rewarding but wearying works.

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

HA 123 (Proseminar)
CONTEMPORARY
FICTION
 Lynne Hanley

[] This course will explore the form and content of contemporary fiction. Students will be exposed to a variety of narrative structures, and will encounter fictional portrayals of a number of different cultures.

Readings will include Alice Walker, The Color Purple; Gloria Naylor, Linden Hills; Joan Didion, A Book of Common Prayer; Harriet Doerr, Stones for Ibarrá; and Ghassan Kanafani, Men of the Sun. The course will conclude with the first two volumes of Doris Lessing's Canopus in Argos series, Shikasta and The Marriages Between Zones Three, Four and Five. Writing will include essays on the novels and imitations of some of their narrative structures.

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

HA 127 (Proseminar)
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.

HA 137 (Proseminar)
U.S. SHORT FICTION
 Richard Lyon

[] Fiction both extends our experience and introduces us to meanings of the experience we have had. "A loose and baggy monster," as Henry James called it, fiction may serve many purposes, take a thousand forms, instruct and give pleasure in countless different ways. We will explore some of its various aims, forms, and powers through reading and discussing short stories by writers in the United States from the early nineteenth century to our own time.

The class will meet for one hour three times a week. One or two stories will be assigned for each class period, and students will write brief interpretive or analytical comments on one of the stories each week. Enrollment is limited to 16.

HA 138
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;" Zamiatin, We; Bulgakov, The Master and Margarita; and Trotsky's Literature and Revolution. Films: Pudovkin, Mother; Dovzhenko, 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 159
THE MAN-MADE
ENVIRONMENT: THE
PHYSICAL DETERMINANTS
OF FORM
Norton Juster
Earl Pope

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

Visual presentations, both two-dimensional and three-dimensional models, will be required but no prior technical knowledge or drawing skills are necessary.

The enrollment is open. Class will meet twice a week for two hour sessions.

HA 160
PLAYWRITING
TBA

[] This course will focus on the craft and the process of writing dramatic material, with emphasis on the one-act play. Functioning as a workshop, we will attempt to foster a supportive yet critical atmosphere for our writing. A large part of the learning will be a direct result of weekly readings of new script pages. Readings (plays, theory, etc.) will be assigned and established scenes analyzed in class, but the emphasis is on the actual writing. Plays by members of the workshop will receive primary consideration for production during the New Play Festival in early May.

The workshop will meet once a week for three hours. Enrollment is limited to twelve and instructor permission is required.

HA 163 (Proseminar)
SS 163
REAL AND IMAGINARY
WORLDS
Nina Payne
Barbara Yngvesson

[] How does a writer see the world and give it form? How does an anthropologist represent it? Through written exercises in and out of class, as well as the reading and discussion of anthropological and literary texts, we will consider the question of narrative point of view from the separate perspective of each of the disciplines, in order to explore the ways in which they illuminate one another. We will consider traditional anthropological approaches which assume a standpoint "outside" that which is studied and described; and we will discuss the limitations of this approach, focusing on the ways in which ethnographic writing is fashioned and on the concept of ethnography as *fiction*. As prose writers, we will explore the significance of narrative point of view with the intention of expanding the boundaries of "personal" writing to include a broader, more complex, and imaginative view.

We will consider the following questions: How does who we are shape what we see and imagine: What do we mean by "objective" description? What is the difference between studying a given world and imagining an unseen one? What is background material?

Note: If the quality of the work is adequate, this course can be used for one portion of the SS or HA two-course option for fulfilling the Division I examination requirement, but not for both.

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

HA 172 (Proseminar)
MEANINGS OF DANCE
AND MOVEMENT
Peggy Schwartz

This course is designed to provide students with and opportunity to discuss how we perceive meaning in dance form. We will view dance films, videos and concerts and analyze them from the perspective of dance aesthetics and cultural context. Through readings, viewings, lectures and discussions students will be asked to consider questions of form and

content, structure and meaning, abstraction and literalism. We will study the dance for what it reveals of its concerns as well as for what it reveals of the culture in which it is embedded.

Class will meet twice weekly for two hours. Enrollment is limited to 20 students.

HA 175
MUSIC PRIMER
TBA

[] This course teaches music fundamentals, including scales, intervals, keys, triads, rhythm, meter, sight singing, and notation. A thorough grounding in these basic concepts, skills, and tools is vital to the musical performer, improviser, composer, and listener.

Although the basic material of the course will be oriented toward Western musical language and syntax, non-Western approaches and applications will be considered and discussed. The course work will include class workshops, individual sessions, assignments, and student projects. "Music is a sum total of scattered forces." Claude Debussy.

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

HA 193
CHINESE PHILOSOPHY
R. Kenyon Bradt

[] This course is to be a study of the history of Chinese philosophy. It will include a study of the ancient, Buddhist and neo-Confucian periods in the development of Chinese philosophical thought.

Readings for the course will include: Lao Tsu's Tao Te Ching; Confucius' Analects; the I Ching; Chuang Tsu's Basic Writings; Wing-tsit Chan, ed., A Sourcebook in Chinese Philosophy.

The course will meet once a week for two and one-half hours. Enrollment is limited to 20.

HA 194
INTRODUCTION TO
ACTING
TBA

[] 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 20 students (interested students should simply attend the first class meeting).

HA 195
THEATRE THREE
Ellen Donkin
Wayne Kramer

[] 1986 marked the 100 year anniversary of Emily Dickinson's death. Hampshire College has raised substantial funds through the Massachusetts Council for the Arts and other sources to mount an original production which encounters her life and work by the acclaimed New York-based performance artist, Stuart Sherman. Sherman's work has been widely reviewed, both nationally and internationally. The production, which will be generated by a group of students through this course, will be mounted first on campus and then be moved and remounted in New York.

The Theatre Three course which will meet once a week for three hours in addition to extensive rehearsal and building time, is designed to explore this intersection between biography, poetry and performance art, and to gain experience in aspects of technical theatre and design.

We will look at the ways in which Dickinson has been treated by a variety of other artists, critics, photographers, composers, actors, playwrights, filmmakers, biographers and feminist historians. Included in the list of speakers will be Stuart Sherman, who will also be in residence for a four week production period. Enrollment in this class is open.

HA 205
FIGURE WORKSHOP
Judith Mann

[] Through drawing, painting and collage we will explore the figure, focusing on scale, space and color. In both long and short term projects, representational accuracy will be strengthened and developed towards incorporating expressive means.

Enrollment is limited to 15 students and requires instructor's permission. Class will meet twice a week for three hours.

HA 210
FILM/VIDEO
WORKSHOP II
TBA

[] 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 \$40 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 211
PHOTOGRAPHY
WORKSHOP II
Abraham Ravett

[] 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 \$40 entitles the student to darkroom facilities, lab supplies and chemicals. Students must supply their own film and paper.

HA 216
MODERN DANCE IV
Rebecca Nordstrom

[] 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 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 233
READING THE
ENVIRONMENT
Norton Juster
Earl Pope

[] This is a course in environmental perception and understanding and the "language" of environmental design. It will deal primarily with the questions of what and how the environment communicates to us and how we see it and make it understandable.

It is a design studio course focused on analytic studies. Students will have the opportunity to explore and investigate a series of problems that might include how the environment is seen and experienced, the influence of history, regionalism, vernacular response and social context, the vocabulary and approach of the designer, major figures and ideas that have influenced environmental design and the analytic methodology that can be used in understanding the environment.

The course will provide an intense design/analysis experience to those seriously interested in environmental design or in defining their interest in and commitment to it. It is an extension of the 100 level courses and builds on them and is a parallel course to the 200 level course "The Experience of Design" which will be given in the spring term.

Interested students should have some sense of background in the design area. Enrollment is open and the class will meet twice a week for two hours each class.

HA 236
PRINCIPLES OF
DIRECTING
TBA

[] 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. Course work will include preparation of a director's promptbook, preparation and presentation of brief staging projects, and oral critiques of in-class projects.

The class will meet twice weekly for two hour sessions. Enrollment is by interview (students should attend the first class meeting).

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 240
WRITING
Nina Payne

[] By means of exercises that draw on personal history, family anecdotes, life experience in general, students will spend class time in the process of writing. Emphasis will be placed at first on stretching one's resources as a writer and then in learning how to develop them into narrative, poetry or dramatic forms. There will be readings from a variety of sources including the work of poets, writers, visual artists, performing artists, and when they choose, members of the class. Tutorials will be available to all participants.

The class will meet once a week for two and one-half hours. Enrollment is limited to 16, and the instructor's permission is required. Note: This class was overenrolled last spring, 1987. Students who were put on a wait list at that time will be given priority and, as a result, there may be few additional openings.

HA 243
AMERICAN BIOGRAPHY:
MARK TWAIN
Richard Lyon

[] The population of Florida, Missouri shot up one percent when Sam Clemens was born in 1835. When he died in 1910 this midwestern countryboy--now known as Mark Twain--was a folk hero and the nearest thing this country has had to a National Bard. Between those dates Mark Twain had put in time as a job printer, miner, reporter, steamboat captain, publisher, entrepreneur, and standup comedian. But first and last he was a writer, a worker in words, whose command of the dialects of the American tribe had made him a spokesman for the national consciousness. And at full steam he was a writer who could be funnier than any American before or since.

Twain thought of himself as a representative of the common people. He shared with them their faith in democracy and progress and the rewards of science, technology, and industrialism. He mocked with them the pretensions of genteel culture, religious sentimentality, political windbagery and chicanery. Yet his humor was no less inspired by his contempt for the values of his time: few critics have been as caustic in the condemnation of popular creeds. He ended his days sure that the human race was damned, and would soon blow itself up with bombs.

It has been said that Mark Twain loved Tom, Dick, and Jane but hated humankind, that he embodied in telling ways the yes and the no of his culture. In reading his works and in reading about his life we will discuss these contradictions and tensions--for they are not only his but ours as well. "The question of Mark Twain is the question of America," as the critic Dwight Macdonald has observed.

We will read Old Times on the Mississippi, A Connecticut Yankee in King Arthur's Court, The Adventures of Huckleberry Finn, Pudd'nhead Wilson, The Mysterious Stranger, together with Justin Kaplan's biography, Mr. Clemens and Mark Twain, and several essays by critics. A number of short essays will be assigned.

Class will meet twice a week for one and one-half 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 and 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 260
NORTH AMERICAN
LANDSCAPES
David Smith

[] This course attempts to introduce both a subject matter and a method for approaching it through the Hampshire emphasis on individual projects, contractually-defined divisional examinations, and interdisciplinary approaches. North American Landscapes, through use of texts (fiction, poetry, essays, analysis), slides, film, and discussion, looks at ways in which our cultural/historical understanding of land and landscape has powerfully affected our national self-understanding. The land as historically encountered, first by native Americans, then by the French and English explorers, and subsequently by Americans and Canadians, is the subject of study. The first half of the semester concentrates on the "idea of wilderness," with studies of early wilderness experience on the North American continent.

Typical texts can include Roderick Nash's Wilderness and the American Mind, studies of the Canadian wilderness, and John McPhee's book on Alaska, Coming Into the Country. As the course progresses, you will be expected to select a project-paper to work on, while class discussions and texts cover a wide range of material reflecting the American and Canadian midwest and far west through novels and journals, as well as attention to more recent and contemporary cultural/environmental interpretations of the landscape (for example, the impact of the Quebec-James Bay power project on the Cree Indians of the Mississinipi).

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

HA 271
HEGEL'S
PHENOMENOLOGY OF
SPIRIT
R. Kenyon Bradt

[] This course is to be a study of Hegel's Phenomenology of Spirit, with an eye not toward comprehending the text in its totality, but toward learning how to comprehend the text. Students should expect to conduct a serious study of the Phenomenology up through the section on "Self-Consciousness," and to write a major paper during the course of the term. Though this is a 200 level course, it is open to first year students committed to study of this text.

Class will meet once a week for 3 hours. Enrollment is open.

HA 285
LABAN MOVEMENT
ANALYSIS
Rebecca Nordstrom

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

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

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

HA 290
ELECTRONIC MUSIC
COMPOSITION
Daniel Warner

[] An exploration of some possible pathways into analog electronic and tape composition using modular synthesizers, tape recorders, and sound processing equipment.

Rather than circumscribe this medium by placing primary emphasis on so-called "serious music" we shall approach it through a variety of musical worlds. Thus, a seminar member may reasonably expect to listen to and discuss pieces, for example, by Brian Eno, Annette Peacock, Milton Babbitt, Laurie Anderson, and Karlheinz Stockhausen.

The specific content of the seminar sessions will be generated by the interests and directions of the seminar members, though basic techniques such as frequency modulation, amplitude modulation, filtering, etc. will form the basis of the initial discussions.

Evaluation will be based on a completed composition project. Enrollment may have to be limited due to scheduling considerations and students who are on the waiting list for this course will have priority. Instructor permission required and Music Primer is a prerequisite.

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 Brontes 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 295
SS 295

LITERATURE AND
SOCIETY BETWEEN THE
WARS; EUROPE, USA,
THIRD WORLD
Reinhard Sander
James Wald

[] The decades between the two World Wars were characterized by a complex of interlocking global crises. Two antagonistic ideologies, fascism and international communism, gained ascendancy in several parts of the world and challenged the status quo at a time when the capitalist system plunged into a worldwide depression. In addition, as European imperialism reached its apogee, it brought forth powerful new anti-colonial movements. This course will treat the world social and political situation between the wars, devoting particular attention to the ways in which literary figures and intellectuals in Europe, the United States, and the Third World responded to this complex of crises, and engaged themselves in political debate with an eye to reshaping their respective societies.

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

HA 305

ADVANCED PAINTING
Denzil Hurley

[] This course will emphasize studio work and dialog around individual interests. It will be augmented with group discussion and slide presentations. Additional emphasis will be placed on color painting technique and materials and their relationship to expression.

Class will meet once a week for four hours. Enrollment is limited to 15 by instructor's permission.

HA 321

COMPARATIVE
LITERATURE SEMINAR
Mary Russo

[] This seminar is intended for division 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 determined at a later time.

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

HA 327

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 two hours. Enrollment is limited to 30.

HA 399a

DIVISION III
STUDIO CRITIQUE
Denzil Hurley
Judith Mann

[] This studio critique class is primarily for Division III level concentrators who are working on self-generated problems. It will take the form of discussions and critiques with both of the studio arts faculty.

Class will meet once a week for three hours.

HA 399b

FILM/PHOTOGRAPHY
STUDIES; INDIVIDUAL
PROBLEMS IN
FILMMAKING,
PHOTOGRAPHY AND
RELATED MEDIA
Abraham Ravett

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

Each student's contract must be written prior to enrollment. Enrollment is unlimited to Division III concentrators whose contracts have been filed. All others

must have permission of the instructor. The class will meet once a week for three hours. There will be a lab fee of \$40.

HA 399c
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 399d
TUTORIALS IN
COMPOSITION AND
THEORY
Daniel Warner

[] Individual and small-group instruction in composition and theory designed for music concentrators engaged in Division II and and III projects.

Enrollment limit is five by instructor permission. Meeting times to be arranged.

CHAMBER MUSIC
ENSEMBLES
Music Faculty

[] Music faculty will organize and coach chamber ensembles for performers of classical repertory. Players will be grouped by ability level and by repertory needs. Rehearsals will be planned around participants' schedules; regular attendance will be expected. An organizational meeting will occur early in the semester. To register, contact Daniel Warner.

CHORUS
Ann Kearns

[] Chorus meets Mondays and Wednesday 4-6 p.m., in the Recital Hall. Admission is by short, painless audition. Our 1987-88 season will include our annual Bach Cantata Festival with professional orchestra soloists, a December concert, and a day tour to New York or Boston in the Spring. Faculty and staff are welcome. Sign up for audition on Chorus office door.

JAZZ ENSEMBLE
TBA

[] This ensemble will explore the jazz repertoire in small group and/or large ensemble settings depending on its size and available instrumentation. It will provide insights into Jazz improvisation, ensemble playing, stylistic techniques, and reading/performance skills. Student composers will also be encouraged to write for this ensemble.

Interested students are requested to attend an open rehearsal during the first meeting of the ensemble.

School of Natural Science

CURRICULUM STATEMENT

Students working in the natural sciences at Hampshire College engage in a variety of activities: field and laboratory projects, seminars, interest groups, and lectures. There are courses for students who are excited by science and ready to plunge into their subject and courses for students who are skeptical about the value of science. At all levels a strong effort is made to view the scientific concepts being explored in a broader historical, social, and philosophical context.

Courses at the 100 level develop the ideas and skills necessary to explore interesting questions in science. Through extensive laboratory work and/or field projects combined with reading primary literature under the close supervision and support of the instructors, students get a good sense of what the scientific enterprise is about. Students are strongly urged to take one or more of these courses as this is usually the most effective way to develop the intellectual skills necessary to pursue a Division I project successfully.

Courses at the 200 level are usually survey courses designed to introduce students to the traditional scientific disciplines. Courses such as physiology, biology, the calculus, organic chemistry, etc., which are the traditional standard introductions are primarily intended to give Division II students the technical skills necessary to do their work. Students taking such courses are expected to be able to acquire a good deal of basic information on the topic of the course on their own.

300 Level courses, having prerequisites as noted in their descriptions, include more advanced courses designed to allow students the flexibility to pursue their particular concentrations.

Most students will complete their Natural Science Division I examination through projects they begin in courses or through independent projects. To complete the Natural Science examination using the two-course option, students must successfully complete any 100 level Natural Science course and the course called Project (NS 199).

AGRICULTURAL STUDIES

The structure of the Agricultural Studies Program is threefold: (1) we approach agricultural topics as interesting introductions to the scientific disciplines of plant physiology, animal behavior, reproductive physiology, ecology, and soil science; (2) we support several research projects relevant to the needs of contemporary small farmers; (3) we establish a perspective connecting issues in agriculture to the broader political, historical, and social framework in which agriculture takes place, in this country and in the Third World.

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

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

An extensive collection of courses relating to agriculture are offered at Hampshire: aquaculture, reproductive physiology, animal biology, animal behavior, the world food crisis, plant physiology, and introduction to soil science. With the additional resources available on the other campuses, students can get a strong grounding in a wide variety of agricultural topics. Further, the Bioshelter and Farm center support a number of faculty and student research projects.

COASTAL AND MARINE SCIENCE

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

Two of the key faculty members of this program are at Hampshire College: Charlene D'Avanzo, marine ecologist, and John Reid, geologist. A marine science interest group meets regularly. A group of courses in marine biology, marine ecology, and geology are regularly offered at Hampshire. Additional regular offerings are available in the Five Colleges.

PHYSICAL SCIENCES AT HAMPSHIRE

Physical Science: Principles, Applications and Implications is a program structured to integrate concerns about philosophical and social implications into the study of the physical world around us. Students begin through a variety of introductory course which include Evolution of the Earth, Wave Motion, 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 1987-88 these include The Calculus, Linear Algebra, General Physics A and General Physics B.

At the advanced level there is usually one physics book seminar per semester. Topics have included advanced mechanics, modern physics, low temperature physics, thermodynamics, and electricity and magnetism. The subject of the book seminar in the Fall 1987 will be decided by the students who sign up for the 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 the effects of weapons. 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 McNeal (Woodhull), Nancy Lowry, or Debra Martin.

Courses and other offerings:

- * Human Biology
 - Biology of Women (Kay Henderson)
 - Women and Science (Integrative)
 - Elementary School Science Workshop (Merle Bruno)
 - ** Issues in Race & Gender (Alan Goodman and/or Debra Martin)
 - ** Reproductive Physiology (Kay Henderson)
 - Human Anatomy (Debra Martin and Kay Henderson)
 - * Human Skeleton (Debra Martin and John Foster)
 - ** Health and Disease in International Perspective (Alan Goodman and Ann McNeal [Woodhull])
 - Library consultation (Helaine Selin)
 - Other faculty involved: Ruth Rinard
- * Offered this Fall ** Offered this Spring

COURSE LIST

100 Level

NS 121
NS 121A (Proseminar)
NS 121B (Proseminar)
NS 121C (Proseminar)
CURRENT ISSUES IN HUMAN BIOLOGY
John Foster, Merle Bruno, Ann McNeal (Woodhull), and Alan Goodman

NS 130
CCS 130
LEARNING-BEHAVIOR
Raymond Coppinger
Steven Weisler

NS 135
THE HUMAN SKELETON: BONES, BODIES AND DISEASE
Debra Martin, John Foster

NS 139 (Proseminar)
NATURAL HISTORY
Kenneth Hoffman

NS 145 (Proseminar)
GROWING FOOD
Lawrence Winship

NS 149
BIOTECHNOLOGY: TECHNIQUES AND ISSUES OF GENETIC ENGINEERING
Lawrence Winship,
Lynn Miller

NS 164
LOW-TECH COMPUTER NETWORKS
Albert Woodhull

NS 169
MATHEMATICS AND THE OTHER ARTS
Kenneth Hoffman

NS 172 (Proseminar)
THE NUCLEAR AGE
Allan Krass

NS 175
THE SCIENCE OF DISARMAMENT
Allan Krass

NS 182
APPROPRIATE TECHNOLOGY
Frederick Wirth

NS 198 (Proseminar)
EVER SINCE DARWIN
Debra Martin
Lynn Miller

NS 199
PROJECT COURSE
Herbert Bernstein
Alan Goodman

200 Level

NS 202
BASIC CHEMISTRY I
TBA

NS 211
ORGANIC CHEMISTRY I
Nancy Lowry

NS 220
GENERAL PHYSIOLOGY OF ANIMALS, INCLUDING HUMANS
Ann P. McNeal (Woodhull)

NS 260
THE CALCULUS
David C. Kelly

NS 261
INTRODUCTION TO CALCULUS
AND COMPUTER MODELING FOR
SCIENTISTS AND SOCIAL
SCIENTISTS
David C. Kelly

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

300 Level

NS 309
ASSEMBLY LANGUAGE
PROGRAMMING
Albert S. Woodhull

NS 349
BOOK SEMINAR IN PHYSICS
Herbert Bernstein

NS 356 i
BIOLOGY AND POLITICS OF
PESTS
Raymond Coppinger and
Agricultural Entomologist

ASTFC 13
THE SOLAR SYSTEM
David Van Blerkom+
UMass

ASTFC 19
PLANETARY SCIENCE
WILLIAM DENT+
UMASS

ASTFC 21
STARS
Thomas Arny+
Amherst College

ASTFC 37
OBSERVATIONAL OPTICAL
ASTRONOMY
Susan Edwards+, Stephen
Strom+
Smith College

ASTFC 43
ASTROPHYSICS I
Edward Harrison
UMass

+Five College Professor

COURSE DESCRIPTIONS

NS 121
NS 121A (See below)
NS 121B (See below)
NS 121C (See below)
CURRENT ISSUES IN
HUMAN BIOLOGY
John Foster, Ann McNeal
(Woodhull), Merle Bruno
and Alan Goodman

[] The human body--its structures, functions, behaviors, and diseases--provides a variety of topics for students to explore. This class will be structured into three proseminar sections, each focusing on a different topic. In each section we will begin by learning how to read science reports and proceed to analyze the topic in detail. All sections will be run as proseminars and will provide opportunities to do projects leading to Natural Science Division I Examinations.

Classes will meet in sections for 90 minutes twice a week and once a week for an additional 3 hours (laboratory) or 90 minutes ("clinical conferences" in which physicians will present information on current cases). This combination of small seminars and large group meetings is designed to allow students to get to know several faculty and their interests and to work towards the following goals: 1) examine a selection of topics in depth, 2) learn basic clinical and laboratory skills, 3) hear health professionals discuss the application of basic physiological and biochemical principles to problems in contemporary medicine, and 4) share acquired information with other students in the program.

Interested students should sign up for one of the following proseminars:

NS 121A (Proseminar)
SOCIETY, STRESS, AND DISEASE
Alan Goodman

[] What is stress? What are its causes? How does it affect our physiology? How might it lead to mental and physical diseases? We will explore a variety of definitions of "stress", how stress is measured, how it might be alleviated, and how it might be involved in the development of infection, cancer and some other diseases. A special focus will be on the causes and consequences of stress in different groups--from prehistoric North Americans to contemporary Hampshire students.

NS 121B (Proseminar)
BREAST AND BOTTLE FEEDING
(AND OTHER THIRD WORLD
HEALTH ISSUES)
Ann McNeal (Woodhull)

[] Whether to feed a baby by breast or bottle is not just a matter of convenience. Human breast milk helps to protect the baby against infections in several ways, including the transference of antibodies. In order to understand the issue of breast and bottle feeding we need to study nutrition, mother-infant interactions, diseases that strike infants, and the pressures of the environment. Breast vs. bottle feeding is an especially pressing issue in the Third World, where infant mortality is often high. Additionally, we will touch on a variety of other Third World Health issues.

NS 121C (Proseminar)
CARDIOVASCULAR FITNESS
AND DISEASE
Merle Bruno

[] Issues to be addressed in class or through student projects include the high incidence of hypertension among Blacks, the effect of exercise on the heart and arteries, and some of the new technological procedures such as artificial hearts, coronary bypass surgery, laser angioplasty, and transplants. Students will learn what is known about how the cardiovascular system works and ways to measure certain aspects of their own cardiovascular function.

NS 130
CCS 130
LEARNING-BEHAVIOR
Raymond Coppinger,
Steven Weisler

How do organisms learn? In particular, how do they come to behave in accordance with their world? We will examine the extent to which animals and humans accrue behaviors deriving significantly from their biology--from a genetic program which guides the emergence of a behavior. Our study will include work in biology, animal behavior, linguistics, and cognitive science. We will be concerned with critical periods of learning (a time-frame during which a behavior may be acquired), the relationship between learning and play, stage theories of learning (claiming that learning develops in stages), connections between behavior and morphology, and ultimately with the nature-nurture controversy: the debate about the relative contributions of genetics and the environment to learning and behavior. We will pay particular attention to learning domains such as language and to "instinctive" behaviors which most strongly suggest a biological component for learning. We will also consider the ways in which cognitive scientists and animal behaviorists exploit biological and genetic arguments to understand animal and human nature.

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

NS 135
**THE HUMAN SKELETON: BONES
BODIES AND DISEASE**
Debra Martin, John Foster

[] Suppose you found a skeleton in your backyard...what types of information could this anatomical system provide concerning the individual? While seemingly static and inert, bones are part of a dynamic interconnected system which is in direct communication with many other body systems. By understanding the form and function, growth and development, biochemistry and molecular structure, and the pathological processes which can affect bone, one can use this information to reconstruct the age, sex, stature, health status, reproductive history, diet, and lifestyle of the individual. Skills learned in this course are fundamental to the study of medicine, anatomy, biology, nutrition, and evolution.

A tremendous amount of data can be generated from the bones themselves using a variety of methods; however, these data and methods need to be understood within a context which includes a strong theoretical orientation. An emphasis will be placed on combined laboratory analyses with review of the scientific literature on bone. No prior science background is necessary.

The class will meet for two afternoons a week for the first eight weeks. Thereafter, students will work independently on laboratory projects.

Enrollment limit: 20.

NS 139 (Proseminar)
NATURAL HISTORY
Kenneth Hoffman

[] This course is designed to develop the student's abilities to see the subtle interrelationships and processes in the natural world through the study of the regional biology, geology, and ecology. Strong emphasis will be placed on field work--we will go out on field trips once a week to explore a variety of ecosystems and exposures of the diverse geological forces that have shaped this area.

Regular short projects and papers will be assigned. In addition, there will be a number of readings, films, and class discussions. By the end of the semester students can expect to have a good grasp of plant identification and elementary plant physiology, an ability to see areas as complex ecosystems in a continuous state of change, a foundation in basic geological principles, and an overall view of some of the ways human activities interact with the surrounding world.

Students should leave all Monday and Wednesday afternoons open, though class will be shorter on days without field trips.

Enrollment limit: 12. Instructor's permission is required.

NS 145 (Proseminar)
GROWING FOOD
Lawrence J. Winship

[] From the cold, short growing season north latitudes to the tropics, the major activity of most of the world's people is growing food. A wide diversity of food production systems have been developed to cope with the challenges of soil and climate. In this course, we will examine some of the common and some of the not so common ways in which people grow food. The emphasis will be on the first step in the conversion of solar energy to a form useful to people - plants. We will consider the physiology and ecology of shifting cultivation, grazing and pastoralism, hydroponics, aeroponics, agroforestry, rice paddies and other food production systems. Our approach will be intensive rather than extensive and will focus on developing ways to look critically at crop production.

Class will meet twice a week for lecture and discussion for one and one-half hours each and one afternoon for laboratory. We will read primary literature about food production systems and evaluate a few of them in the Bioshelter. Students will make class presentation. Each student will write a paper analyzing a particular food production system and complete a laboratory research project.

Enrollment is limited to 20 students, by permission of the instructor, because of limited lab and Bioshelter space.

NS 149
**BIOTECHNOLOGY: TECHNIQUES
 AND ISSUES OF GENETIC
 ENGINEERING**
 Lawrence Winship

[] Each week the news media report breakthroughs in biotechnology: plants that glow like fireflies, herbicide-resistant crop varieties, plants with built-in insecticide, bacteria that protect crops from frost. Are there real dangers in manipulating the genetic make up of familiar plants and animals? Does biotechnology hold real promise for solving problems of food production and health?

In this course, we will study the techniques and principles used to develop new biotechnologies, including gene cloning, mutagenesis and tissue culture. In class, we will read and discuss papers from the original research literature and chapters from a recent book on biotechnology. In lab, we will carry out experiments in an area of current biotechnology research: finding ways to get plants to produce their own nitrogen fertilizer.

Class will meet one and one-half hours twice per week for discussion of the readings and one afternoon per week for lab. Course requirements include active class attendance and participation, a short literature-based paper, a semester lab project, and a complete write-up of the project.

NS 164
LOW-TECH COMPUTER NETWORKS
 Albert S. Woodhull

[] Computer networks take many forms. In this course we will study relatively simple methods of interconnecting small numbers of computers directly or via the telephone system. Technical topics include the basic physical principles of communication systems and computer interfaces, communications codes and protocols, and an introduction to information theory. Experience with computers is not a prerequisite for this course, and the course will include an introduction to programming in a computer language.

The instructor will teach aspects of this topic in a Third World country in the near future, and one of the purposes of this course will be to develop and evaluate experiments and techniques for using them. In addition to the technical topics, we will also concern ourselves with more general issues relating to the use of "high" technology in societies and cultures which differ from our own.

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

NS 169
**MATHEMATICS AND THE OTHER
 ARTS**
 KENNETH HOFFMAN

[] This course will explore two aspects of math: 1) the way mathematics is used to describe and explore some of the structures of the other arts, such as music (the different kinds of scales and temperaments, some of the contemporary work of Xenakis), art (perspectivity, golden sections), architecture (tensegrities, geodesic structures); and 2) the aesthetic side of math itself, using topics growing out of the previous ideas as a foundation to develop new structures which are beautiful in their own right. This course is designed for students who want to see some new aspects of the arts and/or who want to develop their mathematical sophistication by working on some different problems. This course does not presuppose a strong mathematical background, and there will be ample resources for working with students who have difficulties with any of the mathematical material. Weekly problem sets will be assigned.

