Registration

Check the course descriptions and schedule of classes thoroughly for enrollment methods. Some courses will hold lotteries the first day of classes; some will ask for an essay on why you want the course and how it fits into your plans (not an essay on knowledge of the course topic); others will either have sign-up sheets or interviews, as specified. Some faculty may be available before classes start; however, all faculty will have office hours posted for interviews (where enrollment is limited) before the beginning of classes. Students who have been "lotted out" of a course two consecutive times that it is offered will have first priority for that course (or its equivalent) when it is next offered.

After attending classes for a week, you should be ready to decide in which ones you wish to be enrolled. You will be asked to sign a list in each course you are attending and your student schedule will be produced from these lists.

If you have arranged an independent study with a Hampshire faculty member, pick up a form at Central Records. If this form is completed, the independent study will be included in your student schedule.

For the first time, students entering Hampshire in September will be preregistering for a proseminar and two other courses. Spaces will be reserved for returning students in all courses with the exception of the proseminaries.

Note:

Five College Interchange applications for registration in courses at the other four institutions are available at Central Records. Be sure they are completely filled out and have all the necessary signatures; if they are incomplete they may have to be returned to you, causing delays which might affect your ability to get into a particular course.

There is a preregistration period for Five College courses from Monday April 18 through Friday, April 22. You may also register for Five College courses in the fall, until Wednesday, September 21. No Five College courses may be added after this date. Familiarize yourself with all the rules, regulations, and penalties associated with Five College Interchange. They are all listed in the Student Handbook, and it is your responsibility to be aware of them.

IF YOU HAVE ANY QUESTIONS REGARDING THIS PROCEDURE, PLEASE CONTACT CENTRAL RECORDS, EXTENSION 430.

Note for Five College Students:

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

Five College students who wish to preregister for Hampshire classes listed as needing instructor permission must have the instructor’s signature on the interchange form. If you have problems reaching an instructor, contact the appropriate school office.

Five College students may not preregister for proseminars, which are designed for new Hampshire College students, or for courses with an enrollment method of a lottery or an essay. For listed courses, bring an interchange form with you to the first class in September. In general, a percentage of spaces will be reserved for Five College students to participate in the lottery. Some instructors may require an essay on or before the first class meeting. The essay will be about why you want the course and how it fits into your plans, not your knowledge of the subject area.

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

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Please note: A supplement to this Course Guide will be issued in September, listing all additions and deletions of courses, changes in class schedules, and course revisions. Please confirm your initial selections using this supplement.
**Academic Year 1988/1989**

### Fall Term

- New Faculty Orientation
- Students Arrive/New Student Matriculation
- New Students Program
- Advisor Conferences for New Students
- Matriculation for Returning Students
- Advisor Conferences for Returning Students
- Classes Begin
- Winter Weekend
- Course Selection Period
- Five College Add Deadline
- January Term Proposal Deadline
- Admissions Open House
- October Break
- Parent Weekend
- Exam/Advising Day
- "Division II & III Contract Filing Deadline
- Application Committee/Admissions Open House
- Planning Week/Five College Preregistration
- Exam/Advising Day
- Leave Deadline
- Thanksgiving Break
- January Term Registration
- Last Day of Classes
- Hampshire Exam Period
- Hampshire Evaluation Period
- Five College Exam Periods
- Winter Recess

**Deadline to file for completion in May 89. Div II deadline applies to students entering during or after fall 86; Div III deadline, entering during or after fall 87.**

### Spring Term

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<tr>
<td>New Students Arrive/New Student Matriculation</td>
<td>Sat Jan 28, Mon Jan 30</td>
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<tr>
<td>New Students Program</td>
<td>Sat Jan 28 - Tues Jan 31</td>
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<tr>
<td>Returning Students</td>
<td>Sun Jan 29, Mon Jan 30</td>
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<tr>
<td>Matriculation for Returning Students</td>
<td>Tues Jan 31, Wed Feb 1</td>
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<td>Advisor Conferences for All Students</td>
<td>Wed Feb 1 - Fri Feb 10</td>
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<tr>
<td>Classes Begin</td>
<td>Tue Feb 14, Fri Feb 21, Thurs Mar 16</td>
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<td>Course Selection Period</td>
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<td><strong>Division II &amp; III Contract Filing Deadline</strong></td>
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<td>Spring Break</td>
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<td>Planning Week/Five College Preregistration</td>
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<td>Exam/Advising Day</td>
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<td>Five College Exam Period</td>
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<td>Hampshire Evaluation Period</td>
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**Deadline to file for completion in Dec 89. Div II deadline applies to students entering during or after fall 86; Div III deadline, entering during or after fall 87.**

### January Term

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

**Deadline to file for completion in May 89. Div II deadline applies to students entering during or after fall 86; Div III deadline, entering during or after fall 87.**
Courses of Instruction

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

**100 EXPLORATORY COURSES** (often seminars) are designed to introduce students to the conceptual tools necessary to college work in general and the Hampshire examination process in particular. Besides providing specific subject content, these courses emphasize individual attention to students' needs and interests, engage them directly in the excitement of learning, and allow opportunity for close faculty teaching and evaluation of students' skills and preparation.

**200 FOUNDATIONAL COURSES** explore subject matter needed by students in any division. These can be "skills courses" (statistics, computer programming, or dance techniques); they can be general surveys or introduction-to-the-field courses, designed to convey a large body of information fairly quickly (e.g., introduction to economics); they can be "foundational" in that they present the combination of skills and concepts which are literally prerequisite to any further work in the area (e.g., Film or Photo I); or they can be designed to cover a body of central theories or methodologies.

**300 ADVANCED SEMINARS AND COURSES** are taught on an advanced level and presume some background or experience and knowledge on the part of the student.

Statement on Affirmative Action

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

Hampshire College does not discriminate on the basis of sex, race, color, religion, national or ethnic origin, sexual preference, age, veteran status, or handicap in the admission of students, administration of its educational policies, scholarship and loan programs, and athletic and other college-administered programs.

Hampshire is an Affirmative Action/Equal Opportunity Employer. All employment policies and decisions are made without regard to sex, race, color, religion, national or ethnic origin, sexual preference, age, veteran status, or handicap.

Proseminars

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

See School listing for course descriptions. Course is indicated by School initial, number then proseminar in parenthesis.
School of Communications and Cognitive Science

CURRICULUM STATEMENT

Communications and cognitive science are fields of inquiry that address some very old questions in new ways. The School brings together psychologists, computer specialists, linguists, philosophers, and experts in mass communications. We are teachers and scholars who are not customarily organized into a single academic department or division, but who readily fit together into any one of Hampshire's other multidisciplinary Schools. Rather, CCS represents a new and different cut on the intellectual enterprise: we are especially concerned with the nature of knowledge and information in general.

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

The field of communications focuses on knowledge and information on a larger scale than the individual mind—it is concerned with the production and control of information in society at large. Communications specialists explore the way in which the form and content of the mass media shape our beliefs; they are interested in the effects that media and information technology (such as printing, radio, television, or the computer) have on our lives, our educations, and our human nature.

Some of our communications faculty are directly and indirectly involved in the production of the media—the School has special strengths in television production, both in documentary and studio formats. Others are concerned with a wide range of questions that surround the media: Who controls the media? How would we know if television incites children toward violence, or causes attention to read less or less well? How do ideas about press freedom of the press and the Third World?

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

Courses numbered from 100 through 199 are focused explorations of issues, problems, and analytical methods used in the various subject areas of the School of CCS. Students learn how philosophers, cognitive psychologists, computer scientists, linguists, or communications scholars attempt to formulate and answer specific questions in their respective disciplines.

Students are given guidance in research skills, writing, and critical thinking. Limited class enrollments encourage discussion and the free exchange of ideas. Course assignments are given careful review, and students are assisted in revising their work or developing their interest into Division I examinations. Presentations have similar objectives, but they are only open to first-year students. They provide even greater individual attention and a thorough introduction to the unique aspects and expectations of the Hampshire College educational process.

Course List

100 Level
The School of Communications and Cognitive Science expects to offer additional courses in cognitive science, video production and criticism; and mass communications. Details will be published in the fall term supplement.

CCS 110 (presentation) ANIMAL COGNITION
Mark Feinstein

CCS 117 INTRODUCTION TO ANCIENT PHILOSOPHY
Toomas Serequeberhan

CCS 102 (presentation) COMPUTING IN EDUCATION
Theodore M. Norton

CCS/SSHA/NS 129 WOMEN'S BODIES, WOMEN'S LIVES
Margaret Gerl/ Lynne Hartley

CCS/SHS/NS 129 (presentation) WRITING AND CRITICISM
Ann Moir/ Meredith Michaels

CCS/SHS/NS 130 LEARNING-BEHAVIOR
Raymond Coppinger/ Steven Weisler

CCS 135 FREUD AND PSYCHOLOGY
Neil Stilings

CCS 138 (presentation) THE YOUNG MIND
Catherine Sophian

CCS 141 COMPUTER MUSIC FOR NONPROGRAMMERS
David Kramer

CCS 143 RHETORICAL CRITICISM
Gregory Jones

CCS 147 THE RISE OF MASS MEDIA IN THE UNITED STATES
Susan Douglas/ David Kerr

CCS 149 INTRODUCTION TO COMPUTER GRAPHICS
TBA

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

200 Level
The School of Communications and Cognitive Science expects to offer additional courses in cognitive science, video production and criticism; and mass communications. Details will be published in the fall term supplement.

CCS 220 DIRECTING AND ACTING FOR TELEVISION
Gregory Jones

CCS 216 DATA STRUCTURES
TBA

CCS 228 THE ARCHITECTURE OF MIND: INTRODUCTION TO COGNITIVE SCIENCE
Neil Stilings

CCS 231 LANGUAGE, CULTURE, AND SOCIETY
Mark Feinstein

CCS 241 AFRICAN PHILOSOPHY: THE POSSIBILITY OF A DISCOURSE
Toomas Serequeberhan

CCS 256 INTRODUCTION TO CHILD DEVELOPMENT
Catherine Sophian

CCS 263 DISCRETE MATHEMATICS
David Kramer

300 Level
CCS 306 BEING REASONABLE: JUSTIFYING ACTION AND BELIEF
Jay Gerflad/ Meredith Michaels

CCS 329 MEDIA CRITICISM: THEORY AND PRACTICE
Susan Douglas

*Does not fullfill one-half of a Division I requirement.
Course Descriptions

192 Level

The School of Communications and Cognitive Science expects to offer additional courses in cognitive science, video production and criticism, and mass communications. Details will be published in the fall term supplement.

CCS 110 (prosminar) ANIMAL COGNITION
Mark Feiden

Can animals (other than humans) be said to have minds? In this course we will investigate aspects of animal perception, communication, problem-solving, consciousness, and related issues from the perspectives of contemporary cognitive science as well as biology.

Students will be expected to do regular readings and write a weekly analytic paper on a reading-related topic. The class will meet twice a week for one and one-half hours each time. Enrollment is limited to 25.

CCS 117 INTRODUCTION TO ANCIENT PHILOSOPHY
Tsenay Serejeoburan

This seminar will look at the origins of philosophy as a specific human activity. The relationship of philosophy to prephilosophical works of literature (mythology) will be our first concern. We will then look at the practice of philosophy as exhibited in the thinking of the pre-Socratics, Socrates, and Plato. Students will explore pre-Socratic and Platonic texts in detail and gain an understanding of the central theses and problems with which classical philosophy was concerned and which provide a foundation and context for modern philosophy.

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

CCS 122 (prosminar) COMPUTING IN EDUCATION
Theodore M. Norton

This course offers a hands-on introduction to the relatively new field of educational computing. People in the field are broadly interested in instructional applications of computers; they also work on specialized topics, e.g., cognitive models of learning. We will focus on Logo/Writer, a multi-purpose software and text-based learning system for micro-computers. Logo/Writer is a recent implementation of Logo, an international educational project initiated by the Cambridge, Massachusetts, artificial intelligence community in the late 1960s. We will also examine some of Logo's predecessors and competitors, ranging from examples of commercially distributed "educational software" to large CAI (computer-assisted instruction) and ICAL (interactive CAI) systems. No prior programming experience is required.

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

This introduction to feminist studies, this course will explore the representation of the female body from the perspectives of each of the four Schools. Beginning with the social history of the female body and the political struggles around its control, the course will go on to look at scientific views of the female body, at literary and media representations of the female body, and at differences in cultural attitudes toward the bodies of white and Third World women.

The course will be taught by a faculty member from each School, and students will be encouraged to begin a Division I project in one of the four Schools arising out of issues and materials presented in the course.

The class will meet twice a week for one and one-half hours each time. Enrollment is limited to 80.

How do organisms learn? In particular, how do they behave in accordance with their world? We will examine the extent to which animals and humans use behaviors coming from their biology—from a genetic program. Our study will include work in biology, animal behavior, linguistics, and cognitive science. We will be concerned with critical periods of learning, the relationship between learning and play, stage theory, and the development of learning, between behavior and morphology, and ultimately with the nature-nurture controversy: the debate about the relative contributions of genes and the environment to learning and behavior. We will pay particular attention to learning domains such as language and to "instinctive" behaviors which most strongly suggest a biological component for learning. We will also consider the ways in which cognitive scientists and animal behaviorists exploit biological and genetic arguments.

Students taking this course may not take NS 186 Animal Behavior. The class will meet twice a week for one and one-half hours each time. Enrollment is limited to 30.

CCS 135 FRED AND PSYCHOLOGY
Neil Storfer

This course is an introduction to the thought of Sigmund Freud and to the nature of psychological inquiry. Freud's writings and ideas are introduced in the setting of his own life as a psychologist and as a human being. Students will be expected to think critically about Freud's work and to relate it to their own experiences and to the cultural and historical context in which it appears.

Students are required to complete several written assignments. The class will meet twice a week for one and one-half hours each time. Enrollment is limited to 25.

CCS 138 (prosminar) THE YOUNG MIND
Catherine Sophian

This course will look at children's thinking in the early years of life. We will have three main goals. The first is to appreciate how differently the young child may reason from the way we do. We will try to identify specific ways in which the young child's mind is different from our own and also ways in which it is similar. Our second goal will be to understand how children's thinking changes over the early years of life and what kinds of changes take place and how those changes come about. Finally, our third goal will be to understand how researchers learn about children's thinking and how new questions can be defined and studied. Students are expected to write several short essays and a research proposal over the course of the semester (this will be a good basis for a Division I project).

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

CCS 141 COMPUTER MUSIC FOR NONPROGRAMMERS
David Kramer

This course will introduce students to a range of critical frameworks which will help them describe, interpret, and evaluate forms of verbal and visual public communication (rhetoric). Historical, formalist, postmodern, and psychological approaches will be utilized in analyzing public speeches, advertisements, television programs, and film productions. Students will apply critical theory toward the completion of a guided learning exercise and a research paper. The instructor will work closely with each student to help improve her or his verbal expression in writing assignments and class discussions.

Openings not filled by preregistration will be determined by a lottery on the first day of class. The class will meet twice a week for two hours each time. Enrollment is limited to 20.

