

Spring 1987 Course List

School of Communications & Cognitive Science

<u>100 LEVEL</u>	
WASHTEL: WASHINGTON, D. C. CCS 122	Miller
IMAGES OF WOMEN IN POPULAR CULTURE CCS 131	Douglas
AN INTRODUCTION TO METAPHYSICS CCS 137	TBA
MAN AS DIRECTOR OF FILM/VIDEO: OTHER HISTORY CCS 160	Braderman
<u>200 LEVEL</u>	
A HISTORY OF THE PRESS IN THE UNITED STATES CCS 201	Kerr
MEDIA ANALYSIS: THE THIRD WORLD IN THE UNITED STATES MEDIA CCS 204	Mahoney
NATIONAL POLICIES FOR COMMUNICA- TION AND CULTURE CCS 211	Miller
INTRODUCTION TO COMPUTER SCIENCE II: DATA STRUCTURES CCS 216	TBA
THEORY OF LANGUAGE II: SEMANTICS CCS 227	Garfield Weisler
THEORIES OF MORAL VIRTUE CCS 229	Garfield
TOPICS IN COMPUTER SCIENCE CCS 235	TBA
TECHNOLOGY: POLITICAL AND PHILOSOPHICAL PROBLEMS CCS 236/NS 236	Garfield Krass
INTRODUCTION TO ARTIFICIAL INTELLIGENCE CCS 244	TBA
POLICIES AND APPROACHES TO THE INFORMATION AGE CCS 251	Mahoney
THE SCIENTIFIC IMAGE CCS 258	TBA
<u>300 LEVEL</u>	
SEMINAR IN VIDEO PRODUCTION AND FILM/VIDEO THEORY* CCS 303	Braderman
VIDEO PRODUCTION SEMINAR* CCS 306	Jones

THE ORIGINS OF MASS CULTURE CCS 328	Douglas
SEMINAR IN SYNTAX AND LOGICAL FORM CCS 330	Weisler
VIDEO/THEATRE PRODUCTION ENSEMBLE* CCS 332/HA 332	Jones Blair
COMPUTER SCIENCE CONCENTRATORS* SEMINAR CCS 334	TBA

CHILD DEVELOPMENT

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

School of Humanities & Arts

100 LEVEL COURSES

MODERN DANCE I HA 113	Tba
AMERICAN BIOGRAPHY: STEPHEN CRANE HA 123	Lyon
WRITING WORKSHOP HA 141	Siegel
SHORT STORY WRITING WORKSHOP HA 142	Hanley
DANCE AS AN ART FORM HA 153	Schwartz
THEMES IN HUMAN DEVELOPMENT: RENEWAL, RECOVERY, REBIRTH HA 164	Boettiger
PLACES AND SPACES: The PERCEPTION AND UNDERSTANDING OF HUMAN ENVIRONMENT HA 165	Juster Pope
PIANO WORKSHOP I HA 183	Wiggins
MUSIC PRIMER HA 185	Koblitz
THEATRE THREE HA 195	Blair

200 LEVEL COURSES

MAKING PLACES: THE EXPERIENCE OF DESIGN HA 209	Juster Pope
FILM/VIDEO WORKSHOP I HA 210	Tba
STILL PHOTOGRAPHY WORKSHOP I HA 211	Tba
MODERN DANCE III HA 215	Nordstrom
THE WORLD OF FEODOR DOSTOEVSKY HA 230	J. Hubbs
POETRY WRITING WORKSHOP HA 231	Salkey
THE GREEK THEATRE HA 232	Meagher
FICTION WRITING WORKSHOP HA 237	Salkey
WRITING HA 240	Payne
AMERICAN BIOGRAPHY: JAMES AND SANTAYANA HA 250	Lyon
INTERMEDIATE DANCE COMPOSITION HA 252	Lowell
RENAISSANCE FICTIONS: TOPICS IN THE HISTORY EARLY MODERN EUROPE HA 265	Kennedy Fitch
STORIES OF LIVES, STORIES OF GOD HA 271	Boettiger
CAMUS HA 277	Meagher
TOLSTOY AND LAWRENCE HA 280	C. Hubbs J. Hubbs
CREATIVE MUSIC: ITS THEORY AND APPLICATION HA 284	Wiggins
SEMINAR IN MODERN DRAMA HA 295	C. Hubbs
PLAYWRITING HA 299	Donkin
<u>300 LEVEL COURSES</u>	
ADVANCED WRITING WORKSHOP HA 306	Payne
ADVANCED ACTING HA 308	Donkin

SEMIOTICS AND CULTURAL
CRITICISM
HA 309

FILM/VIDEO WORKSHOP II
HA 310

PHOTOGRAPHY WORKSHOP II
HA 311

MODERN DANCE TECHNIQUE V
HA 317

SOUNDS AND SPACES:
SEMINAR IN MUSIC
COMPOSITION
HA 321

ART TUTORIAL
HA 329

VIDEO/THEATRE PRODUCTION
ENSEMBLE
HA 332

School of Natural Science100 LEVEL

BASIC METEOROLOGY: THE CLIMATE
OF THE CONNECTICUT RIVER VALLEY
NS 116

HUMAN BIOLOGICAL VARIATION:
CURRENT AND CONTROVERSIAL
ISSUES IN "RACE" AND GENDER
NS 123

HUMAN GENETICS
NS 127

PLANT POISONS
NS 142

THE WORLD FOOD CRISIS
NS 151/SS 151

QUANTUM MECHANICS FOR THE
MYRIAD
NS 183

ELEMENTARY SCHOOL SCIENCE
WORKSHOP
NS 192

PROJECT COURSE
NS 199

200 LEVEL

BASIC CHEMISTRY II
NS 203

ECOLOGY
NS 207

ORGANIC CHEMISTRY
NS 212

REPRODUCTIVE PHYSIOLOGY
NS 221

THE EVOLUTION AND BEHAVIOR
OF DOMESTIC ANIMALS
NS 230

Russo

Ravett

Liebling

Lowell

Koblitz

Baskin

Blair
JonesReid
Foster

Goddard

Miller
HoffmanWinship
LowryCoppinger
Holmquist

Bernstein

Bruno

Foster

TBA

D'Avanzo

Lowry

Henderson

Coppinger

DISARMAMENT, ARMS CONTROL, AND ALTERNATIVE SECURITY NS 235/SS 235	Krass Klare
TECHNOLOGY: POLITICAL AND PHILOSOPHICAL PROBLEMS NS 236/CCS 236	Krass Garfield
INTRODUCTION TO CALCULUS AND COMPUTER MODELING FOR SCIENTISTS AND SOCIAL SCIENTISTS NS 261	Hoffman
TOPICS IN DISCRETE MATHEMATICS NS 263	TBA
GENERAL PHYSICS B NS 283	Wirth
HITCHCOCK CENTER PRACTICUM IN ENVIRONMENTAL EDUCATION NS 295 A&B	Bruno Bourdon+
MINERALOGY NS 296	Reid
ENVIRONMENTAL SCIENCE AND POLITICS NS 297/SS 297	D'Avanzo Reid Rakoff

300 LEVEL

LINEAR ALGEBRA AND ITS APPLICATIONS NS 316	TBA
BOOK SEMINARS IN MATHEMATICS NS 320	TBA
PHOTOSYNTHESIS AND EVOLUTION NS 326	Foster
ADVANCED HUMAN ANATOMY NS 335	Martin Henderson

School of Social Science100 LEVEL

Successful completion of two courses at the 100 level will fulfill the optional course requirement for the Division I examination in Social Science. Some students may wish to use one 100 and one 200 level course and may do so with written consent of their advisers. SS 207, SS 210, and SS 283 may not be used to fulfill this option.

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

POVERTY AND WEALTH SS 102	Nisonoff
THE UNITED STATES URBAN EXPERIENCE SS 110	Ford Glazer
HUMAN BEHAVIOR: APPROACHES FROM ANTHROPOLOGY SS 120	Glack
POWER AND AUTHORITY SS 122	Rakoff

HUMAN AGGRESSION SS 138	Poe
THE NATIONAL SOLUTION: AFRO- AMERICAN NATIONALISM AND ZIONISM: TWO CASE STUDIES SS 141	Berman White
THE WORLD FOOD CRISIS SS 151/NS 151	Holmquist Coppinger
SOCIAL DEVELOPMENT AND DEVELOPMENTAL PARADIGMS SS 165	M. Mahoney

CAPITALISM VERSUS COMMUNITY SS 170	Breitbart Warner
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200 LEVEL

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

INTRODUCTION TO STATISTICS AND DATA ANALYSIS SS 207	Poe
INTRODUCTORY ECONOMICS SS 210	Weaver
HISTORY OF POST-WAR AMERICA SS 212	Glazer
UNITED STATES FOREIGN POLICY AFTER VIETNAM SS 226	Ahmad
THE JEWS IN EUROPEAN HISTORY SS 234	Click
DISARMAMENT, ARMS CONTROL, AND ALTERNATIVE SECURITY SS 235/NS 235	Klare Krass
POLITICS OF EDUCATION SS 249	Ford
RENAISSANCE FICTIONS: TOPICS IN THE HISTORY OF EARLY MODERN EUROPE SS 265/HA 265	Fitch Kennedy
CULTURE, GENDER, AND THE INDIVIDUAL SS 269	Mahoney Yngvesson
THEORY AND METHOD IN ETHNOGRAPHY SS 280	Yngvesson
CORPORATE TAKEOVER WORKSHOP SS 283	Warner
JAPANESE FOREIGN POLICY SS 293	Yasutomo
ENVIRONMENTAL SCIENCE AND POLITICS SS 297/NS 297	Rakoff Reid D'Avanzo
CASE STUDIES IN AMERICAN FOREIGN POLICY SS 299	Lake

300 LEVEL

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

WOMEN AND WORK: WORKSHOP IN RECENT FEMINIST POLITICAL ECONOMY SS 311	Nisonoff
PROBLEMS IN THE PHILOSOPHY OF LAW AND JUSTICE SS 318	Mazor
THE POLITICS OF SUBJECTIVITY SS 325	Landes
CONFLICT AND REVOLUTION IN THE MIDDLE EAST AND NORTH AFRICA SS 326	Ahmad
THE POLITICAL ECONOMY OF THIRD WORLD DEVELOPMENT: MODELS, METHODS, AND HISTORICAL PERSPECTIVES SS 335	Holmquist Weaver

Division III Integrative Seminars

IMPACTS OF TECHNOLOGY IN 390	Wirth and Woodhull
THE POLITICS OF HISTORY: CREATING THE PAST IN 392	Berman and Fitch
GENDER AND ENVIRONMENTAL DESIGN IN 394	Breitbart and Landes
PERSPECTIVES ON TIME IN 396	Mazor

Outdoors Program

BEGINNING TOP ROPE OP 111	Kyker-Snowman
OPEN CROSS COUNTRY SKI OP 132	Warren Kyker-Snowman
ZEN BICYCLE MAINTENANCE OP 138	T. & K. Kyker-Snowman
OPEN ICE CLIMBING OP 143	Garmirian
BEG. WHITewater CANOEING OP 145	Warren Kyker-Snowman
ADV. ROCK CLIMBING OP 205	Garmirian
OUTDOOR LEADERSHIP OP 218	Warren

Recreational Athletics

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

INTERMEDIATE SHOTOKAN KARATE I RA 102	Taylor
ADVANCED SHOTOKAN KARATE RA 104	Taylor
INTERMEDIATE AIKIDO RA 106	Sylvain
BEGINNING T'AI CHI RA 118	Gallagher
CONTINUING T'AI CHI RA 119	Gallagher
BEGINNING WHITewater KAYAKING RA 125	Harrison
NOVICE WHITewater KAYAKING RA 126	Harrison
INTERMEDIATE WHITewater KAYAKING RA 130	Harrison

THE FOLLOWING COURSES ARE NOT OFFERED FOR CREDIT

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

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

ULTIMATE FRISBEE RA 152	Bailar
RECREATIONAL ICE SKATING RA 154	TBA
WOMEN'S BASKETBALL RA 155	Hansen
MEN'S BASKETBALL RA 160	Forbes
SOFTBALL RA 165	TBA