Class will meet one and one-half hours three times a week.

NS 172 (Proseminar)
THE NUCLEAR AGE
 Allan Krass

[] Albert Einstein said that "nuclear weapons have changed everything except our ways of thinking." This course is an attempt to respond to that statement by examining how scientists, soldiers, politicians and others have thought and still think about nuclear weapons, and how that thinking might be changed.

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

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

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

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

Class will meet for one and one-half hours two times a week. Enrollment is limited to 20.

NS 175
THE SCIENCE OF DISARMAMENT
Allan S. Krass

[] Everyone knows how much science and scientists have contributed to the preparation for and conduct of war. Far too little has been said of the ways in which science might contribute to disarmament and peace. This course is intended as a contribution toward rectifying the imbalance.

The course will be project oriented, with students expected to pursue an investigation into some scientific aspect of peace or disarmament. Such projects could include, among others, investigations of the nuclear winter hypothesis, biological effects of radiation, verification of arms control agreements, or the feasibility of strategic defense technology. If the project has the appropriate scientific orientation it can serve as the basis for a Natural Science Division I exam.

There are no prerequisites for the course, but students should understand that it will stress basic scientific principles, quantitative analysis, and the rigorous use of scientific evidence. From time to time we will discuss the political implications of our work, but this will not be the primary focus.

Class will meet for one and one-half hours twice a week. Enrollment is limited to 20, instructor permission.

APPROPRIATE TECHNOLOGY

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
Frederick 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 example 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! 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 presentation 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 198 (Proseminar)
EVER SINCE DARWIN
 Debra Martin, 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 function) 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 misinterpret 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
- "facts" about human evolution
- are there universals for human behavior?

Students are expected to write three short papers for an evaluation.

Class will meet for one hour three times a week. Enrollment limit: 25.

NS 199
PROJECT COURSE
 Herbert Bernstein,
 Alan Goodman

[] 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
 TBA

[] 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 I
 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.

At least 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 three hour a week laboratory is scheduled.

NS 220
GENERAL PHYSIOLOGY OF ANIMALS, INCLUDING HUMANS
 Ann P. McNeal (Woodhull)

[] Physiology is the study of how organisms work. This course will cover the the physiology of the body systems: cardiovascular, respiratory, neuromuscular, excretory, gastrointestinal, hormone, and reproductive. Such knowledge is basic to understanding health and disease in humans and animals and also the adaptation of organisms to their environment.

The course will consist of lectures, discussions, laboratory work, and textbook readings. A series of five laboratory studies will teach students a variety of techniques including electrophysiology, spectrophotometric assays, and statistical data analysis. There will be short assignments on the readings and all laboratory work will be written up in scientific form.

Students are expected to have passed their Natural Science examinations and to have background in mathematics and chemistry at least at a high school level. This is one of the regularly scheduled biology "sequence" courses. It is intended for biology concentrators and other students interested in health, human performance, and animal biology.

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

NS 260
THE CALCULUS
 David C. Kelly

[] 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**
 David C. Kelly

[] 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 session will be available each week. Regular substantial problem sets will be assigned and will constitute the heart of the student's course work.

PHYSIC HELP
 Fredrick Wirth

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

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

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

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

The course is less mathematically sophisticated than physics with geology and earth science. Students should know (or have known) algebra and trigonometry or be studying these topics currently.

Class will meet for one and one-half hours three times a week and a three-hour laboratory per week. Enrollment is limited to 20.

NS 309
ASSEMBLY LANGUAGE PROGRAMMING
 Albert S. Woodhull

[] Computers communicate in a native language which is actually a pattern of electrical signals. Corresponding to this "machine language" is an "assembly language" which allows a human programmer to describe the basic internal operations of the computer in terms of meaningful abbreviations such as LDA (load), CMP (compare), etc.

If you want to get the most out of a machine you need to know assembly language. Thus, the audience for an assembly language course will include scientists who need to get the best out of very small laboratory computer, as well as computer scientists who want to create program tools for others to use.

This course will teach the use of assembly language; willy nilly it will also teach about the internal operations of the computer itself. Every kind of computer has its own assembly language; we will work primarily with the 8086 microprocessor, which illustrates the principles common to all assembly languages, and is useful in its own right. For illustrative purposes there will also be a brief introduction to the assembly language of the VAX-11, a powerful minicomputer.

Prerequisite: knowledge of Pascal, Fort, C, or another high level computer language.

Class will meet for one hour three times each week. Enrollment limit: there may be a limit based on the equipment available.

NS 349
BOOK SEMINAR IN PHYSICS
 Herbert Bernstein

[] This seminar is intended for students concentrating in physics and for those in other areas who wish to do advanced work in physics. The class will read, discuss, and solve problems from an upper level undergraduate physics text and might include the following subjects: mechanics, electrodynamics, thermal physics, quantum theory, optics, acoustics or fluid mechanics.

Students who have not taken one year of Basic Physics or the equivalent should not take this course.

Interested students should contact the instructor.

NS 356 1
BIOLOGY AND POLITICS OF PESTS
 Raymond Coppinger and
 Agricultural Entomologist

Insects and fungi that attack plant crops and carnivores that attack livestock are controlled using a variety of chemical, physical, and biological means. Which of these are most efficacious? Which of these are most economical? Which of these have environmental impacts? Often the answers to these questions reveal conflicting values. The School of Natural Science hopes to hire an agricultural entomologist for the Fall, and Ray Coppinger would like to teach an integrative seminar about the above title with the new person.

ASTFC 13
THE SOLAR SYSTEM
 David Van Blerkom+
 UMass

Lecture. Introductory course, similar in content to ASTRON 100, but more detailed and slightly more advanced; involving more algebra. Particularly recommended for majors in other sciences. Topics include: the physical characteristics of the earth, moon, planets, asteroids, and comets--their motions and gravitational interactions. The recent discoveries of the Mariner, Appollo, Pioneer, and Viking probes and how they relate to the question of the formation of the solar system and origin of life. Text: Exploration of the Universe, Abell. Three hour-exams, final. Prerequisite: high school algebra.

ASTFC 19
PLANETARY SCIENCE
 William Dent+
 UMass

Introductory course in planetary science for physical science majors interested in the solar system. Survey of current knowledge of: the interiors, surface features and surface histories of the terrestrial planets and planetary satellites; the structure, composition, origin, and evolution of the atmospheres

of the terrestrial and Jovian planets; asteroids; comets; planetary rings; and the origin of the solar system. Emphasis on the results of recent spacecraft missions. Prerequisite: One semester of calculus and one semester of a physical science (physics, astronomy, or geology). Some familiarity with physics essential.

ASTFC 21
STARS
Thomas Army+
Amherst College

Lecture at Amherst College, evening labs at Mount Holyoke College. Stars and stellar evolution for students interested in a quantitative introductory course. Observational data on stars; masses, radii, and the Hertzsprung-Russell diagram. The basic equations of stellar structure. Nuclear energy generation in stars and the origin of the elements. The three possible ways a star can die; white dwarfs, pulsars, and black holes. Five problem sets, final. Prerequisites: a semester of calculus and a semester of physics. Completion of 10 labs mandatory.

ASTFC 37
OBSERVATIONAL OPTICAL
ASTRONOMY
Suzan Edwards+,
Stephen Strom+
Smith

An introduction to the techniques of gathering and analyzing astronomical data. The optics of telescopes and spectrographs. Error analysis. Astrometry, photometry, spectroscopy, and their use to determine the positions, motions, brightnesses, temperatures, radii, masses, and chemical composition of stars. Readings: selected journal articles., Term papers, lab write-up. Prerequisites: ASTRON 221 and 222.

ASTFC 43
ASTROPHYSICS I
Edward Harrison+
UMass

Basic topics in astronomy and astrophysics. Gravitational equilibrium configurations, virial theorem, polytropes, hydrodynamics, thermodynamics, radiation transfer, convective and radiative equilibrium, stellar and planetary atmospheres, the equations of stellar structure. Physics of stellar and galactic structure. Undergraduates admitted with consent of instructor.

+Five College Astronomy Professor

School of Social Science

CURRICULUM STATEMENT

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

Our faculty come from a variety of disciplinary backgrounds--anthropology, education, economics, geography, history, law, political science, psychology, and sociology. However, the School's identity is shaped much more by emerging constellations of thematic interests and cooperative teaching than by traditional academic patterns. Most of us teach with faculty of different disciplinary backgrounds within the School of Social Science, from other Schools in the college and from outside the college, as well as with students. As a result, faculty and students can bring a variety of perspectives to bear on issues which are not common in academic structures 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.

Successful completion of two courses at the 100 level will fulfill the course-based Division I examination in Social Science. Some students may wish to use one 100-level and one 200 level course and may do so with written consent of their advisors.

COURSE LIST100 LEVEL

- SS 115 (Proseminar)
POLITICAL JUSTICE
Lester Mazor
- SS 116 (Proseminar)
PEASANT REVOLUTION AND VILLAGE LIFE IN MODERN CHINA
Kay Johnson
- SS 121
THE AMERICAN CENTURY: WHAT HAPPENED?
Carollee Bengelsdorf
Margaret Cerullo
- SS 123
SOCIAL ORDER, SOCIAL DISORDER
Robert von der Lippe
- SS 124
PROBLEMS OF MOTHERHOOD AND WORK IN THE TWENTIETH CENTURY
Maureen Mahoney
Miriam Slater
- SS 125
POPULATION TIME BOMB: FACT OR FICTION?
Harnia Lazreg
- SS 133
TRANSFORMATIONS: RACE, GENDER, AND SEXUALITY
Frances White
- SS 135 (Proseminar)
LABOR AND COMMUNITY
Laurie Nisonoff
- SS 140
DOMESTIC THIRD WORLD: SOCIAL, CULTURAL, AND POLITICAL DIFFERENCES
Gloria Joseph
- SS 143 (Proseminar)
EATING DISORDERS: PSYCHO-SOCIAL PERSPECTIVES
Patricia Romney
- SS 144
AFRICAN DEVELOPMENT: THE EAST AFRICAN CASE
Michael Ford
- SS 145
HUMAN AGGRESSION
Donald Poe
- SS 163 (Proseminar)
HA 163
REAL AND IMAGINARY WORLDS
Barbara Yngvesson
Nina Payne

- SS 169
LAW AND THE FAMILY
Susan Pouncey
- SS 174
WAR, REVOLUTION, AND PEACE
Michael Klare
- SS 183 (Proseminar)
AMERICAN CAPITALISM
Stanley Warner
- SS 185
THE SECOND WORLD WAR: POLITICS, CULTURES, AND SOCIETIES IN TIMES OF CONFLICT
Aaron Berman
James Wald

200 LEVEL

200 LEVEL SOCIAL SCIENCE 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 (except as noted).

- SS 204
(open to entering students)
ENLIGHTENMENT TO REVOLUTION
Joan Landes
- SS 213
CONTROVERSIES IN U.S. ECONOMIC HISTORY
Laurie Nisonoff
- SS 215
CHOICE OR LIBERATION: THE POLITICS OF THE ABORTION RIGHTS MOVEMENT
Marlene Fried
- SS 217
HISTORY OF POSTWAR AMERICA
Penina Glazer
Miriam Slater
- SS 229*
INTERPRETING CULTURES
Barbara Yngvesson

- SS 241
CRIME AND PUNISHMENT
Lester Mazer
Donald Poe

- SS 251
CCS 251
THE PSYCHOLOGY AND POLITICS OF DAYCARE
Maureen Mahoney
Patricia Romney
Catherine Sophian

- SS 262
FAMILY IN CROSS-CULTURAL PERSPECTIVE
Carollee Bengelsdorf
Margaret Cerullo
Kay Johnson
Frances White

- SS 266
EUROPE AND ITS OTHERS
Joan Landes

- SS 269
COMPARATIVE HEALTH CARE: CHINA AND THE UNITED STATES
Robert von der Lippe

- SS 281
ISSUES IN EDUCATION
Michael Ford
Frederick Weaver

- SS 295
HA 295
LITERATURE AND SOCIETY BETWEEN THE WARS: EUROPE, THIRD WORLD, UNITED STATES
James Wald
Reinhold Sander

300 LEVEL

300 LEVEL SOCIAL SCIENCE COURSES are advanced courses for students with previous work in the subject. Except as noted, instructor permission is required for enrollment.

- SS 325
GOD OR MAN? DYNAMICS OF GENDER DIFFERENCE IN NORTH AFRICA AND THE MIDDLE EAST
Marnia Lazreg
- SS 329
DOMESTIC VIOLENCE
Gloria Joseph

NEW FACULTY

The School of Social Science will have two new faculty members by fall 1987: one in the area of law and minorities, and the other a replacement position in nineteenth century United States history. Course descriptions and biographies will be published in the course guide supplement.

COURSE DESCRIPTIONS

SS 115 (Proseminar)
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 close study of a number of notable political trials, such as the Sacco and Vanzetti case, the Angela Davis case, the Hess case, the Eichmann case. 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; and Kirchheimer, Political Justice. Students will work in small groups to develop presentations on particular cases. Several advanced students will assist these groups and work with students throughout the course on their writing and research.

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

SS 116 (Proseminar)
PEASANT REVOLUTION AND
VILLAGE SOCIETY IN
MODERN CHINA
Kay Johnson

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

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

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

SS 121
THE AMERICAN CENTURY:
WHAT HAPPENED?
Carolee Bengelsdorf
Margaret Cerullo

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

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

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

SS 123 (Proseminar)
**SOCIAL ORDER--
 SOCIAL DISORDER**
 Robert von der Lippe

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

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

SS 124
**THE PROBLEM OF MOTHERHOOD
 AND WORK IN THE TWENTIETH
 CENTURY**
 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 time.

SS 125
**POPULATION TIME BOMB:
 FACT OR FICTION?**
 Marnia Lazreg

[] By the end of the twenty-first century the world population is expected to reach ten billion, most of this growth taking place in the Third World. This projection has aroused anxiety among Western and Third World governments and a number of scholars, who ask whether planet earth is capable of supporting an ever increasing population. This course will examine the issue of population growth from an historical and critical perspective. It will seek to answer alarmist and complacent views by analyzing population growth in terms of uneven development, social class, gender inequality, and global politics. It will address a wide range of questions, including population growth and economic growth, food production, ecological change, international migrations, labor, and population policy. Case studies will be drawn from Asia, Africa, the Middle East, and Latin America. Students will be encouraged to do in-depth research on one country of their choice.

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

SS 133
**TRANSFORMATIONS: RACE,
 GENDER, AND SEXUALITY**
 E. Frances White

[] Race, gender, and sexuality interact in such complex ways in our culture that they transform the meaning of each other and raise contradictions in the society. For example, during slavery, when manliness 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 the 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.

Enrollment is limited to 35. The class will meet twice a week for one and one-half hours each time.

SS 135 (Proseminar)
LABOR AND COMMUNITY
 Myrna Breitbart
 Laurie Nisonoff

[] This course will explore the relationship between historical changes in the labor process under capitalism and the experience of workers in the workplace and larger community. Using an interdisciplinary approach, we will consider a number of questions: What is the relationship between the labor process and work environment in different stages of capitalism? What role does the changing urban environment play in sustaining production? How are divisions by race, class, and sex reflected and reinforced by the physical design of communities? What responses have workers made to historical and contemporary changes in the labor process?

Several issues (e.g., plant closings, changing relationships between family and work) facing labor today will also be addressed with special emphasis placed on the present economic situation in New England. Students will be encouraged to work on individual and group research and data gathering projects and to gain writing experience. Evaluation will be based on class participation and papers.

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

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

Enrollment is limited to 20 students on a first come basis. The class will meet twice a week for one and one-half hours each time.

SS 143 (Proseminar)
**EATING DISORDERS:
 PSYCHO-SOCIAL PERSPECTIVES**
 Patricia Romney

[] The problem of eating disorders has reached epidemic proportions among women in contemporary Western societies. Theorists posit that these disorders are multidetermined and state that intrapsychic, familial, and sociocultural factors are all causal variables.

In the proseminar we will focus on the psychiatric illnesses known as anorexia nervosa and bulimia. Materials to be studied will include films, personal accounts, case studies, theoretical papers, and research findings. The following issues will be considered: the development and meaning of symptoms, the complexities of etiology, dual diagnosis, the relevance of biological factors, and the interface of psychological and sociological variables. We will question why these illnesses surface at this point in history, why women are mainly affected, and whether issues of race and class are relevant. Throughout the course there will be a strong emphasis on reading, writing, and critiquing psychological literature. Evaluations will only be written for those students who attend class regularly, demonstrate their preparedness by actively participating in class discussions, and complete two papers.

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

SS 144
**AFRICAN DEVELOPMENT:
 THE EAST AFRICAN CASE**
 Michael Ford

[] We will 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 United States 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 time.

SS 145
HUMAN AGGRESSION
 Donald Poe

[] This course will examine a number of approaches to the study of human aggression as a theme for introducing students to the ways in which social psychologists view the world, approach problems, and gather information. Students will be exposed to the assumptions that underlie the social psychological approach to obtaining knowledge, and will develop critical reading abilities as the course progresses. The topics in aggression that will be used to illustrate the psychological "mode of inquiry" include innate theories of aggressive instincts (e.g., Lorenz, Ardrey); learning theories (e.g., Bandura); anthropological approaches (e.g., Chagnon, Harris). Special topics will include the relationship between aggression and obedience, effects of television on aggression, aggression and out-groups (especially ethnic groups), and crowd/mob behavior.

Students will be expected to write a number of short critiques of assigned readings, and to complete a number of take-home assignments dealing with research design. Students will also do an individual project which can take the form of a research paper on a pertinent topic of interest, or can actually involve the designing of a data collection effort to test a hypothesis related to course content.

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

SS 163 (Proseminar)
 HA 163
REAL AND IMAGINARY WORLDS
 Barbara Yngvesson
 Nina Payne

[] How does a writer see the world and give it form? How does an anthropologist represent it? Through written exercises in and out of class, as well as the reading and discussion of anthropological and literary texts, we will consider the question of narrative point of view from the separate perspective of each of the disciplines, in order to explore the ways in which they illuminate one another. We will consider traditional anthropological approaches which assume a standpoint "outside" that which is studied and described; and we will discuss the limitations of this approach, focusing on the ways in which ethnographic writing is fashioned and on the concept of ethnography as fiction. As prose writers, we will explore the significance of narrative point of view with the intention of expanding the boundaries of "personal" writing to include a broader, more complex, and imaginative view.

We will consider the following questions: How does who we are shape what we see and imagine? What do we mean by "objective" description? What is the difference between studying a given world and imagining an unseen one? What is background material?

Note: If the quality of the work is adequate, this course can be used for one portion of the SS or HA two-course option for fulfilling the Division I examination requirement, but not for both.

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

SS 169
LAW AND THE FAMILY
 Susan Pouncey

[] The focus of this course will center on the role of law in resolving family problems and disputes. This inquiry will involve (1) an examination of the legal definition of the family; (2) a study of the rights and obligations which flow from family membership; and (3) because family law draws from other fields of knowledge in developing its rules and principles and because the family exists and functions independently of its legal identity, an investigation of the family in its larger psychological, sociological, and historical context. Readings will include but are not limited to Weitzman, *The Marriage Contract*, and Goldstein, Freud and Solnit, *Beyond the Best Interest of the Child*. There will be a series of written assignments, including individual and group research projects and in-class presentations. All students enrolled in the class will be expected to attend regularly, read the assigned cases and texts, participate in the class discussion, and complete all written and oral assignments. This course is structured and designed for first year students.

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

SS 174
WAR, REVOLUTION, AND PEACE
 Michael Klare

[] An introduction to the varieties and characteristics of warfare in the modern age, and a look at some of the methods that have been proposed for preventing or restraining armed conflict. Intended to provide students with a capsule view of the field of peace and conflict studies, the course will examine the entire "spectrum of conflict," stretching from guerrilla war and "low-intensity combat" in the Third World to all-out conventional conflict in Europe and intercontinental nuclear war between the superpowers. Case studies will include World War I, the Vietnam War, and nuclear war (Hiroshima and a hypothetical superpower conflict). In the area of peace, we will look at both traditional

means of "arms control" as well as more visionary concepts of disarmament, alternative security, and citizen peacemaking. We will make extensive use of films, video, and simulations; students will be encouraged to attend public lectures sponsored by the Five College Program in Peace and World Security Studies. Students will be required to participate in discussion sessions and to write several short papers.

Enrollment is limited to 40 first and second year students only. There will be a lottery if necessary. The class will meet twice a week for two hours each time.

SS 183 (Proseminar)
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 United States 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, deregulation, gender and race discrimination, and militarism). We will use Sweden and Japan as points of comparison to understand the variety of forms capitalism may take. The readings will include: W. 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 100 level 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. Enrollment is limited to 18. The class will meet twice a week for one and one-half hours each time.

SS 185
**THE SECOND WORLD WAR:
 POLITICS, CULTURES, AND
 SOCIETIES IN TIMES OF
 CONFLICT**
 Aaron Berman
 James Wald

[] The study of war has traditionally been the domain of military historians who have studied campaigns, tactics, and command decisions. Recently, political and social historians have begun to look at wars as times of social conflict and change. The Second World War radically altered the societies and cultures of all of the belligerents. In this course, we will explore the effects of the Second World War upon Europe, the United States, and Asia.

We will begin by examining the origins of World War II, and will then proceed to focus on the ways in which different societies responded to and adapted during the war. Topics to be studied include the changing role of women, literature, American Blacks, culture, national mobilization and propaganda, racism and anti-Semitism. Finally, we will consider how World War II gave way to the Cold War between the new superpowers: the United States and the Soviet Union. We will read histories of the war and primary sources, and will in addition view a number of popular and propaganda films produced at the time. Students will be expected to complete several written assignments.

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

SS 204
**FROM ENLIGHTENMENT
 TO REVOLUTION**
 Joan Landes

[] This course will explore the economic, social, intellectual, and political developments of the eighteenth century in Europe and the Americas (the United States and the Caribbean). We will investigate the paradoxes of the Age of Reason: slavery and freedom, absolutism and democracy, feudalism and capitalism, romanticism and rationalism, feminism and domesticity, federalism and regionalism, nationalism and cosmopolitanism. Our studies of particular societies will be set in the context of the changing world economic order. Political developments and ideologies will be linked to the emerging class structures of each nation. This course will highlight the three great revolutionary movements of this period: the American, the French, and the Haitian revolutions. We will try to establish how the critical rationalist spirit of the eighteenth century Enlightenment informs the political events of the Age of Revolution.

The class will meet twice weekly for one and one-half hours each time.

SS 213
**CONTROVERSIES IN U.S.
 ECONOMIC HISTORY**
 Laurie Nisonoff

[] The course will be a study of the development of capitalism in the United States from the colonial period to the present. It will also provide an introduction to economic analysis. We will begin with material on the origins of capitalism in Europe, and theoretical analyses of the development of capitalist society. We will be concerned primarily with the development of the capitalist mode of production, the interrelationships with the state, and the response of the workers to capitalism. We will study the transformation of agriculture, and political responses that divided and united workers and farmers. We will consider various analyses of these interrelationships that include class, race, ethnicity, and gender. We will also trace the changes in the economic organization of the household and the role of women in the various periods of capitalism.

The course will also contain sections on the current topics of debate within the field of American economic history: Did slavery pay? Were the railroads necessary for economic development? What determined the growth of cities? We will work on developing skills in economic historiography and methodology. The course is designed to be a core course for concentrations in economics, politics, and history.

The class will meet twice a week for one and one-half hours each time for lectures and discussions, and will include several papers.

SS 215
**CHOICE OR LIBERATION:
 THE POLITICS OF THE
 ABORTION RIGHTS MOVEMENT**
 Marlene Fried

[] Abortion rights have been continuously challenged since abortion became legal in 1973 and there have been significant erosions of the right to choose abortion. Legislation has been enacted which has made abortion less accessible to large numbers of women, especially young women and poor women. Four states including Massachusetts have just faced efforts to pass anti-abortion amendments to their state constitution. There have also been illegal and violent challenges to abortion rights. Bombings and arson at abortion and family planning clinics have become routine, as has the harassment of clinic personnel.

This course will focus on the ways in which the abortion rights movement has responded to these and other challenges to abortion rights in particular and to the broad attacks on reproductive rights. We will look at two competing ideologies within the movement: the civil libertarian and the reproductive rights perspectives. Each will be evaluated in terms of its ability to stop the opposition; the implications of each vision and their political strategies for overcoming racial and class biases; their relationship to women's liberation. Readings for this course will include *The Politics of Motherhood* by Kristin Luker, *The Right to Lifers* by Connie Paige, and selected articles on a range of issues. In addition to reading books and articles, we will use current political campaigns as case studies. Students will have the opportunity to learn about the movement through participation in it.

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

SS 217
HISTORY OF POSTWAR AMERICA
 Penina Glazer
 Miriam Slater

[] This course is intended primarily for those planning to concentrate in history or American studies. We will look at some of the major dimensions of U.S. society between 1945 and 1963: the onset of the Cold War, the emergence of McCarthyism, and the beginning of the civil rights movement. Special attention will be paid to the role of women and blacks during this period. Students will write two papers, including one research paper.

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

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.

SS 241

CRIME AND PUNISHMENTLester Mazor
Donald Poe

By examining such topics as rape, drugs, the death penalty, prison riots, the insanity defense, gun control, organized crime, and white collar crime, this course will pursue broad themes running through the administration of criminal justice in the United States. These themes include the impact of race, class, and gender; the role of discretion and how it is used; the relation of theory to reality; images of crime in the media and popular culture; and the forms and location of power in the criminal justice system.

The instructors bring to the course their training in law and social psychology, as well as historical, sociological, and philosophical perspectives. Classes will consist of lecture and discussion based on the assigned readings. In addition, a number of films, guest lectures, and other events will be held outside of regular class times in conjunction with the course.

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

SS 251

CCS 251

THE PSYCHOLOGY AND POLITICS OF DAYCAREMaureen Mahoney
Patricia Romney
Catherine Sophian

[] With changing employment patterns and rising numbers of single-parent families, daycare has become a social and economic necessity for many parents. It is also often used as an enrichment tool, to provide opportunities to children that they would not otherwise have. Daycare affects the life of the child in many ways, providing exposure to a particular set of social, emotional, and cognitive experiences. At the same time, daycare is the product of a variety of cultural, economic, and political forces.

This course will examine the effects of daycare on the child and the family from social-developmental, cognitive-developmental, clinical, and feminist perspectives. We will also consider the history of daycare in the United States and compare public policy concerning daycare here with that in other countries. We will try to identify important elements for successful daycare, considering such issues as the impact of daycare on family relationships, the socialization of the child, and on cognitive and emotional development. We will ask how the quality of daycare is affected by economic and cultural circumstances. Several different types of daycare programs will be considered, e.g., infant daycare, Head Start, integrated programs for special needs and non-handicapped children, and preschool programs for working-class and middle-class families.

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

SS 262

FAMILY IN CROSS CULTURAL PERSPECTIVECarollee Bengelsdorf
Margaret Cerullo
Ray Johnson
Frances White

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

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

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

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. 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 postcolonial 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, Tzvetan Todorov, Sander Gilman, Gayatri Spivak; and several recent films by German, English, and American filmmakers. 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 as a two hour seminar once a week, with an additional one and one-half hours reserved for days on which films are screened.

SS 269
COMPARATIVE HEALTH CARE:
CHINA AND THE UNITED STATES
Robert von der Lippe

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

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

SS 281
ISSUES IN EDUCATION
Michael Ford
Frederick Weaver

This seminar is designed for students with little or no background in education studies, and it will address some of the most pressing issues and debates about elementary and secondary schooling in the United States, with some attention to higher education. The readings 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; D. Ravitch, The Troubled Crusade; S. Bowles and H. Gintis, Schooling in Capitalist America; and H. Weinberg, A Chance to Learn.

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

The seminar will meet twice a week for one and one-half hours each time.

SS 295
HA 295
LITERATURE AND SOCIETY
BETWEEN THE WARS:
EUROPE, THIRD WORLD,
UNITED STATES
James Wald
Reinhold Sander

[] The decades between the two World Wars were characterized by a complex of interlocking global crises. Two antagonistic ideologies, fascism and international communism, gained ascendancy in several parts of the world and challenged the social and political status quo at a time when the capitalist system plunged into a worldwide depression. In addition, as European imperialism reached its apogee, it brought forth powerful new anti-colonial movements.

This course will treat the world social and political situation between the wars, devoting particular attention to the ways in which literary figures and intellectuals in Europe, the United States, and the Third World responded to this complex of crises, and engaged themselves in political debate, with an eye to reshaping their respective societies.

The class will meet once a week for three hours.

SS 325
 GOD OR MAN? THE DYNAMICS
 OF GENDER DIFFERENCE IN
 NORTH AFRICA AND THE
 MIDDLE EAST
 Marnia Lazreg

[] Gender inequality in North Africa and the Middle East is generally attributed to religion. Departing from this approach, this course will examine the nature and dynamics of gender relations as a function of economic development, social class, family structure, cultural change, and power politics. Based on case studies drawn from Algeria, Saudi Arabia, and Turkey, we will examine the conditions under which women in these societies negotiate, resist, or attempt to transform their social environment. We will seek to comprehend the complexity of women's life as they intersect with men and identify the mechanisms that facilitate or hinder change. Special emphasis will be placed on women's self-expression through the study of biographies, poetry, novels, and the arts. Our method will be historical and our ultimate goal will be to develop a language which will enable us to speak about these women intelligibly, without objectifying them as unmediated others.

There is no enrollment limit, but instructor permission is required. The class will meet once a week for two and one-half hours each time.

SS 329
 DOMESTIC VIOLENCE
 Gloria Joseph

[] Domestic violence has for too long been a "closeted" aspect of daily life in American society. Breaking the silence surrounding this crime is an imperative. The design of this course is to research the various types of domestic violence within our culture with an emphasis on discovering causes and reasons for the perpetuation of these time-honored practices. The impact of race, sex, and class, and the influence of cultural variables will be systematically integrated into the study of domestic violence. Topics will include: child abuse, sibling violence, battered women, fratricide, rape, incest, violence against the elderly and handicapped. In this excellent course films and guest speakers will further stimulate and enhance the sessions.

Enrollment is limited to 20 students; instructor permission is required. The class will meet twice a week for two hours each time.

Special Programs

BUSINESS AND SOCIETY

[] Hampshire's program in Business and Society extends the traditional definition of business studies in new directions that build upon the strengths of a liberal arts education. The program combines courses on such topics as the quality of work life, work organizations, international affairs, and alternative forms of entrepreneurship with more traditional courses in economics, quantitative analysis, law, and social organization.

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

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

CIVIL LIBERTIES AND PUBLIC POLICY PROGRAM

The Civil Liberties and Public Policy program is a resource for, and a connecting link between, the academic community and the reproductive rights movement. The goals of the program are: to study and analyze legal, philosophical and political issues about abortion, contraception and related concerns; to increase understanding and awareness on college campuses about reproductive rights and contemporary and historical challenges to them; to support and coordinate student participation in activist campaigns where appropriate.