CCS 147 THE RISE OF MASS MEDIA IN THE UNITED STATES
Susan Douglas

This course will examine the origins and evolution of America's mass media systems and will introduce students to the various analytical approaches that have emerged to assess the media's impact on American life. The course will also explore how the media interpreted political, social, and cultural issues and events during the first half of this century. We will examine the impact of the mass media on American culture, as well as the role of mass media in American society. Students will analyze newspapers, magazines, radio broadcasts, newswires, films, and other media sources.

The class will meet twice a week for one and one-half hours each time. One meeting will be in a lecture format and one in a small discussion group. Enrollment is limited to 50.
This course is an introduction to computer graphics and requires no background in computers. Students will investigate current graphics technology and tools: paint programs, computer animation, computer-assisted design, and provide a brief introduction to underlying software and hardware with opportunities for individual project work.

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

CSC 209
DIRECTING AND ACTING FOR TELEVISION
Gregory Jones

This course will introduce students to the production and performance requirements of narrative television. Eight directors and ten actors will work as an ensemble in completing dramatic scenes and improvisational exercises. Students will be evaluated on the strength of their preproduction planning, textual analysis, visualization, organization, performance, leadership, and crew collaboration.

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

CSC 216
DATA STRUCTURES
TBA

Continuation of CSC 215. Use and implementation of abstract data types. Stacks, queues, trees, and their implementation; recursion; problems in sorting and searching and an introduction to the analysis of algorithms.

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

CSC 211
THE ARCHITECTURE OF MIND: INTRODUCTION TO COGNITIVE SCIENCE
Neill Stilings

Cognitive science is a new field that explores the nature of mind, using tools developed in several disciplines, including psychology, computer science, linguistics, neuroscience, and philosophy. This course is an introduction to the Hampshire College program in cognitive science. The text book for the course, *Cognitive Science: An Introduction* was written by faculty members of the School of Communications and Cognitive Science. The course is intended for first-year students and for more advanced students who wish to include a survey of cognitive science in their concentrations.

The written assignments emphasize methods of inquiry in cognitive science. The class will meet twice a week for one and one-half hours each time. Enrollment is limited to 25.

CSC 206
THEORY OF LANGUAGE I: SYNTAX
Steven Weisler

Given the ease with which we put our thoughts into language and are understood by others, the connection between sound and meaning must be mediated by a powerful systematic set of principles, shared by all of the speakers of a language, that can accommodate the inexhaustible variety and novelty of the messages required in human life. Contemporary linguists believe these principles of language constitute a biological capacity whose properties must be uncovered by careful scientific investigation.

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

CSC 231
LANGUAGE, CULTURE, AND SOCIETY
Mark Festerlin

This course is an introduction to computer graphics and requires no background in computers. Students will investigate current graphics technology and tools: paint programs, computer animation, computer-assisted design, and provide a brief introduction to underlying software and hardware with opportunities for individual project work.

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

CSC 241
AFRICAN PHILOSOPHY: THE POSSIBILITY OF A DISCURSE
Tseray Serpenberhan

The basic concern of this course is to examine what contemporary African thinkers, including P.J. Huendt, K. Wied, T. Okere, O. Okua, and P.O. Boitum, refer to as “African philosophy.” This is a body of texts produced by Africans (and non-Africans) whose object of reflection is directed toward African concerns. Is the designation “African philosophy” legitimate? How different is it from German or Greek philosophy? What does the adjective “African” mean when it is appended to the subject “philosophy?”

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

CSC 258
INTRODUCTION TO CHILD DEVELOPMENT
Catherine Sophian

This course will provide an overview of major theories and areas of research in child development. Topics to be covered include infancy, language development, preschool cognition, socialization, logical reasoning, and moral development. We will begin with a fairly general survey of each topic and then focus on one or two specific issues in each area for more in-depth study. Each student will be responsible for planning and leading one or two class discussions. In addition, there will be a series of short paper assignments and a larger final project.

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

CSC 263
DISCRETE MATHEMATICS
David Kamer

Sets, functions, graphs, trees, logic, induction, matrices, counting: these are the names of some of the mathematical concepts necessary for understanding and efficiently implementing computer algorithms. Students taking CSC 216 (Data Structures) are strongly encouraged to enroll concurrently in Discrete Mathematics.

The class will meet twice a week for one and one-half hours each time. There is no enrollment limit.

CSC 306
LINGUIST REASONABLE: JUSTIFYING ACTION AND BELIEF
Jay Garfield

Meredith Michaelis

This course is part of a multi-course core sequence in linguistics. This course will focus on syntactic theory (the principles of sentence formation). Theory of Language I (spring 1989) investigates semantic theory (meaning). Students are strongly urged to take both courses.

Language both reflects and determines social, cultural, and political life. The field of sociolinguistics is concerned with the nature of linguistic variation, belief systems about language, and the relationship of linguistic identity and social identity. This course will consider sociolinguistic issues in many societies, including minority communities in the U.S., where two linguistic groups (the French and English) must co-exist in the context of a single nation.

Students will be expected to do extensive research and write a final paper on a case study of linguo-political conflict that is not addressed in the course. The class will meet twice a week for one and one-half hours each time. Enrollment is open.

The distinction between subjectivity and objectivity is well entrenched and little understood. Much recent work in ethics and epistemology focuses on the ways in which this distinction enters into our attempts to justify morally problematic action and claims to knowledge. This advanced seminar will focus on current attempts to reconcile, to reconstruct, or to reject the dichotomy between the subjective and the objective and to provide a more coherent account of justification.

The class will meet once a week for three hours. Enrollment is limited to 20 by instructors’ permission at the first meeting of the class.
School of Humanities and Arts

Curriculum Statement

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

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

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

Successful completion of any two 100- or 200-level courses, with certain exceptions, may fulfill the Division II requirement. Instructors may exempt particular courses which essentially stress technical skill acquisition.

Course List

100-Level

HA 104 DRAMING I
Dewell Husky

HA 110 FILM/VIDEO WORKSHOP I
Sandra Matthews

HA 111 STILL PHOTOGRAPHY WORKSHOP I
Carrie Weems

HA 113 MODERN DANCE I
TBA

HA 114 MODERN DANCE II
Rebecca Nordstrom

HA 120, a, b, c (proseminars)
DISCOVERING DIFFERENCE:
DEFINITIONS OF CULTURE
Carrie Weems
David Smith
Sara Levine

HA 125 (proseminar)
CHICANO AUTOBIOGRAPHY
Norman Holland

HA 128 INTRODUCTION TO THE ANCIENT EAST MEDITERRANEAN WORLD
Robert Neager

HA/CCS/SS 120 WOMEN’S BODIES:
WOMEN’S LIVES
Lynda Hartley
Vickieth Nicholls
Ann McNeal
Margaret Cenizzo

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

HA 142 BRECHT AND BECKETT
Jefrey Weller

HA/SS 149 (proseminar)
BLACK LIVES/AFRO-AMERICAN AUTOBIOGRAPHY
Susan Tracy

HA 153 DANCE AS AN ART FORM
Haggy Schwarz

HA 160 (proseminar)
SEVEN SOUTHERN WRITERS
Brown Kennedy

continued on next page
# Course Descriptions

## Note

Enrollment method for introductory film and photography courses will be by means of a modified lottery system. Students will be asked to fill out an information sheet at the first class. They will list their academic level, previous history of H&A classes, future academic plans, and reason for wanting to take the course. There will be space provided for indicating the number of times a student has tried to take the course and/or whether or not the student is a transfer. The forms will be sorted into categories and a lottery will take place for each group. Of course, the number of spaces allotted for each group will be small, but we hope that this system will address some of the concerns raised about an uncontrolled lottery and also help to establish an accurate accounting of the demand for those courses. The list of students enrolled in the class will be posted in the Humanities and Arts office the morning following the first class.

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

This course teaches the basic skills of film production, including camera work, editing, sound recording, and preparation and completion of a finished work in film or video. Students will have weekly assignments, and will also produce a finished film for the class. There will be weekly screenings of student work, as well as screenings of films and video tapes which represent a variety of aesthetic approaches to the moving image. It is expected that those interested in studying art here would benefit from a Drawing course. Class will meet twice a week for three hours each session. Enrollment is limited to 15, which will be determined at the first class session. However, a $40 lab fee is charged for this course, and provides access to equipment and editing facilities. Students are responsible for providing their own film and supplies.

This course meets twice weekly for one and one-half hours. Enrollment is limited to 15, which will be determined at the first class session. A $40 lab fee is charged for this course. The lab fee provides access to darkroom facilities, laboratory supplies and chemicals, and special equipment and materials. Students must provide their own film, paper, and cameras. The class will meet once a week for three hours. Enrollment is limited to 15, which will be determined at the first class session.
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, kinesthetic awareness, and an understanding of the possibilities and potential for expressive communication through a disciplined movement form. Particular attention will be paid to posture alignment and techniques for increasing ease and efficiency of movement. Movement exploration and improvisation will be included.

Class will meet twice weekly for one and one-half hours. Enrollment is limited to 20 on a first come basis. This course is not suitable for one-half a Division I.

HA 114* MODERN DANCE II
Rebecca Nottstrom

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

The class will meet twice a week for one and one-half hour sessions. Enrollment is open. This course is not suitable for one-half a Division I.

HA 123a,b,c DISCOVERING DIFFERENCES: DEFINITIONS OF CULTURE
Carrie Weems
David Smith
Sura Levine

This course provides an introduction to Cultural Studies by focusing on the imaging of the Native American and the Black in America and the Muslim in North Africa and in the Near East through literature, photography, painting, film, and historical treatment.

We will look at issues of internal and external expansionism, for example, a) the progressive displacement of native Americans as a consequence of westward "Manifest Destiny," b) slavery and the slave trade, and c) the idea of the "other" from the comic to the victim to the brute: the representation of Blacks in popular idioms: "sexuality and the 'other'". We will also look at texts from the early nineteenth century to the present. The class will meet twice each week for one and one-half hours. Enrollment is limited to 20. This course is not suitable for one-half a Division I.

HA 125 prosem/CHA CHICANO AUTOBIOGRAPHY
Norman Holland

Chicano Autobiography: because of its fundamental tie to themes of self and history, self and place, it is not surprising that autobiography is the form that deals with emergent racial, ethnic, and gender consciousness often late. With its capacity to articulate time and space, autobiography can be used to advance a critical attitude toward social institutions, turning what seems an inherently private form of discourse onto the public space. Mexican-American literature includes a list of its own kinds of books that are either semi-autobiographical, such as Ponzo, Autobiography of a Brown Buffalo, or specifically autobiographical such as Benito Juarez Hunger of Memory. Through a close reading of these works, the course will provide significant insight into the rhetoric of autobiographical discourse as such and to its importance for understanding the features of the ideologies that surround it.

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

HA 128 INTRODUCTION TO THE ANCIENT EAST MODERN WORLD
Robert Meagher

An introduction to the mythologies, religions, languages, literatures, arts, and political institutions of Greece and the ancient Near East (most notably Egypt, Mesopotamia, and Israel) beginning with the earliest dynastic and civic foundations five thousand years ago. Class will meet three days each week for one hour. Enrollment is open.

HA 137 prosem U.S. SHORT FICTION
Richard Lyon

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

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

HA 142 BRECHT AND BECKETT
Jeffrey Wallen

The dramatic works of Bertolt Brecht and Samuel Beckett present very divergent views of the significance of art and the possibilities of social change in the twentieth century. Whereas Brecht's theatre instantly portrays the involvement of the individual within larger social processes, and openly advocates particular forms of intervention, Beckett's plays appear to suggest the ultimate breakdown of social frameworks and the impossibility of any meaningful or significant individual action. Through a careful study of several plays by Brecht and Beckett, we will examine the undercurrents and the consequences of each writer's positions.

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

Course description will be in the supplement to the Course Guide.
This course provides an introduction to the nature, language, and practice of music. Topics include musical notation, scales, intervals, keys, chords, melody, rhythm, meter, and rudiments of musical form. Musical concepts, structure, and aesthetics will also be emphasized through a broad range of listening examples of Western music from the Middle Ages to the present; jazz, folk music and the music of other cultural traditions. This course is designed to foster an attitude of discovery and to expand the student's musical potential, as well as to provide instruction in the fundamentals of music.

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

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

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

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

This course focuses on the technical aspects of filmmaking, including lighting, camera operation, and editing techniques. Students will also be expected to bring a film to completion by combining their original and developing a final sound track. 35mm 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 dramatic language and an emerging art form of video.

Students will have the opportunity to screen seminal film and video works in documentary, narrative, and experimental genres. Additional out-of-class screenings, and some readings. In the history and theory of film and video will also be assigned. There is a $240 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 15, by permission of the instructor. In general, Film/Video Workshop I will be considered a prerequisite for this course.

This is a core course recommended for all theatre concentrators. It is designed to meet the needs of beginning and advanced students, nontheatre concentrators and first semester students are especially welcome. Upper-Division students may serve as teaching assistants, and should interview with theatre faculty about doing so. No prerequisite, open enrollment.

This is a core course recommended for all theatre concentrators. It is designed to meet the needs of beginning and advanced students, nontheatre concentrators and first semester students are especially welcome. Upper-Division students may serve as teaching assistants, and should interview with theatre faculty about doing so. No prerequisite, open enrollment.

This course is a forum in which students can develop their creative vision in photography, their knowledge of the aesthetics and social context of the photographs, and their technical skills. Each student will generate independent work; emphasis will be on working in a series of photographs.

Prior photographic experience is required. Enrollment will be limited to 15 students and determined by permission of the instructor. The class will meet twice a week for one and one-half hours, with extensive additional lab time available. The lab fee of $40 entitles the student to darkroom facilities, lab supplies, and chemicals. Students must supply their own film and paper.

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

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

Surveying French art from the late Old Regime through the Revolution and its aftermath, this course will examine row art reforms and is informed by political and social reality. We will attend to the shift in representative systems during this age in which history breaks out of its association with allegory and comes to be associated with "truth" only to be reinscribed as allegory. Our topics will include art as political propaganda and art as "resistance" to the public sphere; the imaging of women, feminism as a revolutionary movement; iconography; political allegories and the "hierarchy of subjects."

This course will meet twice each week for one and one-half hours each session. Enrollment is limited to 30 by instructor permission.

This course will emphasize the principles that all our workshop poetry writing should be done primarily for the reception and delight of our own workshop members and with them upmost in mind, for, after all, we are our very first audience, and group approval is vitally important as a source of confidence. Our poems should be remembered 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 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 talent strengths in the work of poets and attempt sensitive to analyze weaknesses, primarily 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.

Ingredients and practical applications of Brecht's theatre from theatrical and broader cultural perspectives (e.g., in terms of not only acting theory and audience reception, but also politics, history, sociology, biography, etc.). Phase Two is an applied study of production skills required to produce a production. In Phase Three, faculty and class members will mount a full production utilizing skills acquired in the first phases.

This course focuses on the technical aspects of filmmaking, including lighting, camera operation, and editing techniques. Students will also be expected to bring a film to completion by combining their original and developing a final sound track. 35mm 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 dramatic language and an emerging art form of video.

Students will have the opportunity to screen seminal film and video works in documentary, narrative, and experimental genres. Additional out-of-class screenings, and some readings. In the history and theory of film and video will also be assigned. There is a $240 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.