Five College Offerings

LYRIC POETRY Mount Holyoke: English 245a	Brodsky
THE FIRST HALF OF THIS CENTURY IN POETRY UMass: Russian 297A	Brodsky
MODERN VI Mount Holyoke: Dance 318a	Coleman
ADVANCED COMPOSITION Mount Holyoke: Dance 353s	Coleman
PHILOSOPHY OF DANCE Smith: Dance Graduate Seminar	Coleman
INTERMEDIATE JAPANESE Mount Holyoke: Asian Studies L123s	Hubbard
INTERMEDIATE JAPANESE Smith: Japanese 200b	Hubbard
ADVANCED JAPANESE Smith: Japanese 300b	Hubbard
ELEMENTARY ARABIC I Mount Holyoke: Asian 131s	Jiyad
ELEMENTARY ARABIC II UMass: Arabic 246	Jiyad
INTERMEDIATE ARABIC UMass: Arabic 346	Jiyad
INDEPENDENT STUDY IN ARABIC LANGUAGE AND CULTURE UMass: Near Eastern 397	Jiyad
INTERMEDIATE CHINESE II Amherst: Asian 8	Kao
NON-INTENSIVE ELEMENTARY CHINESE I UMass: Chinese 110	Kao
CHINESE LITERATURE: TALES, SHORT STORIES, NOVELS UMass: Chinese 154	Kao
DISARMAMENT, ARMS CONTROL, AND ALTERNATIVE SECURITY Hampshire: Natural Science/ Social Science 235	Klare
WAR, REVOLUTION, AND INTERVENTION Smith: Government 251b	Klare
CASE STUDIES IN AMERICAN FOREIGN POLICY Hampshire: Social Science 299	Lake
THE VIETNAM WAR Mount Holyoke: International Relations 300s	Lake
MARINE BIOLOGY Mount Holyoke: Biological Sciences 225a	Peckol
PEOPLES AND CULTURES OF AFRICA Amherst: Black Studies 27	Primus

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INTRODUCTION TO AFRICAN STUDIES UMass: Afro-Am 254	Primus
X-RAY FLUORESCENCE ANALYSIS UMass: Geology 512	Rhodes
VOLCANOLOGY UMass: Geology 591V	Rhodes
MODERN DANCE I Hampshire: H&A 113	Schwartz
DANCE AS AN ART FORM Hampshire: H&A 153	Schwartz
METHODS AND MATERIALS OF TEACHING DANCE UMass: Dance 395	Schwartz
INTRODUCTION TO EAST ASIAN SOCIETIES Mount Holyoke: Anthropology 208s	Smith
EAST ASIAN MEDICAL SYSTEMS UMass: Anthropology 597E	Smith
SEMINAR IN COMPARATIVE GOVERNMENT AND INTERNATIONAL RELATIONS: FOREIGN POLICY OF JAPAN Smith: Government 349b	Yasutomo
JAPANESE FOREIGN POLICY Hampshire: Social Science 293	Yasutomo

C&CSC&CSC&CS Communications & Cognitive Science

Course Descriptions

CCS 122 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 weekly for one and one-

half hours each time. Enrollment limit is 16 on a first-come basis.

CCS 131 IMAGES OF WOMEN IN POPULAR CULTURE

Susan Douglas

This course will examine the various images of women in American popular culture and how they have changed. These images will be juxtaposed against the changing social conditions of women's lives in the twentieth century: except for a few unusual periods, such as World War II, there has been a striking dissonance between image and daily life. What effect does the mythology of blissful and protected femininity have on the American woman? What behavioral prescriptions have the media exhorted women to follow? What penalties have awaited those who did not conform? What additional burdens have these images imposed on the black woman?

Students will encounter these images at first-hand in a variety of media ranging from radio and television programs to popular magazines and books which describe the "ideal woman" and give her advice. Readings will be drawn from such works as Out of the Kitchen—Into the War by Susan B. Anthony II, From Reverence to Rape by Molly Haskell, Hearth and Home edited by Ruchman et al., and Gender Advertisements by Erving Goffman.

The course will meet once a week for two and one-half hours. Regular class participation and a series of short papers will be expected. Enrollment is limited to 20 by permission of the instructor at the first class meeting.

CCS 157 AN INTRODUCTION TO METAPHYSICS

To Be Announced

What is a physical object? A mind? A thought? A number? Blueness? A person? When does a thing come into existence? When does one change? Do all, some, or no things happen necessarily? These are examples of fundamental philosophical questions about the nature of reality which are the stuff of metaphysics, the most foundational branch of philosophy. This course will be an introduction to the issues and methods of metaphysics, classical and modern. We will read a number of important philosophical texts. Students will write a number of short papers, followed by a longer study which should serve as the basis of a Division I examination. Class will meet twice a week for one and one-half hours each time. Enrollment is open.

CCS 160 WOMAN AS DIRECTOR OF FILM/VIDEO:
ANOTHER HISTORY

Joan Braderman

This course examines the role of women in film and videomaking as auteurs, artists, activists, theorists, critics, and entrepreneurs, from the twenties in Hollywood, when there were more women directing films than at any time since, to the burst of collective creative power in virtually every form engendered by the sixties and

seventies women's movement. We will examine the differences in context for work proposed by the dominant cinema and television industries, on the one hand, and the various national political and alternative aesthetic spaces that have brought the "feminine sensibility" behind the camera as well as in front of it. The teens and twenties films of Weber, Shub, Dulac; of Arzner and Deren, Sagan, Riefenstahl in the thirties and forties; then Varda, Chytilova, Duras, Maldoner, Gomez, Riechert, Von Trotta, Sander, Rainer, Ackerman, Citron, and Export in the sixties and seventies. Video artists and producers such as Rosler, Birnbaum, Jonas, and Halleck will be examined in their own specific economic, political, and aesthetic contexts. The major critical and theoretical contributions by feminist writers in the seventies like Rich, Mulvey, Lesage, and deLauritis will be examined in relation to work by women. In a field as capital intensive as media production, power for women has often been hard won. This course serves as an alternative view of the processes and structures of the filmmaking process in that tracing the routes of women into it offers a special oblique but revealing perspective.

Class will meet once a week for three hours. Enrollment is limited to 20 by permission of the instructor.

CCS 201 A HISTORY OF THE PRESS IN
THE UNITED STATES

David Kerr

In this course we will explore the role of the press in the United States in communicating events, values, and patterns of behavior to the American public. This will not be a strict "chronology" course. Rather, through topic development, we will try to achieve some synthesis between the history of the press as a social institution and the social fabric of which it is a part. For this reason American history concentrators are particularly encouraged to consider this course as a means of understanding the role of the press in a developing America.

Some concerns have characterized the American press since its inception. We propose to study a few of them in accordance with the topic orientation to the course. We will trace such subjects as: press freedom and the law, ethics and professionalism, the press and labor, foreign correspondents and war reporting, sensationalism, the business of news, muckraking, and the press and the Presidents. We will also spend some time looking at the continuing struggle of the alternative press movement in the United States.

There will be two research papers required in the course. The first will be an analytic paper studying examples of 19th-century newspapers. For the second each student will be expected to design and execute a research project dealing with some aspect of the history of the press. A few short exercises will also be assigned. Class will meet twice a week for one and one-half hours each time. Enrollment is open.

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*, *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. Enrollment is open.

CCS 211 NATIONAL POLICIES FOR COMMUNICATIONS
AND CULTURE

James Miller

This course explores public policy for such cultural media as AM and FM radio, broadcast and cable television, videotex and direct broadcast satellites in three countries, the United States, Canada, and France. In a period of rapidly developing technology and institutional change, these nations have taken quite different approaches to this important industrial sector. Deregulation in the United States has steadily removed political authorities from communications and cultural policy. Canada's tradition of strong state involvement along with commercial enterprise has persisted, at least until recently. In France national authorities have identified the "new media" as an area for economic growth, both domestically and internationally, and they have begun to dismantle the state's historic monopoly as an operator of broadcast stations.

While our principal concern will be current policy situations, attention will also be paid to each country's history of communications and cultural policy. A central question will be, what is the appropriate role of the state, in capitalist democracies, in determining national policy for cultural media? Readings will include primary policy documents, trade periodicals, and scholarly analyses. Students will write three or four short papers. We will meet twice a week for one and one-half hours each time. Enrollment is open.

CCS 216 INTRODUCTION TO COMPUTER SCIENCE II:
DATA STRUCTURES

To Be Announced

This course continues work begun in CCS 175; the

focus here is on several powerful data abstractions (stacks, queues, trees, and networks), their implementation and their uses. Formal methods for the analysis of algorithms are introduced in the context of an examination of classic algorithms for sorting and searching. Work on procedural abstraction begun earlier is continued, and attention is paid to techniques for software design and implementation which are appropriate for large projects.

Successful completion of CCS 175 or its equivalent, including programming competency in a block-structured high level language, is required. The course will meet three times a week for one and one-half hours each time. Enrollment is limited to 30 by instructor permission. Concurrent registration in NS 263 (discrete mathematics) is strongly suggested.

CCS 227 THEORY OF LANGUAGE II: SEMANTICS

Jay Garfield and Steven Weisler

Given the ease with which we put our thoughts into language and are understood by others, the connection between sound and meaning must be mediated by a 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 underlie the digestion and metabolism of the food we eat. Many contemporary linguists believe that language, like metabolism, is a biological capacity whose properties must be uncovered by careful scientific investigation. Linguistics is the science whose task it is to understand and explain those properties of language.

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

CCS 229 THEORIES OF MORAL VIRTUE

Jay Garfield

After an extended period of unfashionability, theories of virtue have again become central to moral philosophy. They provide an intriguing and plausible alternative to the Kantian, Utilitarian, and Relativistic or Skeptical ethical theories which have held sway over the discipline for most of this century. This seminar will ask whether moral skepticism arising from doubts about the soundness of Kantian and Utilitarian ethical theories can be answered by a theory of virtue. The first half of the semester will be devoted to Aristotle's *Nicomachean Ethics*, Books II and III of Hume's *Treatise*, and Schopenhauer's *On the Basis of Morality*. The second half of the semester will consider contemporary theories of virtue, reading

MacIntyre's After Virtue, Williams' Ethics and the Limits of Philosophy, and essays from Foot's Virtues and Vices, Baier's Postures of the Mind, and Williams' Moral Luck. Students are expected to be familiar with Kant's Foundations of the Metaphysics of Morals, Mill's Utilitarianism, some contemporary discussions of these traditions, and Mackie's Ethics.

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

CCS 235 TOPICS IN COMPUTER SCIENCE

To Be Announced

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

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

CCS 236 TECHNOLOGY: POLITICAL AND PHILOSOPHICAL PROBLEMS

Jay Garfield and Allan Krass

This course is intended for students who are interested in the connection between technology and contemporary political culture and problems concerning assessment, control, and management of technology. In the first part of the seminar, we will read a number of contrasting views on the evolution of technology and the relations of humans to machines. The second section of the course will be devoted to examining the methods available to individuals and societies for weighing the risks, costs, and benefits of technologies and the appropriate roles of citizens and experts in making technology policy.

Students will read one book per week and will write a series of short papers and a longer paper suitable for inclusion in a Division II portfolio. Class time will be devoted to discussion of assigned readings. Each student should expect to lead at least one class discussion. Class will meet once a week for two hours. Enrollment is open.

CCS 244 INTRODUCTION TO ARTIFICIAL INTELLIGENCE

To Be Announced

Artificial Intelligence is the name given to two related themes in cognitive science and computer science research. The aim is to discover relationships between human minds and computer algorithms. What can we learn about minds by trying

to write computer programs which "act like people?" Can we write better or more useful computer programs by studying how people play games, or learn languages, or distinguish the background from the foreground of a visual image? Underlying questions like these are critical questions about the nature of intelligence, be it human or machine. This course will look at several of the important major areas of AI work and will introduce the computer techniques which are useful in pursuing questions in this field.

There is no prerequisite for this course. However, students will find that prior work in computer science or cognitive science will provide a useful background.

CCS 251 POLICIES AND APPROACHES TO THE INFORMATION AGE

Eileen Mahoney

This course focuses on developments in Western market economies (i.e., United States, Canada, Britain, France, Japan, and Australia) including: renewed competition amongst members of this grouping; shifting investment strategies away from industrial sectors toward rapidly developing information-based activities within these economies; the role of public and private sectors in the provision of communication and information services in these societies; and the increased attention given communication/information policies as they become evermore central to overall economic activity nationally and internationally.

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

CCS 258 THE SCIENTIFIC IMAGE

To Be Announced

This is an introduction to the philosophy of science. We will examine the methodology of both natural and cognitive science. Central issues to be covered will include the nature of scientific explanation, the role of science in determining what the ultimate constituents of reality are, the relationship between theory and observation, the differences between the scientific and the everyday views of the world, and the interrelationships among the sciences. Class will meet twice a week for one and one-half hours each time. Enrollment is open.

CCS 303 SEMINAR IN VIDEO PRODUCTION AND FILM/VIDEO THEORY*

Joan Braderman

This is an advanced seminar for students completing Division II and III projects. Students are expected to have passed most television production mini-courses and done substantial work in film/television theory and criticism.

Students will be expected to propose or be completing an independent project or take a leading role in a production by a fellow student in the class. Some reading and screening of work by major artists and theorists will be combined with intensive production work, discussion, critique sessions, and some lectures by visiting film/video artists.

The seminar will meet twice a week for two hours each time. Enrollment is limited to 15 by permission of the instructor.

CCS 306 VIDEO PRODUCTION SEMINAR*

Gregory Jones

This seminar is designed for experienced students in video production who have passed most, if not all, of the Communication Services minicourses. The class will provide a critical context and support crew for projects initiated and produced by students as part of their Division II or III programs of study. Both studio-based narrative productions and field-based documentary programs may be produced in conjunction with this seminar.