The Program offers courses and develops curriculum, places students, in internships, sponsors conferences, lectures and workshops and works with local and national groups who are working on behalf of reproductive rights.

Recent Hampshire courses taught by the Program Directors have included; "Legal and Ethical Implications of the New Reproductive Technologies," "Reproductive Rights: Persons, Morality and the Law," "Choice or Liberation: The Abortion Rights Movement," "From Womb to Test Tube: Feminist Issues Raised by New Reproductive Technologies."

Through the Program students have been placed in internships in legal aid offices, family planning agencies, reproductive rights organizations, feminist health centers and other organizations involved in the political and social aspects of human reproduction.

The program coordinated student participation in the Campaign for choice--the campaign to defeat the proposed anti-abortion amendment to the Mass. constitution in the Fall of 1986; sponsored "The Fight for Reproductive Freedom: a Conference for Student Activists, March 1987". The Program regularly sponsors educational events at Hampshire that are open to the public and which address current reproductive rights issues. Recently it held a speakout, "Memories of Illegal Abortion," and brought to Hampshire Kitty Kolbert, the attorney who litigated the Thornborough Case which was the most recent Supreme Court decision affirming legalized abortion.

There are many course offerings and learning activities within the Five College community that are available to students interested in reproductive rights issues. Especially relevant are the Hampshire Program in Population and Development and the Feminist Studies Program at Hampshire.

Students interested in the Civil Liberties and Public Policy Program should contact the Director, Marlene Gerber Fried, 90A Prescott House.

COMPUTER STUDIES

Computer systems are now important parts of most of our lives. From machines which keep records and do calculations to others which control microwave ovens and missiles, computers play an enormous social and economic role in modern society. Advances in the science of computation also make it possible to ask questions in new ways, and thus open up a variety of fascinating and important areas whose very nature is transformed by computational techniques and insights.

At Hampshire, faculty and student work in computer studies includes special interests in computer music, computer graphics, artificial intelligence, and related areas in computer processing of natural language. Foundational coursework in computer science and mathematics is offered in order to enable Hampshire students to undertake upper-division work in a variety of computer-related areas at Hampshire and in the Five Colleges. Faculty and students also address issues related to the use of computing and related technology in this country and in the Third World.

Computing facilities at Hampshire are unusually rich. Two VAX 11/750 computers are devoted to academic use, with both VAX/VMS and 4.3BSD Unix environments. Two public terminal rooms, one in the library and one in the Cole Science Center, provide access to these computer during normal building hours, and both are also accessible through telephone lines and a high-speed campus data network. A cluster of microcomputers in the library includes Apple, Zenith and DEC equipment. The VAX computers are connected to a network of many computers in the Five-College area, including all five campuses, and VAX users can exchange information with users of those systems as well as hundreds of other systems world-wide.

EDUCATIONAL STUDIES

[] The Education Studies program at Hampshire has two principal curricular emphases. The first is on child development, cognition, and the classroom, and includes language acquisition, educational testing, environmental education, multicultural 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 stresses historical approaches to current educational issues. Student concentrations in this second area have been organized around such subjects as teaching as a profession (including certification processes, unionization, and women's professions), the changing character of schools' missions and purposes, public policy, the economics of education, social mobility (with particular attention to racial minorities), post-secondary education, and family studies.

The faculty are committed to the principle that 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 set in historical and social contexts to give meaning to classroom-level studies.

For those interested in teaching as a career, there are a number of ways in which a student's Hampshire education can facilitate subsequent teacher certification. First-year students need not concern themselves immediately with selecting particular classes to meet such requirements; courses in mathematics, science, literature and writing, the arts, linguistics, philosophy, history, cognitive science, and the social sciences are valuable for their contribution to intrinsically important general education as well as to the satisfaction of certification requirements. During the first year or early in the second year, however, students should get in touch with Michael Ford or Laurence Beede for advice about the Education Studies Program.

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.

LAW PROGRAM

[] The Law Program examines issues in law and society from a variety of perspectives. Law is a phenomenon that touches every aspect of our existence. The study of law, legal processes, legal ideas and events provides a focus for many kinds of inquiry and 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 regularly sponsors speakers, films, and other social events. No formality of admission or membership is required for participation in the Law Program. The way to indicate your affiliation and to keep informed is by placing your name on the Law Program mailing list so that you will receive notices of Law Program events and activities. This list is maintained in room 218 of Franklin Patterson Hall.

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, environmental law, juvenile courts, and relevant portions of concentrations in philosophy, politics, history, economics, sociology, psychology, environmental studies, women's studies, urban studies and a number of other fields.

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 communication 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. Susan Pouncey is interested in dispute resolution and legal aspects of social control in cross-cultural contexts. Barbara Yngvesson is interested in dispute resolution and legal aspects of social control in cross-cultural contexts.

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 counseling is done by Lester Mazor.)

POPULATION AND DEVELOPMENT PROGRAM

[.] The Population and Development Program was created in 1986 to provide students with a multidisciplinary conceptual framework within which to comprehend the demographic dimensions of development and underdevelopment in Third World societies. It examines the ways in which fertility, mortality, and migration patterns in Africa, Asia and Latin America are shaped by historical phenomena such as colonialism, the organization of economic production, gender inequality as well as the international division of labor. The Program also explores the relationship between population growth and the carrying capacity of the earth as well as the nature and socio-political effects of population policies and methods of fertility control used in the Third World.

Introductory and advanced courses address a wide range of issues including population theory, fertility theories, population growth and economic development, women and development, child survival in Africa and Asia, and the history of birth control in the Middle East.

Students have organized their research on topics such as agricultural development and gender relations, the impact of migrations on wage determination, and the applicability of Malthus' population ideas to Third World societies. Interested students may apply for internships at the United Nations and a selected number of population organizations.

The Program is closely linked to Hampshire's Third World and Feminist Studies Programs. It involves faculty trained as historians, sociologists, economists, political scientists and specialists in agricultural development. It sponsors speakers, panel discussions, workshops, faculty seminars and film series. Program director is Marnia Lazreg.

THIRD WORLD STUDIES

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

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

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

Reading/Writing Program

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

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

Writing help includes classes as well as individual tutorials. (See below for class descriptions.) Appointments for tutorials may be made by calling the Writing Center at x646 or x531. Classes are run each semester and are open to all students.

WP 101
BASIC WRITING
Will Ryan

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

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

WP 103
WRITING SKILLS FOR ESL
STUDENTS
Will Ryan

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

and research skills will be addressed as well.

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

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

[] The purpose of this course is to learn analytical writing through the examination of texts in different genres: autobiography, fiction and theory. The premise of the course is that to learn to write critically, one must learn to read and think critically. Our reading of each text will be geared toward discovering the appropriate questions to ask about it, as determined by considerations of purpose and audience for different paper assignments. all of the texts will deal in some way with the psychology of women, so that we will at the same time be asking questions and drawing conclusions about parallels in the material.

The class will be conducted as a writing workshop. That is, some class time will be spent writing, and attention will be paid as a group to the psychology of writing and writing blocks. Students will write and revise several short papers, and there will be opportunity for students to plan and complete a Division I exam.

Class will meet once weekly for two hours, and there will also be individual conference time scheduled. The class is intended for Division I students and/or students without extensive experience in critical writing. Enrollment is limited to 16 students and instructor permission is required.

[] 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.

Foreign Languages

[] Hampshire College has no 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 on French and Spanish, contact the International Language Institute, 586-7569, or Tim Rees/Claire Martin at Prescott 101D, at extension 526.

[] 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, poetry and songs are incorporated into the reading and writing sections as

WP 109
HA 109
**LEARNING ANALYTICAL WRITING:
FROM AUTOBIOGRAPHY TO
THEORY-READING AND WRITING
ABOUT THE PSYCHOLOGY OF
WOMEN**
Deborah Berkman

WP 127
HA 127
**WRITING FICTION/WRITING
ABOUT FICTION**
Ellie Siegel

FL 101
INTENSIVE FRENCH
FL 102
INTENSIVE SPANISH

appropriate to the levels used. Speakers and cultural dinners are a part of each class.

Classes are enrolled to 10; by placement interview, after which time class level will be determined. Sign-up sheets at the Prescott 101D office.

Five College Offerings

FIVE COLLEGE STATEMENT

The following course listing includes only those courses offered by faculty appointed jointly by the Five Colleges. Hampshire students may take any course at the other four institutions as long as they meet the registration requirements for that course. Students should consult the school's respective catalogues available at Central Records, for complete course listings.

COURSE LIST

Amherst: Asian 7
INTERMEDIATE CHINESE I
Madeline Men-Li Chu

UMass: Chinese 120
NON-INTENSIVE ELEMENTARY
CHINESE II
Madeline Men-Li Chu

Mount Holyoke: Dance 151f
ELEMENTARY COMPOSITION
James Coleman

Mount Holyoke: Dance 317f
MODERN V
James Coleman

Mount Holyoke: Asian
Studies L122f
INTERMEDIATE JAPANESE
Maki Hirano Hubbard

Smith: Japanese 200a
INTERMEDIATE JAPANESE
Maki Hirano Hubbard

Amherst: Asian Language &
Literature 9
ELEMENTARY ARABIC I
Mohammed Mossa Jiyad

UMass: Arabic 226
ELEMENTARY ARABIC II
Mohammed Mossa Jiyad

UMass: Arabic 326
INTERMEDIATE ARABIC
Mohammed Mossa Jiyad

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

Hampshire: Social Science
174
WAR, REVOLUTION & PEACE
Michael T. Klare

Mount Holyoke:
International Relations
300
THE VIETNAM WAR
Anthony Lake

Mount Holyoke:
Anthropology 316f
EAST ASIAN LEGAL SYSTEMS
Linda S. Lewis

Smith: Anthropology 247a
KOREAN SOCIETY
Linda S. Lewis

Smith: Biological Sciences
244a
MARINE ECOLOGY
Paulette M. Peckol

Amherst: Black Studies 27
PEOPLES & CULTURES OF
AFRICA
Pearl Primus

Smith: Afro-American
Studies 230a
AFRICAN RITUAL & MYTH
Pearl Primus

UMass: Geology 591G
ANALYTICAL GEOCHEMISTRY
J. Michael Rhodes

Hampshire: H&A 113
MODERN DANCE I
Peggy Schwartz

Hampshire: H&A 172
MEANINGS OF DANCE AND
MOVEMENT
Peggy Schwartz

UMass: Dance 463
DANCE THEORY AND
PRODUCTION AT THE
ELEMENTARY OR SECONDARY
LEVEL
Peggy Schwartz

Smith: American Studies
302a
SEMINAR: THE MATERIAL
CULTURE OF NEW ENGLAND,
1630-1830
Kevin M. Sweeney

COURSE DESCRIPTIONS

Amherst: Asian 7
INTERMEDIATE CHINESE I
Madeline Men-Li Chu

[] 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 Language and Literatures 6 or equivalent.
Meets: Monday, Wednesday, Friday 1:00-1:50 p.m.

UMass: Chinese 120
NON-INTENSIVE ELEMENTARY
CHINESE II
Madeline Men-Li Chu

[] 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: Practical Chinese Reader; 5000 Dictionary, Fenn. Regular quizzes, midterm. Prerequisite: Chinese 110. Meets Monday, Wednesday, Friday section (1) 9:05-9:55 a.m., section (2) 11:15 a.m.-12:05 p.m., section (3) 1:25-2:15 p.m.

Mount Holyoke: Dance 151f
ELEMENTARY COMPOSITION
James Coleman

[] Advanced study of the principles and elements of choreographic forms. Emphasis on the construction of finished choreography for soloists or small groups. A selection of reading will be assigned.

Meets Tuesday, Thursday 3:00-5:00 p.m. Kendall Hall.

Mount Holyoke: Dance 317f
MODERN V
James Coleman

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

Meets Monday, Wednesday 1:30-3:00 p.m., Kendall Hall.

Mount Holyoke: Asian
Studies L122f
INTERMEDIATE JAPANESE
Maki Hirano Hubbard

[] Course focuses on (1) development of oral proficiency, (2) acquisition of advanced sentence patterns, and (3) reading and writing practices. Oral-aural communicative skills shall be attained together with a solid understanding of the social and cultural context of the language, and 250 to 300 Kanji will be learned through reading practice. The main textbook is Japanese: The Spoken Language, Part II, and supplementary materials will be used for reading. Audio-visual aids will also be used extensively, including original dramas and songs in Japanese.

Meets Monday, Wednesday, Friday 10:45 a.m.-12:00 noon (tentative).

Smith: Japanese 200a
INTERMEDIATE JAPANESE
Maki Hirano Hubbard

[] Same description as that shown for Asian Studies L122f at Mount Holyoke.

Meets Monday, Wednesday, Friday 8:10-9:20 a.m., Tuesday 8:30-9:20 a.m.

Amherst: Asian Languages &
Literature 9
ELEMENTARY 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.
Meets Monday through Friday 11:00 a.m.-12:00 noon.

UMass: Arabic 226
ELEMENTARY 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.

Meets Monday, Wednesday, Thursday 2:30-4:00 p.m.

UMass: Arabic 326
INTERMEDIATE ARABIC
Mohammed Mossa Jiyad

[] Lecture, recitation; introduction to defective verbs. Reading from Arabic newspapers, magazines, and original texts; 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, 246 or consent of instructor. By arrangement.

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

[] By arrangement.

Hampshire: Social Science
174
WAR, REVOLUTION & PEACE
Michael T. Klare

[] An introduction to the varieties and characteristics of warfare in the modern age, and a look at some of the methods that have been proposed for preventing or restraining armed conflict. Intended to provide students with a capsule view of the field of peace and conflict studies. Will examine the entire "spectrum of conflict," stretching from guerrilla war and "low-intensity combat" in the Third

World to all-out conventional conflict in Europe and intercontinental nuclear war between the superpowers. Case studies will include World War I, the Vietnam War, and nuclear war (Hiroshima and a hypothetical superpower conflict). In the area of peace, will look at both traditional means of "arms control" as well as more visionary concepts of disarmament, alternative security, and citizen peacemaking.

Will make extensive use of films, video, and simulations; students will be encouraged to attend public lectures sponsored by the Five College Program in Peace and World Security Studies. Students will be required to participate in discussion sessions and to write several short papers. First- and second-year students only. Maximum enrollment: 40.

Meets Monday, Wednesday 1:00-3:00 p.m.

Smith: Biological Sciences
244a
MARINE ECOLOGY
Paulette M. Peckol

[] Course considers patterns and processes of marine ecosystems, including nutrient cycles, community structure and dynamics, life history characteristics, and human impact on the marine environment. The laboratory applies concepts discussed in lecture and includes two weekend field trips. This is an intermediate level course requiring some background of information/concepts in biological sciences. The course is aimed at developing skills necessary for upper level courses in ecology, marine sciences, geology, and environmental studies.

Lecture: Tuesday, Thursday 9:30-10:50 a.m.; Lab: Monday 1:00-4:00 p.m. or Tuesday 1:00-4:00 p.m.

Amerst: Black Studies 27
PEOPLES AND CULTURES OF AFRICA
Pearl Primus

[] The anthropological study of the philosophy, culture-traits, and values of African peoples, such as Ashanti, Berber, Egyptian, Bambara, Vai, Fon, Ibo, Hausa, Pygmies, Watutsi, Yoruba, Bakuba, Zulu, Xhosa, Dinka, and Masai. The course will make extensive use of materials such as fabric, sculpture, slide and film presentations, music and literature.

Meets Wednesday 2:00-4:00 p.m.

Smith: Afro-American Studies
230a
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. Tuesday 1:00-2:50 p.m.

UMass: Dance 463
DANCE THEORY AND PRODUCTION AT THE ELEMENTARY OR SECONDARY LEVEL
Peggy Schwartz

[] Through readings, lectures, discussions and practice, this course will provide students with the opportunity to continue developing curricula in dance teaching. The course will include a ten-week teaching pre-practicum in an area school. Course work will focus on developing teaching materials and theoretical aspects of dance appropriate to various age levels and on preparing demonstration classes. Prerequisites: History and Philosophy of Dance and Movement Education at the Elementary and Secondary Levels; Methods and Materials of Teaching Dance.

Meets Tuesday, Thursday 11:30 a.m.-1:30 p.m.

Smith: American Studies 302a
SEMINAR: THE MATERIAL CULTURE OF NEW ENGLAND, 1630-1830
Kevin M. Sweeney

[] Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics, and textiles) to New England's history. Transportation from Smith College to Deerfield is provided. Four credits.

Enrollment limited. Meets Monday 2:00-4:00 p.m.

UMass: Geology 591G
ANALYTICAL GEOCHEMISTRY
J. Michael Rhodes

[] A review of modern analytical techniques that are widely used for the chemical analysis of geological samples. Topics to be covered will include optical emission and absorption spectrometry, X-ray fluorescence and diffraction analysis, neutron activation analysis, and mass-spectrometric isotope dilution analysis. Emphasis will be on the principles of these techniques, the sources of error, and the role that they play in analytical geochemistry. Prerequisite: Petrology or Introductory Geochemistry recommended. Three-credit course.

Enrollment limited. Meets Tuesday, Thursday 3:35-4:30 p.m. Morrill Center, Room 258.

Hampshire: H&A 113
MODERN DANCE I
 Peggy Schwartz

[] Introduction to basic modern dance technique. Students will learn exercises and movement sequences designed to help develop physical strength, flexibility, coordination, kinesthetic awareness, and an understanding of the possibilities and potential for expressive 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 limited to 20 on a first-come basis. Meets Monday, Wednesday 10:30a.m.-12:00 noon.

Hampshire H&A 172
MEANINGS OF DANCE AND MOVEMENT
 Peggy Schwartz

[] This proseminar is designed to provide students with an opportunity to discuss how we perceive meaning in dance form. We will view dance films, videos and concerts and analyze them from the perspective of dance aesthetics and cultural context. Through readings, viewings, lectures and discussions, students will be asked to consider questions of form and content, structure and meaning, abstraction and literalism. We will study the dance for what it reveals of its concerns as well as for what it reveals of the culture in which it is embedded.

Class will meet twice weekly for two hours. Limited to 20 students with priority given in incoming Hampshire students. Meets Monday, Wednesday 1:00-3:00 p.m.

Mount Holyoke: International
 Relations 300
THE VIETNAM WAR
 Anthony 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. Meet Wednesday 2:00-4:00 p.m.

Mount Holyoke: Anthropology
 316f
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 People's Republic of China, North and South Korea and Japan.

SMITH: ANTHROPOLOGY 247a
KOREAN SOCIETY
 Linda S. Lewis

[] An introduction to Korean society in a comparative East Asian context. Beginning with an examination of traditional Korean culture, the course will focus on aspects of modern Korean society and its social, political, and economic organization. Material from historical and literary, as well as ethnographic, sources will be used in considering patterns of continuity and change. Although the emphasis is on the Korean cultural experience in contemporary South Korea, its manifestations in North Korea, Japan, and the United States also will be discussed.

Outdoors & Recreational Athletics Program

CURRICULUM STATEMENT

The Outdoors and Recreational Athletics Program (OPRA) is a voluntary, coed alternative to compulsory physical education. We offer students extensive opportunities to learn various outdoor and sport skills such as rock climbing, kayaking, martial arts, and aquatics. We also provide the opportunity for student and staff initiated expeditions and trips.

The Hampshire Outdoors and Recreational Athletics Program tries to give special emphasis to integrating outdoor and physical learning experiences with the rest of college life. Programmatically that means OPRA 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 and Recreational Athletics Program. This year the program will continue to offer body potential work and body awareness in addition to outdoor and sports skills courses.

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

During January Term and vacations, major trips and a variety of courses are offered. 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. Course offerings include Intensive Shotokan Karate, as well as American Red Cross Lifeguard Training.

In addition to the following courses OPRA also offers the opportunity for students to participate in intramural and club sports, and a great variety of trips, activities, and special training sessions. A schedule of activities and trips is available at the Robert Crown Center. These programs are open to all full-time Five College students.

COURSE LIST

OPRA 101
BEGINNING SHOTOKAN KARATE
Marion Taylor

OPRA 103
INTERMEDIATE SHOTOKAN
KARATE II
Marion Taylor

OPRA 104
ADVANCED SHOTOKAN KARATE
Marion Taylor

OPRA 111
AIKIDO
Paul Sylvain

OPRA 113
AIKI JO
Paul Sylvain

OPRA 118
BEGINNING T'AI CHI
Denise Barry/
Paul Gallagher

OPRA 119
CONTINUING T'AI CHI
Denise Barry/
Paul Gallagher

OPRA 121
BEGINNING WHITEMATER
KAYAKING (I)
Linda Harrison

OPRA 123
BEGINNING WHITEMATER
KAYAKING (Y)
Linda Harrison

OPRA 125
NOVICE WHITEMATER
KAYAKING
Linda Harrison

OPRA 141
OPENWATER SCUBA
CERTIFICATION
David Stillman

OPRA 170
ADVANCED LIFESAVING
Donna Smyth

OPRA 171
POWER LIVING:
HEALTHY LIFESTYLES
Donna Smyth

OPRA 173
BEGINNING TOP ROPE
CLIMBING
TBA

OPRA 175
ADVANCED TOP ROPE
CLIMBING
Bob Garmirian

OPRA 178
PHILOSOPHY OF EXPERI-
ENTIAL EDUCATION
Karen Warren

OPRA 180
WOMEN'S BODIES/
WOMEN'S STRENGTH
TBA

OPRA 181
WHAT IS WILDERNESS?
Karen Warren

COURSE DESCRIPTIONS

OPRA 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 counterattack 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, prearranged sequences of techniques simulating defense against multiple opponents.

Classes will meet during Fall Term on Monday, Wednesday, and Thursday from 6 p.m. to 8 p.m. 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.

OPRA 103
INTERMEDIATE SHOTOKAN
KARATE II
Marion Taylor

[] This course is for students who have completed OPRA 101 and OPRA 102. The class will meet Tuesday, Thursday, and Friday from 6 p.m. to 8 p.m. 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.

FALL 1987 SCHEDULE OF CLASSES

CODES

ARB Arts
ARF Anim
CSC Cole
EDH Emil
MDB Music
PFB Photo

School of Social Science

<u>COURSE</u>	<u>COURSE</u>	<u>INSTRUCTOR</u>	<u>ENROLLMENT METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>
SS 115 Political Justice	Mazor	Prosem	20	TTh 130-3	FPH 103	
SS 116 Peasant Revolt/Modern China	Johnson	Prosem	20	TTh 9-1030	FPH 104	
SS 121 The American Century	Bengelsdorf/Cerullo	Open	None	TTh 130-3	FPH ELH	
SS 123 Social Order/Disorder	von der Lippe	Open	None	TTh 9-1030	FPH 105	
SS 124 Motherhood & Work in 20th C.	Mahoney/Slater	Open	None	WF 1-220	FPH 108	
SS 125 Population Time Bomb	Lazreg	Open	None	TTh 130-3	FPH 104	
SS 133 Race, Gender & Sexuality	White	Open	35	MW 3-430	FPH 108	
SS 135 Labor and Community	Breitbart/Wisonoff	Prosem	25	TTh 1030-12	FPH 107	
SS 140 Domestic Third World	Joseph	Open	35	MW 9-1030	FPH 107	
SS 143 Eating Disorders	Romney	Prosem	20	WF 130-3	FPH 103	
SS 144 African Development	Ford	Open	None	WF 130-3	EDH 2	
SS 145 Human Aggression	Poe	Open	None	TTh 130-3	FPH 107	
HA/SS 163 Real and Imaginary Worlds	Ingvesson/Payne	Prosem	25	TTh 1030-12	FPH 105	
SS 169 Law and the Family	Pouncey	Open	None	MW 3-430	FPH 105	
SS 174 War, Revolution and Peace	Klare	Open	10	MW 1-3	FPH WLB	
SS 183 American Capitalism	Warner	Prosem	20	MW 1030-12	FPH 106	
SS 185 The Second World War	Berman/Wald	Open	None	TTh 1030-12	FPH 106	
SS 204 Enlightenment to Revolution	Landes	Open	None	TTh 1030-3	FPH 108	
SS 213 Controversies/U.S. Labor Hist	Wisonoff	Open	None	Th 930-12	FPH ELH	
SS 215 Politics/Abortion Rights Mvmt	Fried	Open	None	WF 1030-12	FPH 108	
SS 217 History of Postwar America	Glazer/Slater	Open	None	TTh 130-3	FPH 108	
*SS 229 Interpreting Cultures	Ingvesson	Open	None	TTh 9-1030	FPH 106	
SS 241 Crime and Punishment	Mazor/Poe	Open	None	WF 1030-12	FPH 107	
SS/CCS 251 Psychology/Politics of Daycare	Mahoney, et al	Open	None	WF 1030-12	FPH 108	
SS 262 Family in X-Cultural Perspect	Bengelsdorf, et al	Open	None	W 1-430	TV Class	
SS 266 Europe and its Others	Landes	Open	None	MW 3-430	FPH 104	
SS 269 Comp Health Care/China & U.S.	Ford/Weaver	Open	None	MW 9-1030	FPH 108	
SS 281 Issues in Education	Walz/Sander	Open	None	T 1230-330	EDH 1	
SS/HA 295 Lit and Society Bvwn the Wars	Lazreg	Open	None	TTh 5-730pm	FPH 104	
SS 325 Politics of Gender Difference	Joseph	InstrPer	None		FPH 105	
SS 329 Domestic Violence	Joseph	InstrPer	20	MW 1-3	FPH 105	

* Course does not satisfy Division I requirement

Reading/Writing Program

<u>COURSE</u>	<u>COURSE</u>	<u>INSTRUCTOR</u>	<u>ENROLLMENT METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>
WP 101 Basic Writing	Ryan	See descrp	16	WF 9-10	PH B-1	
WP 103 Writing for ESL Students	Ryan	See descrp	16	WF 10-11	PH B-1	
WP/HA 109 Learning Analytical Writing	Berkman	InstrPer	16	F 10-12	EDH 4	
WP/HA 127 Writing Fiction/About Fiction	Siegel	InstrPer	15	TTh 1030-12	PH A-1	

Foreign Languages

FALL 1987 SCHEDULE OF CLASSES

CODES

ARB Arts Build
ARF Animal Res
CSC Cole Scien
EDH Emily Dick
MDB Music and
PFB Photograph

School of Communications and Cognitive Science

COURSE	INSTRUCTOR	ENROLLMENT		LIMIT	TIME	PLACE
		METHOD	METHOD			
CCS 116	Computer Understand/Human Lang	Open	Open	40	TTh 9-1030	FPH 108
CCS 120	Minds, Brains, and Machines	Open	Open	20	TTh 9-1030	EDH 2
CCS 122	Bateline: Washington, D.C.	Open	Open	20	WW 1030-12	EDH 1
CCS/NS 130	Learning-Behavior	Open	Open	None	TTh 1030-12	FPH W/LH
CCS 132	Experiments in Journalism	Open	Open	15	WW 9-1030	EDH 2
CCS 133	Systematic Study of Descartes	Open	Open	20	TTh 1030-12	FPH 104
CCS 135	Freud and Psychology	Open	Open	20	TTh 130-3	FPH 106
CCS 138	The Young Mind	Open	Open	20	WF 130-3	FPH 106
CCS 149	Computer Graphics/Nonprograms	Open	Open	20	WW 1030-12	TV Class
*CCS 203	Data Mgmt/Analysis/Computers	Open	Open	50	WW 3-430	FPH EDH
CCS 208	Rational Man/Immoral Woman	Open	Open	20	TTh 130-3	EDH 2
CCS 219	Popular Culture Studies	Open	Open	None	WW 130-3	FPH 104
CCS 221	Intro to Cognitive Science	Open	Open	None	TTh 1030-12	EDH 2
CCS 232	Idealism and Realism	Open	Open	None	TTh 1030-12	FPH 102
CCS 233	The Sciences of Programming	Open	Open	None	TTh 130-3	FPH 107
CCS/SS 251	Psychology/Politics of Daycare	Open	Open	None	WF 1030-12	FPH 107
CCS 320	High Theory/Low Culture	Open	Open	None	TTh 115-3	FPH 106
CCS 325	Truth and Meaning	Open	Open	None	W 3-6	FPH 107
CCS 339	Topics in Computer Graphics	Open	Open	None	WW 130-3	FPH 107
*CCS 3511	Topics in Biology of Language	Open	Open	None	TTh 1030-12	FPH 102

* Course does not satisfy Division I requirement

School of Humanities and Arts

COURSE	INSTRUCTOR	ENROLLMENT		LIMIT	TIME	PLACE
		METHOD	METHOD			
HA 103	Introduction to Painting	Open	Open	None	WW 230-6	ARB
HA 104	Drawing I	Open	Open	None	TTh 9-12	ARB
HA/WP 109	Learning Analytical Writing	InstrPer	InstrPer	16	F 10-12	EDH 4
HA 110	Film/Video Workshop I	See Descr	See Descr	15	W 130-5	PFB Class
HA 111	Still Photo Workshop I	See Descr	See Descr	15	M 130-5	PFB Class
*HA 113	Modern Dance I	Open	Open	20	WW 1030-12	MDB Dance
*HA 114	Modern Dance II	Open	Open	20	TTh 9-1030	MDB Dance
HA 120	Photography-Critical Issues	Open	Open	None	WW 9-1030	PFB Class
HA 122	Gods, Beasts, and Mortals	Open	Open	20	TTh 9-1030	PFB Class
HA 123	Contemporary Fiction	Open	Open	20	TTh 9-1030	FPH 103
HA/WP 127	Writing Fiction/About Fiction	Open	Open	15	TTh 1030-12	PH A-1
HA 137	U.S. Short Fiction	Open	Open	16	WW 12-1	FPH 104
HA 138	Russia: Film & Lit/Revolution	Open	Open	30	WW 1030-12	EDH 2
HA 150	The Man-Made Environment	Open	Open	None	WF 2-4	EDH 3
HA 160	Playwriting	Open	Open	12	W 1-3	EDH 1
HA 172	Meanings of Dance & Movement	Open	Open	25	TTh 1030-12	FPH 105
HA 175	Music Primer	Open	Open	20	WW 1030-12	MDB Recital
*HA 193	Chinese Philosophy	Open	Open	None	WW 1030-12	MDB Music
*HA 194	Introduction to Acting	Open	Open	20	W 730-1030pm	FPH 106
HA 195	Theatre Three	Open	Open	None	TTh 1-3	EDH Studio
HA 205	Figure Workshop	Open	Open	None	W 9-12	EDH Studio
HA 210	Film/Video Workshop II	Open	Open	15	F 9-12	ARB
HA 211	Photography Workshop II	Open	Open	12	T 9-12	PFB Class
*HA 231	Poetry Writing Workshop	Open	Open	See desc	T 130-3	MDB
HA 233	Reading the Environment	Open	Open	16	WF 1030-1230	EDH 4
HA 236	Principles of Directing	Open	Open	None	TTh 10-12	EDH 3
HA 236	Principles of Directing	Open	Open	16	TTh 10-12	EDH 3
HA 236	Principles of Directing	Open	Open	16	W 330-12	EDH 4