This course is a forum in which students can develop their creative vision in photography, their knowledge of the aesthetics and social context of the photographs, and their technical skills. Each student will generate independent work; emphasis will be on working in a series of photographs.

Prior photographic experience is required. Enrollment will be limited to 15 students and determined by permission of the instructor. The class will meet twice a week for one and one-half hours, with extensive additional lab time available. The lab fee of $40 entitles the student to darkroom facilities, lab supplies, and chemicals. Students must supply their own film and paper.
HA 204
FICTION AND PLAY WRITING WORKSHOP
E llen D an i el
Ly nne Hat l ey
Al na P an e
In this course in writing, we will focus on the resources of the imagination and their development into fictional and dramatic forms. Beginning with writing, exercises, and related readings, students will explore the techniques and requirements of each form, and the ways in which the practice of one can strengthen and sharpen work in the other.
Lectures, readings, and assignments will move in the direction of a final project, one which has gone through several stages of the revision process. The project may be either a short story or scenes from a play in progress.
The course will meet twice a week, once as a whole, once in two self-contained workshops. Readings will be selected from the work of a wide variety of artists. Interested students should attend the first class. Enrollment is limited to 40. Over enrollment will be resolved by lottery.

This course is an introduction to basic skills needed to organize and direct a theatrical production. Primary consideration will be given to script analysis for the director and to theory and practical application of principles of staging, i.e., of movements of actors will be studied, and then ways of translating these meanings into physical/theatrical forms will be explored. Course work will include preparation of a director's promptbook, preparation and presentation of brief staging projects, and oral critiques of in class projects.
The class will meet twice weekly for two hour sessions. Enrollment is by interview (students should attend the first class meeting).

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 as the single most important audience. The approach of this course will be comparative and pan-Caribbean, focusing on twentieth-century writers and when is it not? The course will be presented in two sections: one lab session of one and one-half hours will be devoted to instrumental vocal or other art improvisational practice in ensemble. Another class meeting of one and one-half hours will involve discussion of the lab sessions, reading and listening assignments, and local performances when possible. One project and paper will be required during the semester. Members of the class should have at least an intermediate level of proficiency on an instrument or in their art medium. The course is designed for Division II and Division III level students or permission of the instructor is required. Enrollment is limited to 25 students.

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

These two early nineteenth-century citizens of Concord were radicals in their own time. They proposed to their fellows that they emancipate themselves from the "false notions" of their inherited Unitarian religion, from the acquisitive habits and commercial morality which increasingly cast the shadow of the dollar sign over all human relations and from cliche and imitation in language and the arts. The alternative they proposed was probably as revolutionary for our time as for their own; the return to nature, which they recommended, still challenges our presuppositions and allegiances and fears.
We will examine the meanings and implications for them of "nature" and "symbol," their views of the spirit or "seeing I," their standards for the authentic life, and their conceptions of the interrelations of self and society, conformity and individualism, ideals and actions. The difference in character and style of the two men will have to be looked at, together with the social and philosophical contexts of their careers.
The class will meet twice weekly for one and one-half hour sessions. Enrollment is open.

An introduction to the dramatic traditions and texts of classical Athenian tragedy, comedy and melodrama. Selected tragedies by Aeschylus, Sophocles, and Euripides, as well as comedies by Aristophanes, will be read in translation, but students equipped with these languages are well advised to read the plays in the original. The approach of this course will be comparative and non-Marxist, focusing on texts from Latin, Greek, and their conceptions of the interrelations of self and society, conformity and individualism, ideals and actions. The difference in character and style of the two men will have to be looked at, together with the social and philosophical contexts of their careers.

This is a course designed to explore the nature, practice and function of improvisation in Western art music as well as in various contemporary cultures. Questions will be asked and investigated, for instance: what is improvisation? what is important in improvisation? when is improvisation successful and when is it not? Students from the other arts disciplines, such as dance and theatre are encouraged to join the class.

The course will be presented in two sections: one lab session of one and one-half hours will be devoted to instrumental, vocal or other art improvisational practice in ensemble. Another class meeting of one and one-half hours will involve discussion of the lab sessions, reading and listening assignments, and local performances when possible. One project and paper will be required during the semester. Members of the class should have at least an intermediate level of proficiency on an instrument or in their art medium. This course is designed for Division II and Division III level students or permission of the instructor is required. Enrollment is limited to 25 students.

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

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

An introduction to the dramatic traditions and texts of classical Athenian tragedy, comedy and melodrama. Selected tragedies by Aeschylus, Sophocles, and Euripides, as well as comedies by Aristophanes, will be considered in depth. Class will meet twice each week for one and one-half hours. Enrollment is open.
HA 227
DANCE IN HUMAN SOCIETY
Debrahn Lowe

In almost every culture known, and throughout human history, dance has played an integral part in our human search for meaning and identity. It has served in the religious, political, social, and cultural lives of individuals and communities in varying degrees of centrality. After first considering several analytic vantage points from which dance can be viewed, including those of dance critic, dance ethnologist, and dance artist, we will then survey dance forms from different cultures and from different spheres of human life. Class sessions will include looking at dance on film or video, practicing dances in master classes, and discussing the substantial seating assignments. Throughout, we will compare our sample to our contemporary experiences of dance in order to trigger new ideas or approaches.

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

HA 281
MUSIC III: ADVANCED TONAL AND NON-TONAL MUSIC SYSTEMS
Daniel Warner

This course will involve the study of advanced harmonic techniques in tonal music and introduce twentieth-century techniques through exercises in composition. Topics to be discussed will include atonal harmony, non-tertian harmony, synthetic scales, serial procedures, indeterminate notation, and minimalist techniques. Students will be expected to complete weekly composition assignments.

The class will meet twice weekly for one and one half hours. Prerequisite: HA 176 or equivalent Five College music course or instructor's permission.

HA 285
LABAN MOVEMENT ANALYSIS I
Rubenca Nordstrom

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

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

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

HA 289
FOUNDATIONS OF CULTURAL CRITICISM: FREUD, SAUSSURE, LEVI-STRAUSS
Mary Russo, Jeffrey Wallen

In this course we will study several of the works which have reshaped the terms of twentieth century thought. Topics to be discussed will include: the nature of the unconscious, the function and the primacy of language, the construction and the interpretation of meaning in society, the relations between "advanced" and "primitive" cultures, and the role of gender within all of these analyses. The emphasis will be on the anthropological views of language and culture. We will also examine the ways in which those works have influenced and been taken up by later writers.

Class will meet twice each week for one and one half hours. Enrollment is limited to 30.

HA 290
ELECTRONIC MUSIC COMPOSITION
Daniel Warner

Through a series of small-scale composition projects and listening sessions this course will explore the techniques of musique concrete, analog electronic, and digital music using synthesizers, microphones, tape recorders, and signal processing devices. We shall approach this medium through a variety of compositional worlds, recognizing the considerable impact that this technology has made on virtually every musical culture.

Enrollment is by instructor permission, and there is a waiting list for this class. Interested students are advised to add their names to the list and will be admitted as space becomes available. As always, Division III students with relevant contracts are given priority as studio users.

HA 294
DESIGN TUTORIAL
Wayne Kramer

A series of design projects established for specific plays. These play will be used as departure points for production work in costume, lights, and scenery. Emphasis will be on design choice (e.g. approach, style, and execution).

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

HA 305
ADVANCED PAINTING
Denis Hurley

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

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

Course description will be in the supplement to the Course Guide.

HA 312
SHAKESPEARE SEMINAR
Brown Kennedy

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

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

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

Each student's contract must be written prior to enrollment. Enrollment is unlimited to Division III concentrators whose contracts have been filled. All others must have permission of the instructor. The class will meet once a week for three hours. There will be a lab fee of $40.

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

This will be a technical workshop for students interested in learning darkroom skills and basic camera techniques. The workshop will run for six weeks during the fall semester. Sign up for the first full week of school in the Film and Photography building.

CHAMBER MUSIC ENSEMBLE
Music Faculty

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

The Theatre Board is a committee of seven students (five voting members and two alternates) who are elected to facilitate Hampshire's theatre program. Responsibilities include representing the theatre community in questions of curriculum, monitoring the performance spaces and equipment, and scheduling the production for each season, among others. There are courses for students who are excited by science and ready to plunge into their subject and courses for students who are skeptical about the value of science. At all levels a strong effort is made to view the scientific concepts being explored in broader historical, social, and philosophical contexts.

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

Courses at the 200 level are usually intensive surveys designed to introduce students to the traditional scientific disciplines. Physiology, physics, chemistry, calculus, and organic chemistry are broad foundational courses intended to give Division II students the technical skills necessary to do their advanced work. Students taking such courses are expected to be able to acquire a good deal of basic information on the topic of the course on their own.

At the 300 level, courses have prerequisites as noted in their descriptions; the more advanced courses are designed to allow students to pursue specialized topics in their particular concentrations.

Most students will complete their Natural Science Division Examination through projects they begin in courses or through independent projects. To complete the Natural Science examination using the two-course option, students must successfully complete any 100-level Natural Science course and the course called Research (NS 195).

The Agricultural Studies Program operates at three levels: (1) we approach the scientific disciplines of plant physiology, animal behavior, reproductive physiology, ecology, and soil science by means of topics in agriculture; (2) we support several small-scale research projects relevant to the needs of contemporary small farmers; (3) we establish a perspective connecting issues in agriculture to the broader political, historical, and social framework in which agriculture takes place, in this country and in the Third World.

The Program centers around two laboratory facilities: the Hampshire College Farm Center and the Bioshelter. The Farm Center is located on 230 acres adjacent to the campus and includes pastures, fields, two barns, and a kernel research facility. Student projects focus on the land, soil, trees, insects, or sheep—including a flock raised for their high-quality, colored wool. There are also a dozen or so livestock-guarding dogs, part of a nationwide program initiated at Hampshire in a major effort to develop non-fatal, non-toxic alternatives for protecting livestock from predators. The dogs are also subjects for studies of canine behavior, vocalization, and nutrition. The Bioshelter is a 2000-square-foot laboratory for the study of hydroponics, solar aquaculture, nitrogen fixation, plant and fish physiology, and passive solar energy. A farm manager, animal caretaker, research associate for the dog project, and a bioshelter technician support these facilities.

Several faculty members lead courses and research projects related to agriculture, often joining with faculty from other Schools to merge social or cognitive science perspectives with natural science. The principal faculty involved with the program are animal behaviorist Ray Coppinger, ecologist Charlene D'Avanzo, reproductive physiologist Kay Henderson, entomologist Brian Hunsaker, plant physiologist Lawrence Wishan, and geographer Ben Wisner.

The new Luce Foundation Program in Food, Resources and International Policy supplements efforts in the School of Natural Science through courses, workshops, and work/study opportunities. Luce Professor Ben Wisner's main interests involve the use of appropriate technology and social action to meet human needs.

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Courses relating to agriculture include aquaculture, reproductive physiology, animal biology, animal behavior, the world food crisis, entomology, plant physiology, and soil science. With additional resources available on the other campuses, students can find comprehensive information in a wide variety of agricultural topics.

### COASTAL AND MARINE STUDIES

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

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

### PHYSICAL SCIENCES

Study of the physical sciences is structured to integrate concerns about philosophical and social implications into study of the physical world. Students typically begin through a broad variety of introductory courses including Quantum Mechanics for the Myriad, Appropriate Technology, Math and Science of Disarmament.

### WOMEN AND SCIENCE

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

For more information, contact Ann McNeal or Nancy Lowry.

Courses and other offerings:

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<td>Biology of Domestic Animals</td>
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<td>Pesticide Alternatives</td>
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<td>Biotechnology, Techniques &amp; Issues of Genetic</td>
<td>Lawrence Winslow</td>
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<td>Environmental Science and Politics</td>
<td>Charlene D'Aversa</td>
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<td>World Food Crisis</td>
<td>Alan Goodman</td>
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<tr>
<td>Human Anatomy</td>
<td>Debra Martin and Kay Henderson</td>
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<td>Human Skeletal</td>
<td>(Dobra Martin and Kay Henderson)</td>
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<td>Health and Disease in International Perspective</td>
<td>(Alan Goodman and Ann McNeal)</td>
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<tr>
<td>Library consultation</td>
<td>Haleh Sein</td>
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* Offered this Fall  ** Offered next Spring
Course Descriptions

NS 107 EVOLUTION OF THE EARTH
John Reid

The central goal in this course is to develop confidence in a student's ability to look at a landscape and "see" the processes that have produced it. Using the Connecticut Valley and the Cape Cod coast as field areas, we will investigate the effects of rivers, glacial ice and its melt waters, wave action, and volcanic activity in shaping the present shape of the land. In addition, we will consider the larger scale processes by which the earth's crust has formed and continue to evolve by plate tectonic motion and the drifting of continents. Readings will be taken from a text (Earth, Press and Siever), and from primary literature. Evaluation will be based on class/field participation, and on three research papers based on investigations we carry out as a class in the field.

Class will meet one and one-half hours twice a week plus a four-hour field/lab session.

NS 122 (proseminar) 
HOW PEOPLE MOVE
Ann McNeal

This course is for dancers, athletes, and others who want to know how their bodies move. We will not attempt to survey all of human anatomy or kinesiology (the study of movement).

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

NS 130 LEARNING-BEHAVIOR
Raymond Copple / Steven Weilser

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

Students taking this course may not take NS 189 Animal Behavior.

Enrollment is limited to 30. The class will meet for one and one-half hours twice a week.

This course will survey the biology of economically important domestic species. We will discuss how genetics, physiology, and nutrition are used in formulating management practices. Specific topics which will be covered include: the application of qualitative and quantitative genetics to livestock improvement; mechanisms of reproduction; how animals convert feed into milk, meat, and fiber; how animals adapt to environmental changes; and how we can manipulate biological processes to maximize production. The laboratories will focus on the birth, growth and development, behavior, nutrition, and management of laboratory and agricultural species.

Class will meet for one and one-half hours twice a week and for a three hour lab on alternate weeks. Students must spend additional time working with the animals on the growth study. Reading assignments include both text and primary research sources. An individual class project is required which will be presented in a class symposium as well as in manuscript form.

The use of synthetic chemical pesticides has created environmental and health problems throughout the world, from the contamination of water supplies in Western Massachusetts to the poisoning of farm workers in Southeast Asia. This course will examine how problems associated with pesticides arise. We will then review in detail various methods for the "biological control" of pests, such as the use of predatory insects to control insect pests or the use of their own sex attractants to confuse them. The potential of pesticide use will also be an important component of study, such as who really benefits from the overuse of pesticides and how they are often "dumped" in the Third World.

Class will consist of lectures, films, and field trips. Class will meet for one and one-half hours twice a week.

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

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

Class will meet one and one-half hours twice per week for discussion of readings and one afternoon per week for lab. Requirements include active class attendance and participation, a short literature-based paper, and a semester lab project and complete write-up.
This course will explore two aspects of math: 1) the way mathematics is used to describe and explain some of the structures of the other arts, such as music (the different kinds of scales and temperaments, some of the contemporary work of Xenakis), art (perspective, golden sections), architecture (tensegrities, geodesic structures); and 2) the aesthetic side of math itself, using topics growing out of the previous ideas as a foundation to develop new structures which are beautiful in their own right. This course is designed for students who want to see some new aspects of the arts and/or who want to develop their mathematical sophistication by working on some different problems. This course does not presuppose a strong mathematical background, and there will be ample resources for working with students who have difficulties with any of the mathematical material. Weekly problem sets will be assigned.