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

CCS 328 THE ORIGINS OF MASS CULTURE

Susan Douglas

The purpose of this course is to analyze the economic, political, and cultural forces that interacted between 1870 and 1930 to produce America's mass media systems. The course will examine the rise of various popular culture genres such as dime novels, comics, magazines, movies, and radio, and study the consolidation and centralization of mass media production and distribution. The rise of popular culture will be placed within the broader historical context of rapid urbanization, immigration, industrialization, and declining political participation. We will pay special attention to the cultural values and aspirations which the mass media of this era reinforced, exaggerated, or ignored. We will also look at the intellectual and elite response to the rise of what came to be called "mass culture" and consider the criticisms of popular culture content. Reading will be extensive, and include such secondary sources as Citrow, *Media and the American Mind*, Kasson, *Amusing the Millions*, and essays and chapters from a range of other books, plus primary sources including *Looking Backward*, Horatio Alger stories, Tom Swift, contemporary magazine articles and stories, and dime novels. Students will be required to write one short paper and one long, final paper. The course is most appropriate for upper level Division II students

with a background in either media studies, American history, sociology, women's studies, or politics. The course will meet once a week for two hours. Enrollment is limited to 20 by instructor permission.

CCS 330 SEMINAR IN SYNTAX AND LOGICAL FORM

Steven Weisler

This book seminar is for advanced students in syntax and semantics who have completed Theory of Language or its equivalent. We will be reading Van Riemsdijk and Williams *Theory of Grammar* (MIT Press, 1986), and related journal articles. Topics to be covered include Theta-theory, the theory of government and binding, and representations at logical form.

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

CCS 332 VIDEO/THEATRE PRODUCTION ENSEMBLE* HA 332

Gregory Jones and Rhonda Blair

This course is designed for Division II and III students who have successfully completed either Introduction to Acting, Principles of Directing, or Directing and Acting for Stage and Screen. The ensemble will constitute a creative and critical collaboration between twelve actors and eight directors with varied experiences in theatre, television, and film production. Students will be exposed to the challenges of working on multiple projects in two different mediums. Dramatic scenes and one-act plays will be produced for stage and/or screen, and performances will be evaluated in progress. Students may also have an opportunity to participate in the New Playwrights Festival at the end of the semester.

Students should complete and return a course registration form prior to the first day of class; forms will be available in the H&A or CCS offices. Actors will audition on the first day of class and should prepare a monologue and a dramatic scene included with the registration form. Directors must write a theatrical and/or television production proposal and submit a completed prompt-book and/or preproduction plan by the second class. Enrollment will be determined by the third session. The class will meet for eight hours a week, including rehearsal periods in the theatre and the television studio from 3:00 to 5:00 on Tuesdays and Thursdays.

CCS 334 COMPUTER SCIENCE CONCENTRATORS' SEMINAR

To Be Announced

This seminar will read and discuss a selection of research papers in various areas of computer science. Papers will be selected from the current literature according to the interests and backgrounds of the instructor and participants. No coverage in depth will be attempted of any one topic; rather, we will look for a sampling of current research issues. Participants will write one significant review article and will be

responsible for class presentations.

This is intended for students in Division III or late in their computer science concentration work. Enrollment is open by instructor permission.

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

Course Descriptions

HAMPSHIRE COLLEGE CHORUS

Ann Kearns, Conductor

The chorus meets on Monday and Wednesday, 4-6 p.m., in the Recital Hall of the Music Building. In the spring we will tour to Boston. Faculty and staff are welcome. Admission is by short, painless audition: sign up at the Chorus Office at the end of January.

HA 113 MODERN DANCE I

Tba

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

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

HA 123 AMERICAN BIOGRAPHY: THE LIFE AND WRITINGS OF STEPHEN CRANE

Richard Lyon

Stephen Crane's short life (1871-1900) ran its melodramatic, sometimes sensational, finally tragic course during a time in American history often called "the watershed." The last decades of the nineteenth century brought an end to the agrarian small-town democracy and the confused beginnings of the U.S. leviathan, this century's urban industrial technocracy. Crane as artist, realist, and ironist illuminates--by his life and in his writings--the nature of the time: its problems and preoccupations, its popular culture, its disorder and tensions, its compensations.

We will read Crane's fiction, newspaper reports, letters, and poems, together with biographies

and critical essays about him, in order first of all to respond to the writer, and then to understand through him something about the condition of America. The aim of the course is thus to discover some of the alternative perspectives and methods of interpretation (literary, cultural, psychological) which can yield diverse kinds of meaning, variable readings of the significance of a man's life and words.

The class will meet once weekly as a whole, and once weekly in small groups. Enrollment open.

HA 141 WRITING WORKSHOP

Ellie Siegel

Writing often brings out the best and worst in us: on the one hand, excitement in expressing our ideas; on the other, paralyzing anxiety and fear that our basic writing skills are inadequate. Focused primarily on papers assigned for other classes and on divisional exams, this course will function both as a workshop and a support group. Students will identify their strengths and weaknesses as writers, recognizing that all writers are developing writers. A major emphasis will be placed on analyzing the complicated process of bringing a paper to completion, from conceptualization and organization through revision.

Class time will be spent in four activities: (1) reports on the state of current writing projects and goals for the coming week; (2) discussion of student works-in-progress, including class feedback and constructive criticism; (3) discussion of strategies for approaching writing and rewriting; (4) analysis of short writing assignments. In addition to classroom hours, students will be expected to confer individually with the instructor on a regular basis. There will also be occasional outside readings.

The goals of the class are the following: (1) to understand the central role of revision in the composing process and gain revision skills; (2) to develop analytical skills in relation to peer's writing; and (3) to overcome writing anxiety and "blocks" through an understanding of the concept of writing as process.

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

HA 142 SHORT STORY WRITING WORKSHOP

Lynne Hanley

This workshop is intended for students who have little or no experience in writing a short story as well as for more advanced students. We will explore, through reading and writing and talking about short stories, what goes into them and what makes them work. Early assignments will focus on specific elements of fiction: characterization, setting, plot, dialogue, imagery, point of view, etc. The final assignment will be to make all these elements

work together in a short story of some length.

Students will write every week, and writing assignments will be accompanied by reading assignments in which the specific device we are exploring is handled particularly imaginatively or forcefully. Readings will include essays by Lillian Hellman, and John McPhee, and a wide variety of short stories. We will spend some class time discussing the reading, but most of class we will spend being each other's intelligent, attentive, and critical audience. Students should be prepared to share all their work with the class, and to read and respond helpfully to all the work of the class.

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

HA 153 DANCE AS AN ART FORM

Peggy Schwartz

This course will be an intensive introduction to the ways a dancer works and creates, intended for students with real interest, curiosity and willingness to work whether or not they have a dance background. Classwork will include technique (studying principles of efficient movement and expressive motion) creative studies and lecture/discussion on dance events. Outside of class students will maintain a discipline of body work and creative work, rehearse their compositions, read, write and attend dance concerts and films. Class attendance is required. The emphasis will be on the first-hand experience of working as a dancer supported by reading and viewing the work of other dancers. Students interested in doing their Division I in dance are encouraged to take this class, as well as students exploring possibilities.

The class will meet twice a week for one and one-half hours. Students must take a dance technique class in addition to HA 153. Class limit is 20 and enrollment is open.

HA 164 THEMES IN HUMAN DEVELOPMENT: RENEWAL, RECOVERY, REBIRTH

John R. Boettiger

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

Our search in this seminar, then, will be for a better understanding of the varieties of redemptive experience. Considerable critical reading and writing will be expected, and careful attention devoted to the development of those skills. We shall draw predominantly from close reading of traditional tales such as those collected by the brothers Grimm. Indeed, the seminar can also be conceived as an introduction to such reading, grounded theoretically in an examination of three central texts: Bruno Bettelheim, The Uses of Enchantment: The Meaning and

Importance of Fairy Tales; Joseph Campbell, The Hero with a Thousand Faces; and Heinrich Zimmer, The King and the Corpse.

Additional reading will include Anne Sexton's Transformations, a poetic recasting of seventeen of the Grimm stories; a selection of other poems, essays and stories; and Ingmar Bergman's screenplay, Wild Strawberries.

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

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

Norton Juster and Earl Pope

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

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

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

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

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

HA 183 PIANO WORKSHOP I

Roland Wiggins

This course is designed to expose music instrumentalists who do not play piano (guitarists, flutists, drummers, etc.) to a wide array of harmonic, chordal, improvisational, pre-arranging, pre-compositional, chord-change-sight-reading, ear training, rhythmic dictation, interval recognition, and chord voicing techniques for which the instrument is so well suited. The main goal is to help the student

increase her/his musicality through the development of abilities to produce combinations of tones through at least seventy-two source chords, many other assemblages, and/or pitch-scales. Students are expected to perform new materials learned at each session. Homework, practice, outside listening, and reading are required.

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

HA 185 MUSIC PRIMER

David Koblitz

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 limited to 10 students.

HA 195 THEATRE THREE

Rhonda Blair

This course allows students to work on a theatrical production to be mounted under faculty direction. There will be intensive rehearsals and construction, as well as dramaturgical sessions. The goals of the course are to engage a significant dramatic text and the process of mounting a show in depth, exploring ways in which text and the practicalities of performance impinge upon each other.

Students will be needed for all areas of production. The various spaces will be filled by audition and/or interview. The script title will be announced by April 1986. Class will meet for a 3 hour session once a week, plus lab/rehearsal hours.

HA 209 MAKING PLACES: THE EXPERIENCE OF DESIGN

Norton Juster and Earl Pope

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

and investigate the experience and methodology of environmental design.

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

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

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

HA 210 FILM/VIDEO WORKSHOP I

TBA

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

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

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

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

HA 211 STILL PHOTOGRAPHY WORKSHOP I

TBA

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

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

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

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

HA 215 MODERN DANCE III

Rebecca Nordstrom

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

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

HA 230 THE WORLD OF FEODOR DOSTOEVSKY

Joanna Hubbs

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

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

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

HA 231 POETRY WRITING WORKSHOP

Andrew Salkey

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

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

will strive to respect the talents of the poets and resist all inducements to make them write like their mentor (that is, either like the external model of their choice or like their instructor or like the outstanding class poet). Suggested parallel readings will come from the full range of contemporary writing in verse.

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

HA 232 THE GREEK THEATRE

Robert Meagher

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

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

HA 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. The work will be intense in quality and varied in form. Emphasis will be on stretching one's own resources as a writer and deepening them at the same time. There will be readings from a variety of sources including the work of poets, writers, visual artists, performing artists, and when they choose, members of the class. Tutorials will be available to all participants.

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

*Note: This class will be directed toward a broad spectrum of students including those who do not necessarily think of themselves as "writers." Students who write or speak in a language other than English and Third World students are also encouraged to enroll.

HA 250 AMERICAN PHILOSOPHY:
JAMES AND SANTAYANA

Richard Lyon

William James (1842-1910) and George Santayana (1863-1952) are two thinkers who belong to "the classical age" of American philosophy, a period beginning in the late nineteenth century and extending into the first decades of the twentieth and which includes Charles Sanders Peirce, Josiah Royce, and John Dewey. James and Santayana were for more than twenty years colleagues in Harvard's department of philosophy. They often agreed (Santayana, as an early pupil of James, learned much from him) but more often they disagreed. Since both men were radical and original thinkers, their quarrels raised first-order questions about the meaning of truth, the nature of the external world, the status of human values.

James has been called the father of modern psychology: his Principles of Psychology (1890) was a ground-breaking work in a (then) new science and is still rich in implications for philosophy and psychology, especially in its analyses of "the stream of consciousness" (the phrase was coined by James). But he is perhaps best known as the philosopher of pragmatism, the instrumental nature of ideas, and the self-validating possibilities of beliefs. As a radical empiricist, James sought to dissolve conventional terms and categories into their functions within everyday "pure experience".

Santayana, looking at the world from a very different angle of vision, contended that all causation is physical and that consciousness is a "normal madness". His systematic philosophic materialism looks to the natural sciences for explanation of things and events--and yet, precisely because the sciences occupy a pre-eminent place in the enterprises of knowledge, the status and function of poetry, morality, and religion become our most urgent questions. And it is these questions which Santayana chiefly addresses.

Both of these philosophers were especially concerned to understand and legitimate the great diversity of values and beliefs observably at work in the world: James called himself a pluralist; Santayana was a relativist in morals and theory of knowledge. Both men found many of the inherited problems of philosophy unnecessary or narrowly technical, and believed that an authentic philosophy must express the assumptions, principles, and values implicit in the philosopher's daily encounters with the world. And, with the exception of Emerson, no other American philosopher has articulated a philosophy with so much resourcefulness in the use of language as is manifest in the work of these two thinkers.

Several short papers will be assigned. Enrollment is open. Class will meet 3 times each week for one hour each session.