Building
 Research Facility
 Science Center
 Dickinson Hall
 and Dance Building
 Geography 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

COURSE	INSTRUCTOR	METHOD	LIMIT	TIME	PLACE
HA 230 Principles of Directing	TBA	InstnPr	None	TTh 10-12	EDH Studio
HA 231 Fiction Writing	Sauley	InstnPr	16	Th 130-3	EDH 4
HA 240 Writing	Payne	InstnPr	16	W 930-12	Kitt
■ Course does not satisfy Division I requirement					
HA 243 American Bio: Mark Twain	Lyon	Open	None	TTh 130-3	CSC 126
HA 246 Euripides	Meagher	Open	None	TTh 1030-12	FPH 103
HA 260 North American Landscapes	Saith	Open	None	MW 9-1030	EDH 4
HA 271 Hegel's Phenomenology/Spirit	Bradt	Open	None	Th 730-1030pm	FPH 106
HA 285 Laban Movement Analysis	Nordstrom	InstnPr	20	TTh 1-3	MDB Dance
HA 290 Electronic Music Composition	Warner	InstnPr	See descrip	MW 130-3	Elec Music Studio
HA 292 Shelley and Her Circle	Russo	Open	None	MW 1030-12	FPH 103
HA/SS 205 Lit and Society Bwn the Wars	Sander/Mald	Open	None	T 1230-330	EDH 1
HA 305 Advanced Painting	Hurley	InstnPr	15	W 2-6	ARB 4
HA 321 Comparative Literature Seminar	Russo	InstnPr	15	W 3-6	EDH 4
HA 327 World of Feodor Dostoevsky	J. Hubbs	Open	30	MW 3-5	EDH 2
HA 399a Division III Studio Critique	Hurley/Mann	Div III	None	T 2-5	ARB
HA 399b Film/Photo Studies	Ravett	Div III	None	Th 9-12	FPB
HA 399c Art Tutorial	Baskin	InstnPr	15	Th pm	ARB
HA 399d Tutorials/Composition & Theory	Warner	InstnPr	5	TBA	TBA
HA 399d Hampshire College Chorus	Kearns	Audition	None	TBA	TBA
Jazz Ensemble	TBA	See description	None	MW 4-6pm	MDB Recital
Chamber Music Ensemble	Faculty	See description	None	M 730-1030pm	MDB

School of Natural Science

COURSE	INSTRUCTOR	METHOD	LIMIT	TIME	PLACE
NS 121 Current Issues/Human Biology	Foster, et al	Prosem	None	W 130-5	CSC 3rd fl
NS 121a Society, Stress, and Disease	Goodman	Prosem	None	MW 1030-12	CSC 114
NA 121b Breast and Bottle Feeding	McNeal	Prosem	None	MW 1030-12	CSC 202
NS 121c Cardiovascular Fitness/Disease	Bruno	Prosem	None	MW 1030-12	CSC 302
NS/CCS 130 Learning-Behavior	Coppinger/Weisler	Open	None	TTh 1030-12	FPH MLR
NS 135 The Human Skeleton	Martin/Foster	InstnPr	20	T 130-3/Th 130+	CSC 2nd fl lab
NS 139 Natural History	Hoffman	Prosem	12	MW 1-230/see descrip	CSC 126/Field
NS 145 Growing Food	Winship	Open	None	TTh 1030-12/Th 130-5	CSC 126/Bioshelter
NS 149 Biotechnology/Genetic Engineering	Winship/Miller	Open	None	MW 1030-12/W 130-5	CSC 126/2nd fl
NS 164 Low-Tech Computer Networks	Woodhull	Open	None	MWF 1-2	CSC 202
NS 169 Mathematics and the Other Arts	Hoffman	Open	None	MWF 9-1030	FPH 102
NS 172 The Nuclear Age	Krass	Open	None	MW 1030-12	FPH 104
NS 175 The Science of Disarmament	Krass	Prosem	20	MW 9-1030	FPH 104
NS 182 Appropriate Technology	Wirth	InstnPr	20	TTh 1-230	CSC 3rd fl open
NS 198 Ever Since Darwin	Martin/Miller	Prosem	25	MWF 9-10	CSC 126
NS 199 Project Course	Bernstein/Goodman	Open	None	F 1030-12	CSC 302
NS 202 Basic Chemistry I	TBA	TBA	TBA	TBA	TBA
NS 211 Organic Chemistry I	Lowry	Open	None	MWF 9-1030/M130-430 or T1-4	CSC 114/2nd fl
NS 220 Gen Physiology of Animals	McNeal	Open	None	TTh 1030-12/Th 130-5	CSC 114/3rd fl
NS 260 The Calculus	Kelly	Open	None	MWF 3-430	FPH 102
NS 261 Intro Calc & Computer Model	Kelly	Open	None	MWF 1030-12	FPH 102
NS 282 General Physics A	Wirth	InstnPr	20	MWF 1-230/Th 230-5	CSC 302/3rd fl
NS 309 Assembly Language Programming	Woodhull	Open	None	MWF 930-1030	CSC 202
NS 340 Book Seminar in Physics	Bernstein	Open	None	TBA	TBA
NS 356i Biology and Politics of Pests	Coppinger/TBA	TBA	TBA	TBA	TBA
ASTFC 13 The Solar System	Van Blerkom	Open	None	TTh 930-1045	UMass
ASTFC 19 Planetary Science	Dent	Open	None	MW 230-345	UMass
ASTFC 21 Stars	Arny	Open	None	TTh 230-345	Amherst
ASTFC 37 Observational Optical Astron	Edwards/Strom	Open	None	TTh 230-345	Smith
ASTFC 43 Astrophysics I	Harrison	Open	None	MF 125-230	UMass

FL 101 Intensive French
 FL 102 Intensive Spanish

Rees
 Martin

Interview
 Interview

TWTh 3-530
 TWTh 3-530

PH A-1
 PH B-1

Outdoor Program & Recreational Athletics

<u>COURSE</u>	<u>INSTRUCTOR</u>	<u>ENROLLMENT</u>	<u>METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>
OPRA 101 Beginning Shotokan Karate	Taylor	Open	Open	None	MWTh 6-8pm	RCC
OPRA 103 Interm Shotokan Karate II	Taylor	InstrPer	InstrPer	None	TTuF 6-8pm	RCC
OPRA 104 Advanced Shotokan Karate	Taylor	InstrPer	InstrPer	None	TTuSun 6-830pm	RCC
OPRA 111 Aikido	Sylvain	Open	Open	None	TTh 1230-145	RCC
OPRA 113 Aiki Jo (fee)	Sylvain	InstrPer	InstrPer	None	TTh 145-3	RCC
OPRA 118 Beginning Tai Chi (fee)	Barry/Gallagher	Open	Open	None	W 1230-145	RCC
OPRA 119 Continuing Tai Chi (fee)	Barry/Gallagher	Open	Open	None	W 2-315	RCC
OPRA 121 Beg Whitewater Kayaking (X)	Harrison	InstrPer	InstrPer	5	W 1-230/F 1230-6	Pool/River
OPRA 123 Beg Whitewater Kayaking (Y)	Harrison	InstrPer	InstrPer	5	W 230-W/F 1230-6	Pool/River
OPRA 125 Novice Whitewater Kayaking	Harrison	InstrPer	InstrPer	7	Th 1230-6/See descr	River/Pool
OPRA 141 Openwater Scuba Certification	Skillman	Open	Open	None	W 6-9pm	RCC
OPRA 170 Advanced Lifesaving	Smyth	Open	Open	None	W 6-8pm	Pool
OPRA 171 Power Living:Healthy Lifestyle	Smyth	See descrp	See descrp	12	TTh 2-330	RCC
OPRA 173 Beg Top Rope Climbing	TBA	Open	Open	12	Th 1230-530	RCC
OPRA 175 Advanced Top Rope Climbing	Garmirian	InstrPer	InstrPer	Limit	W 1230-530	RCC
OPRA 178 Philosophy of Experiential Ed	Warren	Open	Open	12	W 1030-1230	PH A-1
OPRA 180 Women's Bodies/Strength	TBA	Open	Open	14	TTh 1030-1230	PH B-1
OPRA 181 What is Wilderness?	Warren	Open	Open	12	T 1-5pm/TBA	Kiva

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 Research Facility
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 eography and Film Building.

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

OPRA 104
ADVANCED SHOTOKAN KARATE
 Marion Taylor

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

The class will meet Tuesday, Thursday, and Sunday from 6 p.m. to 8:30 p.m. 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.

OPRA 111
AIKIDO
 Paul Sylvain

[] Aikido is essentially a modern manifestation of traditional Japanese martial arts (budo), derived from a synthesis of body sword and staff arts. Its primary emphasis is defensive, utilizing techniques of neutralization through leverage, timing, balance, and joint control. There is no emphasis on strikes or kicks as one is trained to blend and evade rather than conflict. Beginners will practice ukemi (falling), body movement, conditioning, and several basic techniques.

The class will meet on Tuesday and Thursday from 12:30 p.m. to 1:45 p.m. in the South Lounge of the Robert Crown Center. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

OPRA 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. Prerequisites: previous martial art study or permission of instructor.

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

OPRA 118
BEGINNING T'AI CHI
 Denise Barry/
 Paul Gallagher

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

The class meets on Wednesday from 12:30 p.m. to 1:45 p.m. in the South Lounge of the Robert Crown Center. Enrollment open. Register by attending the first class. This is a fee-funded course. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

OPRA 119
CONTINUING T'AI CHI
 Denise Barry/
 Paul 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 p.m. to 3:15 p.m. in the South Lounge of the Robert Crown Center. Enrollment is open. Register by attending the first class. This is a fee-funded course. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

OPRA 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 OPRA 123, which is held on alternate days.

Class will meet on Wednesdays from 1 p.m. to 2:30 p.m. for pool session and on Fridays from 12:30 p.m. to 6 p.m. for river trips. Following Fall Break, class will meet on Wednesdays 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. Five College students will be graded on a pass/fail basis.

OPRA 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 OPRA 121, which is held on alternate days.

Class will meet Wednesdays from 2:30 p.m. to 4 p.m. for pool session and on

Fridays from 12:30 p.m. to 6 p.m. for river trips. Following Fall Break class will meet on Wednesdays 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. Five College students will be graded on a pass/fail basis.

OPRA 125
NOVICE WHITWATER 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 Thursday from 12:30 p.m. to 6 p.m. for the river trips. Following Fall Break, class will meet from 2:30 p.m. to 4 p.m. in the pool. 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. Five College students will be graded on a pass/fail basis.

OPRA 141
OPENWATER SCUBA
CERTIFICATION
David Stillman

[] This is an 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 p.m. to 7:30 p.m., and elsewhere in the RCC from 7:30 p.m. to 9 p.m. for classroom instruction. Fee: \$184 plus mask, fins, snorkel, and text. All other equipment provided. Prerequisite: adequate swimming skills. Enrollment is open.

OPRA 170
ADVANCED LIFESAVING
Donna Smyth

[] In accordance with the American Red Cross, this course is designed to instruct students on safety in and around the water, and assist or rescue a person in a water emergency.

Classes will meet Wednesday from 6 p.m. to 8 p.m. in the RCC pool. Strong swimming ability is required. (Swim test will be given at the first class.) To register, sign up at the Robert Crown Center during the week of matriculation.

OPRA 171
POWER LIVING:
HEALTHY LIFESTYLES
Donna Smyth

[] Students will examine how nutrition and dietary habits, stress, and physical activity interact with health, disease, and aging. The class format will be an exciting combination of guest speakers, lectures, discussion, and physical activity.

Class will meet Tuesday and Thursday from 2 p.m. to 3:30 p.m. Enrollment limit, 12. Register at the Robert Crown Center during the week of matriculation.

OPRA 173
BEGINNING TOP ROPE
CLIMBING
TBA

[] 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.

Class will meet Thursday from 12:30 p.m. to 5:30 p.m. Enrollment limit, 12.

OPRA 175
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.

Class will meet Wednesday from 12:30 p.m. to 5:30 p.m. Permission of the instructor is required.

OPRA 178
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 include 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.

Class will meet Wednesdays and Fridays from 10:30 a.m. to 12:30 p.m. Enrollment limit, 12.

OPRA 180
WOMEN'S BODIES/
WOMEN'S STRENGTH
TBA

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

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

The class will meet Tuesdays and Thursdays from 10:30 a.m. to 12:30 p.m. Enrollment limit, 14.

OPRA 181
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 a trip to the "accidental wilderness" of the Quabbin reservoir, a John Muir Hike, a short vision quest, a Holyoke Range hike, and a swamp walk. 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.

The class will meet Tuesdays from 1 p.m. to 5 p.m., plus one hour per week TBA. Enrollment limit, 12.

1988 PRELIMINARY SPRING COURSES

School of Communications and Cognitive Science

COURSE LIST100 LEVEL

- CCS 102
PHILOSOPHICAL ISSUES IN
REPRODUCTION AND
PARENTHOOD
Meredith Michaels
- CCS 109
ANIMAL COMMUNICATION
(PROSEMINAR)
Mark Feinstein
- CCS 142
VISUAL LITERACY AND MEDIA
CRITICISM (PROSEMINAR)
Gregory Jones
- CCS 151
CONVENTION, KNOWLEDGE, AND
EXISTENCE: EUROPEAN AND
TIBETAN PERSPECTIVES
Jay Garfield
- CCS 153
CHILD DEVELOPMENT IN THE
SCHOOLS
Catherine Sophian
- CCS 154
ANALYSIS OF TELEVISION
NEWS
Susan Douglas
- CCS 155
FILM/TELEVISION HISTORY,
THEORY, AND PRACTICE
Joan Braderman

200 LEVEL

- CCS 204
MEDIA ANALYSIS:
THE THIRD WORLD IN THE
UNITED STATES MEDIA
Eileen Mahoney
- CCS 215
COMPUTER SCIENCE I:
INTRODUCTION TO
PROGRAMMING AND THE
ANALYSIS OF ALGORITHMS
Susan Holland
- CCS 226
THEORY OF LANGUAGE I:
PHONOLOGY
Mark Feinstein
- CCS 228
WORKING IN THE
CONSCIOUSNESS INDUSTRY
James Miller
- CCS 230
WOMEN AND IMAGING:
FEMINIST THEORY AND VIDEO
PRODUCTION
Joan Braderman,
Susan Douglas
- CCS 233
INTRODUCTION TO ARTIFICIAL
INTELLIGENCE
David Kramer,
Neil Stillings
- CCS 250
POLICIES AND APPROACHES TO
THE INFORMATION AGE
Eileen Mahoney

CCS 261
POLITICAL SYMBOL,
POLITICAL ACTION
James Miller

CCS 270
LOOKING INTO THE MIND: THE
PSYCHOLOGY LABORATORY
Neil Stillings

300 LEVEL

- CCS 304
TOPICS IN COMPUTER
SCIENCE
Susan Holland
- CCS 305
EPISTEMOLOGY AND
DIFFERENCE
Meredith Michaels
- CCS 306
VIDEO PRODUCTION SEMINAR*
Gregory Jones
- CCS 337
FOUNDATIONS OF COGNITIVE
SCIENCE: PHILOSOPHICAL AND
PSYCHOLOGICAL PERSPECTIVES
ON KNOWLEDGE
Jay Garfield,
Catherine Sophian
- CCS 338
HA 338
DIGITAL MUSIC COMPOSITION
David Kramer,
Daniel Warner

COURSE DESCRIPTIONS

CCS 102
PHILOSOPHICAL ISSUES IN
REPRODUCTION AND PARENTHOOD
Meredith Michaels

[] This course will focus on contraception, abortion, and parenthood. We will discuss the relationship, if any, between contraception and reproductive freedom; the ethics and politics of abortion; the variable responsibility of women, men, the community and the state for the rearing of children. We will look at the ways in which traditional moral, psychological, and social theories have accounted for reproductive practices and policies and at the ways in which feminism has altered and enriched our understanding of them. The course is designed for students with no previous background in philosophy, feminist studies or reproductive biology and technology.

Enrollment is limited to 25 by instructor's permission. Class will meet twice a week for one and one-half hours each time.

CCS 109 (Proseminar)
ANIMAL COMMUNICATION
 Mark Feinstein

[] The claim that language is the exclusive property of the human species has lately come under fire. Researchers have analyzed the dances of bees, calls and songs of birds, chimp vocalizations, wolf postures, and dolphin clicks. They have discovered that such phenomena do seem to function as a means of communication. Whether they are anything like "languages" in the human sense remains an open and exciting question. In an attempt to answer that question--more precisely, the question of whether other animals have the capacity to learn and use a system like human language--researchers have tried to teach chimpanzees, for example, to use human speech sounds, to use manual gesture systems, and to communicate through computers. We will scrutinize the claims of these researchers carefully.

We will consider the following main areas: the nature of naturally occurring animal communication systems, including human language, the potential of other animals for learning and using imposed language-like systems, and the general question of the interrelation between innate, biologically determined knowledge and learned knowledge. A sizable part of the course will be devoted to learning methods for analysis of human language, which is the most complex and best understood of naturally occurring communication systems. In addition, we will read general works on ethology (animal behavior) and selected articles on the communication patterns of various species.

Members of the class will break into groups, each choosing a different species and analyzing its communication system. Each group will be responsible for a written report on its research. The class will meet twice a week for one and one-half hours each time.

CCS 142 (Proseminar)
**VISUAL LITERACY AND
 MEDIA CRITICISM**
 Gregory Jones

[] This course will help students develop a critical vocabulary and methodology for evaluating "how images mean." 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. Students will become familiar with historical, formalist, psychological, and sociocultural approaches to criticism as they attempt to develop a pluralistic analytic framework.

Students will be expected to complete two referenced papers, one guided learning exercise, and a Division I proposal and preliminary bibliography. There will be a heavy emphasis on writing and revision, and students will meet individually with the instructor for guidance and consultation. The class will meet twice a week for two hours each session. An advanced section of this course will be available to concentrators in the fall of 1988.

CCS 151
**CONVENTION, KNOWLEDGE, AND
 EXISTENCE: EUROPEAN AND
 TIBETAN PERSPECTIVES**
 Jay Garfield

[] The role of social conventions regarding the use of language and the practices of justifying both behavior (ethics) and reasoning (epistemology) has been the subject of intense philosophical study by philosophers in both the Western tradition and the Prasangka-Mahadyamika tradition of Tibetan Buddhism. There are remarkable similarities as well as striking differences in the questions asked and answers offered concerning the degree to which what we can know, how we can legitimately act, and the ultimate nature of reality are determined in part by such social conventions. This seminar will compare these two traditions in a historical perspective. In the Western tradition we will examine the work of Sextus Empiricus, David Hume, Ludwig Wittgenstein, and Martin Heidegger. In the Tibetan tradition, we will read from the work of Nagarjuna, Chandrakirti, Bhavaviveka, and Tsong-Khupa. This course will be designed to facilitate Division I examinations in the School of CCS. Enrollment limit is 20. Class will meet twice a week for one and one-half hours each time.

CCS 153
**CHILD DEVELOPMENT
 IN THE SCHOOLS**
 Catherine Sophian

[] This course is designed for students who want to work with children in a school setting and is intended to give them a theoretical context in which to think about relationships between child development and educational practices. All students who wish to participate in the course must be concurrently involved in some kind of fieldwork that involves working with children in a school setting for at least two hours a week. An elementary school placement will be most relevant to the course material, but a preschool placement is also acceptable. Please arrange your own placement--the earlier, the better. The Career Options Office staff can help. Students will be expected to write a series of short papers addressing the relationship of various readings in developmental psychology to their field experience and to educational issues that pertain to

the settings in which they are working. The class will meet once a week for two hours. Enrollment is open to all students who are able to find an appropriate fieldwork placement.

CCS 154
ANALYSIS OF TELEVISION NEWS
Susan Douglas

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

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

The course will also function as a Division I workshop, providing a group setting in which students can successfully complete their Division I examinations in Communications and Cognitive Science. Each student will be free to select any aspect of the news to study in his/her exam. The format of the class will be discussion, and informed class participation is essential. We will meet Tuesday and Wednesday evenings from 6:15 to 8:30 so that we can watch the news together as a class. Enrollment is limited to 20 by permission of the instructor.

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) representations. 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). Twenty to thirty 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 204
MEDIA ANALYSIS: THE THIRD
WORLD IN THE UNITED
STATES MEDIA
Eileen Mahoney

[] This course examines the coverage given Third World peoples and developments in Third World nations in the United States media. Critical reading of, and response to, the United States media are the major objectives of this course. The definitions of "news," "objectivity," and "Third World" utilized in the United States media will be scrutinized, as will the structures of ownership and control characteristic of the media industry in the United States. Linkages between Third World and poor peoples in the national and international community will be explored through an analysis of the selection and presentation of the United States media attention focused on and at them.

Course requirements will include substantial reading (including The New York Times, Time, and The Daily News, and Schiller's The Mind Managers); several short critical essays; and active participation in class discussion. The class will meet once a week for three hours.

CCS 215
**COMPUTER SCIENCE I:
 INTRODUCTION TO PROGRAMMING
 AND THE ANALYSIS OF
 ALGORITHMS**
 Susan Holland

[] 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 three course sequence which is intended both for concentrators in computer science and for those who wish to combine work in computer science with work in other fields, including the sciences, music, economics, and art.

No prior experience with computers is required for this course. Students will learn ab initio how to program a computer in a high-level computer language. We shall also study the process of constructing algorithms, as well as some logic, set theory, and some elementary properties of numbers.

The only prerequisite for this course is satisfactory completion of a course in high school algebra or its equivalent. Students with significant programming experience should consult with the computer studies faculty about the advisability of beginning their computer studies at Hampshire with Computer Science II. The course will meet three times a week for one and one-half hours each time. Enrollment is limited to 30.

CCS 226
**THEORY OF LANGUAGE I:
 PHONOLOGY**
 Mark Feinstein

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

This class is part of a multi-course core sequence in linguistics which investigates syntax, semantics, and phonology in alternate semesters. Theory of Language I, in the spring semester, will investigate phonological theory (the study of sound systems). In the fall we will focus on syntactic theory (the study of the principles of sentence formation). 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.

CCS 228
**WORKING IN THE
 CONSCIOUSNESS INDUSTRY**
 James Miller

[] What factors determine the content of mass media? In recent years researchers have addressed this question by examining the occupational and organizational aspects of the industrialized production of culture. They have inquired into the routines of production practice, the relations of media workers to technology, the emergence of professional norms and ethics, and the demographic (age, gender, racial) composition of the mass-media workforce. This research has revealed a host of sometimes hidden and unexpected constraints and incentives that are powerful shaping forces in the making of contemporary culture.

This course will explore these issues, primarily in the American news business. To a lesser extent and for comparative purposes, we will discuss aspects of book publishing, music recording, and television entertainment program production. In addition to studying findings about media work, we will also become acquainted with some of the methodological and theoretical concerns of this research area. Researchers and practitioners are likely visitors and we may observe local media operations. Readings will come from periodicals such as the Columbia Journalism Review, collections like Individuals in Mass Media Organizations, and monographs such as The Hollywood TV Producers.

Students will complete two or three projects. Enrollment is limited to 15. Class will meet once a week for three hours.

CCS 230
**WOMEN AND IMAGING:
 FEMINIST THEORY AND
 VIDEO PRODUCTION**
 Joan Braderman
 Susan Douglas

[] This course has two purposes: to analyze the representation of women in the mass media and film/video art, and to enable students to produce videotapes that address issues of gender in representation. Half the class will have a background in video production, and the other half should be engaged in critical writing. The group as a whole will meet to discuss readings, screenings, and student work, both written and visual. Students will be expected to produce several short papers and a final project in either written or visual form. Readings and class discussion will examine the recent explosion of feminist scholarship in media and film theory, cultural criticism, and visual production. The course is designed for second and third year students who are concentrators

in the area. Texts will include a selection of work with or by the following: Tania Modleski, Judith Williamson, Teresa De Lauretis, B. Ruby Rich, Janice Radway, Annette Kuhn, Judith Mayne, Julie Dash, Barbara Kruger, Ginger Rogers, Joan Crawford, Diahann Carroll, Lina Wertmuller, Tina Turner, Madonna, Yvonne Rainer, Chantal Ackerman, Martha Rosler, and Vanna White.

Though admission to the course is limited, preregistration is not required. Bring samples of your work to the first class. Instructors will select class members based on the quality of the work. Class will meet twice a week for two hours each time.

CCS 233
INTRODUCTION TO
ARTIFICIAL INTELLIGENCE
David Kramer
Neil Stillings

[] The study of artificial intelligence is the attempt to understand ways in which computers can be made to perform tasks which require intelligence when performed by humans. Such tasks include understanding language, playing difficult games such as chess, learning from experience, solving complex problems, and interpreting visual images. In enquiring into the nature of artificial intelligence, we shall also find ourselves confronted by questions about the nature of mind and of human intelligence. We shall develop models of representing problem-solving algorithms, and implement them using one of the programming languages designed for artificial intelligence research (LISP, Prolog). Class will meet three times a week for one and one-half hours each time.

CCS 250
POLICIES AND APPROACHES
TO THE INFORMATION AGE
Eileen Mahoney

[] This course is the first of a two-semester study of communication/information policies currently in the process of initiation, development, implementation, or revision in a variety of societies throughout the international community.

Special emphasis is given to policy issues related to developments in telecommunication and new information technology (i.e., data processing, storage, distribution and application) as it is these areas that are increasingly considered vital to economic growth. The character and structure of media industries within these societies are addressed insofar as they suggest directions that developments in newer communication/information industries may follow or diverge from.

Course readings will include Herbert Schiller's Information and the Crisis Economy and government documents including the Clyne Report of Canada, the Madec Report of France, the Hunt Report of the United Kingdom, and various U.S. government reports.

Course requirements include: substantial reading, three written assignments--two short essays (5 pages) and a final research paper (10-15 pages), and active participation in class discussions. The class will meet twice a week for one and one-half hours each time. Enrollment is limited to 20 on a first-come basis.

CCS 261
POLITICAL SYMBOL,
POLITICAL ACTION
James Miller

[] This course explores the notion that the style or form of political action is often nearly as important as its content, and that symbolic politics may be an especially significant element of our time.

Our questions will be several, including these: Is it possible to investigate election campaigns as a ceremony or ritual? Can the language of public policy say one thing, while the substantive consequences of policy action have quite different meaning? Can the expressions of modern political life, from voting to the legislative process and judicial decision making, be considered a sort of public drama?

Possible readings are Edelman's The Symbolic Uses of Politics, Political Language or his forthcoming Constructing the Political Spectacle; Nimmo and Combs' Mediated Political Realities or Subliminal Politics; research on political campaign management and image manipulation; and certain classic works on symbol systems and the construction of everyday social realities.

Students will carry out several small projects that focus on the developing presidential race. Class will meet twice a week for one and one-half hours each time.

CCS 270
LOOKING INTO THE MIND:
THE PSYCHOLOGY LABORATORY
Neil Stillings

[] Collecting new data is one of the great pleasures and challenges in psychology. Reading about psychological research conveys very little of the excitement or the craft involved in doing psychological experiments. Each student in this course does an original experiment. I will show you some of the craft, share some of my interests, and help you get started on your experiment. The course will make use of Hampshire's psychology and cognitive science

laboratories located in Franklin Patterson Hall. The laboratories are equipped with a number of instruments, including Apple and Compupro computers, that can support a wide range of research.

This course is a prerequisite for admission to graduate school in psychology. The course is also recommended for students in the other social and cognitive sciences and for students in computer science who are interested in artificial intelligence or human factors in software engineering. Class will meet twice a week for one and one-half hours each time. Enrollment limit is 12 by instructor permission.

CCS 304
TOPICS IN COMPUTER SCIENCE
Susan Holland

[] This course will deal with one or two important problems in current computer science. Depending on the interests of 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.

Significant prior computer science course work will be assumed. Enrollment limit is 15 by instructor permission. Class will meet twice a week for one and one-half hours each time.

CCS 305
EPISTEMOLOGY AND DIFFERENCE
Meredith Michaels

[] Recent work in critical/feminist theory and philosophy suggests that traditional Western conceptions of knowledge result from and maintain particular cultural configurations. In order to understand and assess this claim, this course will focus on theories of knowledge and their relation to the production of knowledge. We will look at the most persistent epistemological strains in Western culture in contrast to non-Western (principally African) and feminist alternatives. Students should have a strong background in at least one of the following areas: critical theory, feminist theory, Third World studies or philosophy.

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

CCS 306*
VIDEO PRODUCTION SEMINAR
Gregory Jones

[] This seminar is designed for experienced students in video production. The class will provide a critical context and support crew for projects initiated and produced by students as part of their Division II or III programs of study. The instructor will serve as a consultant and adviser for each project. Screenings, discussions, guest lecturers, and learning exercises will supplement class critiques of student works-in-progress. Students will be expected to have a major responsibility in at least one video project, participate on several production crews, be active participants in discussions, and complete a production journal and/or crew logs.

Students interested in enrolling in this seminar must write a detailed production proposal which includes a treatment (project outline and/or plot summary), shooting/editing schedule, crew list, budget, and bibliography which informs the subject and/or genre of the production. Documentary proposals should include a list of probable interviewees, shooting locations, and interview question sequences. Narrative proposals should include a script, promptbook, blocking plots, shot selections, and/or storyboards. Each student should bring a copy of her or his production proposal to the first class and be prepared to give a five minute oral presentation. Each student should also bring a sample of his or her past work in video. Entrance to the course will be determined by the thoroughness of the production proposal, the quality of sample work, the clarity of the oral presentation, the level of clearance/experience in the use of video equipment, and overall academic progress. Enrollment will be limited to 10 students by instructor permission. A lottery will be held if necessary. Class will meet once a week for four hours.

CCS 337
FOUNDATIONS OF COGNITIVE
SCIENCE: PHILOSOPHICAL AND
PSYCHOLOGICAL PERSPECTIVES
ON KNOWLEDGE
Jay Garfield
Catherine Sophian

[] What is knowledge and where does it come from? These questions lie at the heart of the fields of epistemology, within philosophy, and cognitive development, within psychology. Although the two disciplines characteristically approach the study of knowledge in very different ways and with different questions in mind, increasing communication between them with the rise of the interdisciplinary study of cognitive science has led to more use of empirical evidence in epistemology and more sensitivity to epistemological problems in the study of cognitive development.

This course, designed for advanced students in cognitive science, philosophy, or psychology, will examine work at the interface of cognitive development,

cognitive psychology, and epistemology. We will read important foundational work from the early and middle parts of this century (including the work of Piaget, Sellars, and Wittgenstein) as well as contemporary research in epistemology, cognitive development, cognitive psychology, and artificial intelligence. Prerequisite: at least one intermediate or advanced course in developmental psychology, cognitive psychology, cognitive science, epistemology, philosophy of mind, or artificial intelligence. Enrollment is limited to 20 by instructor permission. Class will meet once a week for three hours.