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

This problem of disarmament has technical, political, economic, and psychological aspects, all of which are important to its ultimate solution. This course will focus on the technical aspects and attempt to provide some insight into the special contribution made by scientists and engineers to public education and political activism.

The plan of the course is to spend the first few weeks on a survey of current technical issues connected to the arms race. Then each student will propose a research project suitable for a Division I Natural Science exam. The exam need not be passed this semester, but substantial progress must be demonstrated by the end of the course in the form of a draft paper. No student should take the course who is unwilling to make such a commitment.

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

This three-part course is an introduction to marine, fresh water, and aquaculture systems. Coastal ecology will be emphasized in the marine section, and we will study a saltmarsh and a polluted bay on Cape Cod. Fall turnover in local lakes will be the focus of section two. To study aquaculture, we will use the solar aquaculture ponds in the Hampshires Bioshelter; students will address a focused research question concerning water quality of fish ponds.

Class will meet for one and one-half hours twice a week plus one afternoon lab. There will be a small travel fee. Enrollment is limited to 15.

We will consider appropriate technology in its broadest sense—the technological issues that put limits on the scale, efficiency, environment, impact, and the sociological and economic repercussions of selected systems. Problems and examples of current interest will be emphasized. In many cases our research and experiments will actually be used by people in the world. While many pressing problems involve the Third World, the "appropriateness" of various technologies to our own lives is also within the purview of this course.

In the first part of the course we will develop some basic ideas that cut across broad ranges of the underpinnings of technology. We will also develop the skills of information retrieval necessary to explore topics of interest. Later, students will choose one or more projects involving these topics to pursue as the major work of the semester.

Class will meet for one and one-half hours twice a week.
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 will 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 phenomena; formal use of mathematics to describe observations; the philosophical and cultural significance of interpretations of physical theory. Students contact 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—utilizing both learned and created concepts, and how to master formal reasoning are all learned by experience.

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

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

In addition to doing the readings and participating in class discussions, students will be expected to complete several short writing assignments and design and conduct a behavioral study on animals at the Farm Center.

Students taking this course may not take NS/CCS 130 Learning-Behavior. Enrollment is limited to 15.

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

This course introduces scientific and political-economic analyses of environmental problems and policies. We will focus on conflict over water resources and land use. Specific topics will include ground water contamination, the impact of wetlands development, and acid rain. The social science analysis will cover the political, economic, and historical questions dealing with land and water resources. This will include analysis of government policies, business practices, and the environmental movement. The scientific focus will include 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 30. Class will meet for one and one-half hours twice a week plus an afternoon lab.

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 weekly as a group with the instructors. These meetings will engage the students in two types of activities: 1) presenting progress reports and final reports and 2) seminars on research methods, data presentation and analysis, and research writing techniques. The instructors will also consult individually with students to help them focus on 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.

continued on next page
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).

Computers will be used throughout (no previous programming experience required). Two
years of high-school algebra is required. 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.

Class will meet three times a week for one hour and there is an optional half-hour session for
students wishing a more extensive training in computers. Optional evening problem sessions will be
available each week.

This course will develop the basic skills needed to design sound experiments and
sampling programs. Fundamental concepts will include the use of controls, replication, randomization, and blocking in experiments, as well as reliable and cost-efficient sampling methods. Analysis of variance and
and regression examples will be covered. Relevant aspects of data analysis will also be
discussed, such as how to cope with errors and unforeseen problems or results. Case studies
will be drawn from the scientific literature. There will be some discussion of the philosophy of
science and the politics of scientific research, but this will be primarily a skills course,
emphasizing in readings and problem sets the practice of choosing designs and interpreting
the results.

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

This course will develop the ideas of vector and
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emphasizing in readings and problem sets the practice of choosing designs and interpreting
the results.

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

This course is more mathematically sophisticated than physics, with applications to physiology,
biology, and medicine. Students should know algebra and geometry. The calculus is a co-
reququisite.

Class will meet for one and one-half hours twice a week plus an afternoon lab. Students will
be expected to maintain careful records of their laboratory work, do one extensive laboratory
investigation on a topic of their choice, and work substantial weekly problem sets.

Enrollment is limited to 22 on a first-come, first-served basis. Note: General Physics will alternate: in odd-numbered academic years (like 1989-90) it will have applications in bioscience; on even-numbered years (1988-89) it will focus on earth

INTRODUCTION TO GEOPHYSICS
Frederick Wirth

INTRODUCTION TO EXPERIMENTAL DESIGN
Brian Schultz

GENERAL PHYSICS A WITH
APPLICATIONS TO GEOLOGY AND
ARTH SCIENCE
Frederick Wirth

ASSEMBLY LANGUAGE PROGRAMMING
Albert S. Woodhall

ADVANCED CALCULUS
David C. Kelly

DIVISION I STUDENT RESEARCH SEMINAR
John Foster

AIDS: POLITICS, SCIENCE, AND DREAD DISEASE
Alan Goodman

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School of Social Science

CURRICULUM STATEMENT

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

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

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

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100 Level

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<td>Mitziro Sawada</td>
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200 Level

These courses are designed as introductions to some of the issues, ideas, and subject matter vitally important as background for advanced work in Social Science. Unless otherwise noted, they are open to entering students.

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<td>FROM HARD TIMES TO SUNDERNEL TIME: AMERICAN SOCIETY AND POLITICS FROM THE GREAT DEPRESSION TO THE COLD WAR</td>
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<td>Aaron Berman</td>
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Course Descriptions

100 level
new courses

SS 103.
DECENTRALISM
Myrna Breitbart
Lester Maor

How much is local control possible, desirable, or necessary? Over what sorts of issues, areas of life, parts of the environment ought people to exercise direct control? What barriers are likely to be encountered? In what circumstances do decentralist movements flourish? What does participation in such struggles do to, and for, people? What theoretical positions undergird support for, and opposition to, decentralization?

There is much current debate about the advantages and disadvantages of centralization and decentralization. This course will examine this debate and explore efforts to implement decentralist alternatives through neighborhood and workplace organization and other movements for social change. Students will also investigate local decentralist organizations. Both history and theory will be emphasized, especially the history of Spanish anarchism and such notions as Kropokk, Blockchin, and Foucault.

Class will meet for one and one-half hours twice a week; enrollment 35.

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

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

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

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

SS 121 (proseminar)
THE AMERICAN CENTURY: WHAT HAPPENED?
Carolee Bengelsdorf

This is a course about U.S. foreign policy since the end of World War II, the moment designated by Henry Luce as the beginning of the “American Century.” It is organized around the history of the four pillars of postwar U.S. foreign policy: Intervention in the Third World; containment of the Soviet Union/strategic superiority; domination of the postwar “Western” alliance (NATO and Japan); and domestic consensus around foreign policy values and goals. We will examine the elements of the American Century, its progressive disintegration, and the efforts, particularly by the Reagan Administration, to reconstruct them. After this review of each of the pillars, we will explore how they played or played themselves out in two case studies: the extended United States involvement in Vietnam, and current U.S. actions in Central America.

Class will meet for one and one-half hours twice a week; enrollment 20.

SS 123 (proseminar)
SOCIAL ORDER/ SOCIAL DISORDER
Robert von der Lippe

Is it "normal" for societies to be ordered? Are societies ever disordered? In this seminar we will concentrate on American society and try to understand how the concepts of norms, roles, status, class authority, power, and social organization and structure play a part in the maintenance of order and the occurrence of disorder. Readings will run from classic to current analyses of American society. Students will engage in their own studies of their society here at Hampshire first to find examples of either order or disorder and then to develop plans for an analysis of those findings. A final paper will be expected of each participant as well as a number of shorter works which will lead up to the final project.

The class will meet twice a week for one and one-half hours each time; enrollment 20.

SS 124 (proseminar)
THE PROBLEM OF MOTHERHOOD AND WORK IN THE TWENTIETH CENTURY
Panina Glazer
Marven Mahoney

Using psychological and historical studies, we will examine Western attitudes toward working mothers and the impact of work on women’s public and private lives. Psychologists emphasize the importance of maternal nurturance for healthy personality development and worry about “maternal deprivation.” Feminist scholars stress the importance of work for women’s lives. Sociologists warn that combining roles of motherhood and work will create “role strain.” All of the experts have charged their positions over time about appropriate gender roles for women and men. We will examine the shift in ideas about the family, gender, and child development in the United States from the nineteenth century to the present, paying particular attention to issues of class and race, including the debates on the Black family and recent work on the feminization of poverty.

Class will meet twice a week for one and one-half hours each time; enrollment 30.

In New York City alone, more than 70,000 are in need of shelter nightly; almost half are families with young children. Building deterioration, condo conversion, rent increase, evictions, and foreclosures are shrinking the supply of affordable housing for lower income people. Waiting lists for government-assigned units are years long. Overcrowding, unsafe conditions, and racial segregation are facts of life for millions.

Is the American dream of homeownership still attainable, and for whom? How have governments, real estate interests, community groups, and the legal system responded to this crisis? What are some alternative approaches to alleviating the growing shortage of decent, affordable housing? How do issues of race and gender affect housing patterns? This course will address these other issues, using case studies, field visits, films, and discussions with housing activists, developers, and advocates.

Class meets for one and one-half hours twice a week; enrollment 35.

In this class, we will explore the historical roots of contemporary Central America, paying particular attention to the manner in which divergent patterns of economic and political change in the five Central American nations have resulted in each nation’s experiencing severe, and often repeated, convulsions since World War II. Students will be introduced to the principles of economic and political economy, and the Central American experience will be set in international contexts.

Readings will include Walter La Feber, The Trap of Revolution, Victor Driifner-Thomas, The Political Economy of Central America Since 1920, and others. We will expect each member of the class to participate actively in discussions and to write a research paper that will go through several revisions.

The class will meet twice a week for one and one-half hours each meeting; enrollment 20.

This course will explore the representation of the female body from the perspectives of each of the four Schools. Beginning with the social history of the female body and the political struggles around its control, the course will go on to look at scientific views of female biology, at literary and media representations of the female body, and at differences in cultural attitudes towards the bodies of white and Third World women.

The course will be taught by a faculty member from each School, and students will be encouraged to begin a Division I project in one of the four Schools arising out of issues and materials presented in the course.

Class will meet once each week in lecture for one and one-half hours and a second time in small groups for two hours; enrollment 30.
This course is an introduction to Indian history, society, and religion through the prism of a revered role in the Guru-disciple relationship; many different sects have developed through history to form what are today lumped together as "Hinduism." Indigenous representations, Gurus were of many colors; they could be saints, but charlatans too. In the British colonial view, however, the "exotic" aspects of religious behavior were emphasized. We will read scriptures, diaries, travelers' accounts, anthropological theories, ethnographies, and revolve to understand Gurus from many perspectives. In particular, we will relate sects to the caste system, explore the issue of gender and religion, examine the political potential of this role, and trace the movement of Gurus to countries other than India.

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

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

The class will meet twice a week for one and one-half hours each time; enrollment 35.

This course is concerned with mental events and their association with the body and its reactions to the environment. Topics discussed all deal with situations in which things mental determine things physical, and include acupuncture, the placebo effect, Lamaze childbirth, learned helplessness, the structure of emotions, the perception of pain, and the ability of people to perform superhuman feats of strength during times of stress. The basic premise of the course is that in large part we perceive things like pain, emotions, and hunger not by direct monitoring of our bodies, but rather by external cues, such as social events. Students will do a series of readings designed to demonstrate the relative reliability of our mental perceptions. The class has led to a list of current theory of mental illness and how the perception of cognitive control over environmental events can lead to the alleviation of stress effects, occasionally with life or death consequences.

Class will meet for one and one-half hours twice weekly; enrollment 25.

In this course, we will examine several historical periods through the lives of representative Afro-Americans. In many ways we will look at the person's work as well as his or her autobiography. In some cases we will take the opportunity to compare and contrast the individual's self-assessment with any biographies which have been written about him or her. An integral part of this course, then, will be the discussion of autobiography as a literary form and the tradition of black autobiography as a particular type of autobiography.

Among the people being considered as subjects in this course are Benjamin Banneker, Frederick Douglass, Harriet Jacobs, Sojourner Truth, Harriet Tubman, W.E.B. DuBois, Booker T. Washington, Ida B. Wells, Mary McCauley Bethune, Claude McKay, Marcus Garvey, Zora Neale Hurston, Langston Hughes, Ann Moody, Martin Luther King, Jr., and Malcolm X. Students will be expected to complete several short papers and one long biographical research paper.

Class meets for one and one-half hours weekly; enrollment 20.

Hunger in the midst of plenty has been called an absurdity and an obscenity. How can we understand it? Of what can we do about it? This case study, based on the primary literature and student projects, this course will introduce natural and social science tools for understanding and combating hunger. Students will enroll in one of three sections, each emphasizing a different aspect of the food crisis. All three combine natural and social science perspectives. For the first few weeks, we will meet as a large group, to define common ideas, questions and issues. We will then break into three sections, to work intensively on specific questions. Finally, we will reconvene as a symposium, to share our discoveries. We will encourage interaction between sections.

Class meeting will be one and one-half hours twice weekly, enrollment limit 60.

This section will review cases of catastrophic breakdown in food systems leading to mass starvation, social disruption, and migration. We will examine the political, economic, and ecological causes and effects of famines such as the Irish Potato Famine, the Bengal Famine in India, and the Great African Famines of the last two decades. Can people prevent famines? Are they even predictable or only "an act of God?"

See SS/NS 151 above for explanation of class meeting times.

It seems so simple. Plant the seeds, fertilize, water, and weed the plants, then harvest food. Yet farmers struggle against tremendous adversity, and often lose. Are the physical, biological, and ecological constraints of successful food production? What options do farmers have to overcome local and global difficulties? In this section we will study both existing and innovative food systems, such as agroforestry, companion crops, hydroponics, and regenerative agriculture. Through readings, lab projects, and field trips we will become familiar with the special properties of soils, crops, and management systems that could feed the world.

See SS/NS 151 above for exploration of class meeting times.

Who cares about chronic malnutrition, garden variety undernourishment, not famine related, (usually) not leading to starvation nor immediate death, but always there? Famine grabs media attention, while malnutrition and subtle, unrecognized under-nutrition plague millions. What can be done? What can be done? What can be done? This section will explore the causes and effects of chronic malnutrition. Studies of the causes which focus on the local-ecological level will be contrasted with more global, political-economic analyses. Studies of effects will focus on the deadly synergy of malnutrition and infection, leading to explorations of the biological struggles of marginalized peoples.

See SS/NS 151 above for exploration of class meeting times.

This course will explore the psychological factors which contribute to divorce, as well as those psychological factors which contribute to successful resolution. Emphasis will be placed on the outcomes for children, but the ramifications of divorce on spouses, extended family, and society will also be analyzed. We will begin by placing divorce in historical and cross-cultural contexts, and we will then move to a discussion of the contemporary demographics of divorce in the United States. We will read relevant articles from the literature on the history of the family, family systems theory, family therapy, enemy-making, and interpersonal relations. Students will be expected to complete all readings, participate in class discussions, and complete three short papers and one longer final paper.