HA 252 INTERMEDIATE DANCE COMPOSITION

Rebecca Nordstrom

The formal structural aspects of dance composition will be studied through class exercises, assigned studies and critical analysis of select masterworks. Emphasis will be placed on form. How does one make and use form? How does a form influence or dictate its own development? How does form hold or reveal meaning? What meaning is inherent in a form? Students will practice composing movement using such formal organizing factors as rhythm, line, motor logic, ABA, theme and variation, canon, etc., and will be required to craft a five minute final project with music.

This course is intended for students who already have experience in creating original movement and at least intermediate level dance skill.

Class will meet twice a week for 2-hour sessions. Enrollment is limited to 12 students with instructor permission.

HA 265 RENAISSANCE FICTIONS: TOPICS
SS 265 IN THE HISTORY OF EARLY MODERN
EUROPE

L. Brown Kennedy & Nancy Fitch

This course is designed to explore recent writings in Late Medieval and Early Modern European history and literature. In part, the course will serve as an introduction to the period, and we will introduce students to such classic texts as Chaucer, Rabelais, Erasmus, Marlowe, Shakespeare, Machiavelli, and

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.

HA 280 TOLSTOY AND LAWRENCE

Clay and Joanna Hubbs

My great religion is the blood, the flesh, as being wiser than the intellect. We can go wrong in our minds. But what our blood feels and believes and says, is always true. The intellect is a bit and a bridle.--D.H. Lawrence

Our life can have no other meaning than the fulfillment...of what is wanted from us by the Power that sent us into life and gave us in this life one sure guide--our rational consciousness.--Tolstoy

What the Russian philosopher Berdyayev says of Tolstoy and Dostoevsky may also be said of Tolstoy and Lawrence: they exemplify "an insoluble controversy, in which two sets of assumptions, two fundamental conceptions of existence, confront each other;" a controversy which reaches back to Plato and Aristotle and forward to our own ideological conflicts. But extremes tend to meet; with Tolstoy and Lawrence one of the meeting points is religion. Both were passionately religious men.

Tolstoy said that his main task as a writer was to express the religious perception of his time. Lawrence insisted that one had to be terribly religious to be a writer. Like much that Lawrence had to say, this was rather surprising. The European novel in the eighteenth and nineteenth centuries was "secular in outlook, rational in method, and social in context." But in the nineteenth century the novel underwent radical changes, first in Russia and America, then in England. Part of our task-- along with studying each of the writers in the context of his own time and place and attempting to see how each gives universal form and mythic significance to experience which is intimate and personal--will be to examine the major changes, along with some of their causes, in the form of the European novel in the latter part of the nineteenth century and the early part of the twentieth.

The texts will include Tolstoy's Childhood, The Cossacks and Anna Karenina; Lawrence's Sons and Lovers and The Rainbow. Plus shorter works by each author.

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

Burchardt. Yet, we also intend to explore contemporary historical writing which challenges the conventional arguments and readings of these materials.

Main themes will include: the transition from feudalism to capitalism; icons and icon-breakers; structures of power and authority; ritual and riot; new ways of exploring the relationship between Europe and the rest of the world; the king's body in France and England; popular piety, Protestantism, and sexuality in Early Modern Europe. In short, we are interested in addressing the question: Was there a Renaissance? Whose Renaissance was it?

In addition to the classic texts we will read, we will also consider the following contemporary histories: Stephan Greenblatt, Renaissance Self-Fashioning; Maria Warner, Joan of Arc; Mattie Zemon Davis, The Return of Martin Guerre; Carlo Ginzburg, The Cheese and the Worms; T. Todorov, The Conquest of America; and selections from Robert Brenner on the transition from feudalism to capitalism.

The course is intended for (and recommended to) students who want to do upper level work in history, social science, and the humanities. It is, however, open to anyone (at any divisional level) who has an interest in the material and who will participate in seminar discussions. Class will meet twice a week for one and one-half hours each session. Enrollment is open.

HA 271 STORIES OF LIVES,
STORIES OF GOD

John Boettiger

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

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

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

HA 284 CREATIVE MUSIC: ITS THEORY AND APPLICATION

Roland Wiggins

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

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

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

HA 295 SEMINAR IN MODERN DRAMA

Clay Hubbs

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

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

Participants will present seminar papers on topics of their choice. The class will meet once a week for 3 hours. Enrollment is limited to 12 by instructor permission.

HA 299 PLAYWRITING

Ellen Donkin

In this course, students will be encouraged to investigate a particular social, economic or political issue of interest to them, construct a character world out of that issue, and then develop characters and characters' relationships within that world. The course is designed so that students will have completed a second draft

of a one-act play by the end of the term.

Class will meet once a week for three hours. Enrollment is limited to 12 with instructor permission.

HA 306 ADVANCED WRITING WORKSHOP

Nina Payne

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

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

HA 308 ADVANCED ACTING

Ellen Donkin

This course is designed for students wishing to do scene work in a variety of different styles. Class will meet twice a week for one and one-half hours. Enrollment is by instructor permission and it is suggested that interested students have an audition piece prepared of about 1 minute in length.

HA 309 SEMIOTICS AND CULTURAL CRITICISM

Mary Russo

The description for this course will be printed in the spring course supplement.

Class will meet once a week for two hours.

HA 310 FILM/VIDEO WORKSHOP II

Abraham Ravett

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

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

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

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

HA 311 PHOTOGRAPHY WORKSHOP I

Jerome Liebling

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

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

HA 317 MODERN DANCE TECHNIQUE V

Daphne Lowell

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

Class will meet three times a week for one and one-half hours. Enrollment limit is 20, by audition the first day/permission of instructor.

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

David Koblitz

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

The workshop format will encompass both individual lessons and group sessions. In addition to a certain amount of time spent

listening to and analyzing selected works, other topics to be covered include matters of technique (form, orchestration, notation, etc.) and aesthetics.

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

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

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

HA 329 ART TUTORIAL

Leonard Baskin

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

HA 332 VIDEO/THEATRE PRODUCTION CCS 332 ENSEMBLE

Rhonda Blair and Greg Jones

This course is designed for Division II and III students who have successfully completed either Introduction to Acting, Principles of Directing, or Directing and Acting for Stage and Screen. The ensemble will constitute a creative and collaboration between twelve actors and eight directors with varied experiences in theatre, television, and film production. Students will be exposed to the challenges of working on multiple projects in two different mediums. Dramatic scenes and one act plays will be produced for stage and/or screen, and performances will be evaluated in progress. Students may also have an opportunity to participate in the New Playwrights Festival at the end of the semester.

Students should complete and return a course registration form prior to the first day of class; forms will be available in the H&A or CCS offices. Actors will audition on the first day of class and should prepare a monologue and a dramatic scene included with the registration form. Directors must write a theatrical and/or television production proposal and submit a completed promptbook and/or preproduction plan by the second class.

Enrollment is limited to 20 and will be determined by the third session. The class will meet for eight hours a week, including rehearsal periods in the theatre and the television studio from 3:00 to 5:00 on Tuesdays and Thursdays.

Kitts in the Caribbean, and Kenya, Tanzania, Chad, and the Sahel region in Africa. Nicaragua will be examined as a case of socialist agriculture and a possible alternative to dominant trends.

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

NS 183 QUANTUM MECHANICS FOR THE MYRIAD

Herbert Bernstein

This course will investigate the structure of a powerful intellectual influence of our times: theoretical physics. Using two-state systems including 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 192 ELEMENTARY SCHOOL SCIENCE WORKSHOP

Merle Bruno

Why do so many children leave school thinking that science is either uncreative, intimidating or both? Why are they expected to memorize "facts" that are soon outdated and not encouraged to develop their own, usually strong, drives to ask questions? Can children learn to be scientists instead of merely learning about science? How do our experiences in elementary school influence how we end up teaching science?

In this workshop we will explore these questions and others by working with materials that have been chosen to stimulate children to ask questions about the natural world and to find ways of resolving some of those questions. For the first few weeks you will be the students and will work with materials developed for elementary school children and try to understand some of the feelings that children experience in class. You will be encouraged to ask and follow-up on your own questions about movements of the sun, crayfish behavior, and "mystery powders." For the last part of the semester you will be teachers and will introduce these same materials to children in elementary school

classrooms to observe their questions and responses and to guide and be guided by their solutions and their problems.

Class will meet for two hours twice a week and additional time will be required when you begin teaching in the schools.

NS 199 PROJECT COURSE

John Foster

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 203 BASIC CHEMISTRY II

To be announced

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

NS 207 ECOLOGY

Charlene D'Avanzo

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

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

NS 212 ORGANIC CHEMISTRY (SPRING)

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 two-hour lab per week.

NS 221 REPRODUCTIVE PHYSIOLOGY

Kay Henderson

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

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

Class will meet for one and one-half 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 235 DISARMAMENT, ARMS CONTROL, AND
SS 235 ALTERNATIVE SECURITY

Allan Krass and Michael Klare

Efforts to eliminate or control military power are as old as war itself. For many years it was assumed that the total elimination of weapons (disarmament) was the appropriate goal. But after World War II a new approach evolved in which the goal was to prevent war by managing an ongoing military competition through negotiations (arms control). More recently, attention has begun to turn toward radical restructuring of the military forces of states to make them clearly defensive in character or based on concepts of non-violent resistance.

This course will examine these three approaches to peace from a historical and analytical point of view. We will examine the theoretical basis and record of success and failure of all three approaches and attempt to apply what we learn to outline a program for peace advocates that achieves a good balance between ultimate goals and politically realistic initial steps.

Class time will be devoted to lectures and discussions of the assigned readings. Each student will be expected to write an analytical paper exploring a specific example of one of the above approaches.

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

NS 236 TECHNOLOGY: POLITICAL AND
CCS 236 PHILOSOPHICAL PROBLEMS

Allan Krass and Jay Garfield

This course is intended for students who are interested in the connection between technology and contemporary political culture, and problems concerning assessment, control, and management of technology. In the first part of the seminar, we will read a number of contrasting views of the evolution of technology and the relations of humans to machines. The second section of the course will be devoted to examining the methods available to individuals and societies for weighing the risks, costs, and benefits of technologies, and the appropriate roles of citizens and experts in making technology policy.

Students will read one book per week and will write a series of short papers and a longer paper suitable for inclusion in a Division II portfolio. Class time will be devoted to discussion of assigned readings. Each student should expect to lead at least one class discussion.

Class will meet once each week for two hours.

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

Kenneth R. Hoffman

Traditionally, the mathematical preparation of

scientists and quantitatively-minded social scientists began with a year or more of calculus. Over the past decade, however, ready access to high-speed computers has increased the usefulness of a number of other tools, allowing scientists to tackle problems which would have been unmanageable before. This course is an introduction to some of these basic tools and is a more appropriate preparation for further quantitative work in the sciences (except for physics and engineering) and social sciences than is calculus. Topics will include:

Functions and Graphs
 Computer programming, simulation, and approximation
 Elementary linear algebra (vectors and matrices)
 Linear models (Markov processes, linear regression, input-output analysis)
 Concepts of the calculus
 Dynamical systems and their numerical solution
 Elementary probability and statistics (including the use of interactive statistical packages to save, display, and analyze data)

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

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

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

NS 263 TOPICS IN DISCRETE MATHEMATICS

To be announced

Computer science has spurred increased interest and activity in the analysis of algorithms: exactly how do we find the greatest common divisor of two numbers or the largest number in a set, and how long can it be expected to take? In this course we shall explore a broad range of topics from logic, combinatorics (fancy counting), number theory, graph theory (trees and networks), and elementary probability theory; we'll pick up some pretty mathematics, discover the joys of recursion, and develop some powerful tools for expressing and solving problems. There will be lots of assigned problems, and the opportunity to learn and use the computer.

Class will meet for one hour three times a week.

NS 283 GENERAL PHYSICS B

Frederick Wirth

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.

NS 295 HITCHCOCK CENTER PRACTICUM IN
 A&B ENVIRONMENTAL EDUCATION

Merle Bruno and Karen Bourdon+

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

A. Integrated Environmental Education

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

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

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

B. Environmental Curriculum Development

Participants will work with the School Program Coordinator to develop and implement environmental classroom presentations. Students meet with the instructor once a week at a mutually convenient time to develop an original presentation and to learn to implement a presentation already on file. Participants are expected

to participate in several classroom presentations and complete the assigned reading. A written description of an original presentation is required.

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

Five College students may request a P/F grade.

+School Program Coordinator, Hitchcock Center for the Environment.

NS 296 MINERALOGY

John Reid

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

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

NS 297 ENVIRONMENTAL SCIENCE AND POLITICS SS 297

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

This course will offer an introduction to scientific and political-economic analysis of environmental problems and policies. Regional water conflicts will be central to each topic examined. Specific topics will include: leaching of hazardous landfill waste into ground water, the impact of development of wetlands, salmon restoration and out-of-basin diversion on the Connecticut River, and other current issues. The social science aspect of the course will cover the political, economic, and historical context within which use of land, water, and other natural resources goes on. This will include analysis of government policies, business practices, and the political setting in which scientific assessment of environmental risk is carried on. The scientific aspect of the course will include the study of hydrology, surficial geology, and plant ecology. Students should be prepared to undertake analysis and writing which integrates--as in real life--the political-economic and scientific aspects of environmental study.