CCS 338
HA 338
DIGITAL MUSIC COMPOSITION
David Kramer
Daniel Warner

[] This course will be an introduction to digital sound synthesis using the CMUSIC language running on a VAX 750 computer. Students will be expected to complete outside readings, programming problems, and a composition project using CMUSIC.

The class will meet twice weekly for one and one-half hours each time. Enrollment is limited to 10 by permission of the instructors.

School of Humanities & Arts

COURSE LIST

100 LEVEL

HA 104
DRAWING I
Judith Mann

HA 106
SS 106
READING POLITICS
Mary Russo
Joan Landes

HA 110
FILM/VIDEO
WORKSHOP I
TBA

HA 111
STILL PHOTOGRAPHY
WORKSHOP I
TBA

HA 130
THREE RUSSIAN WRITERS:
PUSHKIN, GOGOL, AND
TURGENEV
Joanna Hubbs

HA 158
LANDSCAPE AND CHARACTER
IN MIDWESTERN LITERATURE
David Smith
Ellie Siegel

HA 176
BASIC TONAL THEORY:
LINES AND CHORDS
Daniel Warner

HA 177
NS 177
MAKING WAVES: AN
ANALYTIC INVESTIGATION
OF WAVE MOTION IN
MUSIC, ACOUSTICS, AND
HOLOGRAPHY
Daniel Warner
Frederick Wirth

200 LEVEL

HA 201
ADVANCED DRAWING
Denzil Hurley

HA 210
FILM/VIDEO
WORKSHOP II
TBA

HA 211
PHOTOGRAPHY
WORKSHOP II
TBA

HA 224
JAZZ COMPOSITION
AND THEORY
TBA

HA 230
ORIGINS OF ROMANTICISM
Joanna Hubbs

HA 231
POETRY WRITING
WORKSHOP
Andrew Salkey

HA 237
FICTION WRITING
WORKSHOP
Andrew Salkey

HA 238
FICTION AND DRAMA:
A WRITING WORKSHOP
Ellen Donkin
Lynne Hanley
Nina Payne

HA 257
THEOLOGY
R. Kenyon Bradt

HA 268
SPINOZA'S ETHICS
R. Kenyon Bradt

HA 271
ISSUES IN AFRO-
AMERICAN HISTORY
AND LITERATURE
Reinhard Sander

HA 275
THE MODERN TRADITION
Richard Lyon

HA 277
CAMUS
Robert Meagher

300 LEVEL

HA 305
ADVANCED PAINTING
Denzil Hurley

HA 306
ADVANCED WRITING
WORKSHOP
Nina Payne

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

HA 33i
BIBLICAL AND HOMERIC
NARRATIVE: STUDIES
IN INTERPRETATION
Robert Meagher

HA 338
CCS 338
DIGITAL MUSIC
COMPOSITION
Daniel Warner
David Kramer

HA 339i
SOME PERSPECTIVES
THROUGH FICTION ON
LIFE IN THE U.S.
Richard Lyon

HA 399a
DIVISION III
STUDIO CRITIQUE
Denzil Hurley
Judith Mann

HA 399c
ART TUTORIAL
Leonard Baskin

COURSE DESCRIPTIONS

HA 104
DRAWING I
Judith Mann

[] Using basic materials, we will thoroughly explore basic problems of representation. Our problems will include still life, interiors, self-portrait, and some limited time doing figure work. Our aim will be to produce competent works in which a viewer may recognize not simple skills or techniques, but evidence of ability to analyze and structure, light, space, and surface. There will be constant emphasis upon issues of accuracy and interpretation as the difference emerges and develops, both through the assigned problems, and in slide discussions and crits. The nature of the experience requires continuous class attendance and participation. There may be an average of two-three hours a week spent outside of class, and the course materials may cost \$50-\$75. Please note: most high school classes and/or independent work do not involve such extensive amounts of time to develop ideas and competence. It is expected that those interested in studying art here would benefit from a Drawing I course.

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

HA 106
SS 106
READING POLITICS
Mary Russo
Joan Landes

[] Beginning with Aristotle's famous work of the same name, this course will introduce the reading of "politics" as it is constituted within the tradition of Western social and political thought. Drawing from the disciplines of contemporary literary and critical theory, we will explore the practice of critical reading as itself a strategy of cultural activism and resistance.

A second concern of the course is the issue of interdisciplinarity. The boundaries between the disciplines of literature, history, philosophy, rhetoric, and political theory have been historically unstable. A Renaissance text such as Machiavelli's The Prince, for instance, is easily as interesting for its use of figurative language and its historical narratives as it is for its practical advice to rulers. We will follow the traces of other texts, genres, and authors within a given work, and thereby question its authority.

Assuming that authoritative texts assume their own ideal readers, we will examine models of resistant and perverse readers such as Freud and Nietzsche to question how we as readers are implicated in the creation of a text's meaning and authority.

Reading will include selections from Aristotle, Machiavelli, Rousseau, Freud, and Nietzsche.

Students are expected to complete the assigned reading and to write a short paper on each of the authors. Class will meet twice a week for one and one-half hours.

HA 110
FILM/VIDEO
WORKSHOP I
TBA

[] This course teaches the basic skills of film production, including camera work, 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 \$40 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 and one-half hours. Enrollment is limited to 15, which will be determined at the first class session.

HA 111
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 \$40 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 and one-half hours. Enrollment is limited to 15, which will be determined at the first class session.

HA 130
THREE RUSSIAN WRITERS:
PUSHKIN, GOGOL, AND
TURGENEV
Joanna Hubbs

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

...there is a Russian odor there...it smells of Russia! And I was there, I drank mead, I saw the green oak-tree by the sea and sat under it, while the learned cat told me its stories..."

Pushkin, Prologue from Ruslan and Luydmila

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

Gogol, Dead Souls

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

Books will include: Pushkin, Eugene Onegin, The Captain's Daughter, Tales of Belkin, The Queen of Spades; Gogol, Dead Souls, "The Overcoat," "The Nose," "Diary of a Mad-Man," other short stories; Turgenev, Hunter's Sketches and Fathers and Sons.

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

HA 158
LANDSCAPE AND
CHARACTER IN
MIDWESTERN LITERATURE
David Smith
Ellie Siegel

[] This description will be placed in the spring course guide.

HA 176
BASIC TONAL THEORY:
LINES AND CHORDS
Daniel Warner

[] Using the basic concepts and skills from the Music Primer we will develop a pitch/time syntax for tonal music. Students will be expected to complete weekly composition assignments using various contrapuntal and harmonic techniques. We shall study these structures as they appear in classical music, jazz, and popular music. Listening and aural training sessions will continue, as will the process of placing this knowledge within a larger cultural context.

The class will meet twice a week for one and one-half hours. Enrollment is limited to 25 by instructor permission. Music Primer will generally be considered a prerequisite for this course.

HA 177
NS 177
MAKING WAVES:
AN ANALYTIC
INVESTIGATION OF
OF WAVE MOTION IN
MUSIC, ACOUSTICS,
AND HOLOGRAPHY
Daniel Warner
Frederick Wirth

[] The description of wave motion can be applied to many diverse natural phenomena: water waves, waves on strings, sound waves and light waves for example. Once this description is established through practical observation of selected systems, students can choose to concentrate their studies in one of two areas:

-students can apply their new knowledge to the study of sound, music and acoustics. Student projects will be realized with both physics and electronic music equipment. or

-students can study the process of holography in terms of the wave motion of light. Holograms will be made in the optics laboratory.

This course will meet twice a week, once for one hour and once for two hours for laboratory work.

HA 201
ADVANCED DRAWING
Denzil Hurley

[] This course is a continuation of Drawing I. It introduces 3-dimensional aspects of drawing, collage and color problems as specific to individual needs. There will be slide lectures and group discussions. Students interested in printmaking are welcome to further their interests here.

Class will meet for three hours twice a week. Enrollment is open. Drawing I is a prerequisite.

HA 210
FILM/VIDEO
WORKSHOP II
TBA

[] 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 \$40 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 211
PHOTOGRAPHY
WORKSHOP II
TBA

[] 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 \$40 entitles the student to darkroom facilities, lab supplies and chemicals. Students must supply their own film and paper.

HA 224
JAZZ COMPOSITION
AND THEORY
TBA

[] This course will explore the fundamentals of Jazz theory and composition. Topics to be covered will include basic harmonic vocabulary and nomenclature, blues progressions, chord scales and modes, chord extensions and harmonic progressions, construction of bass lines, substitute chords, quartal, quintal, and secundal harmony, sequences, and canon. Students will be expected to complete weekly assignments and two larger composition projects.

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

HA 230
ORIGINS OF ROMANTICISM
Joanna Hubbs

[] The counter culture of the 1960's popularized the challenge of the irrational--the intuitive and emotional aspects of human nature--to the autocratic hegemony of rationality, of "law and order." In many of its manifestations--the search for esoteric wisdom, the turn toward Oriental religions, magical practices, and the general adulation of creative faculties--its rebellion against established order took many of its guiding precepts and expressed aspirations from an earlier revolution which had also recoiled from the constraints of reason.

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

Reading list: Montesquieu, Persian Letters; Voltaire, Candide; Rousseau, Emile; Laclous, Liaisons Dangereuses; Sade, Justine; Goethe, Sorrows of Young Werther; Faust; Gay, The Enlightenment; Becker, The Heavenly City of the Eighteenth-Century Philosophers; Hampson, A Cultural History of the Enlightenment; Cassirer, Rousseau, Kant and Goethe.

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

HA 231
POETRY WRITING
WORKSHOP
Andrew Salkey

[] This course will emphasize the principle that all our workshop poetry writing should be done primarily for the reception and delight of our own workshop members and with them 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 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
FICTION AND DRAMA:
A WRITING WORKSHOP
Ellen Donkin
Lynne Hanley
Nina Payne

[] In this course in writing, we will focus on dramatic and fictional forms as they are shaped by the imaginative use of language for performance and narrative. Students will read and write in both genres, and by moving between them, discover the possibilities and limitations of each.

This course will meet for one and one-half hours twice weekly. Once in a lecture format, once in three self-contained workshops. Readings will be selected from the work of a wide variety of writers and playwrights. Interested students should attend the first class. Enrollment is limited to 35. Over-enrollment will be resolved by lottery.

HA 257
THEOLOGY
R. Kenyon Bradt

[] This course is to be a study of the being of God, and of the world in its relation with God. Central to the study will be a consideration of the nature of humanity and of human thought and speech in the relation of God to them and in their relation to God. Students will be expected to participate fully in the class sessions and to conduct a major research project and write a paper on a theological issue of thinker of their choice.

Class will meet once a week for three hours and enrollment is open.

HA 268
SPINOZA'S ETHICS
Kenyon Bradt

[] This course is to be a study of Spinoza's Ethics. Students will be expected to conduct an intensive reading of Spinoza's text; to participate fully in the class sessions, and to write a major paper for the course.

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

HA 271
ISSUES IN AFRO-
AMERICAN HISTORY
AND LITERATURE
Reinhard Sander

[] The history of Afro-Americans is a story of despair and hope, fear and determination, tears and laughter. It is a story which takes two continents and three centuries to tell and centers on the struggle of a people for freedom and identity in a society which would deny both to them. This course is offered as an introduction to Afro-American history and literature and will focus on: the African heritage and the diaspora; slavery and the first black liberation movement; Reconstruction of the South and the reinstitutionalization of white power; the Harlem Renaissance; and the Civil Rights and Black Power Movements.

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

HA 275
THE MODERN TRADITION
Richard Lyon

[] Modernism strongly implies some sort of historical discontinuity, either a liberation from inherited patterns or, at another extreme, deprivation and disinheritance. Committed to everything in human experience that militates against custom, abstract order, and even reason itself, modern literature has elevated individual existence over social man, unconscious feeling over self-conscious perception, passion and will over intellect and systematic morals, dynamic vision over the static image, dense actuality over practical reality. In these and other ways, it has made the most of 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,
Richard Ellmann and Charles Feidelson

Ellmann and Feidelson's book, subtitled The Background of Modern Literature, is a rich collection of discursive statements by novelists, poets, philosophers, and critics who have been influential in shaping the universe of discourse to which modern literature belongs. Most of these writers lived in the 19th and early 20th centuries, although they themselves found the starting point of the "modern" to be

(variously) the Middle Ages, the mid-17th century, early Romanticism, or the Late Victorian era. Their views will be the subjects of our discussions, organized under the general heads symbolism, realism, attitudes to nature, and self-consciousness.

The readings on symbolism center on the intrinsic nature of art itself: concepts of the imagination, the creative process, the idea of the artist as hero. Our second topic, the realist movement, involves ideas of art as a cultural product: questions of historical 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 twice 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 277
CAMUS
Robert Meagher

[] Several years after his death, Susan Sontag wrote of Camus: "Kafka arouses pity and terror, Joyce admiration, Proust and Gide respect, but no writer that I can think of, except Camus, has aroused love."

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

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

RA 305
ADVANCED PAINTING
Denzil Hurley

[] This course will emphasize studio work and dialog around individual interests. It will be augmented with group discussion and slide presentations. Additional emphasis will be placed on color painting technique and materials and their relationship to expression.

Class will meet once a week for four hours. Enrollment is limited to 15 by instructor's permission.

HA 306
ADVANCED WRITING
WORKSHOP
Nina Payne

[] This course is designed for students concentrating in poetry, fiction, and playwriting. Participants will be expected to present works-in-progress on a regular basis and to give and receive serious critical commentary.

Permission of the instructor is required, based on a writing sample to be presented on or before course interview day. Priority will be given to Division III students, enrollment is limited to 12 students and class will meet for three hours, once weekly.

HA 3241
SS 3241
WOMEN'S WRITING,
WOMEN'S DESIRE:
RECENT FEMINIST
THEORY
Jill Lewis
Joan Landes

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

We will look at overlapping issues of sexual difference and desire, sexuality and power, language and bodily expression, biology and society, patriarchy and history in feminist theory. We will focus on French feminist contributions (by H. Cixous, L. Irigaray, M. Monreley, J. Kristeva, M. Wittig and others), tracing their influence in English and American thought (J. Mitchell, J. Rose, J. Gallop, R. Coward, G. Spivak), identifying contrasting perspectives in the writings of N. Chodorow, C. Gilligan, and D. Dinnerstein. We will pursue the topic of mothering and public-private issues in the writings of J. Elstain, S. Ruddick, and D. Smith. The course will include a survey of feminist film theory (A. Kuhn, L. Mulvey, L.

Williams, J. Lesage). Selections will be made from recent women's fiction and students are encouraged to integrate other materials from literature, literary theory and the social sciences.

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

HA 331
BIBLICAL AND HOMERIC
NARRATIVE STUDIES
IN INTERPRETATION
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?

The Bible and the ancient Homeric epics are ideal texts for the study of narrative structure and the interpretive process. In fact, the history of the practice and theory of interpretation of texts is closely tied to Biblical exegesis. Both Biblical scholars and Homeric scholars have raised fundamental questions about the nature and possibility of interpretation, including questions about how the process of interpretation is affected by the lapse of time between writing and interpreting, how the narrative texts relate to an original fable or myth, the relation of the text to oral tradition and cultural beliefs and practices, and the extent to which such narratives can express individual creativity against shared cultural frameworks of understanding.

However, the questions raised by these texts turn out to be relevant to the study of narrative and interpretation in all texts. The issues raised are at the heart of current concerns in literary criticism, semiotics, philosophy, and the linguistics of narrative. We will use tools from each of these disciplines as well as the formal and structural study of folklore, oral literature, myth, modern narrative in fiction and nonfiction, and the breakdown of narrative and sequence in contemporary literature and art to carry out our study of narrative and the interpretive process.

The class should be of interest to students in literary criticism, philosophy, theology, linguistics, and anthropology. Students will supplement a methodological focus with additional readings in a variety of areas to be determined by their personal interests, whether it be in structuralism, semiotics, literary criticism, narratology, discourse studies, theology, exegesis, philosophy, or the anthropology or linguistics of the ancient texts. The class will meet twice weekly for one and one-half hours each time. Enrollment is limited to 20, with instructor permission.

HA 338
CCS 338
DIGITAL MUSIC
COMPOSITION
Daniel Warner
David Kramer

[] This course will be an introduction to digital sound synthesis using the CMUSIC language running on a VAX 750 computer. Students will be expected to complete outside readings, programming problems, and a composition project using CMUSIC.

The class will meet twice weekly for one and one-half hours each time. Enrollment is limited to 10 by permission of the instructors.

HA 3394
SOME PERSPECTIVES
THROUGH FICTION ON
LIFE IN THE U.S.
Richard Lyon

[] Advanced students in all Schools are invited to share their special concerns, perspectives, and knowledge in responding to ten or a dozen novels by U.S. writers--novels which confront and dramatize what it is (or was) to be an American and a particular sort of American in various times and places during this country's past hundred years.

The instructor will select six of the books; students in the seminar will choose the remainder. We'll begin by reading: Henry Adams, Democracy; Harold Frederic, The Damnation of Theron Ware; Kate Chopin, The Awakening; Jean Toomer, Cane; Sinclair Lewis, Babbitt; Willa Cather, The Professor's House.

The class will meet Tuesday nights from 7:30 to 10:30. Two students will introduce and set the agenda for discussion of each book, and brief (two-page) papers examining some aspect of the novel will be due each week. Enrollment is limited to 12.

HA 399a
DIVISION III
STUDIO CRITIQUE
 Denzil Hurley
 Judith Mann

[] This studio critique class is primarily for Division III level concentrators who are working on self-generated problems. It will take the form of discussions and critiques with both of the studio arts faculty.

Class will meet once a week for three hours.

HA 399c
 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.

CHAMBER MUSIC
 ENSEMBLES
 Music Faculty

[] Music faculty will organize and coach chamber ensembles for performers of classical repertory. Players will be grouped by ability level and by repertory needs. Rehearsals will be planned around participants' schedules; regular attendance will be expected. An organizational meeting will occur early in the semester. To register, contact Daniel Warner.

CHORUS
 Ann Kearns

[] Chorus meets Mondays and Wednesday 4-6 p.m., in the Recital Hall. Admission is by short, painless audition. Our 1987-88 season will include our annual Bach Cantata Festival with professional orchestra and soloists, a December concert, and a day tour to New York or Boston in the Spring. Faculty and staff are welcome. Sign up for audition on Chorus office door.

JAZZ ENSEMBLE
 TBA

[] This ensemble will explore the jazz repertoire in small group and/or large ensemble settings depending on its size and available instrumentation. It will provide insights into Jazz improvisation, ensemble playing, stylistic techniques, and reading/performance skills. Student composers will also be encouraged to write for this ensemble.

Interested students are requested to attend an open rehearsal during the first meeting of the ensemble.

School of Natural Science

COURSE LIST

100 Level

NS 112
 LITERALLY POISONED
 Nancy Lowry
 Ann McNeal (Woodhull)

NS 123
 HUMAN BIOLOGICAL
 VARIATION: CURRENT AND
 CONTROVERSIAL ISSUES IN
 ETHNICITY, CLASS, AND
 GENDER
 Alan H. Goodman

NS 151
 SS 151
 THE WORLD FOOD CRISIS
 Raymond Coppinger
 Frank Holmquist

NS 165
 PUSHING GEOMETRY TO THE
 LIMIT
 David C. Kelly

NS 177
 HA 177
 MAKING WAVES: AN ANALYTIC
 INVESTIGATION OF WAVE
 MOTION IN MUSIC,
 ACOUSTICS, AND HOLOGRAPHY
 Fredrick Wirth
 Dan Warner

NS 183
 QUANTUM MECHANICS FOR THE
 MYRIAD
 Herbert Bernstein

NS 194
 TROUBLED WATERS: THE
 ENVIRONMENTAL GEOCHEMISTRY
 OF WATER POLLUTION IN NEW
 ENGLAND
 John Reid and new
 environmental chemist

NS 199
 PROJECT COURSE
 John Foster
 David Kelly

200 Level

NS 203
 BASIC CHEMISTRY II
 TBS

NS 212
 ORGANIC CHEMISTRY II
 Nancy Lowry

NS 215
 ENZYMES: LABORATORY
 EXPERIENCE IN BASIC
 BIOCHEMISTRY
 Lawrence winship

NS 217
 INSECT/PLANT INTERACTIONS:
 THE PHYSIOLOGY AND ECOLOGY
 OF PREDATION, POLLINATION,
 AND RESISTANCE
 Lawrence Winship

NS 221
 REPRODUCTIVE PHYSIOLOGY
 Kay henderson

NS 230
THE EVOLUTION AND BEHAVIOR
OF DOMESTIC ANIMALS
Raymond Coppinger

NS 256 (Mini-course)
INFORMATIONAL
MACROMOLECULES
Lynn Miller

NS 257 (Mini-course)
THE NEW GENES: CLONED,
MOVABLE, AND SPLIT
Lynn Miller

NS 283
GENERAL PHYSICS B
Allan Krass

NS 287
ECOLOGY AND GEOLOGY OF THE
CONNECTICUT RIVER VALLEY
Charlene D'Avanzo
John Reid

NS 295
PRACTICUM IN ENVIRONMENTAL
EDUCATION
Merle Bruno
Cheryl Norton++

300 level

NS 302
ADVANCED TOPICS IN MARINE
ECOLOGY
Charlene D'Avanzo
Paulette Peckol+

NS 316
LINEAR ALGEBRA AND ITS
APPLICATIONS
Kenneth Hoffman

NS 323
DYNAMICAL SYSTEMS
Kenneth Hoffman
Jim Callahan

NS 327
MOLECULAR BIOLOGY
LABORATORY
Lynn Miller

NS 344
SS 344
THE PUEBLOS
Debra Martin
Barbara Yngvesson

NS 398 I
HEALTH AND DISEASE IN
INTERNATIONAL PERSPECTIVE
Ann McNeal (Woodhull)
Alan Goodman

ASTFC
STARS AND GALAXIES
TBA+

ASTFC 20
COSMOLOGY
TBA+

ASTFC 22
GALACTIC AND EXTRAGALACTIC
ASTRONOMY
TBA+

ASTFC 34
HISTORY OF ASTRONOMY
TBA+

ASTFC 38
TECHNIQUES OF RADIO
ASTRONOMY
TBA+

ASTFC 44
ASTROPHYSICS II
TBA+
+ Five College Astronomy
Professor
++ Hitchcock Center School
Program Coordinator

COURSE DESCRIPTIONS

NS 112
LITERALLY POISONED
Nancy Lowry,
Ann McNeal (Woodhull)

[] As the writers of mystery stories have discovered, most poisons leave distinctive "signatures," and it is not so easy to poison someone without a trace. There is also a lot of chemistry and physiology in the understanding of how poisons do their ghastly work. For example, one of the deadliest poisons (in terms of how few micrograms it takes to kill a person) has a complex molecular structure and is made by a deep-sea fish; it is such a specific toxin that is used to help in the exploration of how nerves work. In the subtle chemical strife of nature, plants mimic animal hormones and animals develop paralytic poisons to subdue their prey.

We will read mystery stories for edification. We will also read what the scientists have published about the chemistry and actions of some poisons, mostly natural ones. There will be no lab.

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

Class will meet one and one-half hours twice a week, and enrollment is limited to 20 students, instructor permission.

NS 123
HUMAN BIOLOGICAL VARIATION:
CURRENT AND CONTROVERSIAL
ISSUES IN ETHNICITY, CLASS,
AND GENDER
Alan H. Goodman

[] "No argument has ever been advanced by any reasonable man against the fact of differences among men. The whole argument is about what differences exist and how they are to be gauged." (Jacques Barzun, 1965)

We live in a fascinating time in which to ponder the incredible diversity of our species. We see it more readily than people of previous ages, and we have some neat new methods for describing what we see. More important, however, this diversity is still frequently misunderstood, misinterpreted, and misused with profound economic, political, and legal implications. By focusing on a series of recent controversial issues, this course is designed to provide a framework for

understanding our species' variations. How variable are we? Which 'traits' are highly variable and which least so? How much of observed variation is genetic and 'hard wired'? If 'race' is a myth (which biologically it is!) then why does the concept persist and what then 'explains' variation?

The first goal of this course is to provide a framework for appreciating and interpreting human diversity. Special consideration will be given to understanding modes of adaptation to environmental problems and how these adaptations may be manifest in genetic, biologically plastic, or cultural differences among human groups. During the last part of the course a series of case studies in human variation will be presented in order to gain an understanding of how and why this research is done. Topics to be covered include: 1) the evolution of sickle cell and other blood variations, 2) the adaptive significance of skin color and size and shape variations, 3) the 'race' and IQ controversy, and 4) the gender and math ability controversy.

The readings will include Molnar's Human Variation, Gould's Mismeasurement of Man, and Fausto-Sterling's Myths of Gender. Class will meet for one and one-half hours twice a week for discussion and once every third week for a lab or short field trip. Students are expected to contribute to labs and discussions and produce a critique of a series of studies on a problem in human variation.

NS 151

SS 151

THE WORLD FOOD CRISISRaymond Coppinger,
Frank Holmquist

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

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

NS 165

PUSHING GEOMETRY TO THE LIMIT

David C. Kelly

[] Assuming only that some curiosity about geometry survived prior mathematical experiences, we'll use pictures, plots, programs, papadoxes, puzzles, and proofs to explore a wide range of geometric phenomena, patterns, and applications. Possible topics for investigation include polyhedra, domes, tessellations, the golden mean, circles, hypercubes, fractals, and Mandelbrot sets. We'll make models and develop some facility with methods of mathematical thinking. Complex number ("amphibians between existence and non-existence") will be introduced to provide nice links between arithmetic and geometry; and geometric ideas will allow us to sneak up on infinity.

There will be lots of problems and projects, and the class will meet for two hours twice a week.

NS 177

HA 177

MAKING WAVES: AN ANALYTIC INVESTIGATION OF WAVE MOTION IN MUSIC, ACOUSTICS, AND HOLOGRAPHYFrederick Wirth,
Dan Warner

[] The description of wave motion can be applied to many diverse natural phenomena: water waves, waves on strings, sound waves and light waves for example. Once this description is established through practical observation of selected systems, students can choose to concentrate their studies in one of two areas:

-students can apply their new knowledge to the study of sound, music and acoustics. Student projects will be realized with both physics and electronic music equipment.

OR

-students can study the process of holography in terms of the wave motion of light. Holograms will be made in the optics laboratory.

Course will meet twice a week, once for one hour and once for two hours for laboratory work.

NS 183
**QUANTUM MECHANICS FOR THE
 TRIAD**
 Herbert Bernstein

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

The course has three themes: quantitative approximations to interesting physical phenomena; formal use of mathematics to describe observations; the philosophical and cultural significance of interpretations of physical theory. Students are placed in contact with course material in ways parallel to physicists approaching nature. How to formulate questions, including how to make them into solvable puzzles, how to work cooperatively--each bringing what they know--utilizing both learned and created concepts, and how to master formal reasoning are all learned by experience. The course is suitable for those with a general interest in science and those who may specialize in philosophy, in keeping with its three themes.

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

NS 194
**TROUBLED WATERS: THE
 ENVIRONMENTAL GEOCHEMISTRY
 OF WATER POLLUTION IN
 NEW ENGLAND**
 John Reid and new
 environmental chemist

[] This course will address a number of issues of current environmental concern in the northeast both from the theoretical and empirical standpoint. We will develop the necessary background in aqueous chemistry and hydrology and apply this knowledge to a series of research projects concerning the pollution of surface and groundwaters in and near the Connecticut Valley. Topics will include the production, dispersal and deposition of acids from the atmosphere, the interactions of these acids with surface waters and soils (in particular the effects on the watershed of the Quabbin Reservoir), the fates of heavy metal and other inorganic pollutants in surface and groundwaters (including the incorporation of lead from plumbing solder and sodium from road salt in household tapwater), and the contamination of flood plain aquifers by agricultural pesticides.

Evaluation will be based on contribution to class and field discussions and on the quality of two extensive research papers based on field and laboratory studies conducted in the course.

Class will meet for one and one-half hours twice a week and one afternoon in the field.

NS 199
PROJECT COURSE
 John Foster,
 David Kelly

[] The project course will be supervised by two Natural Science faculty: a biologist and 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 203
BASIC CHEMISTRY II
 TBA

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

NS 212
ORGANIC CHEMISTRY II
 Nancy Lowry

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

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

NS 215
**ENZYMES: LABORATORY
 EXPERIENCE IN BASIC
 BIOCHEMISTRY**
 John Foster,
 Lawrence Winship

[] Almost all chemical changes in living cells involve the action of enzymes. What is an enzyme? How does it function? What does one look like and how do you measure it? This course will take a look at various aspects of enzymes and enzymology. It will be divided into two distinct units:
Enzymes as catalysts: An enzyme reveals itself to the nosy biochemist by the reaction it catalyzes. Thus the starting point in any enzyme study is a good assay. This unit will focus on techniques of enzyme assay and the nature of

enzyme catalysis. Having learned the assay you can then use it to look at some of the properties of an enzyme (its kinetics, binding constants, response to environmental factors, etc.) without actually seeing the enzyme itself.
Enzymes as proteins: An opportunity to purify your favorite enzyme from some suitable source, so that with a little luck you can actually see what it looks like. Since enzymes are proteins, purifying one means getting into some protein chemistry and into methods of separating large molecules from one another (salt fractionation, gel filtration, affinity chromatography, electrophoresis, etc.)

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

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

Instructor permission required.

NS 217

**INSECT/PLANT INTERACTIONS:
THE PHYSIOLOGY AND ECOLOGY
OF PREDATION, POLLINATION,
AND RESISTANCE**

Lawrence Winship

[] This course description will be written after we have hired an agricultural entomologist.

NS 221

REPRODUCTIVE PHYSIOLOGY

Kay Henderson

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

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

Class will meet for two hours twice a week.

NS 230

**THE EVOLUTION AND BEHAVIOR
OF DOMESTIC ANIMALS**

Raymond Coppinger

[] Domestic cattle, swine and fowl continue their neolithic revolutionary impact on the cultural and ecological surface of the earth. All but one of the continents devote extensive tracts of land to these animals, animals which not only shaped the land but also affected the climate. Wars are fought over them; economics are based on them.

These animals are also fascinating to study from a behavior and evolutionary point of view. Selections for growth rate, reproductive rate, and docile behavior gave us a practical understanding of the evolutionary process and were a major factor in tipping Darwin off to natural selection. Many of these animals' ancestors still exist, and have been studied in detail. Their descendants exist locally and are available for study in their "natural environment."

We will study in detail the evolution of behavior and will explore the processes of evolutionary change such as neoteny and allometry. Students should have some training in genetics, anatomy, physiology, and basic behavior or must expect to make up any deficiencies during the course. Students will prepare discussion topics for class presentation, annotated bibliographies on various topics, and will submit a major review paper.

Class will meet for one hour three times a week.