Class meets for one and one-half hours twice weekly; enrollment limit 25.

An introduction to an aspect of medieval history and to historiography, the writing of history. Students will write frequent short historical essays based on translated primary sources—that is, material written by people who were personally involved in the events or situations being studied. Our subject will be relations between Christians and Jews; their images of one another, and how these influenced their actions and interactions. The course has two main goals: to introduce matters which are central to the understanding of Jews in European history; and to show what history is by having students do it.

The class will meet for one and one-half hours twice weekly; enrollment limited to 25.
This course is an introduction to scientific and political-economic analysis of environmental problems and policies. We will focus on conflicts over water resources and land use. Specific topics will include contamination of ground water, the impact of development on wetlands, and acid rain. Social science analysis will cover political, economic, and historical questions dealing with land and water resources. This will include analysis of government policies, business practices, and the environmental movement. The scientific focus will include hydrology, surface geology, and plant ecology. Students should be prepared to undertake analysis and writing which integrates, as in real life, the political-economic, and social aspects of environmental study.

The class will meet twice a week for one and one-half hours each session, plus one afternoon lab. Enrollment limit 30.

We will be concerned with changing immigration trends and immigrant experiences in the nineteenth and twentieth centuries. Particular attention will be given to comparison of the experiences of immigrants from the Third World and those from Europe. The course will include an analysis of contemporary immigration law and policy, focusing on the problems of undocumented immigrants in the United States. We will explore the politics of immigration restriction and how it has affected specific immigrant groups. We will examine the dynamics of different immigrant communities, emphasizing issues of gender, race, and class.

Class meets for one and one-half hours twice weekly; enrollment limited to 35.

The course will involve broad speaking, examining how European contacts created the Third World, and how the latter reacted. The rise of capitalism in Europe and theories of various periods of imperialist trusts are examined against a backdrop of the nature of per-contact Third World society and economy. The slave trade in Africa, British trade in Asia, and European intrusion into Latin America will document the nature and impact of early European expansion. Colonial and semi-colonial development during the late nineteenth and first half of the twentieth centuries will be studied in depth with respect to selected countries on each continent. Nationalist and revolutionary movements, their class bases, and goals will be examined, followed by a look at post-independence and post-revolutionary development strategies and external relationships. Three papers will be required.

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

This course will focus on ways in which the abortion rights movement has responded to these and other challenges to abortion rights in particular and to broad attacks on reproductive rights. We will focus on unionization, strikes, and development of political, social, and economic power. An introduction to and essential component of concentrations in labor studies, political economy, American studies, and feminists studies. Required: participation in class discussion and completion of several papers or projects.

Class meets for one and one-half hours twice weekly.

In the years between 1929 and 1932, Americans experienced a great depression, a world war, and a cold war. Mass unemployment led to the creation of the American welfare state. A militant labor movement formed in the thirties was destroyed by conservative forces in the post-war years. The Soviet Union was hailed as a great ally in the battle against fascism and then became this country's greatest adversary at the end of that conflict.

During the semester we will examine the political, social, and intellectual history of the 1920-1952 period. Subjects to be examined are the New Deal, radicalism and the labor movement, McCarthyism, and the diplomacy of the cold war. Readings will include scholarly works, fiction, and primary source materials. Each student will be required to do at least one independent research project and several short essays.

Class meets for one and one-half hours twice a week.

This seminar is designed for students with little or no background in education studies, and it will address some of the most pressing issues and debates about schooling in the United States. We will focus on aspects of the continuing struggle for control of the structure and content of American education, examining race and education, federal vs. local initiative, the back-to-basics movement, education and social reproduction, and the cultural production of knowledge.

The seminar will meet twice a week for one and one-half hours each time. This course will explore the history of the American working class from the mid-nineteenth century to the present. We will use traditional historical concepts such as industrialism and trade unions, immigration, and organization; integrate the insights of the "new social and labor history" to focus on unionization, strikes, and development of working-class communities, consciousness and culture, and work to understand a working class divided along race, ethnic, and gender lines. Strategies employed by industrialists and the state to mould and control the working class will be contrasted with the responses and strategies employed by the working class to gain political and economic power.

An introduction to and essential component of concentrations in labor studies, political economy, American studies, and feminists studies. Required: participation in class discussion and completion of several papers or projects.

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

Abortion rights have been continuously challenged since abortion became legal in 1973, and there have been significant eras of the right to choose abortion. Legislation has been enacted banning abortion, but it has been inaccessible to large numbers of women, especially young women and poor women. There have also been illegal and violent challenges to abortion rights.

This course will focus on ways in which the abortion rights movement has responded to these and other challenges to abortion rights. We will look at two competing ideologies within the movement: the pro-choice and the reproductive rights perspectives. Each will be evaluated in terms of its ability to stop the opposition; implications of each vision had their political strategies for overcoming racism and class biases; their relationship to women's liberation.

Class meets for three hours once weekly.

The anthropological study of religion typically examines the religious beliefs and practices of "triadic" societies, specifically non-Western tribal ones. It lends a cross-cultural understanding to the nature of religious phenomena, but because those who write about the religions of others are rarely believers themselves, the enterprise faces enormous problems of understanding and translation. This course is an introduction to theories in the anthropology of religion, and attempts to understand these theories as developments in the Western history of ideas as much as commentaries on the lives of continued on next page
Surveying French art from the late Old Regime through the revolution and its aftermath, this course will examine how art informs and is informed by political and social reality. We will attend to the shift in representational systems during this age in which theory breaks out of its association with allegory and comes to be associated with "Truth," only to be reinscribed as allegory. Our topics will include art as political propaganda and art as "resistance"; the public sphere; the imaging of women; feminism as a revolutionary movement; constraints; political allegories and the hierarchy of subjects.

Class will meet for one and one-half hours twice weekly. Enrollment limit 35.

This course will focus on the psychopathology of individuals, both adults and children. We will begin by exploring the relationship between normal and abnormal behavior and will undertake a historical review of conceptions of mental illness. We will read critiques of various models of mental illness and examine the problem of mental illness in contemporary society. In the rest of the course, using the Diagnostic and Statistical Manual of the American Psychiatric Association (DSMIII), we will look at various classifications of psychopathology. Topics covered will include disorders of childhood and adolescence, personality disorders, anxiety disorders, affective disorders, and psychoses.

Requirements: assigned readings; participation in class discussions; completion of several case studies; and a final paper.

Class meets for one and one-half hours twice weekly. Enrollment open to those who have completed SS Division I, or with instructor permission.

This is a survey course intended to introduce the student to topics and methods in environmental psychology, the study of the effects of the environment on behavior. Topics to be discussed include crowding, privacy, territoriality, cognitive mapping, city living, housing, institutions, and the special needs of children, the aged, and the handicapped. Potential or actual applications of each topic will be covered. Students will also have several opportunities to get experience in collecting data via realistic observation in local settings such as restaurants and shopping malls.

The class will meet for three hours once a week.

This course will introduce students to the relevance and use of theory in understanding an increasingly complex world. It will address the major classical social theories elaborated by Karl Marx, Max Weber, Emilie Durkheim, Sigmund Freud, and George Simmel. It will also analyze contemporary American and French theories with special emphasis on the works of Harold Finkeisen, Erving Goffman, Michel Foucault, and Jacques Derrida. Discussions will focus on the phenomena of power, social class, religion, gender, and sexuality.

Class will meet once a week for three hours.

This course will focus on social science views of American medicine. Topics covered will include the history and organizational development of medicine from the eighteenth century to the present. We will also review the development of medical education in the United States and pay particular attention to the economic, social, cultural, and political factors that led to medical education and practice taking the shape and form that we see today. The development of other health personnel and their organization and training will also be considered. Finally, we will look at the patient-professional interface to attempt to better understand how our health care system began, developed, and might change in the future.

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

The course will begin with a discussion of the Japanese spirit of capitalism and the Protestant ethic and the spirit of capitalism. Weber's analysis of a new attitude in the West towards the pursuit of wealth. We will look at the House of Mitsui and the Rockefeller Dynasty as examples. Our framework will be the developing roles of the United States and Japan as industrial powers in Asia and the world. The course will conclude with an examination of Japan's post-World War II industrial success and how American writers and observers have interpreted that success. Requirements for evaluation: reading assigned material, active participation in class discussions, and submission of a comprehensive research paper.

Class will meet for three hours once a week.

This seminar examines social theory and personality theory for their assumptions about the relationship between the individual and society. Using theorists such as Freud, Rouxseau, Durkheim, Chodrow, and Gilligan, we compare assumptions about the nature of motivation in relation to developing social behavior. Reading emphasizes classical theory as well as recent feminist work which underlines the importance of gender in the process of socialization. Questions to be considered include (1) How does the theorist define the relationship between innate motivation and learned values? What role does rationality play? (2) How does social cohesion come into being? Is societal conflict inevitable? What is self-interest? (3) Why do certain theorists stress communication and meaning in the creation of social order, while other theories give more importance to self-preservation?

Class will meet for two hours once a week. Instructor permission required.

This seminar course is concerned with the origins and contradictions of the contemporary state in the Middle East. Developments and conflicts within and among selected countries--Iran, Lebanon, Palestine-Israel, and Afghanistan--shall be studied in terms of their history, ideology, social classes, and external stimuli. A term paper is required.

The class will meet once a week for three hours. Enrollment is limited to 20; instructor permission is required.
This course will examine the social structures and ideologies of gender, race, and class. For instance, when we consider the situation of battered women, we see that all women confront gendered social structures and prejudice. Yet, the experiences of these women and their options vary depending on their race and class. Through the use of examples as the one above, drawn from both history and public policy, we will work to hone our critical skills in analyzing gender, race, and class in American society.

This course is designed for advanced Division II and Division III students. Students will have the opportunity to develop comprehensive research projects and present their own work for class discussion. Class will meet for two hours once weekly; enrollment limited to 25.

### Special Programs

**BUSINESS & SOCIETY**

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

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

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

**CIVIL LIBERTIES AND PUBLIC POLICY**

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

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

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

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

**COMPUTER STUDIES**

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

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

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

**EDUCATION STUDIES**

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

The faculty are committed to the principle that studies of educational institutions must be informed by a solid understanding of child development and learning theory, and conversely, that studies of teaching and learning must be set in historical and social contexts to give meaning to classroom level studies.

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

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

**FEMINIST STUDIES**

The Feminist Studies Program aims to raise critical feminist questions of the established traditions and to open new areas of research and speculation. With its roots in the feminist movement, feminist studies seeks not only to interpret women's experience but to change women's condition. We are concerned with the intellectual and practical moral challenges produced by the failure of an increasing number of people in the United States and around the world to satisfy their basic needs. The study of law, legal processes, legal ideas, and events provides a focus for the kinds of inquiry, and the range of activities possible within the scope of our Law Program is as broad as the interests of those participating in it. We seek to organize and support activity across School, Divisional, and other boundaries within the college. The activity of the program includes courses, independent studies, concentrations, Division III projects, public events, field study support and supervision, and development of library and other resources.

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

Students have designed concentrations which cover a very large number of law courses or which include one or more of the Law Program's classes. These have included concentrations in law and education, prisons, law and inequality, environmental law, juvenile courts, and relevant portions of concentrations in philosophy, politics, history, economics, sociology, psychology, environmental studies, women's studies, urban studies, and a number of other fields.

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

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

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

The Luce Program in Food, Resources and International Policy focuses on the intellectual and practical moral challenges produced by the failure of an increasing number of people in the United States and around the world to satisfy their basic needs. The scientific tools critically reviewed and applied by the program come from the social sciences and the natural sciences. "Food" issues are raised in the context of broader "basic needs" for safe water, decent living conditions (be it wood fuel abroad or utility connections here), access to health care, sanitation, shelter, and education. The program explores the cutting edge of actions by grassroots groups of people struggling to define and to meet their own needs. Through student internships and program services offered to such domestic and international groups, the Luce Program at Hampshire acts as "participant observer" in the historic process of empowering the basic cells of civil society. On the side of the program informed by the social sciences the key concepts are "social justice" and "the right to food". On the side informed by natural science the key concept is "sustainability" in food system design, redesign and guided evolution through policy and grassroots practices such as "popular ecology."
An advisory board for the program composed of distinguished development experts, Hampshire alumni and current Hampshire students ensure an appropriate balance between natural and social science in the program and also a balance of program resources allocated to domestic vs. international food and resources issues.

Program activities include teaching (World Food Crisis, Land Degradation and Society, Integrative Seminar in international health in the first year), a series of guest speakers, conferences, liaison with and scientific services offered to grassroots organizations dealing with basic needs.

**POPULATION & DEVELOPMENT**

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

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

Students have organized their research on topics such as child health, health education, and scientific services offered to grassroots organizations dealing with basic needs.

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

**PUBLIC SERVICE AND SOCIAL CHANGE PROGRAM**

The Public Service and Social Change program was created to help Hampshire students develop models programs both on campus and in surrounding communities to promote public service and social change involvement.

The increasing complexity of social/political problems combined with the 1980's trend towards a focus on individual success and materialism make it imperative that progressive institutions, such as Hampshire, continually re-assess priorities and develop innovative and creative solutions to pressing social issues.

The broad goal of a program in public service and social change at Hampshire is to expose all students to the intellectual and practical aspects of social engagement and the process of social change. While a fixed percentage of students may actually choose to enter public service careers upon graduation, each year the program in public service and social change will increase awareness, help direct intellectual energies, and promote responsible and concerned citizenship among Hampshire College students.

The program will provide students with viable opportunities and incentives at various points in their undergraduate careers to increase social awareness and action, including paid and volunteer internships, curriculum development, career counseling, power structure analysis, scholarships for entering students with interests in or commitment to public service and opportunities to join with others in developing creative programs.

Students interested in the Public Services/Social Change program should contact Ada Sanchez at extension 395.

**THIRD WORLD STUDIES**

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

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

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

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

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

Writing help includes classes as well as individual tutorials. (See below for class descriptions.) Appointment for tutorials may be made by calling the Writing Center at X648 or X531 or X577. Classes are run each semester and are open to all students.

COUNSELING/SUPPORT GROUP
OVERCOMING WORK BLOCKS
Deborah Berkman

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 in Prescott 101 before the first class. We will meet for one hour, twice a week.

Counseling/Support Group: Overcoming Work Blocks

This will be a counseling/support group for students who experience work blocks, and as a consequence of these blocks have had difficulty progressing at Hampshire. Work blocks take the form of chronic procrastination, writing anxiety and writing blocks, perfectionism, etc. The group will be organized around several premises: that work blocks are caused at least in part by psychological factors, and that, therefore, solutions to overcoming the blocks must involve insight into its causes; that in addition to an understanding of the problem must come action-oriented solutions and a commitment to work; that both the problem and the carrying out of solutions can be facilitated by support from and for others who are experiencing the same difficulties.

Entry into the group will be through personal interview with Deborah Berkman, the facilitator. Size is limited to ten. Interested students should call Deborah at X 531 for an appointment.

The first group meeting will be Wednesday, September 28th.

Foreign Languages

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

For further information on French and Spanish, contact the International Language Institute, 586-7569, or Tim Res/Carolyn Gear at Prescott 1010, extension 526.