Enrollment is limited to 25.

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

NS 316 LINEAR ALGEBRA AND ITS APPLICATIONS

To be announced

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 MS 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 320 BOOK SEMINARS IN MATHEMATICS

To be announced

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

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

Topics which have been proposed for book seminars include:

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

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

Complex Variables

Differential Equations

NS 326 PHOTOSYNTHESIS AND EVOLUTION

John Foster

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

I am working on a project in collaboration with

behavior. Obviously behavior in our species is very diverse--infinitely diverse, some people say. But is it truly infinite or can we identify features of human behavior that seem to transcend the diversity of cultural influences? This will be a recurring question in the course as we examine a number of cultures and try to gain perspective on unity and diversity in human behavior.

Students will be expected to write two papers (about four to six typed pages each) on assigned topics of broad scope. The class will meet twice a week for one and one-half hours each session. Enrollment is open to those who intend to participate regularly and submit papers on time.

SS 122 POWER AND AUTHORITY

Robert Rakoff

The aim of this course is to critically analyze the structures of power and authority in American politics, workplaces, and families. We will look at the institutions and practices which characterize the exercise of power, at the ways in which such institutions become legitimate in the eyes of citizens, and at the processes which might de-legitimize and radically alter existing structures of power and authority. Power relations to be examined will include rulers and ruled, masters and slaves, men and women, adults and children, bosses and workers, and experts and non-experts.

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

SS 138 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, Adrey, Morris); learning theories (e.g., Bandura); anthropological approaches (e.g., Berkowitz). 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 designs. 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 session. Enrollment is limited to 20; first come, first served.

SS 141 THE NATIONAL SOLUTION: AFRO-AMERICAN NATIONALISM AND ZIONISM--TWO CASE STUDIES

Aaron Berman, E. Frances White

In this course we will study why, at certain historical moments, some oppressed peoples have turned to nationalism as a solution to their problems. Specifically, we will look at Afro-American nationalism and Zionism in order to find similarities and differences in these two important examples of nineteenth and twentieth century nationalism. We will discuss the ideological and political origins of these two movements and will attempt to determine how perceptive and accurate their analysis of persecution was. We will also study the difficulties involved in putting these ideologies into practice and how the nationalist groups attempted to respond to opposition from within and outside of their specific ethnic and racial groups. Particular attention will be given to Marxist and socialist critiques of Zionism and Afro-American nationalism in the twentieth century.

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

SS 151 THE WORLD FOOD CRISIS
NS 151

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-

SS 165 SOCIAL DEVELOPMENT AND DEVELOPMENTAL PARADIGMS

Maureen Mahoney

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

plain their emergence. The major themes to be considered are psychoanalytic, social learning, and cognitive developmental.

Throughout the course we will consider the issues of how different theoretical approaches lead researchers to formulate certain questions and not others. Further, we will ask how the specific methods used are shaped by underlying theoretical assumptions and how they in turn limit the nature of the findings and conclusions that can be drawn. Why, for example, have American psychologists rarely looked at infant-infant interaction? How do the questions a Freudian might ask about sex roles compare with those asked by a Piagetian or a social psychologist? Why is Piaget interested in children's thoughts about fairness and understanding of rules whereas a social learning theorist explores "pro-social" and "anti-social" behavior? Readings will include selections from Freud, Ainsworth, Kohlberg, Piaget, Gilligan, and Bronfenbrenner among others. Several short papers will be assigned.

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

SS 170 CAPITAL VERSUS COMMUNITY

Myrna Breitbart, Stanley Warner

The recent history of factory shutdowns, capital flight, and regional dislocation underscores the impact that decisions by national and transnational firms have upon local communities. How extensive is the damage from capital flight and what options for response are realistic? This course will address these questions using a simulation approach that focuses upon a New England metropolitan community, Culpepper, and its largest employer, Plastico (both pseudonyms, but based on actual data).

In the first half of the course we will explore techniques for predicting corporate shutdown and for assessing the social, economic, and spatial consequences of the movement of corporate capital. Students will be introduced to the use of personal computers as a tool for social as well as business analysis that helps structure the understanding of a large data base.

The second part of the course will propose and evaluate realistic responses to capital flight and the regional and community restructuring it imposes. Members of the class will divide into consulting teams that attack the problem from different angles. Particular attention will be given to the possibility of worker buyout and democratic control and the history of successes and failures in this area. The team structure will simulate the kind of process that brings together urban and regional planners, the financial sector, grass roots activists, union officials, and city government.

Students taking this course will develop an understanding of spatial theories of business location, the social analysis of economic dislocation, the current movement for workplace ownership and control, and the possibilities for local or national public policy intervention. They will also participate in a combination of team research and computer analysis of data that

simulates the actual process at work in many communities. No computer background is required, but a commitment to team research and meetings outside of class is essential.

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

SS 207 INTRODUCTION TO STATISTICS AND DATA ANALYSIS

Donald Poe

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

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

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

SS 210 INTRODUCTORY ECONOMICS

Frederick Weaver

The description of this course will be published in the Course Guide Supplement.

SS 212 HISTORY OF POSTWAR AMERICA

Penina Glazer

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

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

SS 226 UNITED STATES FOREIGN POLICY 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 session.

SS 234 THE JEWS IN EUROPEAN HISTORY

Leonard Glick

The cultural core of European civilization is Christianity. For more than fifteen hundred years Jews lived in Europe as the one people who could never be fully integrated into that civilization, for they were considered to be bound to a fossilized creed opposed to all that was represented by the Christian way of life. That, in a few words, is the Judeo-Christian tradition.

In this course we'll trace the history of Jewish life in Europe, from their arrival in Gaul with the Romans to their genocidal destruction in our century. Our focus will be on Ashkenazic Jewry, i.e., those people who were located primarily in Germany and France until about the thirteenth century, then migrated in large numbers to Eastern Europe. About half of the course will be devoted to the medieval period, during which the role of Jews in European history was permanently shaped and defined. Then, after a relatively brief review of the early modern period, we'll turn to the crucial nineteenth century, when Jews in Western and later Eastern Europe were presented with entirely new prospects for integration and assimilation. Our story will end as no one could have quite predicted--with the Holocaust. Throughout the course one of our foremost goals will be to study Jewish experience as part of European history, not as a separate subject--hence the title.

Students will be expected to attend class steadily, to participate in discussions based on completed reading, and to write two short papers (about six to nine typed pages each) on assigned topics of broad scope. Alternatively, students who want to join me in research on medieval Jewish history will be invited to explore and write on topics of mutual interest; this kind of work will require that you reach beyond ordinary sources; but I'll be very willing to help.

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

SS 235 DISARMAMENT, ARMS CONTROL, AND
NS 235 ALTERNATIVE SECURITY

Michael Klare, Allan Krass

Efforts to eliminate or control military power are as old as war itself. For many years it was assumed that the total elimination of weapons (disarmament) was the appropriate goal. But after World War II a new approach evolved in which the goal was to prevent war by managing an ongoing military competition through negotiations (arms control). More recently, attention has begun to turn toward radical restructuring of the military forces of states to make them clearly defensive in character or based on concepts of nonviolent resistance.

This course will examine these three approaches to peace from an historical and analytical point of view. We will examine the theoretical basis and record of success and failure of all three approaches and attempt to apply what we learn to outline a program for peace advocates that achieves a good balance between ultimate goals and politically realistic initial steps.

Class time will be devoted to lectures and discussions of the assigned readings. Each student will be expected to write an analytical paper exploring a specific example of one of the above approaches. The class will meet twice a week for one and one-half hours each session.

SS 249 POLITICS OF EDUCATION

Michael Ford

Schools have long been viewed as the preeminent vehicles for social mobility in our society. In addition to addressing political and economic inequality, schools are from time to time called upon to treat a broad array of social problems from teenage drug abuse to mental health concerns. Schools are clearly valued social resources; for example, they generally represent the greatest single local government expenditure. People care very deeply about what happens in and to them.

The politics of education focuses on the struggle for control of schools and schooling in society as well as the social and political functions that are a part of the process of formal education. Our concerns will include the struggle for local control, race and education, the back to basics movement, education and work, and education and social reproduction.

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

SS 265 RENAISSANCE FICTIONS: TOPICS IN THE
HA 265 HISTORY OF EARLY MODERN EUROPE

Nancy Fitch, L. Brown Kennedy

This course is designed to explore recent writings in late medieval and early modern European history and literature. In part, the course will serve as an INTRODUCTION to the period, and we will introduce students to such classic texts as Chaucer, Rabelais, Erasmus, Marlow, Shakespeare, Machiavelli, and Burckhardt. Yet, we also intend

to explore contemporary historical writing which challenges the conventional arguments and readings of these materials.

Main themes will include: the transition from feudalism to capitalism; icons and icon-breakers; structures of power and authority; ritual and riot; new ways of exploring the relationship between Europe and the rest of the world; the force of personality and the creation of the individual; the king's body in France and England; popular piety, Protestantism, and the Counter-Reformation; and the family, gender, and sexuality in early modern Europe. In short, we are interested in addressing the question: Was there a Renaissance? Whose Renaissance was it?

In addition to the classic texts we will read, we will consider the following contemporary histories: Stephan Greenblatt, Renaissance Self-Fashioning; María Warner, Joan of Arc; Natalie Zemon Davis, The Return of Martin Guerre; Carlo Ginzburg, The Cheese and the Worms; T. Todorov, The Conquest of America; and selections from Robert Brenner on the transition from feudalism to capitalism.

The course is intended for (and recommended to) students who want to do upper level work in history, social science, and the humanities. It is, however, open to anyone (at any divisional level) who has an interest in the material and who will participate in seminar discussions. The class will meet twice a week for one and one-half hours each session.

SS 269 CULTURE, GENDER, AND THE INDIVIDUAL

Maureen Mahoney, Barbara Yngvesson

This course will explore the ways in which social relations are experienced by the individual and shaped by culture. Using the perspective of psychology, we will ask whether men and women experience social relationships differently and explore how psychological theory accounts for any differences. From an anthropological perspective, we will examine the ways in which the cultural context shapes individual perceptions of social relations as well as of gender itself. An interdisciplinary approach will lead us to challenge the universalistic claims of psychological theories of gender on the one hand, and the tendency of anthropologists to rely on structural and cultural analyses of gender on the other. The goal will be to reach a more complex explanatory framework for understanding social relationships than either discipline by itself allows. Readings will include works by Durkheim, Kai Erikson, Chodorow, Kegan, and ethnographic research on the U.S., Africa, and Asia.

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

SS 280 THEORY AND METHOD IN ETHNOGRAPHY

Barbara Yngvesson

A central experience for anthropologists is field research among people to whom the anthropologist is in some sense a "stranger." In this course, intended for students with a concentration in

anthropology or related fields, we will spend the first few weeks of the term reading ethnographic work carried out in Western urban and suburban settings; and we will discuss theoretical and methodological issues relevant to doing ethnography. During the second part of the term, students will plan and carry out a field project in the local community, and will meet with me on an individual basis to discuss the progress of their work. The class will reconvene at the end of the term for reports on the projects. A completed research paper will be due at the end of the semester.

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

SS 283 CORPORATE TAKEOVER WORKSHOP

Stanley Warner

This workshop is a continuation of the Corporate Takeover Research Seminar initiated last semester. The central focus is on economic and social assessment of the recent wave of corporate mergers and takeovers in the American economy. Research skills gained last semester will be used to evaluate large scale takeovers and to develop a case analysis for particular firms. Students who did not take last semester's seminar may join at this stage if they have sufficient background.

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

SS 293 JAPANESE FOREIGN POLICY

Dennis Yasutomo

This course will explore the foundations of modern Japanese foreign policy--historical, socio-cultural, political, economic and strategic. Diplomatic patterns of behavior in the pre-World War II period will be the starting point, but the course will concentrate on postwar Japan. We will analyze the evolution of Japan as a great power. Japan's relations with the United States, Asian neighbors and the Third World will be highlighted.

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

SS 297 ENVIRONMENTAL SCIENCE AND POLITICS NS 297

Robert Rakoff, Charlene D'Avanzo, John Reid

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

sources goes on. This will include analysis of government policies, business practices, and the political setting in which scientific assessment of environmental risk is carried on. The scientific aspect of the course will include study of hydrology, surficial geology, and plant ecology. Students should be prepared to undertake analysis and writing which integrates--as in real life--the political-economic and scientific aspects of environmental study.

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

SS 299 CASE STUDIES IN AMERICAN FOREIGN POLICY

W. Anthony K. Lake

An examination of some decisions that have been central to American foreign policy since World War II, covering such cases as the Korean and Vietnam wars, the Bay of Pigs and the Cuban missile crisis, the fall of the Shah of Iran, and recent arms negotiations. In each case the course analyzes the events and substantive choices facing policy makers, the bureaucratic and political contexts in which they acted, and the general foreign policy views they brought to bear on these decisions. Each case study provides a basis for discussion of bureaucratic behavior, relations between the executive branch and Congress, the ways in which domestic politics shape foreign policies, and the role of the press.