NS 256 (Mini-course)
INFORMATIONAL MACROMOLECULES
 Lynn Miller

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

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

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

NS 257 (Mini-course)
**THE NEW GENES: CLONED,
 MOVABLE, AND SPLIT**
 Lynn Miller

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

Students enrolling in this six week course should have some previous background in modern cell biology or genetics. NS 256, Informational Macromolecules, is a sufficient introduction. Every student is expected to participate actively in the seminar and to write an essay from the original literature. An intensive lab experience will be offered in January, 1988.

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

NS 283
GENERAL PHYSICS B
 Allan Krass

[] We will make a systematic investigation of electricity and magnetism, wave motion, and optics. Much of the information in this course will originate in the laboratory and then be examined in the classroom setting. This is a continuation of General Physics A in the sense that together the courses form a comprehensive study of introductory physics topics. Students should have previously completed Physics A or had equivalent exposure to introductory mechanics. The course will presuppose a knowledge of algebra, vector manipulation and the calculus, but students willing to shoulder an extra load during the first two weeks of the semester can get help with these topics. The laboratory will also be concerned with electronics, data acquisition and processing, noise reduction tactics and many other topics involving use of state-of-the-art equipment--valuable experience for anyone considering an experimental career. Please note "physics Help" following this description.

Class will meet for one and one-half hours three times a week, plus three hours once a week for lab. Enrollment is limited to 20.

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 287
**ECOLOGY AND GEOLOGY OF THE
 CONNECTICUT RIVER VALLEY**
 Charlene D'Avanzo,
 John Reid

[] In this course, we will investigate the relationships between the ecological and surficial geological processes at work in the Connecticut River valley. We will begin by examining the events responsible for shaping the landscape (largely continental glaciation and the action of rivers and streams) along with the elements of hydrology and soil-forming processes. This information will provide a background for discussions of the factors affecting plant distributions, species diversity, succession and species interactions.

There will be a strong emphasis on field observation, and the development of field skills (mapping, surveying, plant identification) in this course. Our course-based research projects will include the succession of three species on a recently emergent island in the Connecticut River, the relationship between post-glacial history and the development of a fire community on the Montague Plain, and a hydrologic/ecologic assessment of artificially created wetlands in Amherst.

Evaluation will be based on the quality of participation in class and field

discussions, on three research papers based on field work, and on a oral presentation of one of these projects.

Class will meet for one and one-half hours twice a week plus one afternoon in the field.

NS 295
PRACTICUM IN ENVIRONMENTAL
EDUCATION
Merle Bruno,
Cheryl Norton+

[] This is a practicum run at the Hitchcock Center for the Environment in Amherst. Students will gain experience teaching elementary age children at the Center as part of an arrangement with the Amherst School System. Students are expected to attend all the preparatory sessions, keep a journal, assist with one field trip per week, read all the assignments, and prepare a comprehensive environmental education plan aimed at a specific target audience.

The course meets at the Hitchcock Center one afternoon per week and one additional time for field trips. Students interested in registering for this course should call Cheryl Norton at the Hitchcock Center (256-6006).

Monday 1:00-4:00 p.m., Tuesday or Wednesday 8:00-12:00 a.m.

+School Program Coordinator, Hitchcock Center for the Environment

NS 302
ADVANCED TOPICS IN MARINE
ECOLOGY
Charlene D'Avanzo,
Paulette Peckol (Five College
Coastal & Marine Science
Professor)

[] Students in this seminar will read and discuss a series of research papers that are critical, new, or controversial to the field of marine ecology. Each session will be devoted to a single topic such as predation and competition in the intertidal zone, Galapagos rift ecology, food webs in salt marshes and mangroves, and production of algae in the subtidal. Students will select a topic, lead a discussion, and write a paper reviewing this topic. Prerequisites include a course in ecology or marine biology.

Class will meet for three hours one day a week.

NS 316
LINEAR ALGEBRA AND ITS
APPLICATIONS
Kenneth Hoffman

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

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

Class will meet for one and one-half hours three times a week and will require substantial amounts of problem solving.

NS 323
DYNAMICAL SYSTEMS
Ken Hoffman,
Jim Callahan+

[] A dynamical system is any system (astronomical, ecological, economic, etc.) which evolves over time. While the study of such systems has its roots in the 18th century with the development of calculus, there have been major developments in the last fifteen years which have led to novel insights into the workings of dynamical processes. Some of these developments are the increased availability of computers for detailed numeric and geometric investigations of complicated systems, the greatly increased role of mathematical modeling throughout the sciences and social sciences, and the discovery of the potentially central role which chaos plays in many instances. All of these developments will be explored carefully in this course. The only prerequisite is a solid grounding in calculus.

+Jim Callahan is a professor of mathematics at Smith College. This course is sponsored by the Five college Applied Math group and will be taught on the Smith College campus.

NS 327
MOLECULAR BIOLOGY LABORATORY
Lynn Miller

[] Students interested in carrying out extensive research in the molecular biology of symbiotic nitrogen fixing organisms may join the ongoing activities of this lab. Students must have completed successfully either a biochemistry, a cell biology, or the January Term gene cloning course.

Class will meet one afternoon a week plus other laboratory time.

Enrollment by instructor's permission.

NS 344
 SS 344
THE PUEBLOS
 Debra Martin,
 Barbara Yngvesson

[] The Pueblos, familiar today for their descendants in Acoma, Zuni, Hopi, and others villages in the southwest, derive from prehistoric cultural traditions (Mogollon, Anasazi) whose roots go back several millenia. The Pueblos are well known for their complex architecture and for a life style characterized by tightly knit community organization. The pit houses of the Mogollon and the cliff dwellings of the Anasazi provide a record of their social and cultural adaptation until the end of the fourteenth century, when these cities were suddenly abandoned, and they relocated to sites along the Rio Grande and near modern Pueblo villages. The dislocation of the Pueblos in the fourteenth century was followed less than 200 years later by the arrival of Spaniards, and this brought other major social, economic and political changes that affected Pueblo culture in complex ways.

In this course, taught by a cultural and a physical anthropologist, we will study Pueblo culture and society, focusing on the period 900-1300, when the cities at Mesa Verde, Chaco Canyon and elsewhere were developed and the culture was at its peak; on the abandonment of these cities at the end of the fourteenth century; and on the period of the Spanish conquest. We will explore the aesthetic and adaptive aspects of Pueblo society, its art and its architecture, considering how historical tradition, political pressures and environmental forces affected the ways their lives were shaped. And we will consider the biocultural dimension of Pueblo adaptation: how dietary, environmental, and cultural forces influence the health of the Pueblos, and how the effects of these responses can be read in the physical remains available for study today. We will also consider issues related to the ethics of research by non-Pueblos on Pueblo material culture and physical remains.

This course is planned in three parts: 1) a six-week period to explore what is known about the Pueblos using historical, anthropological and archaeological materials. During this time, students will choose project topics that will enable them to become "experts" on some particular aspect of Pueblo biocultural adaptation. 2) A ten-day field trip to major Pueblo sites in the southwest (during Spring break). 3) A five-week period back at Hampshire, part of which will be devoted to completing projects based on library research and the field visit.

The course is intended for students who are well into their Division II concentration in anthropology, or who are beginning Division III work. It is limited to 12 students, and is open only by instructor permission. It will meet for one and one-half hours twice a week. Only students able to participate in the field trip are eligible for the course.

NS 398 I
**HEALTH AND DISEASE IN
 INTERNATIONAL PERSPECTIVE**
 Ann McNeal (Woodhull),
 Alan Goodman

[] The pattern of disease in a community is never a matter of chance. The severity, prevalence, distribution and type of disease is a function of a wide variety of interacting factors--biological, demographic, ecological, historical, political, economic and social. At the same time, unequal distribution of resources creates health issues linking individuals in both underdeveloped and developed countries.

The purpose of this integrative seminar is to examine select aspects of international health. A main focus will be on how differences in training, position, and philosophy affect methods of study, choice of factors to be focused upon, and subsequent actions. We will pay attention to interactions among local ecological conditions and regional and global political and economic events in the etiology of disease. Topics to be examined include the following:

- (1) Health in developing countries--what are the major problems?
- (2) AIDS in worldwide perspective.
- (3) Tropical diseases--what are they, how have people adapted to them and what are the latest medical developments?
- (4) Breast versus bottle feeding and their relative effects in different countries.
- (5) Inequalities of health care in the world's richest countries and consequences in infant and adult mortality.
- (6) World wide distribution of cancer types and how culture and habits affect one's chances of getting cancer.
- (7) Diseases of "civilization" and affluence--the evolution of behavioral and degenerative diseases.

The structure of the course will assume that everyone in it has sophistication in reading and analyzing primary scientific papers (i.e. advanced division II/division III) so that we can all read these and take a more holistic overview of the issues. This course should provide an increased understanding and fascination for the fundamental processes by which culture (politics, economics, social interactions, ideology) and biology interact in determining patterns of health and disease.

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

ASTFC
STARS AND GALAXIES
TBA+

[] Lecture. Continuation of 113; may be taken independently. Appropriate for majors in other fields of science or engineering. Topics include stellar evolution, pulsars, black holes, galactic structure, and cosmology. Text: Exploration of the Universe, Abell. Three hour-exams, final. Prerequisite: high school algebra.

ASTFC 20
COSMOLOGY
TBA+

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

ASTFC 22
GALACTIC AND EXTRAGALACTIC
ASTRONOMY
TBA+

[] May be taken independently of ASTRON 221. Lecture, computer labs. Quantitative introductory course. Atomic and molecular spectra, emission and absorption nebulae, the interstellar medium, the formation of stars and planetary systems, the structure and rotation of galaxies and star clusters, cosmic rays, the nature of other galaxies, exploding galaxies, quasars, the cosmic background radiation, and current theories of the origin and expansion of the universe. Midterm, final, occasional problems sets. Prerequisites: a semester of calculus, a semester of physics and elementary knowledge of computer programming.

ASTFC 34
HISTORY OF ASTRONOMY
TBA+

[] Lecture, readings, discussion. Developments in astronomy, their relationship to other sciences and social background. Astronomy and cosmology from earliest times. Egyptian and Babylonian computations and divinations; Greek science, the Ionians, Pythagorean cosmos, Aristotelean universe, Ptolemaic system; Islamic developments; the medieval universe; the Middle Ages; Copernician revolution, the infinite universe; the Newtonian universe; mechanistic universe of the 18th and 19th centuries. Developments in gravitational theory; origin, structure, and evolution of star and galaxies; developments in modern astronomy. Nontechnical; emphasis on history and cosmology. Quizzes, preparation of paper.

ASTFC 38
TECHNIQUES OF RADIO
ASTRONOMY
TBA+

[] Lecture, lab. May be taken independently of ASTRON 537. Introduction, equipment, techniques, and the nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness, temperature, and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth, and antenna efficiency. Techniques of beam switching, interferometry, and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; nonthermal sources. Applications to the sun, interstellar clouds, and extragalactic objects. Prerequisites: PHYSIC 422 or 162 or 283.

ASTFC 44
ASTROPHYSICS II
TBA+

[] Introduction to broad range of general astrophysical principles and techniques such as the processes of continuum and line emission. Calculation of radiation transfer and of the treatment of hydrodynamics and shocks. Aim: physical understanding of concepts, rather than mathematical vigor. Goal: immediate application of techniques to diverse astronomical phenomena. Prerequisite: ASTRON 643. Undergraduates admitted with consent of instructor.

+Five College Astronomy Professor

School of Social Science

COURSE LIST

100 LEVEL

SS 102
POVERTY AND WEALTH
 Laurie Nisonoff

SS 106
 HA 106
READING POLITICS
 Joan Landes
 Mary Russo

SS 118
THE HOLOCAUST
 Leonard Glick

SS 128
**CENTRAL AMERICA: HISTORY
 AND POLITICAL ECONOMY**
 Carolee Bengelsdorf
 Frederick Weaver

SS 138
**ATTITUDE CHANGE: MEDIA,
 VOTING BEHAVIOR, AND
 CULTS**
 Donald Poe

SS 151
 NS 151
WORLD FOOD CRISIS
 Frank Holmquist
 Raymond Coppinger

SS 152
RACE, LAW, AND EDUCATION
 Michael Ford
 Lester Mazor

SS 154
**HISTORY AND PSYCHOLOGY OF
 INSTITUTIONAL RACISM**
 Patricia Romney
 Frances White

SS 160
**PUBLIC HEALTH IN THE
 UNITED STATES AND THE
 DEVELOPING WORLD**
 Laurence Beede
 Robert von der Lippe

SS 173
ETHNOGRAPHIC FILM
 Leonard Glick
 Barbara Yngvesson

SS 188
**CRITICAL STUDIES IN
 CULTURE: THE RENAISSANCE
 AND THE REFORMATION**
 Miriam Slater
 James Wald

200 LEVEL

200 LEVEL SOCIAL SCIENCE
 COURSES are designed as
 introductions to some of

the issues, ideas, and
 subject matter vitally
 important as background
 for advanced work in
 Social Science. Except as
 noted, they are open to
 all but first-semester
 Division I students.

SS 207*
**STATISTICS AND DATA
 ANALYSIS**
 Donald Poe

SS 210*
INTRODUCTORY ECONOMICS
 Stanley Warner

SS 218
**PUBLIC POLICY IN THE
 AMERICAN WELFARE STATE**
 Aaron Berman
 Robert Rakoff

SS 226
**UNITED STATES FOREIGN
 POLICY AFTER VIETNAM**
 Eqbal Ahmad

SS 239
PSYCHOPATHOLOGY
 Patricia Romney

SS 240
**CHILD IN THE CITY: URBAN
 EDUCATION AND SOCIAL
 CHANGE**
 Myrna Breitbart
 Michael Ford

SS 246
**BE FERTILE BUT DO NOT
 MULTIPLY: FAMILY PLANNING
 AND HEALTH IN THE THIRD
 WORLD**
 Marnia Lazreg

SS 248
GENDERED CITIES
 Myrna Breitbart

SS 259
WORKPLACE DEMOCRACY
 Stanley Warner

SS 274
**COMPARATIVE SOCIALIST
 DEVELOPMENT**
 Carolee Bengelsdorf
 Frank Holmquist
 Kay Johnson

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

SS 284
**THE POWER AND POWERLESS OF
 ASIAN WOMEN**
 Kay Johnson
 Amrita Basu

SS 286
JAPANESE SOCIETY
 Stephen Smith

SS 290
**FROM WOMB TO TEST TUBE:
 FEMINIST ISSUES RAISED BY
 NEW REPRODUCTIVE
 TECHNOLOGIES**
 Marlene Fried

SS 294
**CRITICAL STUDIES IN
 CULTURE: THE ROOTS OF
 WESTERN CAPITALISM**
 Miriam Slater
 James Wald

300 LEVEL

300 LEVEL SOCIAL SCIENCE
 COURSES are advanced
 courses for students with
 previous work in the
 subject. Except as noted,
 instructor permission is
 required for enrollment.

SS 311i
**WOMEN AND WORK: WORKSHOP
 IN FEMINIST POLITICAL
 ECONOMY**
 Laurie Nisonoff

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

SS 327
THE MIDDLE EAST
 Eqbal Ahmad

SS 340
**SEMINAR ON CURRENT
 PROBLEMS IN PEACE AND
 CONFLICT STUDIES**
 Michael Klare

SS 344
 NS 344
THE PURBLO INDIANS
 Barbara Yngvesson
 Debra Martin

SS 399a
PEOPLE STUDYING PEOPLE
 Robert von der Lippe

COURSE DESCRIPTIONS

SS 102
POVERTY AND WEALTH
 Laurie Nisonoff

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

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

Evaluation will be based on class participation and several problem sets and essays assigned through the semester. Enrollment is limited to 30. The class will meet twice a week for one and one-half hours each time.

Please see description in Humanities and Arts section.

SS 106
 HA 106
READING POLITICS
 Joan Landes
 Mary Russo

SS 118
THE HOLOCAUST
 Leonard Glick

[] The destruction of the Jews of Europe, usually called the Holocaust, was not just another historical "tragedy"; it was a bureaucratically managed, technologically sophisticated genocidal operation, extending over a number of years and involving thousands of cooperating individuals. Along with the exploding of nuclear weapons it was in a sense the most definitive event of our century.

But why the Jews? And why the Germans? In this course we'll try to answer these questions by exploring European Jewish history and German history, beginning not in 1933 or 1918 but in the fourth century, when Christianity became the accepted religion of the Roman Empire. We'll trace, in as much depth and detail as time permits, the Jewish experience in European history, and when we reach the nineteenth century we'll begin to focus on the particular situation of the Jews in Germany. By then, halfway through the semester, we'll be prepared to contemplate the events of 1933-45.

Expect to attend class regularly, to read steadily, and to write frequently. The course calls for commitment to serious learning, and evaluations will be written only for people who have demonstrated such commitment by keeping up with assignments.

Enrollment is limited to 30, including at least five from the other colleges. If more people attend the first class, you'll be asked to submit a typed two-page essay on how this class will contribute to your educational program. The class will meet twice a week for one and one-half hours each time.

SS 128
**CENTRAL AMERICA: HISTORY
 AND POLITICAL ECONOMY**
 Carollee Bengelsdorf
 Frederick Weaver

The description for this course will appear in the course guide supplement.

SS 138

**ATTITUDE CHANGE: MEDIA,
VOTING BEHAVIOR, AND CULTS**
Donald Poe

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

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

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

SS 151

NS 151

THE WORLD FOOD CRISIS
Frank Holmquist
Raymond Coppinger

[] This course combines natural and social science perspectives on the current world food situation with an emphasis on United States and Third World agriculture. We begin with a discussion of the extent to which the present situation justifies the term "crisis," followed by an examination of the ancient origins of agriculture and selected food and ecological crises in antiquity. We will look at the rise of modern agriculture in the United States, involving rapid technological change, an export orientation, the rise of agribusiness and a centralized food marketing and processing system fossil fuel dependence, the precarious condition of the small farmer, and the feasibility of efforts to revive rural communities around a small farmer base. The rise of European industry and the colonial impact on historical peasant agriculture will supply the conceptual background for a close look at several processes and cases in the Third World: the population issue, the promise and pitfalls of Green Revolution technology, international aid and trade, famine relief, and case studies of particular countries. Nicaragua will be examined as a case of socialist agriculture and a possible alternative to dominant trends.

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

SS 152

RACE, LAW, AND EDUCATION
Michael Ford
Lester Mazor

[] The black struggle for social justice and equality in the United States has been centered in the arena of education as much as in any other area of social life. From the time of slavery to the present day, law has served both as a bulwark of resistance to the demands of blacks and other minorities and as an instrument through which change has been attempted. This course will examine the intersection of race as a category, law as an institution, and education as a social context in the United States, focusing primarily upon the period since World War II.

We will study the carefully planned campaign to use the courts to overthrow the system of segregated schools, culminating in the landmark case of Brown vs. Board of Education. Most of the course will explore the aftermath of that decision: resistance and delay in many states; attacks upon the Supreme Court; the school busing struggle; the fight for community control; and the affirmative action debate. The last part of the course will focus upon the Boston school crisis as a case study. A pervasive question of the course is the capacity of law to cope with the issue of racism in education.

Readings will include fiction and biography to provide access to the experience of black Americans and other minorities, legal cases and statutes, and books and articles analyzing the legal struggle and its impact. Classes will consist of lectures and discussions. Some films and guest speakers will be scheduled outside of class times, and one or more trips to Boston are planned.

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

SS 154

**HISTORY AND PSYCHOLOGY OF
INSTITUTIONAL RACISM**
Patricia Romney
Frances White

The description for this course will appear in the course guide supplement.

SS 160
PUBLIC HEALTH IN THE
UNITED STATES AND THE
DEVELOPING WORLD
Laurence Beede
Robert von der Lippe

The description for this course will appear in the course guide supplement.

SS 173
ETHNOGRAPHIC FILM
Leonard Glick
Barbara Yngvesson

[] An ethnographic film should be a source of accurate and interesting information about a people and their way of life, and obviously it must be evaluated according to accepted ethnographic standards. But a film is not a book or an article, and ethnographic films must be viewed not only as ethnographic statements but as films. More specifically, they are best understood as a form of documentary, to be evaluated according to essentially the same criteria.

Although the history of ethnographic film can be traced back to the earliest travelogues and to the work of Robert Flaherty in the 1920s, only during the past twenty years or so has this kind of filmmaking emerged as an integral part of anthropology. This course will trace the development of ethnographic film, emphasizing the steadily increasing sophistication as ethnography and as documentary film. Being anthropologists but not filmmakers, we are plainly more competent in one domain than in the other, but we look forward to the contributions of film students as an indispensable component of the course. Our goal will be to develop skill as critical viewers, and to come away with some understanding not only of what has been accomplished but of what might still be done to produce better ethnographic films.

At class meetings we will view and discuss one or two films. We'll encounter people as diverse as the Yanomamo of southern Venezuela, the San of southern Africa, pastoral peoples of East Africa, and people living in New Guinea, India, Morocco, Bali, and Afghanistan. Readings will include descriptive, theoretical and methodological books and articles by filmmakers and anthropologists. Students will be expected to write a number of short essays evaluating and comparing films, and a longer final paper demonstrating critical perspective.

The class will meet twice a week for three hours each time, on Tuesday evenings and Friday mornings.

SS 188
CRITICAL STUDIES IN
CULTURE: THE RENAISSANCE
AND THE REFORMATION
Miriam Slater
James Wald

[] This course will introduce students to the major cultural transformations of the fourteenth through the sixteenth centuries. We will critically examine major socioeconomic and political changes and their relation to cultural production. Some of the problems we will engage include: Catholic predominance vs. the development of the Protestant challenge; elevation of the notion of the self vs. emergence of the nation state; shifts in communication and the circulation of knowledge vs. social control; elite culture vs. popular culture.

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

SS 207*
STATISTICS AND DATA ANALYSIS
Donald Poe

[] This course is an introduction to data analysis. It is designed primarily to give students the intellectual concepts plus the computing technical skills necessary to make intelligent interpretations of data. We will cover data description, probability theory, hypothesis testing, correlations, parametric and nonparametric tests of significance. In addition we will be using the popular computer package SPSS-X at all stages of our work. Students do not need any computer background nor any previous statistics courses, although a working knowledge of elementary algebra is helpful.

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

SS 210*
INTRODUCTORY ECONOMICS
Stanley Warner

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

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

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 time.

SS 226
UNITED STATES FOREIGN
AFTER VIETNAM
Eqbal Ahmad

[] This lecture/discussion course examines the challenges and actualities of United States foreign and military policies in terms of: (a) perceived crisis of American power in the decades following the Vietnam War; (b) failure of U.S./Soviet detente and acceleration of the arms race; (c) growing conflict of American interests and policies with Western Europe and Japan; (d) liberation and intervention in the Third World. The Third World (especially the Middle East, Southern Africa, and Central America) shall be given special attention as the primary arena where the impulses and logic of U.S. policy and its relations with allies and rivals are being laid out.

In addition to required readings, students requesting evaluations should write four short or one long term paper. The class will meet twice a week for one and one-half hours each time.

SS 239
PSYCHOPATHOLOGY
Patricia Romney

[] This course will focus on the psychopathology of individuals, including both adults and children. We will begin with an exploration of the relationship between normal and abnormal behavior and will undertake a historical review of conceptions of mental illness. We will read critiques of various models of mental illness and then examine the problem of mental illness in contemporary society.

In the rest of the course, using the Diagnostic and Statistical Manual of the American Psychiatric Association (DSMIII) as a guide, we will look at the various classifications of psychopathology. Topics covered will include the disorders of childhood and adolescence, personality disorders, anxiety disorders, affective disorders, and psychoses.

This course is designed for students who are doing Division II work and is seen as essential for anyone whose concentration is in psychology. Students will be expected to participate in class discussions, complete several case analyses, and write a final paper.

Enrollment is unlimited but is open only to Division II and III students. The class will meet twice a week for one and one-half hours each time.

SS 240
THE CHILD IN THE CITY:
URBAN EDUCATION AND
SOCIAL CHANGE
Myrna Breitbart
Michael Ford

[] This course will seek an understanding of the historical and contemporary experience of children in cities, with particular attention paid to differences of race, class, and sex. Urban schooling and neighborhood life are two important components of this picture.

Our aim is to go beyond important radical critiques of schooling and work in capitalist societies--critiques which suggest few avenues for social change. From readings, ethnographic materials, and actual field experience with children in a nearby city, we will examine children's experiences in school and neighborhood settings, focusing on the ways in which kids often resist and devise effective responses to oppressive conditions.

Based on Colin Ward's premise that "the city is itself an environmental education" capable of arousing the critical capacities of adults and children alike, a second goal of the course is to develop imaginative methods for using the urban environment as a learning resource and context within which people can explore and reappropriate neighborhood space.

This course should be of special interest to those students in the fields of education, urban and cultural studies, and/or political economy.

SS 246
**BE FERTILE BUT DO NOT
 MULTIPLY: FAMILY
 PLANNING AND HEALTH
 IN THE THIRD WORLD**
 Marnia Lazreg

[] Some societies like India have had family planning programs for years yet have achieved limited success in reducing fertility. Other societies such as South Korea, Singapore, and Costa Rica have significantly reduced their total fertility rates. What accounts for these differences? Why do some women resist methods of fertility control and others yield to them? Why, on the other hand, is infertility so widespread in a number of African countries?

This course will: (1) analyze the role assigned women in existing theories of fertility and compare it with the role they actually play in the family and the development process; (2) discuss the various family planning programs established in a number of Third World societies and evaluate the use and effectiveness of contraceptive methods; (3) discuss the health care problems associated with high fertility and the use of contraceptives.

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

SS 248
GENDERED CITIES
 Myrna Breitbart

[] This course will examine urban design from the viewpoint of gender. By integrating recent research from several disciplinary perspectives we will examine the city as a largely masculine creation, and attempt to understand 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 one resource with which to understand the structuring of urban space and the sexual divisions of space and time through planning. Here, we are interested in examining how women of different classes, races, and ages experience the city. We will also explore the political dimension of men and women's urban experience by looking at women-initiated urban social struggles around such issues as housing. Finally, materials on women and men in the architectural and planning professions, women as vernacular builders and designers, and fiction will assist us in understanding how gender plays a part in urban life and how some have creatively conceptualized an alternative use and patterning of city space based on equality between the sexes.

This course should be of interest to students in urban studies, feminist studies, architecture, planning, and social theory. Materials appropriate to the interdisciplinary nature of our inquiry--from the visual to the scholarly--will be integrated.

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

SS 259
WORKPLACE DEMOCRACY
 Stanley Warner

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

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

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

SS 274
COMPARATIVE SOCIALIST
 Carolee Bengelsdorf
 Frank Holmquist
 Kay Johnson

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

The topics to be discussed within a comparative framework include among others: the background of each revolutionary situation and the taking of power; the

nature of class structures and political institutions before the revolutions; attempts to create new political institutions appropriate to the evolving societies; the nature and degree of workplace, local, and national mass participation; the relation between agriculture and industry in development; the choice between peasant small-holding, state farm, and fully collective organization in agriculture; industrial strategy; planning and marketing structures; the problem of bureaucracy; theories of the transition from capitalism to socialism.

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

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

[] This course is intended for those seeking a general introduction to legal institutions and processes. It will examine the changing legal status of women and children in America, both as a subject of interest in its own right and as a vehicle for the exploration of the roles of law in society.

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

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

SS 284
**THE POWER AND POWERLESSNESS
 OF ASIAN WOMEN**
 Kay Johnson
 Amrita Basu

[] This course will explore the cultural construction of gender in India, China, and other Asian societies during the nineteenth and twentieth centuries. We will examine women's roles in these societies in an attempt to understand mechanisms of both social change and continuity and their impact on women's power and status. Course materials will stress the use of a variety of disciplinary perspectives, including those of anthropology, sociology, history, political science, and literature. Major themes in the course will include: traditional cultural images of women; traditional forms of male dominance and the role of the state; sources of female power and influence; the historical development and role of women's movements and organizations; the impact of socialist vs. capitalist economic development on women's roles; the impact of government population policies on women and the family.

Amrita Basu is assistant professor of political science at Amherst College. The class will meet once a week for two and one-half hours.

SS 286
JAPANESE SOCIETY
 Stephen Smith

[] This is an anthropological introduction to the cultural values and social organization of contemporary Japan. The course will emphasize the changing roles of kinship, the family, and local community in modern life, from a comparative perspective. Other issues to be considered will include sex roles, religion and values, business organization, crime and the law, education, and health care.

Students are expected to attend class regularly, participate in classroom discussion, and do assigned readings. There will be two take-home exams. In addition, students will write a short (8-10 page) paper. Reading assignments will be drawn from the current social science literature and will include a number of anthropological monographs, such as Ronald Dore's Shinohata: A Portrait of a Japanese Village, and Thomas Rohlen's Japan's High Schools.

Stephen Smith is Five College assistant professor of anthropology. Any student who has questions about the course should feel free to call Professor Smith at 256-4284. The class will meet twice a week for one and one-half hours each time.

SS 290
**FROM WOMB TO TEST TUBE:
 FEMINIST ISSUES RAISED BY
 NEW REPRODUCTIVE
 TECHNOLOGIES**
 Marlene Fried

[] Reproduction is a central feature of women's lives. Historically and today, women's social roles and options, their health, and their sexuality has been socially defined and circumscribed by their role as reproducers. In this course we will examine the specific forms that this has taken in different historical periods and the ways in which it is mediated by race and class.

Given the fact that reproduction is so fundamental to women's lives, it is not

surprising that women have continually struggled to control their own reproduction. We will look at these struggles, and at the efforts to ground theoretically feminist demands for reproductive control. Our focus for this analysis will be the history of birth control in the United States, the ongoing battle for abortion rights and new reproductive technologies including artificial insemination, in vitro fertilization, surrogate motherhood. Throughout, we will be concerned with issues of access and control, and with distinguishing between feminist and anti-feminist uses of and rationales for these reproductive developments.

Readings will include: Women's Body, Women's Right: A Social History of Birth Control in America, Linda Gordon; Not an Easy Choice, Kathleen McDonnell; Abortion and Woman's Choice, Rosalind Pollack Petchesky; Test Tube Women, ed. by Arditti, Duelli Klein, Minden. We will also read selected feminist utopian fiction which focuses on futuristic visions of reproduction. Students will be expected to keep a weekly journal and write a more formal analytic paper, and given an oral presentation.

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

SS 294
CRITICAL STUDIES IN
CULTURE: THE ROOTS OF
WESTERN CAPITALISM
Miriam Slater
James Wald

[] A concentrators' seminar, this course is designed to explore recent approaches to history in the early modern period (circa sixteenth to early nineteenth centuries). Although the course will provide a chronological examination of the period, we will engage a series of problems which address the definition, significance, production, and dissemination of culture in the period. These include: the transition from feudalism to capitalism; carnival and other forms of popular protest; the relationship between high culture and low culture; new ways of analyzing the perceptions of New World people regarding Europeans and the latter's view of the other; popular piety, Protestantism, and the family; cultural meanings and the printed word; the construction of gender and the history of sexuality.