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

Classes are enrolled to 10; by instructor permission, after which time class level will be determined. Sign-up sheets at the Prescott 1010 office.

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

Four class meetings per week, plus individual work in the language laboratory.

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

Class meets three times a week.
Course Descriptions

UNIVERSITY:

Arabic 326
Mohammed Mossa Jiyad

Prerequisite: Arabic 126, 146, 226, and 246 or consent of instructor. By arrangement.

MOUNT HOLYOKE:

Arabic 126
Mohammed Mossa Jiyad

A computer program will be used to teach the Arabic script, and perhaps a program to teach intermediate Arabic. Lecture, recitation, extensive use of language lab. Introduction to the Modern Standard Arabic language; reading, writing, and speaking. Due to the nature of the instruction, some hands-on practical use will be distributed. Four class meetings per week, plus individual work in the language laboratory.

HAMPDEN:

Arabic 126
Mohammed Mossa Jiyad

Elementary Arabic I. Same description as Mount Holyoke Arabic 126 above.

HAMPDEN:

Arabic 146
Mohammed Mossa Jiyad

Prerequisite: Arabic 126, 146 or consent of instructor.

AMHERST:

Political Science 55
Michael T. Klar

Seminar on the Politics of International Security. A study of contemporary international relations with particular emphasis on problems of war and peace, arms control and disarmament, superpower conflict and cooperation, international mediation and peacekeeping, and regional strife. In 1998, the focus will be on conventional forces, regional conflict, and non-nuclear arms control.

In the wake of the INF treaty signed by Reagan and Gorbachev in 1987, military strategists in both East and West are paying much more attention to non-nuclear, "conventional" conflicts. Many analysts believe that the 1990's will be characterized by an increased incidence of such conflict, particularly in the Third World. These trends will receive close examination in this course, as will various proposals for the control and prevention of non-nuclear combat. Topics will include the conventional arms on the European battlefield; the talks on conventional force reductions in Europe; U.S.-Soviet conflict and cooperation in the Third World; regional conflict, terrorism, and "low-intensity warfare"; and the international arms trade. Students will be required to read and discuss selected works on these topics, and to prepare a research paper on a particular problem in this field.

AMHERST:

Political Science 55
Michael T. Klar

The Vietnam War. The history of American involvement in Vietnam, including a review of the origins of the war and U.S. intervention; the domestic implications of 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.

Class meets Tuesday and Thursday 10:00 to 11:30 a.m.

Jointly by the Five Colleges. Hampshire students may take any course at the other four institutions as long as they meet the registration requirements for that course. Students should consult the school's respective catalogues available at Central Records, for complete course listings.
Outdoor & Recreational Athletics Program

CURRICULUM STATEMENT

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

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

"Fusion of body and intellect" has long been a goal of the Outdoors and Recreational Athletics Program. This year the program will continue to offer body potential work and body awareness in addition to outdoor and sports skills courses.

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

During January term and vacations, major trips and a variety of courses are offered. Trips have included climbing in Seneca, West Virginia, women's trips in New Mexico and Utah, ski-touring in Yellowstone National Park, and kayaking in Texas. Course offerings include Intensive Shotokan Karate, as well as American Red Cross Lifeguard Training.

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

Course List

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPRA 101</td>
<td>BEGINNING SHOTOKAN</td>
<td>Marion Taylor</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>KARATE 1</td>
<td></td>
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<td>OPRA 103</td>
<td>INTERMEDIATE SHOTOKAN</td>
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<td>KARATE 2</td>
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<td>OPRA 104</td>
<td>ADVANCED SHOTOKAN</td>
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<td></td>
<td>KARATE</td>
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<tr>
<td>OPRA 111</td>
<td>AIKIDO</td>
<td>Paul Sylvain</td>
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<tr>
<td>OPRA 113</td>
<td>AIKI JA</td>
<td>Paul Sylvain</td>
<td>3</td>
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<tr>
<td>OPRA 119</td>
<td>CONTINUING T'AI CHI</td>
<td>Donna Barry</td>
<td>3</td>
</tr>
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<td></td>
<td>KARATE</td>
<td>Paul Gallagher</td>
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<td>OPRA 123</td>
<td>BEGINNING WHITEWATER</td>
<td>Earl Alderson</td>
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<td>KAYAKING (K)</td>
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<td>OPRA 124</td>
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<td>KAYAKING (T)</td>
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<td>OPRA 126</td>
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<td></td>
<td>KAYAKING</td>
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<tr>
<td>OPRA 141</td>
<td>BEGINNING SWIMMING</td>
<td>Donna Smyth</td>
<td>3</td>
</tr>
<tr>
<td>OPRA 143</td>
<td>ADVANCED LIFESAVING</td>
<td>Donna Smyth</td>
<td>3</td>
</tr>
<tr>
<td>OPRA 149</td>
<td>OPENWATER SCUBA CERTIFICATION</td>
<td>David Stilman</td>
<td>3</td>
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<tr>
<td>OPRA 151</td>
<td>BEGINNING TOP ROPE CLIMBING</td>
<td>Bobby Knight</td>
<td>3</td>
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<td>OPRA 153</td>
<td>ADVANCED TOP ROPE CLIMBING</td>
<td>TBA</td>
<td>3</td>
</tr>
<tr>
<td>OPRA 172</td>
<td>WEIGHT TRAINING &amp; PHYSICAL CONDITIONING</td>
<td>Donna Smyth</td>
<td>3</td>
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<tr>
<td>OPRA 174</td>
<td>WHAT IS WILDERNESS?</td>
<td>Karen Waren</td>
<td>3</td>
</tr>
<tr>
<td>OPRA 178</td>
<td>PHILOSOPHY OF EXPERIENTIAL EDUCATION</td>
<td>Karie Waren</td>
<td>3</td>
</tr>
</tbody>
</table>
Course Descriptions

OPRA 101
BEGINNING SHOTOKAN KARATE I
Marion Taylor

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

The course will meet on Tuesday and Thursday from 10:30 to 1:45 p.m. in the South Lounge of the Robert Crown Center. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

OPRA 102
AIKIDO
Paul Sylvania

Tai 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 channels, creating stamina, endurance, and vitality. The course will stress a good foundation: strength, stretching, basic standing meditation, and the first series of the Tai Chi form. Relevant aspects of Chinese medicine and philosophy will also be discussed.

The course meets on Wednesday from 12:00 to 1:45 p.m. in the South Lounge of the Robert Crown Center. Enrollment is open. Register by attending the first class. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

OPRA 103
INTERMEDIATE SHOTOKAN KARATE II
Marion Taylor

This course is for students who have completed OPRA 101 and OPRA 102. The class will meet Monday 10:30 to 3:30 p.m., Wednesday, and Sunday 6 p.m. to 8 p.m. on the playing floor of the Crown Center. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

OPRA 104
ADVANCED SHOTOKAN KARATE
Marion Taylor

Jodo is a traditional weapon used in several Japanese martial disciplines. It is a straight staff approximately 60 inches long. In this art, one begins by practicing various strikes and blocks and then progresses to listings and partner training. Prerequisites: previous martial art study or permission of the instructor.

The class will meet on Tuesday and Thursday from 10:30 to 1:45 p.m. in the South Lounge of the Robert Crown Center. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

OPRA 105
BEGINNING TAI CHI
Denise Barry
Paul Gallaher

This class will meet on Wednesday from 12:00 to 1:45 p.m. in the South Lounge of the Robert Crown Center. Enrollment is open. Register by attending the first class. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

Fall 1988 Schedule of Classes

Registration

Check the course descriptions and schedule of classes thoroughly for enrollment methods. Some courses will hold lotteries the first day of classes; some will ask for an essay on why you want the course and how it fits into your plans (not an essay on knowledge of the course topic); others will have sign-up sheets or interviews, as specified. Some courses may be available before classes start, however, all faculty will have office hours posted for interviews (where enrollment is limited) before the beginning of classes. Students who have been "lotted out" of a course two consecutive times that it is offered will have first priority for that course (or its equivalent) when it is next offered.

After attending classes for a week, you should be ready to decide in which ones you wish to be enrolled. You will be asked to sign a list for each course you are attending and your student schedule will be produced from these lists.

If you have arranged an independent study with a Hampshire faculty member, pick up a form at Central Records. If this form is completed, the independent study will be included in your student schedule.

For the first time, students entering Hampshire in September will be preregistering for a proseminar and two other courses. Spaces will be reserved for returning students in all courses with the exception of the proseminars.

Note:

Five College Interchange applications for registration in courses at the other four institutions are available at Central Records. Be sure they are completely filled out and have all the necessary signatures; if they are incomplete they may have to be returned to you, causing delays which might affect your ability to get into a particular course.

There is a preregistration period for Five College courses from Monday April 18 through Friday, April 22. You may also register for Five College courses in the fall, until Wednesday, September 21. No Five College courses may be added after this date. Familiarize yourself with all the rules, regulations, and penalties associated with Five College Interchange. They are all listed in the Student Handbook, and it is your responsibility to be aware of them.

If you have any questions regarding this procedure, please contact Central Records, Extension 430.

Note for Five College Students:

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

Five College students who wish to preregister for Hampshire classes listed as needing instructor permission must have the instructor's signature on the interchange form. If you have problems reaching an instructor, contact the appropriate school office.

Five College students may not preregister for proseminars, which are designed for new Hampshire College students; or for courses with an enrollment method of a lottery or an essay. For lottery courses, bring an interchange form with you to the first class in September. In general, a percentage of spaces will be reserved for Five College students to participate in the lottery. Some instructors may require an essay or an interview before the first class meeting. The essay will be about why you want the course and how it fits into your plans, not your knowledge of the subject area.

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

<table>
<thead>
<tr>
<th>COURSE</th>
<th>INSTRUCTOR</th>
<th>METHOD</th>
<th>LIMIT</th>
<th>TIME</th>
<th>PLACE</th>
</tr>
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<tbody>
<tr>
<td>WP 103</td>
<td>Basic Writing</td>
<td>Ryan</td>
<td>See George</td>
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Outdoor Program & Recreational Athletics

<table>
<thead>
<tr>
<th>COURSE</th>
<th>INSTRUCTOR</th>
<th>METHOD</th>
<th>LIMIT</th>
<th>TIME</th>
<th>PLACE</th>
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<tr>
<td>OPRA 101</td>
<td>Beginning Sea Kayaking</td>
<td>Taylor</td>
<td>Open</td>
<td>None</td>
<td>MW 1-10</td>
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<tr>
<td>OPRA 102</td>
<td>Intermediate Kayaking 1</td>
<td>Taylor</td>
<td>Instructor</td>
<td>None</td>
<td>MWF 1-3</td>
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<td>OPRA 103</td>
<td>Advanced Sea Kayaking</td>
<td>Taylor</td>
<td>Instructor</td>
<td>None</td>
<td>MWF 6-8</td>
</tr>
<tr>
<td>OPRA 111</td>
<td>Aikido</td>
<td>Stillman</td>
<td>Open</td>
<td>None</td>
<td>TTh 7-9</td>
</tr>
<tr>
<td>OPRA 112</td>
<td>Karate</td>
<td>Stillman</td>
<td>Open</td>
<td>None</td>
<td>TTh 7-9</td>
</tr>
<tr>
<td>OPRA 113</td>
<td>Judo</td>
<td>Stillman</td>
<td>Open</td>
<td>None</td>
<td>TTh 7-9</td>
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<tr>
<td>OPRA 118</td>
<td>Beginning Tai Chi</td>
<td>Barry/Gallagher</td>
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<td>OPRA 119</td>
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<td>Barry/Gallagher</td>
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<td>Instructor</td>
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<td>OPRA 141</td>
<td>Beginning Sea Kayaking</td>
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<td>None</td>
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<tr>
<td>OPRA 142</td>
<td>Advanced Lifesaving</td>
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<td>OPRA 143</td>
<td>Wilderness Skills Certification</td>
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<td>OPRA 154</td>
<td>Beginning Top Rope Climbing</td>
<td>Taylor</td>
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<td>OPRA 157</td>
<td>Whitewater Kayaking I</td>
<td>Taylor</td>
<td>Instructor</td>
<td>None</td>
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<tr>
<td>OPRA 155</td>
<td>Philosophy of Outdoor Recreation</td>
<td>Warren</td>
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Foreign Languages

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<th>METHOD</th>
<th>LIMIT</th>
<th>TIME</th>
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<tr>
<td>FL 101</td>
<td>Elementary French</td>
<td>Hao</td>
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<td>FL 102</td>
<td>Intermediate Spanish</td>
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<td>Elementary Turkish</td>
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<tr>
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<td>Elementary Arabic</td>
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Additional information for specific courses:

- OPRA 119: Continuation Tai Chi
- OPRA 123: Beginning Whitewater Kayaking (X)
- OPRA 124: Beginning Whitewater Kayaking (Y)
- OPRA 125: Continuing Tai Chi
- OPRA 126: Advanced Lifesaving
- OPRA 127: Whitewater Kayaking I
- OPRA 128: Advanced Whitewater Kayaking
- OPRA 129: Beginning Sea Kayaking
- OPRA 130: Intermediate Whitewater Kayaking
- OPRA 131: Advanced Whitewater Kayaking
- OPRA 132: Wilderness Skills Certification
- OPRA 133: Beginning Top Rope Climbing
- OPRA 134: Advanced Lifesaving
- OPRA 135: Philosophy of Outdoor Recreation

- OPRA 119: Continuation Tai Chi
- OPRA 123: Beginning Whitewater Kayaking (X)
- OPRA 124: Beginning Whitewater Kayaking (Y)
- OPRA 125: Continuing Tai Chi
- OPRA 126: Advanced Lifesaving
- OPRA 127: Whitewater Kayaking I
- OPRA 128: Advanced Whitewater Kayaking
- OPRA 129: Beginning Sea Kayaking
- OPRA 130: Intermediate Whitewater Kayaking
- OPRA 131: Advanced Whitewater Kayaking
- OPRA 132: Wilderness Skills Certification
- OPRA 133: Beginning Top Rope Climbing
- OPRA 134: Advanced Lifesaving
- OPRA 135: Philosophy of Outdoor Recreation

- OPRA 119: Continuation Tai Chi
- OPRA 123: Beginning Whitewater Kayaking (X)
- OPRA 124: Beginning Whitewater Kayaking (Y)
- OPRA 125: Continuing Tai Chi
- OPRA 126: Advanced Lifesaving
- OPRA 127: Whitewater Kayaking I
- OPRA 128: Advanced Whitewater Kayaking
- OPRA 129: Beginning Sea Kayaking
- OPRA 130: Intermediate Whitewater Kayaking
- OPRA 131: Advanced Whitewater Kayaking
- OPRA 132: Wilderness Skills Certification
- OPRA 133: Beginning Top Rope Climbing
- OPRA 134: Advanced Lifesaving
- OPRA 135: Philosophy of Outdoor Recreation

- OPRA 119: Continuation Tai Chi
- OPRA 123: Beginning Whitewater Kayaking (X)
- OPRA 124: Beginning Whitewater Kayaking (Y)
- OPRA 125: Continuing Tai Chi
- OPRA 126: Advanced Lifesaving
- OPRA 127: Whitewater Kayaking I
- OPRA 128: Advanced Whitewater Kayaking
- OPRA 129: Beginning Sea Kayaking
- OPRA 130: Intermediate Whitewater Kayaking
- OPRA 131: Advanced Whitewater Kayaking
- OPRA 132: Wilderness Skills Certification
- OPRA 133: Beginning Top Rope Climbing
- OPRA 134: Advanced Lifesaving
- OPRA 135: Philosophy of Outdoor Recreation
This is an N.A.U.I. sanctioned course leading to openwater scuba certification. One and one-half hours of pool time and one and one-half hours of classroom instruction per week.