The class will meet twice a week for one and one-half hours each session. Enrollment is limited to 40 students; attend first class.

SS 311 WOMEN AND WORK: WORKSHOP IN RECENT 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, ed. by Lydia Sargent, and the forthcoming Fifth Special Issue on the Political Economy of Women of the Review of Radical Political Economics.

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 the integrative seminar requirement if topic of project is appropriate. The class will meet once a week for two hours. Enrollment is limited to 12; instructor permission is required.

SS 318 PROBLEMS IN THE PHILOSOPHY OF LAW AND JUSTICE

Lester Mazor

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

A principal object of the course will be to examine the difference one's philosophic position makes to the resolution of practical problems. This emphasis will be reflected in the manner in which the course will be taught. After a brief introduction to the history of legal philosophy, members of the class will be asked to select the work of a particular modern philosopher for intensive study. Each student will represent a philosopher in class debates on a series of issues, such as civil disobedience, equality, the sanctity of life, the growth of the law, the capacities of international law, the relationship of law and language, the impact of science and technology upon law, and the limits of the legal order. Materials for the course will include Friedrich, Philosophy of Law in Historical Perspective; Morris, The Great Legal Philosophers; and problem materials prepared by the instructor. Previous work in philosophy or law is advantageous.

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

SS 325 THE POLITICS OF SUBJECTIVITY

Joan Landes

The critique of ideology has focused attention on the political constitution of individual subjectivity and thereby challenged the Western Humanist claims for a rational, autonomous Subject, free from any political determination. Feminists have carried this insight one step further, examining how subjectivity is constituted along gender lines. Sexuality is shown to be historically mutable, not a biological universal. Thus, the body and language become sites of political domination. Feminists especially have analyzed the functioning of languages and discourses in their efforts to invent new political strategies.

This course will survey the contributions to this topic of Lucre Irigaray, Julia Kristeva, Sarah Kofman, Helene Cixous, Jane Gallop, Alice Jardine, Mary Jacobus, and feminist film critics. We will also draw on selections from the writings of Jacques Lacan, Louis Althusser, Michel Foucault, and Gilles Deleuze--with, and against whom, recent feminist criticism is evolving. Finally, we will look at subversive efforts by artists, writers, and filmmakers to resist the action of power through and upon sexuality.

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

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

Eqbal Ahmad

This seminar course is concerned with the origins and contradictions of the contemporary state in the area from Morocco to the Pakistan. Developments and conflicts within and among selected countries—Algeria, Iran, Lebanon, Palestine/Israel, and Afghanistan—shall be studied in terms of their history, ideology, social classes, and external stimuli. Term paper is required.

The class will meet once a week for three hours. Enrollment is limited to 20 students; instructor permission is required.

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

Frank Holmquist, Frederick Weaver

Both liberal and Marxist traditions of economic and political thought are based on similar conceptions of capitalism, which historically has been seen as relentlessly progressive in economic (material) terms and conducive to the creation of democracy in the political order. These expectations are difficult to reconcile with the historical experiences of African, Asian, and Latin American nations, and scholars have made notable efforts to reformulate both traditions in an effort to account for the present and to understand the prospects of Third World nations.

We will critically assess a selection of books and articles that have engaged these problems in interesting ways. Although the purpose of this effort will be to deepen our understanding of developments in the Third World, we will pay considerable attention to theoretical issues.

This course is designed for advanced Division III and Division II students who have a background in political economy and in Third World studies. The class will meet one evening a week for three hours. Enrollment is unlimited but instructor permission is required.

Division III Integrative Seminars

IN 390 IMPACTS OF TECHNOLOGY

Fred Wirth and Al Woodhull

Human beings have transformed the world and their own lives through the use of technology. Members of this seminar will consider aspects of this change (for better or worse) with particular attention paid to the interactions between technology and other areas of interest. We will begin with a short shared project on the effects of fuelwood use locally and worldwide. Each member of the seminar will then

prepare a topic for consideration by providing a reading list and leading the discussion in class. Obviously there are many project possibilities, but we hope that some students will investigate questions about technology that have importance in the Third World.

Students working on technologically-oriented Division III's are obviously most suited for this class, but all interested persons are welcome. Evaluations will be based on participation in the shared project and on the quality of the chosen topic presentation. Seminar meets once a week for two and one-half hours.

IN 392 THE POLITICS OF HISTORY: CREATING THE
PAST

Aaron Berman, Nancy Fitch

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

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

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

IN 394 GENDER AND ENVIRONMENTAL DESIGN

Myrna Breitbart, Joan Landes

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

Women as vernacular builders of the past and

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

The class will meet once a week for two hours.

IN 396 PERSPECTIVES ON TIME

Lester Mazor

The elusiveness, mystery, and significance of time have fascinated novelists and philosophers, physicists and historians, musicians and psychologists, to name only a few. This seminar will explore time from the different angles of vision brought to it by its participants, whatever the field in which they have been working, and from the exploration of central "texts," which in some cases may be films, or pieces of music or dance. Among those we may consider are Lucas, A Treatise on Time and Space; Poulet, Studies in Human Time; Cipolla, Clocks and Culture; Thompson, Time, Work-Discipline, and Industrial Capitalism; Mann, The Magic Mountain, and Nabokov, Ada.

The seminar will meet one evening each week for pot-luck dinner and about two and one-half hours of discussion.

WRWRWRWRWRWR Writing/Reading Program

WP 101 BASIC WRITING

Will Ryan

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

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

HA 141 WRITING WORKSHOP
WP 141 Ellie Siegel

Writing often brings out the best and worst in us; on the one hand, excitement in expressing our ideas; on the other, paralyzing anxiety and

fear that our basic writing skills are inadequate. Focused primarily on papers assigned for other classes and on divisional exams, this course will function both as a workshop and a support group. Students will identify their strengths and weaknesses as writers, recognizing that all writers are developing writers. A major emphasis will be placed on analyzing the complicated process of bringing a paper to completion, from conceptualization and organization through revision.

Class time will be spent in four activities: (1) reports on the state of current writing projects and goals for the coming week; (2) discussion of student works-in-progress, including class feedback and constructive criticism; (3) discussion of strategies for approaching writing and rewriting; (4) analysis of short writing assignments. In addition to classroom hours, students will be expected to confer individually with the instructor on a regular basis. There will also be occasional outside readings.

The goals of the class are the following: (1) to understand the central role of revision in the composing process and gain revision skills; (2) to develop analytical skills in relation to peer's writing; and (3) to overcome writing anxiety and "blocks" through an understanding of the concept of writing as process.

The class will meet twice weekly for one and one-half hours. Enrollment is limited to 16, by lottery if necessary.

Ellie Siegel is Assistant Director of the Writing/Reading Program.

OPOPOPOPOPO Outdoors Program

OP 111 BEGINNING TOP ROPE CLIMBING

Kathy Kyker-Snowman

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

Enrollment limit: 12. Class meets Wednesday afternoons 12:30 - 5:30 p.m. starting after Spring Break.

OP 132 OPEN CROSS-COUNTRY SKIING

Karen Warren
Kathy Kyker-Snowman

Cross-country skiing offers a unique blend of the athletic and the aesthetic. This open session

will allow any skier from beginner to advanced to get some exercise or to enjoy the winter woods.

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

You may come to any number of sessions but will need to sign up initially with insurance information at the OP office and then show up at the open session. Credit not available.

Sessions: Thursdays & Fridays 12:00 - 5:00 p.m.

Limit: 12 people each session

OP 138 ZEN AND THE ART OF BICYCLE MAINTENANCE

Kathy and Thom Kyker-Snowman

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

No previous mechanical experience is assumed.

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

OP 143 OPEN ICE CLIMBING

Bob Garmirian

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

Sign up on a weekly basis at least 24 hours prior to class meeting time.

Credit is not available for this course.

Course meets Wednesdays and Thursdays from 12:00 - 5:00 p.m.

OP 145 BEGINNER'S WHITEWATER CANOEING

Karen Warren
Kathy Kyker-Snowman

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

Course includes choice and use of appropriate

equipment; basic and advanced whitewater strokes and maneuvers; 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. Course meets Tuesday from 12:30 - 5:30 p.m. beginning after Spring Break.

OP 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.

Both sections are by permission of the instructor.

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 Crow Hill and Ragged Mountain.

Course meets Tuesdays from 1:00 - 3:30 until Spring Break. After Spring Break course meets 1:00 - 5:30 p.m.

OP 218 OUTDOOR LEADERSHIP

Karen Warren

Few professions demand as broad a commitment as Outdoor Leadership. The wilderness instructor in many outdoor 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 experience is desirable. This course is strongly recommended for Pre-College Trip leaders and is a pre-requisite for co-leading a January Term or Spring Break Trip.

Enrollment is limited to 12.

Class meets Wednesday 1:00 - 5:00 p.m. and Friday 1:00 - 3:00 p.m.

RARARARARARARAR Recreational Athletics

RA 102 INTERMEDIATE SHOTOKAN KARATE I

Marion Taylor

This course is for all white belts who have completed RA 101.

This class will meet Monday, Wednesday and Thursday from 6:00PM to 8:00PM on the Playing Floor of the Robert Crown Center. Enrollment limit none; Instructor's permission.

RA 104 ADVANCED SHOTOKAN KARATE

Marion Taylor

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

Classes will meet Tuesday, Thursday and Sunday from 6:00PM to 8:30PM on the Playing Floor of the Robert Crown Center. Enrollment limit none; Instructor's permission.

RA 106 INTERMEDIATE AIKIDO

Paul Sylvain

This will be a continuing course in Aikido and therefore a pre-requisite 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 12:30PM to 1:45PM in the South Lounge of the Robert Crown Center. Course may be taken at the discretion of the instructor.

RA 118 BEGINNING T'AI CHI

Paul B. Gallagher

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

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

RA 119 CONTINUING T'AI CHI

Paul B. Gallagher

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

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

RA 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.

Class will meet on Wednesday from 1:00PM to 2:30PM in the pool until March 15. After that date class will meet on Monday from 12:30PM to 6PM for a river trip and continue to meet on Wednesday from 1:00PM to 2:30PM as well. To register sign up at the Robert Crown Center starting during the week of matriculation. Enrollment limit 7. Taken at instructor's discretion.

RA 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.

Class will meet on Tuesday from 1:00PM to 3:00PM in the pool until March 15. After that date river trips will meet Tuesdays from 12:30PM to 6:00PM. To register sign up at the Robert Crown Center starting during the week of matriculation. Enrollment limit 6. Taken at instructor's discretion.

RA 130 INTERMEDIATE WHITEWATER KAYAKING

Linda Harrison

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

Class will meet on Friday from 1:00PM to 3:00PM in the RCC pool until March 15. After that date river trips will meet Fridays from 12:30PM to 6:00PM.

To register sign up at the Robert Crown Center starting during the week of matriculation. Enrollment limit 6. Taken at instructors discretion.

RA 128 KAYAK ROLLING - OPEN SESSION

Linda Harrison

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

The session will meet on Wednesday 2:30PM to 4:00PM, and will take place through April 30. To register sign up at the RCC prior to the first class. No enrollment limit. Not offered for credit.

RA 129 SLALOM GATE & STROKE TECHNIQUE

Linda Harrison

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

Classes will be scheduled for roughly a month at various skill levels; Intermediate to Advanced during February, Beginner to Novice during February, Beginner to Novice during March, and Advanced Beginner to Intermediate during April. Sessions are scheduled for Thursday 2:30PM to 4:00PM. To register sign up at the Robert Crown Center prior to the first class. Enrollment limit of 6. Not offered for credit.

RA 141 OPENWATER SCUBA CERTIFICATION

David Stillman

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

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

RA 142 AEROBIC WORK-OUT

To be announced

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

Classes are scheduled for Monday - Friday from 4:00PM to 5:00PM in the South Lounge of the Robert Crown Center. To enroll attend the first class. This is a non-credit course.

RA 143 PHYSICAL FITNESS

Renate Rikkers

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

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

RA 149 EXERCISE/AEROBICS

Helaine Selin

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

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

RA 150 AEROBIC WORK-OUT

Mary Rose

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

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

RA 152 ULTIMATE FRISBEE

Benjamin Bailar

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

The Ultimate Frisbee group will meet Monday, Wednesday and Friday from 4:00PM to 6:00PM on the Playing Field. Enrollment unlimited. Non-credit activity and enrollment is limited to Hampshire students.

RA 154 RECREATIONAL ICE SKATING

Sports Director

Recreational Athletics presents ice skating. This Spring we will be renting ice time at the Amherst Ice Rink. A van will be available for transportation. There are no ice skate rentals. Ice time will be on Fridays from 3:00PM to 4:00PM beginning February 13th. Sign up at the Robert Crown Center.