The course is intended (and recommended) for students who will want to do upper level work in history, social science, and humanities. It is, however, open to anyone who will participate in the work of the course and in class discussions. The class will meet twice a week for one and one-half hours each time.

SS 311
WOMEN AND WORK: WORKSHOP
IN FEMINIST POLITICAL
ECONOMY
Laurie Nisonoff

[] The past twelve years have witnessed a blossoming of theoretical and case-study examinations of the interrelationship of gender and capital. Some of the research has been located in specific practice, place, time, and culture; other research has been more directed towards theoretical critique and theory construction. We will examine issues such as: survey material on the actual work lives of women, both in the workplace and in the home; the role of women in the new professions; the relationship between the home and the market; the relationship between "paid" and "unpaid" work; the development of the service sector; the "feminization of poverty"; the "feminization of policy"; women in the global factory; and feminism and workplace democracy. We will pay attention to both the content of the readings and the development of a feminist research methodology. Texts will include works such as: Women and Revolution, edited by Lydia Sargent; the Fifth Special Issue on the Political Economy of Women of the Review of Radical Political Economics; and My Troubles Are Going To Have Trouble with Me, edited by Karen Sacks and Dorothy Remy.

This course will be organized as a seminar with students assuming a substantial responsibility for discussion. Some background in feminist studies, political economy, history, or politics is expected. This course is designed for advanced Division II or early Division III students, but may also be used to fulfill one half of the integrative requirement if topic of project is appropriate.

Enrollment is limited to 12; instructor permission is required. The class will meet once a week for two hours.

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

[] Surveying the impressive outpourings of feminist writers in the last decade, one notices a powerful struggle to create a new mode of expression and a new subject matter which speaks to and from women's experience. A new writing of women's desire within literature, criticism, and theory has posed questions of mothering, sexuality, women's psychic embodiment, the gendered construction of sexual identity, and feminist political commitment. Feminists, too, have discovered that writing carries its own "burden" and authority, a masculinist construction and tradition. The search for a new language and form is, therefore, at the core of the feminist challenge to all established discourses of the human sciences and the social-historical sciences. In this course, we will

emphasize the conversation between feminism and psychoanalysis (particularly its "French" or Lacanian variant) and between feminism and Marxism. We will juxtapose the contributions of women writers (Virginia Woolfe, Christa Wolf, and Monique Wittig) to those of feminist theorists. We will look at overlapping issues of sexual difference and desire, sexuality and power, language and bodily expression, biology and society, patriarchy and history. We will explore the writings of French feminist authors (H. Cixous, L. Irigaray, M. Montrelay, J. Kristev) and their English and American interlocutors (J. Gallop, J. Rose, J. Mitchell, L. Mulvey, T. de Lauretis).

There is no enrollment limit but instructor permission is required. The class will meet twice a week for one and one-half hours each time.

SS 327
THE MIDDLE EAST
Eqbal Ahmad

A course on the Middle East will be taught by Professor Ahmad in the spring term. The complete course title and description will be published in the spring 1988 course guide.

SS 329
DOMESTIC VIOLENCE
Gloria Joseph

[] Domestic violence has for too long been a "closeted" aspect of daily life in American society. Breaking the silence surrounding this crime is an imperative. The design of this course is to research the various types of domestic violence within our culture with an emphasis on discovering causes and reasons for the perpetuation of these time-honored practices. The impact of race, sex, and class, and the influence of cultural variables will be systematically integrated into the study of domestic violence. Topics will include: child abuse, sibling violence, battered women, fratricide, rape, incest, violence against the elderly and handicapped. In this excellent course films and guest speakers will further stimulate and enhance the sessions.

Enrollment is limited to 20 students; instructor permission is required. The class will meet twice a week for two hours each time.

SS 340
SEMINAR ON CURRENT PROBLEMS
IN PEACE AND CONFLICT
STUDIES
Michael Klare

[] An intensive examination of several key issues in the area of peace and conflict studies, intended primarily for students with an interest in research, public policy work, or graduate study in the field. The course will focus on policy issues of current national and international interest, particularly: developments in nuclear weapons and nuclear arms control; "low-intensity conflict" and guerrilla warfare in the Third World; conventional weapons and the international arms trade; and U.S.-Soviet relations. It will also include international research methods and public policy activities. Students will be expected to write a major paper during the course of the semester and to present a summary of their findings in class. Students must have some background in foreign policy, international relations, or peace and conflict studies.

Enrollment is limited to 25; instructor permission is required. The class will meet once a week for two and one-half hours.

SS 344
NS 344
THE PUEBLOS
BARBARA INGVESSON
DEBRA MARTIN

[] The Pueblos, familiar today for their descendants in Acoma, Zuni, Hopi and other villages in the Southwest, derive from prehistoric cultural traditions (Mogollon, Anasazi) whose roots go back several millenia. The Pueblos are well known for their complex architecture and for a life-style characterized by the tightly knit community organization. The pit houses of the Mogollon and the cliff dwellings of the Anasazi provide a record of their social and cultural adaptation until the end of the fourteenth century, when these cities were suddenly abandoned and they relocated to sites along the Rio Grande and near modern Pueblo villages. The dislocation of the Pueblos in the fourteenth century was followed less than two hundred years later by the arrival of the Spaniards, and this brought other major social, economic, and political changes that affected Pueblo culture in complex ways.

In this course, taught by a cultural and a physical anthropologist, we will study Pueblo culture and society, focusing on the period 900-1300, when the communities at Mesa Verde, Chaco Canyon, and elsewhere were developed and the culture was at its peak; on the abandonment of these communities at the end of the fourteenth century; and on the period of the Spanish conquest. We will explore the aesthetic and adaptive aspects of Pueblo society, its art and its architecture, considering how historical tradition, political pressures, and environmental forces affected the ways their lives were shaped. And we will consider the biocultural dimension of Pueblo adaptation: how dietary, environmental, and cultural forces influenced the health of the Pueblos, and how the effects of these responses can be read in the physical remains available for study today. We will also consider issues related to the ethics of research by non-Pueblos on

Pueblo material culture and physical remains.

The course is planned in three parts: (1) a six-week period to explore what is known about the Pueblos using historical, anthropological, and archaeological materials. During this time, students will choose project topics that will enable them to become "experts" on some particular aspect of Pueblo biocultural adaptation. (2) A ten-day field trip to major Pueblo sites in the Southwest (during spring break). (3) A five-week period back at Hampshire, part of which will be devoted to completing projects based on library research and the field visit.

The course is intended for students who are well into their Division II concentration in anthropology, or who are beginning Division III work. Only students able to participate in the field trip are eligible for the course. Enrollment is limited to 12; instructor permission is required. The class will meet twice a week for one and one-half hours each time.

SS 399a
PEOPLE STUDYING PEOPLE
 Robert von der Lippe

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

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

Enrollment is limited to 15; permission of the instructor is required. The class will meet once a week for two hours.

Five College Offerings

COURSE LIST

Amherst: Asian 8
INTERMEDIATE CHINESE II
 Madeline Men-Li Chu

UMass: Chinese 100
NON-INTENSIVE ELEMENTARY CHINESE I
 Madeline Men-Li Chu

UMass: Chinese 241/
 Comparative Literature
 253
CONTEMPORARY CHINESE LITERATURE: FICTION
 Madeline*Min-Li Chu

Mount Holyoke: Dance 318s
MODERN VI
 James Coleman

Mount Holyoke: Dance 377s
PHILOSOPHY OF DANCE
 James Coleman

Mount Holyoke: Asian
 Studies L123s
INTERMEDIATE JAPANESE
 Maki Hirano Hubbard

Smith: Japanese 200b
INTERMEDIATE JAPANESE
 Maki Hirano Hubbard

Smith: Japanese 300b
ADVANCED JAPANESE
 Maki Hirano Hubbard

Amherst: Asian 10
ELEMENTARY ARABIC I
 Mohammed Mossa Jiyad

UMass: Arabic 246
ELEMENTARY ARABIC II
 Mohammed Mossa Jiyad

UMass: Arabic 346
INTERMEDIATE ARABIC
 Mohammed Mossa Jiyad

Hampshire: Social Science
 340
SEMINAR ON CURRENT PROBLEMS IN PEACE AND CONFLICT STUDIES
 Michael T. Klare

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

Smith: Government 243b
CASE STUDIES IN AMERICAN FOREIGN POLICY
 Anthony Lake

Amherst: Biology # TBA
ADVANCED TOPICS IN MARINE SCIENCES

Faulette M. Peckol

Amherst: Black Studies 24
**LEGACY: AFRICAN CULTURE
 IN THE NEW WORLD**
 Pearl Primus

Umass: Afro-American 254
**INTRODUCTION TO AFRICAN
 STUDIES**
 Pearl Primus

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

Umass: Geology 591v
Volcanology
 J. Michael Rhodes

Amherst: Anthropology 28
**EAST ASIAN MEDICAL
 SYSTEMS**
 Stephen R. Smith

Hampshire: Social Science
 261
JAPANESE SOCIETY
 Stephen R. Smith

Mount Holyoke: History
 275f
**AMERICAN FORMS AND VALUES:
 THE MATERIAL CULTURE OF
 AMERICAN HOMES, 1620-1920**
 Kevin M. Sweeney

COURSE DESCRIPTIONS

Amherst: Asian 8
INTERMEDIATE CHINESE II
 Madeline Men-Li Chu

[] A continuation of Asian Languages and Literatures 7. This course stresses oral proficiency and introduces simplified characters. Additional supplementary reading materials will be used. By the end of the term the student will have a command of 1,000 Chinese characters. Four class hours plus two hours of work in the language laboratory per week. Prerequisite: Asian Languages and Literatures 7 or equivalent.

Meets Monday, Wednesday, Friday 1:00-1:50 p.m. and Friday 2:00-2:50 p.m.

Umass: Chinese 110
**NON-INTENSIVE ELEMENTARY
 CHINESE I**
 Madeline Men-Li Chu

[] Lecture, drills, discussion, language lab. Introduction to mandarin sounds, romanization, basic syntax, 250 essential Chinese characters. Emphasizes conversational fluency. Content and structure same as Chinese 126 but at half the pace. Text: Practical Chinese Reader. Quiz every two weeks, midterm.

Meets Monday, Wednesday, Friday 9:05-9:55 a.m.

Umass: Chinese 241/
 Comparative Literature 253
**CONTEMPORARY CHINESE
 LITERATURE: FICTION**
 Madeline Men-Li Chu

[] Lecture, discussion. Introduction to contemporary Chinese fiction from "two Chinas": the People's Republic and Taiwan. Emphasis on the role of socially concerned writers. All works read in English translation. A modern Chinese history or political science course (in conjunction) would help students without background. Participation in class discussion and papers.

Meets Monday, Wednesday, Friday 10:10-11:00 a.m.

Mount Holyoke: Dance 318s
MODERN VI
 James Coleman

[] Further refinement of dance technique and performance skills.
 Meets Monday, Wednesday 4:00-5:30 p.m.

Mount Holyoke: Dance 377s
PHILOSOPHY OF DANCE
 James Coleman

[] An introduction to selected theories of the nature of art, creativity, aesthetic experience and interpretation/criticism as they apply to dance.
 Meets Monday, Wednesday 11:00 a.m.-12:30 p.m.

Mount Holyoke: Asian Studies
 L123s
INTERMEDIATE JAPANESE
 Maki Hirano Hubbard

[] The second semester of this course represents the final acquisition stage of Japanese basic grammar, vocabulary and Kanji. Acquisition of aural-oral skills will continue to be emphasized as well as reading comprehension. New materials such as Japanese videos and popular songs may be introduced for comprehension practice (and fun).

Smith: Japanese 200b
INTERMEDIATE JAPANESE
 Maki Hirano Hubbard

[] Continuation from first semester.

Smith: Japanese 300b
ADVANCED JAPANESE
 Maki Hirano Hubbard

[] The goal of this course is acquisition of skills in reading original materials and in oral presentation of ideas. Discussion will focus on both popular and traditional aspects of Japanese culture as reflected in the selected materials, as well as on specialized topics of students' interests.

Meets Tuesday, Thursday - time TBA.

Amherst: Asian 10
ELEMENTARY ARABIC I
 Mohammed Mossa Jiyad

[] Continuation from Asian 9 first semester. Prerequisite: Asian 9, 130, or consent of instructor.

Meets Monday through Friday 11:00-12:00 noon.

UMass: Arabic 246
ELEMENTARY ARABIC II
 Mohammed Mossa Jiyad

[] Continuation from Arabic 226 first semester. Prerequisite: Arabic 226 or consent of instructor.

Meets Monday, Wednesday, Thursday 2:00-3:30 p.m.

UMass: Arabic 346
INTERMEDIATE ARABIC
 Mohammed Mossa Jiyad

[] Continuation from arabic 326 first semester. Prerequisite: Arabic 326 or consent of instructor.

By arrangement.

Hampshire: Social Science
 340
**SEMINAR ON CURRENT PROBLEMS
 IN PEACE AND CONFLICT
 STUDIES**
 Michael T. Klare

[] An intensive examination of several key issues in the area of peace and conflict studies, intended primarily for students with an interest in research, public policy work or graduate study in the field. Will focus on policy issues of current national and international interest: particularly, developments in nuclear weapons and nuclear arms control; "low-intensity conflict" and guerrilla warfare in the Third World; conventional weapons and the international arms trade; and U.S.-Soviet relations. Will also include consideration of research methods and public policy activities. Students will be expected to write a major paper during the course of the semester and to present a summary of their findings in class. Students must have some background in foreign policy, international relations, or peace and conflict studies.

Maximum enrollment: 25. Meets Wednesday 3:00-5:30 p.m.

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

[] An examination of some decisions that have been central to American foreign policy since world War II, covering such cases as Hiroshima, the Korean and Vietnam Wars, the Bay of Pigs and the Cuban Missile Crisis, the fall of the Shah in Iran and recent arms control negotiations. The bureaucratic and political pressures which framed the issues, as well as their broader substantive implications, are examined. Enrollment limited.

Time TBA.

Smith: Government 243b
**CASE STUDIES IN AMERICAN
 FOREIGN POLICY**
 Anthony Lake

[] Description same as Mount Holyoke Course International Relations 273s, (above), and UMass Political Science 255, taught first semester.

Time TBA.

Amherst: Biology (Number
 TBA)
**ADVANCED TOPICS IN MARINE
 SCIENCES**
 Paulette M. Peckol

[] Contemporary and controversial topics in the field of marine sciences. Subjects considered include: origin of detritus and coastal production, critical limits of zonation, experimental design, marine "paradigms," competitive networks vs. hierarchies, and human effects, siltation, overfishing, pollution. Students will be evaluated on presentation, field projects, class discussion, and written, critical analyses of specific topics. Prerequisite: 200 level course in ecology or marine science. Four semester hours credit.

Meet Tuesday, Thursday 1:00-3:50 p.m.

Amherst: Black Studies 24
**LEGACY: AFRICAN CULTURE
 IN THE NEW 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 (1600-1987) 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, theater, and dance.

Meets Wednesday 2:00-4:00 p.m.

UMass: Afro-Am 254
**INTRODUCTION TO AFRICAN
 STUDIES**
 Pearl Primus

[] Introduction to Africa from a inter-disciplinary perspective. Historical approach; chronological sequence from pre-history to contemporary times. Political development and processes, the arts, ethnography, social structures, economies. (Co-taught with Josephus V. Richards).

Meets Wednesday 7:00-9:30 p.m.

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

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

Meets Wednesday 2:30-3:45 p.m. Morrill #4, Room 159.

UMass*: Geology 591V
VOLCANOLOGY
 J. Michael Rhodes

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

Meets Friday 1:25-3:30 p.m. plus additional lecture TBA. Morrill #4, Room 258. (*Institutional location of class may be changed, depending on enrollment.)

Amherst: Anthropology 28
EAST ASIAN MEDICAL SYSTEMS
 Stephen R. Smith

[] A survey of the medical concepts, practices, and problems of East Asia. After introducing traditional Asian medicine, the course will deal with the interaction of plural medical systems and social institutions in Taiwan, the People's Republic of China, Japan and Korea. Consideration will be given to such issues as shamanism and magical healing, culturally specific syndromes and therapies, alcoholism and drug dependency, and systems of health care delivery.

Hampshire: Social Science 261
JAPANESE SOCIETY
 Stephen R. Smith

[] An anthropological introduction to the cultural values and social organization of contemporary Japan. The course will emphasize the comparison between the United States and Japan. Issues to be considered will include the family and sex roles, religion and values, business organization, crime and the law, education, and health care.

Mount Holyoke: History 275f
**AMERICAN FORMS AND VALUES:
 THE MATERIAL CULTURE OF
 AMERICAN HOMES, 1620-1920**
 Kevin M. Sweeney

[] Using artifacts, visual evidence, and documentary sources, the course will examine the social and cultural forces affecting the design and use of domestic architecture and artifacts in America from the period of English settlement to the progressive era. The course will provide an introduction to the study of material culture and a survey of American decorative arts. Field trips to Historic Deerfield; Hartford, Connecticut; and other sites in the area will form an integral part of the course. Four credits.

Meets Monday, Wednesday 3:00-4:15 p.m.

Outdoors & Recreational Athletics Program

COURSE LIST

OPRA 102
INTERMEDIATE SHOTOKAN
KARATE I
Marion Taylor

OPRA 103
INTERMEDIATE SHOTOKAN
KARATE II
Marion Taylor

OPRA 104
ADVANCED SHOTOKAN KARATE
Marion Taylor

OPRA 106
INTERMEDIATE AIKIDO
Paul Sylvain

OPRA 115
AIKI KEN
Paul Sylvain

OPRA 118
BEGINNING T'AI CHI
Denise Barry/
Paul Gallagher

OPRA 119
CONTINUING T'AI CHI
Denise Barry/
Paul Gallagher

OPRA 125
BEGINNING WHITE-
WATER KAYAKING
Linda Harrison

OPRA 126
NOVICE WHITENATER
KAYAKING
Linda Harrison

OPRA 130
INTERMEDIATE WHITE-
WATER KAYAKING
Linda Harrison

OPRA 141
OPENWATER SCUBA
CERTIFICATION
David Stillman

OPRA 146
WATER SAFETY INSTRUCTOR
Donna Smyth

OPRA 172
BEGINNING SWIMMING
Donna Smyth

OPRA 173
BEGINNING TOP ROPE
CLIMBING
TBA

OPRA 174
ZEN AND ART OF BICYCLE
MAINTENANCE
TBA

OPRA 176
BEGINNING WHITE-
WATER CANOEING
Karen Warren

OPRA 205
ADVANCED ROCK CLIMBING
Bob Garmirian

OPRA 218
OUTDOOR LEADERSHIP
Karen Warren

COURSE DESCRIPTIONS

OPRA 102
INTERMEDIATE SHOTOKAN
KARATE I
Marion Taylor

[] This course is for all white belts who have completed OPRA 101. The class will meet Monday, Wednesday, and Thursday from 6 p.m. to 8 p.m. on the Playing Floor of the Robert Crown Center. Enrollment limit, none; instructor's permission. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

OPRA 103
INTERMEDIATE SHOTOKAN
KARATE II
Marion Taylor

[] This course is for students who have completed OPRA 101 and OPRA 102. The class will meet Tuesday, Thursday, and Friday from 6 p.m. to 8 p.m. 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.

OPRA 104
ADVANCED SHOTOKAN KARATE
Marion Taylor

[] This course is for students who have attained the rank of brown belt or black belt. Classes will meet Tuesday, Thursday, and Sunday from 6 p.m. to 8:30 p.m. on the Playing Floor of the Robert Crown Center. Enrollment limit, none; instructor's permission. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

OPRA 106
INTERMEDIATE AIKIDO
Paul Sylvain

[] This will be a continuing course in Aikido and therefore a prerequisite is at least one semester of previous practice or the January Term course. It is necessary for all potential participants to be comfortable with Ukemi (falling) as well as basic Aikido movements. A goal of this spring term is to complete and practice requirements for the 5th or 4th Kyu.

Classes will be held on Tuesday and Thursday from 12:30 p.m. to 1:45 p.m. in the South Lounge of the Robert Crown Center. The course may be taken at the discretion of the instructor. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

OPRA 115
AIKI KEN
Paul Sylvain

[] Ken or wooden sword in Aikido is derived from Kitari Ryu (school) and Yagu Shin Kage Ryu (both traditional sword styles). There are basic strikes, blocks, and cutting movements as well as partner and Kata practices involved in Aiki Ken. Prerequisite: Aiki Jo or instructor's permission. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

OPRA 118
BEGINNING T'AI CHI
 Denise Barry/
 Paul 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.

The class meets on Wednesday from 12:30 p.m. to 1:45 p.m. in the South Lounge of the Robert Crown Center. Enrollment is open. Register by attending the first class. This is a fee-funded course. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

OPRA 119
CONTINUING T'AI CHI
 Denise Barry/
 Paul 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 p.m. to 3:15 p.m. in the South Lounge of the Robert Crown Center. Enrollment is open. Register by attending the first class. This is a fee-funded course. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

OPRA 125
**BEGINNING WHITewater
 KAYAKING**
 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.

The class will meet on Thursday from 1 p.m. to 3:30 p.m. in the pool until March 15. After that date, class will meet on Thursday from 12:30 p.m. to 6 p.m. for a river trip. To register, sign up at the Robert Crown Center during the week of matriculation. Enrollment limit, 7. Taken at the instructor's discretion. Five College students will be graded on a pass/fail basis.

OPRA 126
**NOVICE WHITewater
 KAYAKING**
 Linda Harrison

[] For people who have taken the beginning 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.

The class will meet Tuesdays from 1 p.m. to 3 p.m. in the pool until March 15. After that date, river trips will meet Tuesdays from 12:30 p.m. to 6 p.m. To register, sign up at the Robert Crown Center during the week of matriculation. Enrollment limit, 6. Taken at instructor's discretion. Five College students will be graded on a pass/fail basis.

OPRA 130
**INTERMEDIATE WHITE-
 WATER KAYAKING**
 Linda Harrison

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

The class will meet on Friday from 1 p.m. to 3 p.m. in the RCC pool through March 4. After that date, river trips will meet Fridays from 12:30 p.m. to 6 p.m. To register, sign up at the Robert Crown Center during the week of matriculation. Enrollment limit, 6; taken at instructor's discretion. Five College students will be graded on a pass/fail basis.

OPRA 141
**OPENWATER SCUBA
 CERTIFICATION**
 David Stillman

[] This is an 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 will meet at the Robert Crown Center pool on Monday from 6 p.m. to 7:30 p.m., and elsewhere in the RCC from 7:30 p.m. to 9 p.m. for classroom instruction. Fee: \$184 plus mask, fins, snorkel, and text. All other equipment provided. Prerequisite: adequate swimming skills. Enrollment is open.

OPRA 146
WATER SAFETY INSTRUCTOR
 Donna Smyth

[] Upon successful completion of this course students will be certified as an American Red Cross Water Safety instructor.

Classes will meet Wednesday from 6 p.m. to 8 p.m. in the RCC pool, and one additional hour per week for lectures will be arranged. Enrollment limit, 18. Prerequisites: current advanced lifesaving certificate, and advanced swimming skill. (A swim test will be given at the first class.) To register, sign up at the Robert Crown Center during the week of matriculation.

OPRA 172
BEGINNING SWIMMING
Donna Smyth

[] This class is for students who have little or no swimming ability. Students will progress at their own pace while learning the basic swimming strokes. The class will meet Monday and Thursday from 11 a.m. to 12 noon in the Robert Crown Center pool. Enrollment limit, 6. To register, sign up at the RCC during matriculation.

OPRA 173
BEGINNING TOP ROPE
CLIMBING
TBA

[] 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 Wednesday from 12:30 p.m. to 5:30 p.m. starting after Spring Break.

OPRA 174
ZEN AND THE ART OF
BICYCLE MAINTENANCE
TBA

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

Enrollment limit, 10. No previous mechanical experience is assumed. The class meets Wednesday from 7 p.m. to 9:30 p.m. until Spring Break.

OPRA 176
BEGINNER'S WHITE-
WATER CANOEING
Karen Warren

[] For the canoeist, springtime is heralded when melting snow swells the banks of New England's rivers and streams. Learn the art and share the thrill of riding this seasonal wave in an open boat. This course includes the choice and use of appropriate equipment, basic and advanced whitewater strokes and maneuvers, and river reading and safety, all taught in action on local whitewater.

Participants should all be able to swim 200 yds. without resting. Enrollment limit, 10. Class meets Tuesday from 12:30 p.m. to 5:30 p.m. beginning after Spring Break.

OPRA 205
ADVANCED ROCK CLIMBING
Bob Garmirian

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

PART I. TECHNICAL INTRODUCTION

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

PART II. TECHNICAL CLIMBING.

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

The class meets Tuesday from 1 p.m. to 3:30 p.m. until Spring Break. After Spring Break, the class meets from 1 p.m. to 5:30 p.m.

OPRA 218
OUTDOOR LEADERSHIP
Karen Warren

[] Few professions demand as broad a commitment as outdoor leadership. The wilderness instructor in many outdoors programs is responsible for the education and well-being of a dozen or so students, 24 hours a day, in strenuous and often risky environments for extended periods of time.

The course addresses outdoor leadership from both a theoretical and a practical perspective. Lectures and discussions will focus on such topics as leadership theory, safety and risk management, legal responsibilities, group development theory, gender issues, and the educational use of the wilderness. Practical lab sessions will cover such topics as safety guidelines and emergency procedures,

trip planning, navigation, weather prediction, nutrition and hygiene, minimum impact camping, equipment repair, and the instruction of specific wilderness activities. We will draw on the experiences and examples of many outdoor programs and deal with some current issues in outdoor experiential education.

Participants will be expected to participate actively. This will include keeping a weather log, facilitating discussions and skills sessions, involvement in two weekend O.P. trips and writing a paper on "Sense of Self as a Leader."

The course is designed for those with a desire to teach in the outdoors. Leadership experience is helpful, outdoors experiences is desirable. This course is strongly recommended for Pre-College Trip leaders and is a prerequisite for co-leading a January Term or Spring Break Trip.

Enrollment is limited to 12. Class meets Wednesday from 1 p.m. to 5 p.m. and Friday from 1 p.m. to 3 p.m.

FACULTY BIOGRAPHIES

School of Communications and Cognitive Science

Joan Braderman

Joan Braderman is an associate professor of television production. Her B.A. is from Radcliffe College, her M.A. from New York University, and she is a Ph.D. candidate at New York University. Her video and film production has focused on a variety of social and political issues, and she has published in such journals as The Quarterly Review of Film Studies and Heresies: A Feminist Publication on Art and Politics. One of her most recent video productions was a study of contemporary Nicaragua, co-produced for the Public Broadcasting System.

Susan Douglas

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

Mark Feinstein

Mark Feinstein, associate professor of linguistics, holds a Ph.D. in linguistics from the City University of New York and a B.A. from Queens College, where he has also taught. He is a phonologist whose main research interest is currently in syllable structure. He has done extensive research on the sound system of Sinhala, a language of Sri Lanka. Among his other teaching and research interests are sociolinguistics, neurolinguistics, and animal communication and behavior.

Jay Garfield

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

Susan Holland

Susan Holland, visiting assistant professor of computer studies, holds a B.F.A. in photographic illustration from Rochester Institute of Technology and an M.S. in computer science from the University of Massachusetts. Her principal interest is in computer graphics.

Gregory Jones

Gregory Jones, assistant professor of communication, has an A.B. in theatre from Dartmouth College, an M.F.A. in theatre and speech from Smith College, and a Ph.D. from the University of Massachusetts. He has taught at the University of Massachusetts, Fitchburg State College, and Hampshire College in the areas of television production, media criticism, interpersonal and group communication, and rhetoric. He has had professional experience as a theatre producer, social worker, and English teacher (in Torino, Italy). He has additional academic and extracurricular interests in photography, film, music, acting, directing, and educational theory. He will be on leave for the fall semester.

- David Kerr** David Kerr, associate professor of mass communications and Master of Merrill House, has a B.A. from Miami University in Ohio, and an M.A. from Vanderbilt University. His teaching experience includes courses in communication research and journalism history. His educational interests include the radical press in America, how television affects the public, and communications law. He is currently researching the history of the Liberation News Service. He will be on leave for the spring semester.
- David Kramer** David Kramer, assistant professor of computer studies, received a B.A. in mathematics from Harvard College and holds M.A. and Ph.D. degrees from the University of Maryland. He taught at Lawrence University and Smith College before joining the Hampshire College faculty. His interests include number theory and computer music.
- Eileen Mahoney** Eileen Mahoney, assistant professor of communications, earned a B.A. in communications at the University of California at San Diego, and a Ph.D. in communications at Temple University. Her continuing interests focus on issues in international communications, particularly those related to new communication/information technology. Employment opportunities and work conditions, cultural production and autonomy, the role of the military, and national development and sovereignty are major issues concerning utilization of new technologies, domestically and internationally, addressed in her teaching and research. She will be on leave for the fall semester.
- Meredith Michaels** Meredith Michaels, associate professor of philosophy, taught philosophy and women's studies at Mount Holyoke College before coming to Hampshire. She has a B.A. from the University of California, Santa Barbara, and an M.A. and Ph.D. from the University of Massachusetts. She teaches courses in metaphysics, epistemology, and ethics, and has worked extensively on a variety of issues in feminist theory and pedagogy.
- James Miller** James Miller, associate professor of communications, took his Ph.D. at the Annenberg School of Communications at the University of Pennsylvania. His interests span theoretical issues and practical problems in several areas of the social control of public communication. They include corporate and state policies toward communication technologies and the occupational, organizational, and industrial structure of communication production. He is also involved in cultural studies especially those that explore the political and ideological aspects of popular entertainment and news. He has a growing interest in the media cultures of France, Canada, and Cuba.
- Richard Muller** Richard Muller, associate professor of communication and computer studies and dean of the School of Communications and Cognitive Science, holds a B.A. from Amherst College and a Ph.D. from Syracuse University. He has been director of Instructional Communications at the SUNY Upstate Medical Center in Syracuse and associate director of the Hampshire College Library Center. He is interested in the use of personal computers in education and in the home, the social and cultural consequences of the dissemination of information technology, computer programming languages and techniques, and outdoor education.
- David Rosenbaum** David Rosenbaum, associate professor of cognitive science, is a cognitive psychologist who received his Ph.D. at Stanford and worked in the Human Information Processing Research Department at Bell Laboratories before coming to Hampshire. He has done research on the cognitive processes underlying physical action, movement timing, attention, and body space representation. His main interests are perceptual and motor skills, cognition, perception, and the neurophysiology of cognition and behavior. Mr. Rosenbaum will be in residence at Hampshire College as a National Institutes of Health Research Career Development Awardee.
- Catherine Sophian** Catherine Sophian, associate professor of psychology, received a B.A. from New College, and an M.A. and Ph.D. from the University of Michigan. She taught at Carnegie-Mellon University before coming to Hampshire. She is a developmental psychologist whose specialty is cognitive development.
- Neil Stillings** Neil Stillings, professor of psychology, has a B.A. from Amherst College and a Ph.D. in psychology from Stanford University. Much of his research and teaching concerns the psychology of language. He also has a substantial interest in other areas of cognition, such as memory, attention, visual and auditory perception, intelligence, and mental representation.