Classes will meet at the Robert Crown Center pool on Monday from 6 p.m. to 7:30 p.m., and elsewhere in the RCC from 7:30 p.m. to 9 p.m. for classroom instruction. Fee: $164 plus mask, fins, snorkel, and tent. All other equipment provided. Prerequisite: adequate swimming skills. Enrollment is open.

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.

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

This is a complete conditioning course designed to improve muscular strength and endurance, flexibility, and cardiovascular endurance. The theory and principles of exercise are also covered. It is the objective of this course to improve each student's physical condition while learning the methods and effects of exercise.

This course is both an academic and experiential examination of concepts of wilderness. We will use some of the local natural areas as well as the wilderness of the Northeast to illuminate a variety of readings on wilderness. Through literature, film, guest speakers, and activities, the class will explore such issues as ecofeminism, Native American's view of the land, personal growth in the outdoors, wilderness and the arts, and societal alienation from nature.

Among the readings for this class are selections from John Muir, Rachel Carson, Aldo Leopold, and China Galland. Activities may include a trip to the "accidental wilderness" of the Quabbin reservoir; a John Muir hike; a short vision quest; a Holyoke Range hike; and a swamp walk. Early in the course a weekend trip to the Adirondacks, one of the first protected wilderness areas in the United States, will set the stage for greater investigation of the idea of wilderness preservation.

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

Topics to be addressed in this course include issues in experiential and alternative education, wilderness philosophy and ethics, therapeutic applications, creative expression and the arts, historical and philosophical basis of experiential education, oppression and empowerment in education, and teaching experientially.
### School of Communications and Cognitive Science

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#### Course Descriptions

**CCS 117**

**GODEL, ESCHER, BACH: EXPLORING THE NATURE OF MIND**

Jay Garfield

Neil Songiov

This course will help students develop a critical vocabulary and methodology for evaluating "how images mean." It will also explore each student's creative potential for designing and producing visual programs. Visual literacy will be learned in a developmental progression from aesthetic critiques of single photographic images, to synesthetic evaluations of multi-image programs, to formal analyses of moving images in film and television productions. Students will be introduced to the structural aspects of narrative, documentary, and experimental genres. They will also consider the challenges of adapting literature to a visual medium. Assignments will include a guided learning exercise, a research paper, a storyboard and written rationale, and/or a video or multi-image production.

The majority of course openings will be reserved for communications concentrators and will be determined by instructor permission. Additional openings will be filled by lottery in the first class. Course registration forms are available in the OCS office.

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

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**CCS 113**

**ROBOTS AND AUTOMATA**

David Kramer

In this course we shall consider the possibility of machines that act with intelligence. We shall read some of the literature that imagines such beings, as well as learn about some of the results in robotics that have already been achieved or are being planned even as you read this. Finally, we shall see what automata theory has to say about the limits of robotic possibility.

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

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**CCS 115**

**FIELD METHODS IN LINGUISTICS**

Mark Feinstein

Steven Weisler

This course will work closely with a native speaker of such a language (an East or South Asian language is the most likely candidate) and develop methods of data collection and analysis. We will also discuss the implications of this work for theories of language learning and general cognition.

Students will conduct regular data-gathering and analysis sessions with our informant and write final papers on selected areas of research. The class will meet twice a week for one and one-half hours each time. Enrollment is limited to 25.

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**CCS 118**

**TOPICS IN POLITICAL PHILOSOPHY**

Tsenay Serequeberhan

The main focus of this course will be to undertake a systematic study of the social and political thought of Hobbes, Locke, Rousseau, Kant, Hegel, and Marx. The purpose of the course will be to introduce the student to these thinkers and present him or her with the opportunity to read and explore some of the thinkers' work. I emphasize some specifically because this is an introductory course, and thus, our efforts will be aimed at exploring in depth a few essential and basic themes.

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

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**CCS 142**

**INTRODUCTION TO VISUAL PRODUCTION**

Gregory Jones

This course will help students develop a critical vocabulary and methodology for evaluating "how images mean." It will also explore each student's creative potential for designing and producing visual programs. Visual literacy will be learned in a developmental progression from aesthetic critiques of single photographic images, to synesthetic evaluations of multi-image programs, to formal analyses of moving images in film and television productions. Students will be introduced to the structural aspects of narrative, documentary, and experimental genres. They will also consider the challenges of adapting literature to a visual medium. Assignments will include a guided learning exercise, a research paper, a storyboard and written rationale, and/or a video or multi-image production.

The majority of course openings will be reserved for communications concentrators and will be determined by instructor permission. Additional openings will be filled by lottery in the first class. Course registration forms are available in the OCS office.

The class will meet twice a week for two hours each time. Enrollment is limited to 20 by instructor permission.
II. THE EVOLUTION OF COMMUNICATION
Mark Ferris

This course is concerned with the development of communicative behavior in animals, including humans, and the relationship between communication and other aspects of behavior. The claim that human language is a genetically determined capacity in homo sapiens will be given special scrutiny. We will also look closely at accounts of the evolutionary mechanisms that give rise to communication systems in a variety of other species, especially the apes.

Students will do regular readings in the scientific literature and write a series of weekly papers on related issues. The class will meet twice a week for one and one-half hours each time. Enrollment is limited to 25.

CSC 153 CHILD DEVELOPMENT IN THE SCHOOLS
Catherine Sophiean

This course will look at how the study of child development relates to educational issues. Readings will be drawn primarily from child development theory and research, although we will also read some papers that directly address educational issues. We will make several field trips to observe children in local classrooms. Assignments will focus on using child development theory and research to address educational issues. There will be several short essays and a final project, which may be either a proposal for an instructional method or a research proposal.

The class will meet twice a week for one and one-half hours each time, except on field trip days when we will need to start about half an hour earlier than scheduled. Enrollment is open.

CSC 154 ANALYSIS OF TELEVISION NEWS
Susan Douglas

How do Americans get information about what's happening in America? Since the late 1960s, most Americans have come to learn about "the news" through television network news programs. What constitutes "news"? What criteria determine what's news and what isn't? How does news coverage help construct what comes to be perceived as real? What values are endorsed and which values and attributes are denounced in news coverage? Does coverage differ among the three networks? These are some of the questions we will wrestle with in this course. We will discuss how stories are selected, where journalists get their information, what constitutes objectivity, what values are implicit in news coverage, and what economic and political pressures impinge upon the gathering and dissemination process. We will apply what we've learned in class to an ongoing analysis of the news on all three networks, comparing the way reality is presented by ABC, NBC, and CBS.

The format of the class will be discussion, and informed class participation is essential. We will meet Tuesday and Wednesday evenings from 6:15 to 8:30, so that we can watch the news together as a class. There is a waiting list for this course, and those students will be given first priority. The rest will be selected by lottery. Enrollment is limited to 25.

CSC/SS 172 ACQUIRING CHILDREN: PERSPECTIVES ON ADOPTION AND SURROGACY
Martha Pried Meredith Michaels

By focusing on adoption and surrogacy, this course will investigate cultural perceptions of reproductive practices. We will explore the ways in which these practices—legal, biological, and clandestine—are shaped by ethics, law, and science in a variety of cultural contexts. Among the questions to be addressed are these: How does women's status affect their relation to reproductive alternatives? What are prevailing and countervailing perceptions of mothers? Of fathers? Of children? And are women and children owned by either individual men or by the community?

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

CSC 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.

We will trace such subjects as press freedom and the law, ethics and professionalism, the press and labor, foreign correspondence 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.

CSC 202 SOULS, SUBJECTS, SELVES, AND PERSONS
Meredith Michaels

There will be two research papers required in the course. A few short exercises will also be assigned.

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

CSC 210 EUROPEAN HISTORY OF RELIGION
Meredith Michaels

What kind of thing is the thing that is reading this course description? Is it an enduring soul, a parallel distributed processor, an optically constructed ego, an autonomous self, a gendered subject, or an artifact of culturally determined configurations of power? Each of these answers has its roots in a particular and peculiar theoretical account of who or what can be a knower, a believer, an actor, or a perceiver. This course will assess the arguments for and against these theoretical accounts and will locate traces of them in daily life. Readings will be from classical and contemporary sources in philosophy, psychology, and anthropology.

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

CSC 211 PLATO SEMINAR
Tatnay Sercezeborian

This seminar will examine specific problems in Plato's philosophy. We will read carefully and discuss a few Platonic dialogues and relevant secondary literature with a view to understanding the philosophical issues with which Plato is concerned. The distinctive contributions to the way particular philosophical questions are posed, and the impact of his formulations and arguments on subsequent developments in the Western philosophical tradition.

The class will meet twice a week for one and one-half hours each time. Enrollment is limited to 20 by instructor permission at the first meeting of the class.

CSC 212 COMPUTER SCIENCE II: PROGRAMMING AND THE ANALYSIS OF ALGORITHMS
Richard Miller

An introduction to algorithm design and implementation. Intended for students who will concentrate in computer science, for those who want a strong computer science component in an interdisciplinary concentration, and for those who are simply curious. Programming problems will be drawn from a variety of problem areas with special attention to problems in computer graphics. High school algebra is required.

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

CSC 213 INTRODUCTION TO LINGUISTICS
Douglas Price

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 systemic set of principles, shared by all of the speakers of a language, that can accommodate the inextricable variety and novelty of the messages required in human life. Contemporary linguists believe these principles of language constitute a biological capacity whose properties must be uncovered by careful scientific investigation.

This class is part of a multi-course core sequence in linguistics. This course will focus on semantic theory (meaning). Students are strongly urged to take Theory of Language II (phonology) and I (syntax) in subsequent semesters.

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

CSC 214 WOMEN AND MACHINING: FEMINIST THEORY AND VIDEO PRODUCTION
Susan Douglas

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

The class will meet twice a week for two hours each time. Enrollment is limited to 24 by instructor permission at the first meeting of the class.
The study of artificial intelligence is the attempt to understand ways in which computers can be made to perform tasks which require intelligence when performed by humans. Such tasks include understanding language, playing difficult games such as chess, learning from experience, solving complex problems, and interpreting visual images. In enquiring into the nature of artificial intelligence, we shall also find ourselves confronted by questions about the nature of mind and of human intelligence. We shall develop models of representing problem-solving algorithms and implement them using LISP, one of the programming languages designed for artificial intelligence research.

The class will meet three times a week for one and one-half hours each time. Enrollment is limited to 30.

This seminar is an introduction to the connections between technology and contemporary political culture and to problems concerning the assessment, control, and management of technology. We will consider contrasting views of the evolution of technology and of the relations of humans to machines. We will also examine questions concerning the assessment of the identifiable risks, benefits, and other consequences of new and existing technologies and the appropriate roles of citizens, experts, and political institutions in technologic policymaking.

Students will read a number of important books and essays on technology and will write a series of short papers and one longer paper suitable either for a Division I portfolio or as a draft for a Division I examination. Each student will attend at least one seminar discussion of the assigned readings.

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

What does a number mean to a young child? How do children learn to count, to do arithmetic, and to understand mathematical relationships? What makes mathematics interesting to some children but alarming to others? This course will address these issues, primarily by studying research on children’s knowledge about numbers and related concepts. Students are expected to attend class regularly and to write several short essays and a major paper over the course of the semester.

The class will meet twice a week for one and one-half hours each time. Enrollment is limited to 25 by instructor permission at the first meeting of the class.

This course covers computer graphics programming techniques and problems; representation of two- and three-dimensional objects; hidden line and surface removal; introduction to ray-casting techniques. Requires CS 215 and CS 216 or equivalent background. Concurrent or prior registration in Discrete Mathematics recommended.

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

An examination of problems and techniques involved in building compilers, interpreters, and assemblers. Lexical analysis, parsing, code generation, and optimization. Prerequisites are CS 215, CS 216, and a course in computer structures and assembly language programming.

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

This course is designed for Division II or III concentrators in video production. It is a “work-in-progress” seminar and fulfills the “teaching” requirement of Division III “advanced educational activities.” Students must have completed basic Media Services minicourses or have access to production facilities outside of Hampshire College. Students will be expected to write a production proposal, have a major responsibility in at least one video project, participate on several production crews, be active participants and teachers in discussions, and complete a production journal and/or written project critique.

Enrollment instructions and course registration forms are available in the CSS office and must be completed prior to the first class. The class will meet once a week for three hours. Enrollment will be limited to 12 by instructor permission. A lottery will be held if necessary.

School of Humanities and Arts

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DIVISION III STUDIO CRITIQUE
Art Faculty

HA 399B
FILM/PHOTOGRAPHY STUDIES:
INDIVIDUAL PROBLEMS IN FILMMAKING, PHOTOGRAPHY AND RELATED MEDIA
Jerome Liebling

HA 399C
ART. TUTORIAL
Leonard Baskin

The description for this course will appear in the supplement to the Course Guide.

The course teaches the basic skills of film production, including camera work, editing, sound recording, and preparation and completion of a finished work in film or video. Students will have weekly assignments, and will also produce a finished film for the class. There will be weekly screenings of student work, as well as screenings of films and video tapes which represent a variety of aesthetic approaches to the moving image. Finally, the development of personal vision will be stressed. The bulk of the work in the class will be produced in Super 8 format with an introduction to 16mm and video techniques. A $40 lab fee is charged for this course, and provides access to equipment and editing facilities. Students are responsible for providing their own film and supplies.

The class meets twice weekly for one and one-half hours. Enrollment is limited to 15, which will be determined at the first class session.

This course emphasizes three objectives: first, the acquisition of basic photographic skills, including composition, exposure, processing, and printing; second, familiarity with historical and contemporary movements in photography and the development of visual literacy; third, the deepening and expanding of a personal way of seeing. Students will have weekly shooting and printing assignments and, in addition, will complete a portfolio by the end of the semester. All work for the class will be done in black and white, 35mm format.

A $40 lab fee is charged for this course. The lab fee provides access to darkroom facilities, laboratory supplies and chemicals, and special equipment and materials. Students must provide their own film, paper, and chemicals. The class will meet once a week for three hours. Enrollment is limited to 15, which will be determined at the first class session.

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

Class will meet twice weekly for one and one-half hours. Enrollment is limited to 20 on a first-come first-served basis. This course is not suitable for one-half a Division I.

This course will form an introduction to the styles, themes, sources, philosophies, politics and rhetoric of the arts in Europe and England at the turn of the century. Often discussed as an antinaturalist, antiquidarian "style" marking a kind of monolithic "last gasp" of the nineteenth century, we will focus on the utterly varied located in Symbolism, combining readings of literature and political commentary in connection with our discussions of the visual arts. Topics will include gender stereotyping and the feminist movement as "source" for femme fatale imagery; notion of decadence; the artist's place in an industrialized society; idealism vs. decadism; occultism; primitivism; the Arts and Crafts Movement and the popularization of the decorative arts; Art Nouveau; "Art of the Streets"; and Symbolist art and socialism.