This is a non-credit activity open to Hampshire students only.

RA 155 WOMEN'S BASKETBALL

Carol Hansen

Women's Basketball plays on Tuesdays and Thursdays from 4:00PM to 5:30PM. All levels are welcome to participate. There will be informal games among the Hampshire players as well as more structured games with outside teams if enough interest is shown.

This is a non-credit activity. Enrollment limited to Hampshire students.

RA 160 MEN'S BASKETBALL

Shawn Forbes

Men's basketball plays every Monday and Wednesday from 4:00PM to 6:00PM at the RCC. There is recreational play in which all skill levels are welcome with informal games and a

team that plays other colleges.

This is a non-credit activity. Enrollment limited to Hampshire students.

RA 165 SOFTBALL

Sports Director

Join the recreational softball games open to all students. There will be a Round Robin Tournament as well as pick-up games every afternoon. Join a team in your dormitory or mod. If you have trouble finding one, sign up at the Robert Crown Center.

This is a non-credit activity and enrollment is open to Hampshire students only.

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Five College Offerings

Mount Holyoke: English 245s

LYRIC POETRY

Joseph Brodsky

Study, based on close analysis of text, of the works of Thomas Hardy, W.H. Auden, Robert Frost, Constantine Cavafy, R.M. Rilke, and others. Requirements will include two ten-page papers and memorization of approximately one thousand lines from the above authors' works. Not open to Freshmen. Limited to 30 students.

UMass: Russian 297A

THE FIRST HALF OF THIS
CENTURY IN POETRY

Joseph Brodsky

(Russ 250)
A survey seminar aiming to highlight major developments in American, British, and European poetry by concentrating on textual analysis of selections from the works of the period's most seminal figures: E.A. Robinson, Robert Frost, T.S. Eliot, Ezra Pound, Thomas Hardy, A.E. Housman, Wilfred Owen, Edward Thomas, W.H. Auden, Guillaume Apollinaire, Max Jacob, Paul Eluard, Andre Breton, Rainer Maria Rilke, George Trackl, Federico Garcia Lorca, Antonio Machado, Gabriele D'Annunzio, Eugenio Montale, Umberto Saba, Osip Mandelstam, Anna Akhmatova, Marina Tsetaeva, Boris Pasternak, Constantine Cavafy, Czeslaw Milosz, and Zbigniew Herbert. Requirements: Two term papers and approximately 800 lines of memorization.

Mount Holyoke: Dance 318s

MODERN VI

James Coleman

Further refinement of dance technique and performance skills.

Mount Holyoke: Dance 353a

ADVANCED
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 readings will be assigned by the instructor. Required attendance at and critical analyses of selected performances.

Smith: Dance Graduate Seminar

PHILOSOPHY
OF DANCE

James Coleman

Mount Holyoke:
Asian Studies L123a

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

Feedback and expansion of Japanese basic sentence patterns and the acquisition of aural-oral skills will be the main focus of this semester. Natural conversation tapes, stories, TV videos, and popular songs will be introduced for comprehension practice.

Smith: Japanese 300b

ADVANCED JAPANESE

Maki Hirano Hubbard

Continued review and acquisition of Japanese grammar, vocabulary, and expressions through advanced reading materials, and their application in speech and writing. The development of communication skills through audio-visual materials and translation skills using a variety of reading materials will also be stressed.

Mount Holyoke: Asian 131a

ELEMENTARY
ARABIC I

Mohammed Mossa Jiyad

Continuation from Asian 130, first semester. Prerequisite: Asian 130 or consent of instructor.

UMass: Arabic 246

ELEMENTARY
ARABIC II

Mohammed Mossa Jiyad

Continuation from Arabic 226, first semester. Prerequisite: Arabic 226 or consent of instructor.

UMass: Arabic 346

INTERMEDIATE
ARABIC

Mohammed Mossa Jiyad

Continuation from Arabic 326, first semester. Prerequisite: Arabic 326 or consent of instructor. By arrangement.

UMass: Near Eastern 397

INDEPENDENT STUDY
IN ARABIC LANGUAGE
AND CULTURE

Mohammed Mossa Jiyad

Prerequisite: Near Eastern 396 or consent of instructor. By arrangement.

Amherst: Asian 8

INTERMEDIATE
CHINESE II

Hsin-Sheng Kao

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.

UMass: Chinese 110

NON-INTENSIVE ELE-
MENTARY CHINESE I

Hsin-Sheng Kao

Lecture, drills, discussion, language lab. Introduction to Mandarin sounds, romanization, basic syntax, 250 essential Chinese characters. Emphasizes conversational fluency. Content and structure is the same as Chinese 126, but at half the pace. Texts: Speak Mandarin, Fenn; Chinese 300, Peking Language Institute; 5000 Dictionary, Fenn. Quiz every two weeks, midterm.

UMass: Chinese 154

CHINESE LITERATURE:
TALES, SHORT
STORIES, NOVELS

Hsin-Sheng Kao

Lecture, discussion. Major works of Chinese fiction. Tales, short stories, and novels from the earliest times to the modern period. Participation in class discussion, 10-page paper, midterm, final.

Hampshire:
Natural Science/
Social Science 235DISARMAMENT, ARMS CONTROL
AND ALTERNATIVE SECURITY

Michael T. Klare

Efforts to eliminate or control military power are as old as war itself. For many years it was assumed that the total elimination of weapons (disarmament) was the appropriate goal. But, after World War II, a new approach evolved in which the goal was to prevent war by managing an

ongoing military competition through negotiations (arms control). More recently, attention has begun to turn toward radical restructuring of the military forces of states to make them clearly defensive in character or based on concepts of non-violent resistance (alternative security).

This course will examine these three approaches to peace from a historical and analytical point of view. We will examine the theoretical basis and record of success and failure of all three approaches and attempt to apply what we learn to outline a program for peace advocates that achieves a good balance between ultimate goals and politically realistic initial steps.

Class time will be devoted to lectures and discussions of the assigned readings. Each student will be expected to write an analytical paper exploring a specific example of one of the above approaches. Two meetings per week at one and none-half hours. Co-taught with Allan Krass.

Smith: Government 251b WAR, REVOLUTION,
AND INTERVENTION
Michael T. Klare

An examination of the origins, modes, and consequences of military rivalry and conflict in North-South and intra-Third World relations. Topics will include: the spectrum of military conflict; the historical role of military power in North-South conflict; theories of revolution and counterinsurgency; revolution, intervention, and counterinsurgency in the recent period; U.S.-Soviet military competition in the Third World; intra-Third World conflict and competition; the emergence of Third World regional powers; the international arms trade and nuclear proliferation; terrorism and unconventional warfare.

Hampshire: CASE STUDIES IN AMERICAN
Social Science 299 FOREIGN POLICY
W. Anthony K. 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.

Mount Holyoke: THE VIETNAM WAR
International Relations 300s W. Anthony K. Lake

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

Mount Holyoke: MARINE BIOLOGY
Biological Sciences 225s Paulette M. Peckol

Patterns and processes of marine ecosystems, including nutrient cycles, life history characteristics, and human impact on the marine environment are discussed. This is a non-lab course; optional field trips apply concepts discussed in lecture. Requirements for this course include extensive reading outside of class in addition to a term paper. Prerequisite: Biological Sciences D-100 or other introductory biology course. Tu, Thur; four semester hours credit.

Amherst: 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 visual materials such as masks cloth, jewelry, and slide presentations.

UMass: Afro-Am 254 INTRODUCTION TO
AFRICAN STUDIES
Pearl Primus

Introduction to Africa from an interdisciplinary perspective. Historical approach; chronological sequence from pre-history to contemporary times. Political development and processes, the arts, ethnography, social structures, economics. (Co-taught with Josephus V. Richards.)

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

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

UMass: Geology 591V VOLCANOLOGY
J. Michael Rhodes

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

Institutional location of the class may be changed depending on enrollment.

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, and kinesthetic awareness and a better understanding of possibilities and potential for expression and communication through a disciplined movement form. Particular attention will be paid to postural alignment and techniques for increasing ease and efficiency of movement. Movement exploration and improvisation will be included. Class will meet twice weekly for one and one-half hours. Enrollment is limited to 20 on a first-come basis.

Hampshire: H&A 153

DANCE AS AN ART FORM

Peggy Schwartz

This course will be an intensive introduction to the ways a dancer creates, and perceives, dance. Hampshire students interested in doing their Division I in dance are encouraged to take this course in addition to a modern dance technique class. It is also open to students with little dance background who are curious about dance and interested in exploring what the range of dance studies includes. Students will be asked to compose and rehearse dance compositions, attend and critique dance concerts, read assigned texts and maintain a discipline of body work and creative work. Classwork will include lectures, films, discussions, and movement sessions.

UMass: Dance 395

METHODS AND MATERIALS OF TEACHING DANCE

Peggy Schwartz

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

Mount Holyoke:
Anthropology 208s-

INTRODUCTIN TO EAST ASIAN SOCIETIES

Stephen H. Smith

An introduction to the societies of China, Japan, and Korea from a comparative perspective. The course will examine patterns of stability and change within each society as well as elements of unity and diversity in the region as a whole. Emphasis will be on contemporary East Asian social organization, particularly the changing

role of kinship, the family, and local communities in modern life.

UMass: Anthropology 597E

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 multiple 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.

Smith: Government 349b

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

Dennis T. Yasutomo

The socio-cultural, political, and economic foundations of Japanese foreign policy. Emphasis on the post-World War II period and the search for a global role. 4 semester hours credit.

Hampshire:
Social Science 293

JAPANESE FOREIGN POLICY

Dennis T. Yasutomo

This course will explore the foundations of modern Japanese foreign policy--historical, socio-cultural, political, economic, and strategic. Diplomatic patterns of behavior in the pre-World War II period will be the starting point but the course will concentrate on postwar Japan. We will analyze the evolution of Japan as a great power. Japan's relations with the United States, Asian neighbors and the Third World will be highlighted.

Spring 1987 Schedule of Classes

Communications & Cognitive Science

Course	Instructor	Enrollment Method	Limit	Time	Place
CCS 122	Dateline: Washington, D.C.	InstrPer	16	TTh 1030-12	EDH 1
CCS 131	Images of Women	InstrPer	20	T 630-9pm	FPH 107
CCS 157	Introduction to Metaphysics	Open	None	TBA	TBA
CCS 160	Woman as Director Film/Video	Open	20	W 1-4	FPH ELH
CCS 201	History of Press in U.S.	InstrPer	None	TTh 9-1030	FPH ELH
CCS 204	Third World in U.S. Media	Open	None	W 9-12	FPH ELH
CCS 211	Natl Policies/Comm & Culture	Open	None	TTh 130-3	CSC 126
CCS 216	Data Structures	InstrPer	30	MWF 1030-12	FPH WJH
CCS 227	Semantics	Open	None	TTh 1030-12	FPH 104
CCS 229	Theories of Moral Virtue	Open	None	MW 1030-1230	FPH 103
CCS 235	Topics in Computer Science	TBA	None	T 130-330	CSC 114
CCS 236	Technology: Polit & Philo Prob	Open	None	TBA	TBA
CCS 244	Intro/Artificial Intelligence	TBA	None	TTh 7-10pm	FPH 103
CCS 251	The Information Age	InstrPer	20	TBA	TBA
CCS 258	The Scientific Image	Open	None	TTh 1-3	TV Class
CCS 303	Video Prod & Film/Video Theory	InstrPer	15	W 130-430	TV Class
CCS 306	Video Production Seminar	InstrPer	10	W 630-830pm	FPH 103
CCS 328	Origins of Mass Culture	InstrPer	20	W 3-6	FPH 106
CCS 330	Syntax and Logical Form	Open	None	TTh 1-3	EDH Studio
CCS 334	Video/Theatre Product Ensemble	InstrPer	20	TBA	TBA
CCS/HA 332	Video/Theatre Conc Seminar	TBA	20	TBA	TBA

^a Course does not satisfy Division I requirement

Humanities & Arts

Course	Instructor	Enrollment Method	Limit	Time	Place
HA 113	Modern Dance I	Open	20	TBA	MOD Dance
HA 123	American Bio: Stephen Crane	Open	None	TTh 1030-12	FPH 107
HA/WP 141	Writing Workshop	See desc	16	TTh 1030-12	FH A-1
HA 142	Short Story Writing Workshop	InstrPer	15	TBA	TBA
HA 153	Dance as an Art Form	InstrPer	15	TBA	MOD Dance
HA 164	Themes in Human Development	See desc	20	TTh 9-1030	FPH 104
HA 165	Places and Spaces	Open	None	WF 2-4	EDH 3
HA 183	Piano Workshop I	InstrPer	10	TTh 1-3	MOD Class
HA 185	Music Primer	InstrPer	10	TTh 1030-12	MOD Class
HA 195	Theatre Three	Open	None	W 1-4	EDH 1
HA 209	Making Places	InstrPer	Limit	MF 1030-1230	EDH 3
HA 210	Film/Video Workshop I	Open	None	W 930-1230	FPB
HA 211	Still Photo Workshop I	See desc	15	M 130-430	FPB
HA 215	Modern Dance III	Open	None	TBA	MOD Dance
HA 230	World of Fedor Dostoevsky	Open	20	W 1030-12	EDH 2
HA 231	Poetry Writing Workshop	InstrPer	16	T 130-3	EDH 4
HA 232	The Greek Theatre	Open	None	TTh 130-3	FPH 103