Steven Weisler

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

School of Humanities & Arts

Leonard Baskin

Leonard Baskin is a visiting professor of art. A noted sculptor and graphic artist, Professor Baskin is the proprietor of the Gehenna Press and the first art editor and designer of The Massachusetts Review.

Deborah Berkman

Deborah Berkman, faculty associate and director of the writing/reading program, holds a B.A. and M.A.T. from the University of Iowa. She has a special interest in the interrelationship of writing and study difficulties and psychological/developmental concerns.

Rhonda Blair

Rhonda Blair, assistant professor of theatre, holds a Ph.D. in Theatre and an M.A. in Slavic Studies from the University of Kansas. She has expertise in both performance (as an active actor/director) and theory/criticism. Before coming to Hampshire she taught at the University of Kentucky and has actively participated in the administration of the Woman's Theatre Project of the American Theatre Association. She will be on leave for the fall term.

John R. Boettiger

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

Kenyon Bradt, Jr.

Kenyon Bradt, Jr., adjunct assistant professor of theology and philosophy, holds a B.A. and an M.A. from Notre Dame University and an M.A. from Yale University. He is a student of the philosophy and theology of both the Asian and the Western traditions. He has taught at Earlham College as a Danforth intern and at the University of Virginia.

Ellen Donkin

Ellen Donkin, assistant professor of theatre, holds a B.A. in drama from Middlebury College, an M.A. in English from the Bread Loaf School, Middlebury College, and a Ph.D. in theatre history from the University of Washington. She has taught in the drama department of Franklin Marshall College and at the University of Washington. Her special areas of interest are playwriting, directing, and Marxist and feminist critiques of dramatic literature and praxis.

Lynne Hanley

Lynne Hanley, assistant professor of literature and writing, received a B.A. from Cornell, an M.A. in English from Columbia, and a Ph.D. in English from the University of California at Berkeley. She has taught at Princeton, Douglass, and Mount Holyoke. At Hampshire, she offers courses in women writers and short story writing. She publishes both short stories and literary criticism, most recently a series of articles on women writers on twentieth century war.

Joanna Hubbs

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

Denzil Hurley

Denzil Hurley, assistant professor of art, holds a B.F.A. from the Portland Museum School and an M.F.A. from Yale University. He has taught painting and printmaking at the Yale School of Art, and most recently at Scripts College and Claremont Graduate School. He has received a Guggenheim Fellowship, among other awards. His work has been extensively exhibited and is in the collections of major museums.

- Norton Juster** Norton Juster, professor of design, is a practicing architect, designer, and writer whose books include *The Phantom Tollbooth*, a children's fantasy; *The Dot and the Line*, a mathematical fable made into an Academy Award-winning animated film; and *So Sweet to Labor*, a book on the lives of women in the late nineteenth century. Norton's B. Arch. is from the University of Pennsylvania, and he studied at the University of Liverpool on a Fulbright scholarship.
- Ann Kearns** Ann Kearns, associate professor of music, is director of the Hampshire College Chorus. She holds an M.M. in music history from the University of Wisconsin and studied choral conducting at Juilliard. She composes choral music and edits performing editions of Renaissance choral music. At Hampshire she serves as liaison to the Five College Early Music Program and to the Five College Orchestra. She will be on leave for the spring term.
- L. Brown Kennedy** L. Brown Kennedy, associate professor of literature and co-dean of the School of Humanities and Arts, is interested mainly in the Renaissance and the Seventeenth century with particular emphasis on Elizabethan and Jacobean drama, Shakespeare, the metaphysical poets, and Milton. She received a B.A. from Duke University and an M.A. from Cornell where she is a candidate for a Ph.D. She will be away all year.
- David Koblitz** David Koblitz, assistant professor of music, holds a B.A. in music from the University of Pennsylvania and an M.M. in music composition from the University of Michigan. He was awarded a Composer Fellowship from the National Endowment for the Arts and is presently completing a ballet score commissioned by the Joffrey II Dancers and the Jerome Foundation. David has also written articles on contemporary music for the Boston Phoenix and Dance Magazine. He will be away for the fall semester.
- Wayne Kramer** Wayne Kramer, associate professor of theatre arts, holds a B.F.A. and M.F.A. with emphasis in design work for the theatre. He has some eleven years experience in black theatre, children's theatre, and the production of original scripts, and has directed for the stage and for television. His design work has been seen both in this country and in Europe. He has been a guest artist with Smith College Theatre on several occasions, and designed the New York production of *Salford Road* which was later performed in Scotland.
- Jill Lewis** Jill Lewis, associate professor of humanities, holds a B.A. from Newnham College, Cambridge, England, and is presently pursuing a Ph.D. at Cambridge University. She has been very active in the Women's Liberation Movement in Britain and France. Ms. Lewis teaches courses in literature and cultural history at Hampshire. Professor Lewis will be on leave for the spring term.
- Jerome Liebling** Jerome Liebling, professor of film studies, has produced several award-winning films, and has exhibited at the Museum of Modern Art, George Eastman House, and other museums. He has taught at the University of Minnesota and State University College at New Paltz, New York. He will be on leave all year.
- Daphne A. Lowell** Daphne A. Lowell, assistant professor of dance and co-dean of the School of Humanities and Arts, holds a B.A. in cultural anthropology from Tufts University and an M.F.A. in modern dance from the University of Utah. She toured nationally performing and teaching with The Bill Evans Dance Company, and has taught dance at Smith College, the University of Washington, and Arizona State University. She has studied "authentic movement" at The Mary Whitehouse Institute, and is especially interested in choreography, creativity, and dance in religion. She will be on leave all year.
- Richard Lyon** Richard Lyon, professor of English and American studies, holds B.A. degrees from Texas and Cambridge, an M.A. from Connecticut, and a Ph.D. in American Studies from Minnesota. He was formerly chairman of the American Studies Curriculum at the University of North Carolina at Chapel Hill, and was Hampshire's first Dean of the College.
- Judith Mann** Judith Mann is an associate professor of art. She holds a B.F.A. from the State University of New York at Buffalo and an M.F.A. from the University of Massachusetts. She taught at Mount Holyoke College, the University of Rochester, and the Nova Scotia College of Art and Design before coming to Hampshire. She has exhibited nationally and internationally. Her work is in several private and institutional collections.
- Sandra Matthews** Sandra Matthews, assistant professor of film/photography, has a B.A. from Radcliffe and an M.F.A. from SUNY at Buffalo. She has wide experience

professionally and in teaching both filmmaking and photography. She has particular interest in film and photography as a cross-cultural resource. Professor Matthews will be on leave the entire academic year.

Robert Meagher

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

Rebecca Nordstrom

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

Nina Payne

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

Earl Pope

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

Abraham Ravett

Abraham Ravett, associate professor of film and photography, holds a B.A. in psychology from Brooklyn College, a B.F.A. in filmmaking and photography from the Massachusetts College of Art, and an M.F.A. in filmmaking from Syracuse University. Complimenting a career in filmmaking and photography, Ravett has also worked as video tape specialist and media consultant.

Mary Russo

Mary Russo, associate professor of literature and critical theory, earned a Ph.D. in romance studies from Cornell. She has published widely in the fields of European culture, semiotics, and feminist studies.

Andrew Salkey

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

Reinhard Sander

Reinhard Sander, Five College associate professor of comparative literature (1987-1990), holds the equivalent of an M.A. from the Free University of Berlin, Germany, and a Ph.D. from the University of Texas at Austin. He has taught at the University of Bayreuth, West Germany; the University of the West Indies, Jamaica; University of Sussex, England; and the University of Nigeria. Professor Sander specializes in African, Afro-American, and Caribbean literature and has published several books, articles, and reviews.

Peggy Schwartz

Peggy Schwartz, adjunct assistant professor of dance and Five College assistant professor of dance, holds a B.A. from the University of Rochester; an M.A. from the State University of New York at Buffalo; and an M.A.L.S. from Wesleyan University. She has developed a dance education program for dance certification. Her teaching includes creative studies in dance, dance education, and modern dance technique. She is a member of the Congress on Research in Dance, the American Association for Physical Education, Recreation and Dance, and the National Dance Association.

Ellie Siegel

Ellie Siegel, assistant director of the writing/reading program, received her B.A. from Hampshire College, and is an M.F.A. candidate in fiction writing at Sarah Lawrence College. She has taught poetry writing at the University of Minnesota in the Feminist Studies in Literature program, and has worked in radio and print journalism. She is currently fiction editor for Sojourner.

David E. Smith

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

Daniel Warner

Daniel Warner, assistant professor of music, holds an M.F.A. and a Ph.D. in composition from Princeton University. He has received awards and fellowships from the American Academy and Institute of Arts and Letters, the MacDowell Colony, and the New Jersey State Council on the Arts. Since 1968, he has been an associate editor of Perspectives of New Music.

School of Natural Science

Herbert J. Bernstein

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

Merle S. Bruno

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

Nancy Goddard Chambers

Nancy Goddard Chambers, associate professor of biology, was previously Chairperson of the Department of Natural Science and Mathematics at West Virginia State College. She obtained her Ph.D. from Ohio State University. Involved in teaching courses on human reproduction, health care for women, and endocrinology, she is also interested in field zoology, human and comparative anatomy, parasitology, marine biology, and tropical (Caribbean) ecology.

Lorna L. Coppinger

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

Raymond P. Coppinger

Raymond P. Coppinger, professor of biology, has worked at the Woods Hole Oceanographic Institution, the Smithsonian Astrophysical Observatory, the U.S. Fish and Wildlife Service, and the Beebe Tropical Research Station in the West Indies. He holds a Four College Ph.D. (Amherst, Smith, Mt. Holyoke, University of Massachusetts). Varied interests include animal behavior, birds, dogs, monkeys, ecology, evolution, forestry, philosophy, and nooteny theory (book in progress). Ray has been a past New England sled dog racing champion, and now works with rare breeds of sheepdogs. His research leads to numerous technical and popular publications in most of these fields.

Charlene D'Avanzo

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

John M. Foster

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

Kay A. Henderson

Kay A. Henderson, assistant professor of reproductive physiology, did her undergraduate work in animal science at Washington State University. Her M.S. and Ph.D. are from the University of California, Davis. She worked as a

reproductive physiologist with the Alberta Department of Agriculture, and has done research at Cornell. Kay is an animal scientist interested in domestic animal reproduction plus women's health issues. She will be away for the fall semester.

- Kenneth R. Hoffman** Kenneth R. Hoffman, associate professor of mathematics, has an M.A. from Harvard, where he also served as a teaching fellow. He taught mathematics at Talladega College during 1965-70. In addition to algebraic number theory and mathematical modeling, Ken's interests include education, American Indians, natural history, and farming.
- David C. Kelly** David C. Kelly, associate professor of mathematics, has taught at New College, Oberlin, and Talladega College. He holds a B.A. from Princeton, an M.S. from M.I.T., and his Ph.D. work is in progress at Dartmouth. He has, since 1971, directed the well-respected Hampshire College Summer Studies in Mathematics for high ability high school students. His interests are analysis, the history of mathematics, recreational mathematics, and seventeen.
- Allan S. Krass** Allan S. Krass, professor of physics and science policy was educated at Cornell and Stanford, where he received his Ph.D. in theoretical physics. He has taught at Princeton University, the University of California at Santa Barbara, and the University of Iowa, as well as the Open University in England. He has been a visiting researcher at the Princeton Center for Energy and Environmental Studies and the Stockholm International Peace Research Institute. He currently holds a part-time position as staff analyst for the Union of Concerned Scientists in Cambridge, MA. His interests include physics, and science and public policy, particularly dealing with nuclear weapons and nuclear energy.
- Nancy Lowry** Nancy Lowry, professor of chemistry, holds a Ph.D. from M.I.T. She has worked as a research associate at M.I.T. and Amherst College and has taught at Smith College and the Cooley Dickinson School of Nursing. She has also coordinated a chemical analysis lab as part of the Mill River project in Northampton. Her interests include stereochemistry and organic molecules, environmental chemistry, science for non-scientists, toxic substances, the bassoon, and nature study.
- Ralph H. Lutts** Ralph H. Lutts, adjunct associate professor of environmental studies, received his B.A. in biology from Trinity University and his Ed.D. from the University of Massachusetts where he studied the theoretical foundations of environmental studies. His interests include natural history, environmental history, environmental ethics, environmental education, museum education, and nature literature. He is particularly interested in exploring ways of joining the sciences and humanities in our attempt to understand our environment and our relationship with it. He is currently the director of the Blue Hills Interpretive Centers (Trailside Museum/Chickatawbut Hill) in Milton, MA.
- Debra L. Martin** Debra L. Martin, associate professor of biological anthropology, received a B.S. from Cleveland State University and her Ph.D. at the University of Massachusetts in biological anthropology. She has done research on the evolution, growth, development, and nutrition of the human skeletal system. She is presently the curator and principal investigator of a prehistoric Amerindian skeletal population from Black Mesa, Arizona. Recently she has been exploring the health effects of poor nutrition, multiple pregnancies, and long lactation periods on female skeletal systems. Her teaching and research interests include nutritional anthropology, skeletal anatomy, human growth and development, health and disease in prehistory, gerontology, and human origins.
- Ann P. McNeal** Ann P. McNeal (Woodhull), associate professor of biology, received her B.A. from Swarthmore and her Ph.D. from the University of Washington (physiology and biophysics). Her interests include human biology, physiology, neurobiology, and biological toxins. For the last few years, she has been increasingly fascinated by the connections between science and human movement, and she has written two articles for Contact Quarterly about the biology and physics of movement.
- Lynn Miller** Lynn Miller, professor of biology, has taught at the American University of Beirut, Adelphi University, and at The Evergreen State College. His Ph.D. is from Stanford in fish genetics. His principal interests are in genetics (human and microbial), general microbiology, and in nutrition. He is especially interested in working with small groups of students in laboratory projects and tutorials.

John B. Reid, Jr.

John B. Reid, Jr., associate professor of geology, has pursued his research with lunar surface and earth's interior at the Smithsonian Astrophysical Observatory, the Geochronology Laboratory at M.I.T., Rensselaer Polytechnic Institute, and the Los Alamos Scientific Laboratory. He received his Ph.D. from M.I.T. His professional interests involve the study of granitic and volcanic rocks as a means of understanding the chemical evolution of the earth's crust; and the evolution of the flood-plain of rivers, particularly that of the Connecticut River. He is particularly interested in the geology of the Sierra Nevada, in timber-frame house construction, cabinet-making, and canoes. He will be away for the fall semester.

Ruth G. Rinard

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

Arthur H. Westing

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

Lawrence J. Winship

Lawrence J. Winship, assistant professor of botany, received his B.S. in biology from Yale University and his Ph.D. at Stanford University. His doctoral work concerned the physiological ecology of nitrogen fixation and Nitrate use by annual lupins growing on the California coast. He was most recently a research associate at the Harvard Forest, where he studied nitrogen fixation by alder trees. He is very interested in all aspects of whole plant physiology and in the mechanisms plants use to adapt to varying and extreme environments. In specific, he plans to focus on the process of symbiotic nitrogen fixation and to apply work in that area in innovative systems for agriculture in New England. He enjoys building his own research equipment and instruments. Other interests include hiking, nordic skiing, field botany, gardening, Bonsai, music and cooking.

Frederick H. Wirth

Frederick H. Wirth, assistant professor of physics, holds a B.A. from Queens College of CUNY and a Ph.D. from Stony Brook University of SUNY. His research interests center around low-temperature phenomena, especially the behavior of helium. One of his main goals at Hampshire is to create laboratory programs in the physical sciences and an Appropriate Technology center to help all students, regardless of their course of study, with their increasingly probable collision with technological obstacles. Fred is also a committed and experienced practitioner of meditation who periodically offers instruction in this discipline.

Albert S. Woodhull

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

School of Social Science

- Eqbal Ahmad** Eqbal Ahmad, professor of politics and Middle East studies, received a Ph.D. from Princeton University and is presently a fellow of the Transnational Institute/Institute for Policy Studies. A specialist on the Third World, particularly the Middle East and North Africa, he is well known for his writings on revolutionary warfare and counterinsurgency. His writings have appeared in popular as well as scholarly journals. He has taught at the University of Illinois, Cornell University, and the Adlai Stevenson Institute in Chicago. He will be away for the fall term.
- Carollee Bengelsdorf** Carollee Bengelsdorf, associate professor of politics, holds an A.B. from Cornell, studied Russian history at Harvard, and received a Ph.D. in political science from M.I.T. She is interested in political development in Southern Africa and other Third World areas. She has conducted research in Algeria, Cuba, and Peru, and has been a school teacher in Kenya and Honduras.
- Aaron Berman** Aaron Berman, assistant professor of history and Greenwich House director of academic life, received his B.A. from Hampshire College, an M.A. and a Ph.D. in United States history from Columbia University. He is particularly interested in the dynamics of ideology and politics, the development of the American welfare state, American ethnic history, American Jewish history, and the history of Zionism and the Arab-Israeli conflict.
- Myrna Margulies Breitbart** Myrna Margulies Breitbart, associate professor of geography and urban studies, has an A.B. from Clark University, an M.A. from Rutgers, and a Ph.D. in geography from Clark University. Her teaching and research interests include the ways in which built and social environments affect gender, race, and class relations; historical and contemporary issues of gender and environmental design; urban social struggles and the implications of alternative strategies for community development; urban environmental education as a resource for critical learning; the impact of plant closings and industrial restructuring on women and communities; and the role of the built environment in social change.
- Margaret Cerullo** Margaret Cerullo, associate professor of sociology and Enfield House co-director of academic life, has a B.A. from the University of Pennsylvania, a B.Phil. from Oxford University, and is presently a Ph.D. candidate at Brandeis University. Her particular areas of interest are the sociology of women and the family in America; political sociology; stratification; sociology of work and leisure; and European social theory. She will be on leave for the spring term.
- Nancy Fitch** Nancy Fitch, associate professor of history, has a B.A. and an M.A. from San Diego State University, and a Ph.D. from the University of California, Los Angeles. Her teaching interests include European social and political history, 1500-1940, with emphasis on early modern European history, the Old Regime and the French Revolution, and Europe in the 19th century; women's history in comparative perspective; agrarian and demographic history; and historiography and historical methods. She will be on leave for the academic year.
- Michael Ford** Michael Ford, assistant professor of politics and education studies and coordinator of the education studies program, earned a B.A. from Knox College and an M.A. in political science from Northwestern University, where he is completing his doctoral work. He has taught at the University of Massachusetts, Brown University, and Chicago City College in the areas of politics of East Africa, Sub-Saharan African Governments, Black politics, and neocolonialism and underdevelopment.
- Marlene Gerber Fried** Marlene Gerber Fried, visiting associate professor of philosophy and director of the Civil Liberties and Public Policy Program, has a B.A. and an M.A. from the University of Cincinnati and a Ph.D. from Brown University. She is on leave from Bentley College and before that taught at Dartmouth College and the University of Missouri, St. Louis. For several years she has taught courses about contemporary ethical and social issues, including abortion, sexual and racial discrimination, and nuclear war. She has also, for many years, been a political activist in the women's liberation and reproductive rights movements. She is currently writing a book on the abortion rights movement. Her research and teaching attempt to integrate her experiences as an activist and a philosopher.
- Penina Glazer** Penina Glazer, professor of history and dean of the faculty, has a B.A. from Douglass College and a Ph.D. from Rutgers University where she held the Louis Bevier Fellowship. Her special interests include American social history with emphasis on history of reform, women's history, and history of professionalism.

Leonard Glick

Leonard Glick, professor of anthropology, received an M.D. from the University of Maryland and a Ph.D. from the University of Pennsylvania. He has done field work in New Guinea, the Caribbean, and England. His interests include cultural anthropology, ethnography, cross-cultural study of religion, medical beliefs and practices, ethnographic film, and anthropological perspectives on human behavior. He also teaches courses on European Jewish history and culture, and is working on a history of Jews in medieval Western Europe. He will be on leave during the fall term.

Frank Holmquist

Frank Holmquist, professor of politics, received his B.A. from Lawrence University, and his M.A. and Ph.D. from Indiana University. His interests are in the areas of comparative politics, peasant political economy, African and Third World development, and socialist systems. He will be on leave for the fall term.

Kay Johnson

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

Gloria I. Joseph

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

Michael Klare

Michael Klare, Five College associate professor of peace and world security studies, and director of the Five College Program in Peace and World Security Studies (PAWSS), holds a B.A. and M.A. from Columbia University and a Ph.D. from the Union Graduate School. He is also an associate fellow of the Institute for Policy Studies in Washington, D.C., and the defense correspondent of The Nation magazine. He is the author of several books, and his articles on international affairs and defense policy have been widely published. He has been a Visiting Fellow at the Center of International Studies of Princeton University, and has taught at the University of Paris, Tufts University, and Parsons School of Design.

Joan B. Landes

Joan B. Landes, professor of politics and women's studies, holds a B.A. from Cornell University and an M.A. and Ph.D. from New York University. She has taught at Bucknell University. Her areas of interest include: contemporary social and political thought; feminist theory, contemporary and historical; comparative women's history and politics; and modern political thought.

Marnia Lazreg

Marnia Lazreg, associate professor of population and development studies, holds a B.A. from the University of Algiers (Algeria) and an M.A. and Ph.D. in sociology from New York University. She has taught at Sarah Lawrence College and the City University of New York. Her teaching and research interests include population policies, development models and the transformation or reproduction of gender relations; feminist theory and epistemology, and religion and politics in North Africa and the Middle East. She was a fellow at the Pembroke Center for Teaching and Research for Women, Brown University, in 1984-85, and at the Mary Ingraham Bunting Institute, Radcliffe College, in 1985-86. She is currently writing a book on women and socialism in Algeria.

Maureen Mahoney

Maureen Mahoney, associate professor of psychology, received her B.A. from the University of California, Santa Cruz, and her Ph.D. from Cornell University. Her special interests include socialization and personality development, parent-child interaction, motherhood and work, the individual and society, the psychology of women, and the history of the family. She recently held a two-year visiting appointment in sex roles and mental health at Wellesley's Stone Center for Developmental Services and Studies. She will be on leave during the spring term.

Lester Mazor

Lester Mazor, professor of law, has a B.A. and J.D. from Stanford, served as law clerk to the Hon. Warren F. Burger, and taught criminal law, legal philosophy and other subjects at the University of Virginia and the University of Utah, and as a visitor at SUNY Buffalo, Connecticut, and Stanford. He has published books and articles about the legal profession, and on topics in legal philosophy, legal history, and sociology of law. Recently, he was a Fulbright Research Scholar in

Great Britain and West Germany and taught in American Studies at the Free University of Berlin. His special concerns include the limits of law, utopian and anarchist thought, and other subjects in political, social, and legal theory.

- Laurie Nisonoff** Laurie Nisonoff, associate professor of economics, holds a B.S. from M.I.T., and an M.Phil. from Yale, where she is a doctoral candidate. She was a Woodrow Wilson Fellow at Yale and is finishing her dissertation with the aid of a Ford Foundation Fellowship in Women's Studies. Her interests include American economic history, women's studies, labor and public policy issues.
- Donald Poe** Donald Poe, associate professor of psychology, received his B.A. from Duke University, his M.S. from Virginia Polytechnic Institute and State University and his Ph.D. from Cornell University. His major areas of interest are social psychology, psychology of the law, beliefs in pseudoscience and the paranormal human aggression, attitude change, environmental psychology, and research design and data analysis.
- Susan Pouncey** Susan Pouncey, Five College instructor of law, received her B.A. from Mount Holyoke College and J.D. from Columbia University Law School. Major areas of interest are civil rights, civil liberties law, and law and the family.
- Robert Rakoff** Robert Rakoff, associate professor of politics and dean of the School of Social Science, received his B.A. from Oberlin College and has an M.A. and Ph.D. from the University of Washington. He teaches in the area of American politics and policy studies with a special interest in housing, gender, and political economy. He taught at the University of Illinois-Chicago and worked for the U.S. Department of Housing and Urban Development before coming to Hampshire. With support from the National Endowment for the Humanities, he is now investigating the links between government housing policies, female domesticity, and consumerism in the 1920s and 1930s. Many of his recent courses, part of Hampshire's policy studies program, include courses on housing policy, water resources, deregulation, and the welfare state. He has supervised divisional examinations in public policy analysis, political economy, environmental policy, political theory, and urban politics.
- Miriam Slater** Miriam Slater, professor of history and master of Dakin House until 1974, received her A.B. from Douglass College and her M.A. and Ph.D. from Princeton University, where she held the first Woodrow Wilson Fellowship designed to allow a woman with children to attend graduate school half time. Her research interests include history of higher education, history of the family, early modern Europe, Puritanism, feminism, and history of professionalism.
- Stephen Smith** Stephen Smith, Five College assistant professor of anthropology, holds a certificate of the East Asian Institute at Columbia University and is a Ph.D. candidate there. His fields of specialization include medical anthropology and social organization in Japan. The topic of his dissertation research is alcohol use and abuse in modern Japan.
- Robert von der Lippe** Robert von der Lippe, associate professor of sociology, received his B.A., M.A., and Ph.D. degrees from Stanford University. He was director of the National Institute of Mental Health Graduate Training Program in the Sociology of Medicine and Mental Health at Brown University and also taught at Columbia University, New York University, and Amherst College. His interests include medical sociology and issues of health care organization and delivery both in this country and elsewhere. He will be away for the academic year.
- James Wald** James Wald, visiting assistant professor of history holds a B.A. from the University of Wisconsin and an M.A. from Princeton University, where he is currently completing his Ph.D. His teaching and research interests include modern European history with an emphasis on cultural history from the 18th through the 20th centuries; the French Revolution; fascism and Nazism; 16th century Europe; Marxism and social democracy. Particular research interests involve the role of literature in society, and literary and publishing history in Germany.
- Stanley Warner** Stanley Warner, associate professor of economics, holds a B.A. from Albion College, an M.A. from Michigan State, and a Ph.D. from Harvard. He taught previously at the University of California at Santa Cruz and Bucknell. His research and teaching interests include industrial organization, American economic history, econometric forecasting, and economic theory and development.

Frederick Weaver

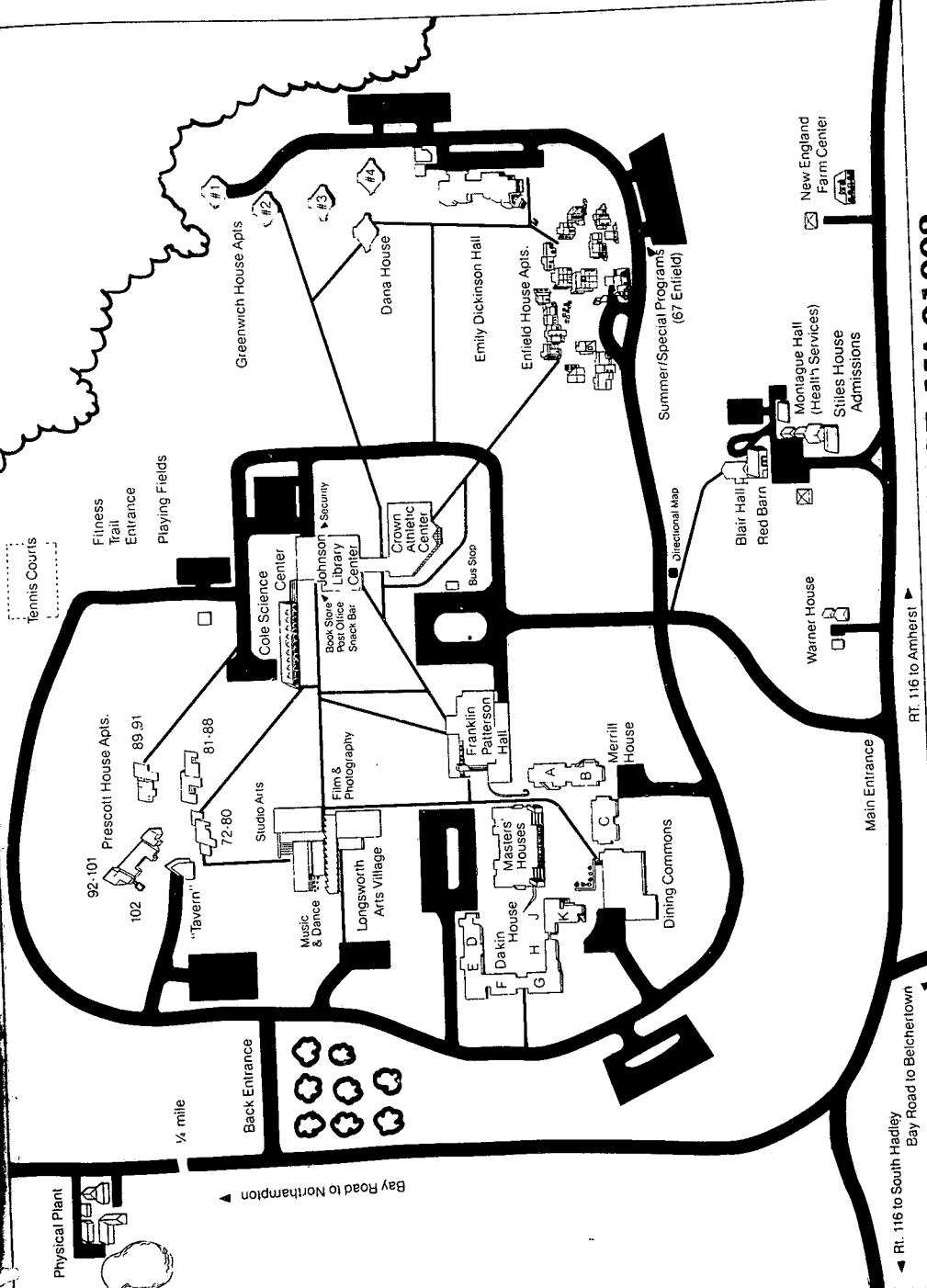
Frederick Weaver, professor of economics and history and director of institutional planning, has a B.A. from the University of California at Berkeley, and a Ph.D. from Cornell University. He has done research in Chile as a Foreign Area Fellow and has taught economics at Cornell and the University of California at Santa Cruz. His special interest is the historical study of economic development and underdevelopment. He also works on issues in higher education.

E. Frances White

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

Barbara Yngvesson

Barbara Yngvesson, professor of anthropology, received her B.A. from Barnard and her Ph.D. from the University of California at Berkeley. She has carried out research in Peru and Sweden on the maintenance of order in egalitarian communities. She has also studied conflict management in urban American communities and the role of legal and informal processes in maintaining order in these settings. Her areas of teaching include cultural and social anthropology (problems of observation and interpretation, kinship and family organization, the social organization of gender, ritual and symbolism), social theory, and the anthropology and sociology of law.



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