Spring 1987 Schedule of Classes

School of Social Science

Course	Instructor	Enrollment Method	Limit	Time	Place
SS 102	Poverty and Wealth	Inst/Per	15	TTh 1030-12	FPH 106
SS 110	The U.S. Urban Experience	Open	None	TTh 130-3	FPH 105
SS 120	Human Behavior	Open	None	TTh 130-3	FPH 106
SS 122	Power and Authority	Open	None	TTh 130-3	EDH 2
SS 138	Human Aggression	Inst/Per	20	TTh 130-3	FPH 108
SS 141	The National Solution	Open	None	MW 130-3	FPH ELH
SS/NS 151	The World Food Crisis	Open	None	TTh 130-3	FPH WLH
SS 165	Social Devel/Devel Paradigms	Open	None	TTh 130-3	FPH 104
SS 170	Capitalism Versus Community	Open	None	MW 1030-12	FPH 105
SS 207	Statistics & Data Analysis	Open	None	WF 9-1030	FPH 108
SS 210	Introductory Economics	Open	None	WF 9-1030	FPH 105
SS 212	History of Post-War America	Open	None	MW 330-5	FPH WLH
SS 226	US Foreign Policy Aft Vietnam	Open	None	MW 330-5	FPH 104
SS 234	The Jewg in European History	Open	None	W 3-430/F 930-11	FPH 104
SS/NS 235	Disarm/Arms Control/Alt Secur	Open	None	MW 130-3	FPH 104
SS 249	Politics of Education	Open	None	MW 130-4	FPH 105
SS/HA 265	Renaissance Fictions	Open	None	MW 1-230	CSC 126
SS 269	Culture, Gender, & Individual	Open	None	TTh 1030-12	FPH 103
SS 280	Theory/Method in Ethnography	Inst/Per	15	TTh 130-3	FPH 102
SS 283	Corporate Takeover Workshop	Inst/Per	None	TTh 9-1030	FPH 105
SS 293	Japanese Foreign Policy	See descrp	20	TTh 1030-12	FPH 108
SS/NS 297	Environmental Science/Politics	Inst/Per	25	MW 1030-12 + lab	FPH 104/Field
SS 299	American Foreign Policy	Open	40	TTh 130-3	FPH WLH
SS 311	Women and Work	Inst/Per	12	W 1-3	FPH 106
SS 318	Philosophy of Law and Justice	Open	None	TTh 130-3	FPH 107
SS 325	The Politics of Subjectivity	Open	None	TTh 1030-12	EDH 2
SS 326	Conflict/Revol in Mid E/W Afr	Inst/Per	20	W 7-10pm	FPH 104
SS 335	Political Econ/3rd World Devel	Inst/Per	None	H 7-10pm	FPH 104

Division III Integrative Seminars

Course	Instructor	Enrollment Method	Limit	Time	Place
IN 390	Impacts of Technology	Open	None	W 930-12	CSC 302
IN 392	Politics of History	Inst/Per	15	W 3-5	CSC 126
IN 394	Gender & Environmental Design	Open	None	W 130-330	FPH 103
IN 396	Perspective on Time	Open	None	W 6-10pm	TBA

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Special Programs

Course

- FL 101 Intensive French
- FL 102 Intensive Spanish
- FL 105 Elementary Arabic I

Instructor

- Tarr
- Martin
- Haydar

Enrollment Method Limit

- Interview 10
- Interview 10
- Open 15

Place

- PH A-1
- PH B-1
- PH D-1

Time

- WTh 3-530
- WTh 3-530
- ThTh 3-430

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

Course

- WF 101 Basic Writing
- WF/HA 141 Writing Workshop

Instructor

- Ryan
- Siegel

Enrollment Method Limit

- See descrp 15
- See descrp 16

Place

- PH A-1
- PH A-1

Time

- WF 9-10
- Th 1030-12

Course guide supplement will have additional listings

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Outdoors Program

Course

- OP 111 Beginning Top Rope
- OP 132 Open Cross Country Ski
- OP 138 Zen Bicycle Maintenance
- OP 143 Open Ice Climbing
- OP 145 Beg Whitewater Canoeing
- OP 205 Adv Rock Climbing
- OP 218 Outdoor Leadership

Instructor

- Kyker-Snowman
- Warren/Kyker-Snowman
- T & K Kyker-Snowman
- Garnirian
- Warren/Kyker-Snowman
- Garnirian
- Warren

Enrollment Method Limit

- InstrPer 12
- InstrPer 12
- InstrPer 10
- See course description WTh 12-5
- InstrPer 10
- InstrPer 12
- InstrPer 12

Place

- RCC
- RCC
- RCC
- RCC
- RCC
- RCC
- PH 107

Time

- W 1230-530
- ThF 12-5
- W 7-930pm
- WTh 12-5
- T 1230-530
- T 1-330/530
- W 1-5/P 1-3

Spring 1987 Schedule of Classes

RARARARARARAR Recreational Athletics

Course	Instructor	Enrollment Method	Limit	Time	Place
THE FOLLOWING COURSES MAY BE TAKEN FOR CREDIT AT THE INSTRUCTOR'S DISCRETION					
RA 102 Int Shotokan Karate I	Taylor	Instr/Per	None	MTh 6-8pm	RCC
RA 104 Adv Shotokan Karate I	Taylor	Instr/Per	None	TTh Sun 6-8:30pm	RCC
RA 106 Intermediate Aikido	Sylvain	Instr/Per	None	TTh 1230-145	RCC
RA 116 Beginning Tai Chi (fee)	Gallagher	Open	None	W 1230-145	RCC
RA 119 Continuing Tai Chi (fee)	Gallagher	Open	None	W 2-315	RCC
RA 125 Beginning Whitewater Kayaking	Harrison	Instr/Per	7	See course description	See course description
RA 126 Novice Whitewater Kayaking	Harrison	Instr/Per	6	See course description	See course description
RA 130 Int Whitewater Kayaking	Harrison	Instr/Per	6	See course description	See course description
THE FOLLOWING COURSES ARE NOT OFFERED FOR CREDIT					
RA 128 Kayak Rolling - Open	Harrison	Open	None	W 230-4	Pool
RA 129 Slalom Gate/Stroke Technique	Harrison	See descrp	6	Th 230-4	Pool
RA 141 Openwater Scuba Cert (fee)	Stillman	Open	None	M 6-9pm	RCC
RA 142 Aerobic Workout	TBA	Open	None	M-F 4-5	RCC
RA 143 Physical Fitness (fee)	Rickers	Open	50	TF 12-1	RCC
RA 149 Exercise/Aerobics	Sellin	Open	None	MM 5-615	RCC
RA 150 Aerobic Workout	Rose	Open	None	M-F 7-815am	RCC
THE FOLLOWING ACTIVITIES ARE NON-CREDIT AND ENROLLMENT IS LIMITED TO HAMPSHIRE STUDENTS					
RA 152 Ultimate Frisbee	Baillar	Open	None	MMF 4-6	Playing Field
RA 154 Recreational Ice Skating	TBA	Open	None	F 3-4	Amherst
RA 155 Women's Basketball	Hansen	Open	None	TTh 4-530	RCC
RA 160 Men's Basketball	Forbes	Open	None	MM 4-6	RCC
RA 165 Softball	TBA	Open	None	See course description	See course description

Faculty

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

Joan Braderman, visiting associate professor of television production, is on leave from the School of Visual Arts in New York City, where she is associate professor of film theory and 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, assistant 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.

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. Mr. Feinstein will be on leave for the entire year.

Jay Garfield, assistant 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.

Gregory Jones, assistant professor of communication, has an A.B. in theatre from Dartmouth College and an M.F.A. in theatre and speech from Smith College. He is currently completing a doctoral program at the University of Massachusetts in the Communication Studies Department. He has taught at the University of

Massachusetts, Fitchburg State College, and Hampshire College in the areas of television production, media criticism, interpersonal and group communication, and rhetoric. He has had professional experience as a theatre producer, social worker, and English teacher (in Torino, Italy). He has additional academic and extracurricular interests in photography, film, music, acting, directing, and educational theory.

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

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

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

Richard Muller, associate professor of communication and computer studies 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, 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.

Neil Stillings, associate professor of psychology, has a B.A. from Amherst College and a Ph.D. in psychology from Stanford University. Much of his research and teaching concerns the psychology of language. He also has a substantial interest in other areas of cognition, such as memory, attention, visual and auditory perception, intelligence, and mental representation. Mr. Stillings will be away for the spring term.

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.

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School of Humanities & Arts

Helen H. Bacon is a visiting professor of classics. She has a B.A. and Ph.D. from Bryn Mawr and is a professor of classics, Barnard College, Columbia University. She is a member of the faculty of the Graduate School of Arts and Sciences at Columbia University.

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.

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

John R. Boettiger, professor of human development, joined the Hampshire planning staff in 1967. In those first years of the College's life he contributed to the early design of educational policy and academic

programs. He is particularly interested in personal history, biography, family studies, psychoanalytic psychology, and psychotherapy. He taught at Amherst College from which he received a B.A. in 1960, conducted research for the Rand Corporation in California, and completed his Ph.D. in human development and psychotherapy. His publications include Vietnam and American Foreign Policy and a recent study in biography and family history, A Love in Shadow.

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 playwrighting, directing, and Marxist and feminist critiques of dramatic literature and praxis.

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.

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

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

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

Ann Kearns, 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.

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.

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

Wayne Kramer, associate professor of theatre arts, holds a B.F.A. and M.F.A. with emphasis in design work for the theatre. He has some eleven years experience in black theatre, children's theatre, and the production of original scripts, and has directed for the stage and television. His design work has been seen both in this country and in Europe. He has been a guest artist with Smith College Theatre on several occasions and designed the New York production of Salford Road which later performed in Scotland.

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, University of Washington, and Arizona State University. She has studied "authentic movement" at The Mary Whitehouse Institute and is especially interested in choreography, creativity, and dance in religion.

Jill Lewis, 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 the entire academic year.

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

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

Sandra Matthews, assistant professor of film/photography, has a B.A. from Radcliffe and

M.F.A. from SUNY at Buffalo. She has wide experience professionally and in teaching both filmmaking and photography. She has particular interest in film and photography as a cross-cultural resource. Professor Matthews will be on leave the entire academic year.

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, 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, 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, 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, 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, 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, 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.

Ellie Sigel, 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 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. Professor Kelly will be away all year.

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

human growth and development, health and disease in prehistory, gerontology, and human origins.

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., 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.

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, 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, 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 Bitate 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

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.

Frank Holmquist, associate professor of politics, received his B.A. from Lawrence University, and his M.A. and Ph.D. from Indiana University. His interests are in the areas of comparative politics, peasant political economy, African and Third World development, and socialist systems.

Kay Johnson, associate professor of Asian studies and political science, has her B.A., M.A., and Ph.D. from the University of Wisconsin. Her teaching and research interests are Chinese 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. She will be away during the spring term.

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 on leave during the spring term.

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, associate 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.

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 returns to Hampshire after a two-year visiting appointment in sex roles and mental health at Wellesley's Stone Center for Developmental Services and Studies.

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

Donald Poe, assistant professor of psychology, received his B.A. from Duke University, his M.S. from Virginia Polytechnic Institute and State University, and his Ph.D. from Cornell University. His major areas of interest are social psychology, psychology of the law, beliefs in pseudoscience and the paranormal human aggression, attitude change, environmental psychology, and research design and data analysis.

Robert Rakoff, associate professor of politics, 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, professor of history, dean of the School of Social Science, and master of Dakin House until 1974, received a Ph.D. from Princeton University, where she held the first Woodrow Wilson Fellowship designed to allow a woman with children to attend graduate school half time. Her research interests include history of higher education, history of the family, early, modern Europe, Puritanism, feminism, and history of professionalism.

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.

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 Santa Cruz and Bucknell. His research and teaching interests include industrial organization, American economic history, econometric forecasting, and economic theory and development.

Frederick Weaver, professor of economics and history, has a B.A. from the University of California at Berkeley, and a Ph.D. from Cornell University. He has done research in Chile as a Foreign Area Fellow and has taught economics at Cornell and the University of California at Santa Cruz. His special interest is the historical study of economic development and underdevelopment. He also works on issues in higher education and is coordinator of the Hampshire College Education Studies Program.

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 (Sierra Leone) and Temple University. Her interests include African, Afro-American and women's social history.

Barbara Yngvesson, professor of anthropology, received her B.A. from Barnard and her Ph.D. from the University of California at Berkeley. She has carried out research in Peru and Sweden 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.

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