Class will meet twice each week for one and one-half hours. Enrollment is limited to 25.
This is a course in Russian cultural history. Pushkin and Gogol are the first great nineteenth-century Russian writers to give full expression to the vitality, richness and paradox of the culture in which they live. Dostoevsky, of a later generation, broods over its images and meanings. Our concern in this seminar will be to explore this obsession with Russia which all three writers share, by looking at their major works in the light of certain aspects of Russian culture, primarily its religious and mythological heritage.

Books will include: Pushkin, Eugene Onegin; The Captain's Daughter; Tales of Belkin; The Queen of Spades; Gogol, Dead Souls, "The Overcoat," "Diary of a Mad Man," other short stories; Dostoevsky, Notes from Underground; The Brothers Karamazov; The Idiot; Raskolnikov. The seminar is open.

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

Dance improvisation and movement exploration experiences aim to free the beginning composition student to discover for himself or herself underlying principles of successful dance composition. Space, time, force, shape, and motion are studied as basic elements of choreography. Focus on study of the structure and function of the body as the expressive instrument of dance and help to increase their range of movement choices. Group dance improvisation will be part of the focus of this course. Students are encouraged to be taking a technique class concurrently.

Class will meet twice each week for two hours. Enrollment is limited to 15.

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

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

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

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

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

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

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

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

This course emphasizes the development of skills in 16mm filmmaking, including preplanning (scripting or storyboarding), cinematography, sound recording, editing, and postproduction. Students will have weekly assignments, and 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 an emerging art form of video.

Students will have the opportunity to screen seminal film and video works in documentary, narrative, and experimental genre. Additional out-of-class screenings, and some readings in the history and theory of film/video will also be assigned. There is a $40 lab fee for this course, which entitles the student to 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 15 by permission of the instructor. In general, Film/Video Workshop I will be considered a prerequisite for this course.
HA 211  STILL PHOTOGRAPHY WORKSHOP II  TBA

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

Prior photographic experience is required. Enrollment will be limited to 15 students and determined by permission of the instructor. The class will meet twice a week for one and one-half hours, with extensive additional lab time available. The lab fee of $40 entitles the student to classroom facilities, lab supplies, and chemicals. Students must supply their own film and paper.

HA 215  MODERN DANCE II  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 open.

HA 218  CENTERS OF ANCIENT CIVILIZATION: ATHENS IN THE FIFTH CENTURY B.C.  Robert Meagher

Under the general heading of "Centers of Ancient Civilization" the focus of this course will fall each year on a different center of the ancient East Mediterranean world, including, for example, such centers as Egyptian Thebes and Tel el Amarna, Babylon, Jerusalem, Knossos, Sparta, Mycenae, Delphi, and Athens. Our study of Athens in the fifth century will encompass the history and myths, the religious rites and festivals, the political institutions and ambitions, the splendor and the shame of Athens in the century of Aeschylus, Perikles, and Sophocles.

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

HA 223  AESTHETICISM AND DECADENCE  Jeffrey Walter

This course will examine the emphasis on the importance and on the autonomy of art in the latter half of the nineteenth century, and will also explore the different conceptions of the role of the artist in society. Beginning with Gautier's demand for "art for art's sake" in the preface to Les Métamorphoses de la Musique, we will follow and compare the development of aestheticism in France and in England, and we will also study the ensuing turn to "decadence" towards the end of the century. Readingmaterials include texts by Gautier, Baudelaire, Huysmans, Villers de Isle Adam, Mallarme, Ruskin, Pater, Swinburne, Morris, Wilde, Yeats, Nietzsche, and Hofmannsthal. Works from the visual arts will also be discussed.

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

HA 225*  REHEARSAL AND PERFORMANCE  Ellen Donkin  Wayne Kramer

This course is intended to provide students with an intensive engagement in various processes of making and understanding theatre. It is built around the Hampshire Theatre Program production schedule. Its primary objectives are:

- To provide a setting in which theatre concentrators are regularly expected to develop substantial discussions about the meaning of making theatre in relationship to Hampshire Theatre productions in progress.
- To provide producing agents, directors, designers, and interested concentrators with regular contact with theatre faculty.
- To ensure Theatre Board's contact with producing agents, directors, designers, and those staging workshops.

Hampshire Theatre Program producing agents, designers, directors, and Theatre Board members are required to enroll in the course. Students interested in becoming involved in the Theatre Program are encouraged to enroll for this course. Enrollment is open. Class will meet twice weekly for two hours.

HA 231  POETRY WRITING WORKSHOP  Andrew Salley

This course will emphasize the principles that all our workshop poetry 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 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 membership 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 manuscript work, and that ought to be done informally but without loss of tutorial effect. We will emphasize the evidence of talent strengths in the work of poets and attempt sensitively to analyze weaknesses, privacity and in group sessions. We will strive to respect the talents of the poets and resist all inducements to make them write like their mentor (that is, either like the external model of their choice or like their instructor or like the outstanding class poet). Suggested parallel-readings will come from the full range of contemporary writing in verse.

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

HA 237  FICTION WRITING WORKSHOP  Andrew Salley

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 writer 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 membership 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 relationship in society. We will encourage both on-the-spot oral critical analysis and writing and lively analytical discussion of all forms of literary composition within the genre of fiction, and our writer 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.

Professor Lassef will conduct a performance seminar in Jazz Improvisation in a small group setting. This course will deal with tonal, modal, and free-form methods of improvisation. Subjects to be discussed will include the 7th scale and its components, modal improvisation, modes, the soul as it relates to musical expression, form emotion (thinking and feeling), and the individual's unique sense of rhythm. Students will be expected to complete weekly assignments.

Class will meet once weekly for three hours. Prerequisite: HA 176 and HA 265 or equivalent Five-College music courses. Admission by instructor permission. Enrollment is limited to 15.

HA 260*  JAZZ PERFORMANCE SEMINAR  Yusef A. Lassef

This course will emphasize the principles 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 membership 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 manuscript work, and that ought to be done informally but without loss of tutorial effect. We will emphasize the evidence of talent strengths in the work of poets and attempt sensitively to analyze weaknesses, privacity 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.

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 writer 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 membership 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 relationship in society. We will encourage both on-the-spot oral critical analysis and writing and lively analytical discussion of all forms of literary composition within the genre of fiction, and our writer 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.

Professor Lassef will conduct a performance seminar in Jazz Improvisation in a small group setting. This course will deal with tonal, modal, and free-form methods of improvisation. Subjects to be discussed will include the 7th scale and its components, modal improvisation, modes, the soul as it relates to musical expression, form emotion (thinking and feeling), and the individual's unique sense of rhythm. Students will be expected to complete weekly assignments.

Class will meet once weekly for three hours. Prerequisite: HA 176 and HA 265 or equivalent Five-College music courses. Admission by instructor permission. Enrollment is limited to 15.
This course will provide a working understanding of the basic conceptual and harmonic techniques of tonal music. Examples will be drawn from classical music, popular music, and jazz. Topics to be covered will include voice-leading, diatonic chord progressions, tonal regions, modulation, and secondary dominant structures. Students will be expected to complete weekly composition assignments and readings.

Class will meet twice weekly for one and one-half hours. Prerequisite: HA 176 or equivalent. Five College course or instructor's permission. Enrollment is open.

Both of these philosophers were especially concerned to understand and legitimate the great diversity of values and beliefs observable 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 twice each week for one and one-half hours.

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

Class will meet once a week for three hours. Enrollment is limited to 30 by instructor permission.

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

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

This class is designed for writing concentrators who are making the transition from Division II to Division III and who wish both to initiate new work and to develop/revise work in progress. Participants will be expected to give and to receive intelligent, articulate criticism.

Entrance into the course will be determined on the basis of a writing sample to be submitted at the first class. A course list will be posted the following day. Class will meet for two and one-half hours each session.

High-intermediate dance techniques: 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 twice each week for one and one-half hours.
This course is designed as an advanced seminar for students interested in the interimplications of art and society, while the second portion of the course will focus on a variety of instances in which politics has formed an explicit concern for art and artists. Subjects will include socialist realism; the American activism in the arts today (such as the recent AIDS benefit auctions). Theological readings will include selections from Marx, Kropotkin, Lenin, Trotsky, Brecht, Greenberg, Wolff, Nozick, Berger, Lipsett.

Class will meet once each week for 3 hours. Enrollment is limited to 12. Students are admitted by instructor permission, and on the basis of submission of written work. Class will meet once a week for three hours.

This seminar on Tolstoi will trace his development as a writer in the context of the cultural and social upheaval in 19th-century Russia. Students will be asked to research topics relating to Tolstoi's nature.

The seminar will meet twice a week for one and one half hours. In What is Art? Tolstoi writes: "Art is a human activity consisting of this, that one man [sic] consciously, by means of certain external signs, hands on to others feelings he has lived through, and that others are infected by these feelings and also experience them."

This seminar on Tolstoi will trace his development as a writer in the context of the cultural and social upheaval in 19th-century Russia. Students will be asked to research topics relating to Tolstoi’s attitude to the Church, the state, political panics and the “woman question.” However, our reading of Tolstoi’s novels and short stories will focus on his theories about art, specifically about its “infective” nature.

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

This course is designed as an advanced seminar for students interested in the interimplications of art and politics. We will examine the ways in which political theorists have written about the roles of art in society, while the second portion of the course will focus on a variety of instances in which politics has formed an explicit concern for art and artists. Subjects will include socialist realism; the American Artists’ campaign against Fascism; the Entartete Kunst exhibition; the political activism in the arts today (such as the recent AIDS benefit auctions). Theoretical readings will include selections from Marx, Kropotkin, Lenin, Trotsky, Brecht, Greenberg, Wolff, Nozick, Berger, Lipsett.

Class will meet once each week for 3 hours. Enrollment is limited to 30.

A second level course in Laban Movement Analysis for students who have completed LMA I. In-depth study and physical exploration of space, harmony and order, and shape-theories. Students will develop individual research and/or creative projects based on LMA principles.

Class will meet once a week for three hours.

This course is open to film and photography concentrators in Division III and others by consent of the instructor. The class will attempt to integrate the procedural and formal concentration requirements of the college with the creative work produced by each student. It will offer a forum for meaningful criticism, exchange, and exposure to each other. In addition, various specific kinds of group experience will be offered: field trips to museums, galleries, and other environments; a guest lecture and workshop series; and encounters with student concentrators, teachers, and professionals who are in the other visual arts or related endeavors. Each student’s contract must be written prior to enrollment. Enrollment is unlimited to Division III concentrators whose contracts have been filed. All others must have permission of the instructor. The class will meet once a week for three hours. There will be a lab fee of $40.

In The Chicago University Press, the Press 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 each week by appointment.

This will be a technical workshop for students interested in learning darkroom techniques and basic camera techniques. The workshop will run for six weeks during the spring semester. Sign up the first full week of school in the Film and Photography building.

Chorus meets on Mondays and Wednesdays, 4 to 6 p.m., in the Footfall of the Music Building. Admissions is by short, painless audition—sign up at the Chorus Office in the Music Building. Faculty and staff are welcome. During the Spring semester the Chorus will prepare a major Handel oratorio for a collaborative performance with the Amor Arts Chamber Choir, professional soloists, and an all-baroque orchestra in New York City.

This studio critique class is primarily for Division III level concentrators who are working on self-generated problems. It will take the form of discussions and critiques with the art faculty. Class will meet once a week for three hours.

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

Each student's contract must be written prior to enrollment. Enrollment is unlimited to Division III concentrators whose contracts have been filed. All others must have permission of the instructor. The class will meet once a week for three hours. There will be a lab fee of $40.

Professor Beplin 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 each week by appointment.

This seminar on Tolstoi will trace his development as a writer in the context of the cultural and social upheaval in 19th-century Russia. Students will be asked to research topics relating to Tolstoi’s nature.

The seminar will meet twice a week for one and one half hours. In What is Art? Tolstoi writes: "Art is a human activity consisting of this, that one man [sic] consciously, by means of certain external signs, hands on to others feelings he has lived through, and that others are infected by these feelings and also experience them."

This seminar on Tolstoi will trace his development as a writer in the context of the cultural and social upheaval in 19th-century Russia. Students will be asked to research topics relating to Tolstoi’s attitude to the Church, the state, political panics and the ‘woman question.’ However, our reading of Tolstoi’s novels and short stories will focus on his theories about art, specifically about its ‘infective’ nature.

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

This course is designed as an advanced seminar for students interested in the interimplications of art and politics. We will examine the ways in which political theorists have written about the roles of art in society, while the second portion of the course will focus on a variety of instances in which politics has formed an explicit concern for art and artists. Subjects will include socialist realism; the American Artists’ campaign against Fascism; the Entartete Kunst exhibition; the political activism in the arts today (such as the recent AIDS benefit auctions). Theoretical readings will include selections from Marx, Kropotkin, Lenin, Trotsky, Brecht, Greenberg, Wolff, Nozick, Berger, Lipsett.

Class will meet once each week for 3 hours. Enrollment is limited to 30.

A second level course in Laban Movement Analysis for students who have completed LMA I. In-depth study and physical exploration of space, harmony and order, and shape-theories. Students will develop individual research and/or creative projects based on LMA principles.

Class will meet once a week for three hours.
Concern about fitness and cardiovascular health touches everyone's life at some time. In this class students will learn what is known about how the cardiovascular system works and how to find and read research literature on cardiovascular fitness. They will also measure certain aspects of their own cardiovascular function.

Issues to be addressed in class through student projects include the incidence of hypertension among Blacks, the effects of exercise on the heart and arteries, and medical procedures such as aspirin therapy, coronary bypass surgery, and laser angioplasty.

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

We live in a fascinating time in which to ponder the incredible diversity of our species. By focusing on a series of recent controversies in the study of human variation, this course provides a framework for studying human diversity. Special consideration will be given to understanding modes of adaptation to environmental problems and how these adaptations may be manifest in genetic, biologically plastic, or cultural differences among human groups. A selection of case studies in human variation will be presented: the myth of "race," the adaptive significance of skin color and size and shape variations, the "face" and IQ controversy, and the gender and math ability controversy.

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

This course will begin with an overview of ecological problems in agricultural production. For example, how can we find in the news that there is now "too much food" at the same time that there is starvation and "too many people?" How can agriculture be made less dependent on petroleum products and less destructive to the environment?

Students will choose a topic for close study. For example, a hot issue in agriculture now in both developed and developing countries is reducing cultivation to control weeds. Reducing tillage can reduce soil erosion and fuel consumption, but typically relies on the increased use of chemical herbicides (not surprisingly, the method is heavily promoted by chemical corporations and was originally known as "chemical fallacy").

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

This course will be run in the form of a research seminar that is primarily designed for those students wishing to continue or expand the research in biology and cognitive science generated in Learning-Behavior. It is open to any student with a research interest in animal behavior and communication, but enrollment will be limited to 20 by interview. The dog will be the experimental animal, and at present the two main topics of interest of the instructors are the anatomy and physiology of vocalization and play.

Class will meet for two hours twice a week.
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 activity: 1) presenting progress reports and final reports, and 2) 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 and one-half hours and students will regularly meet individually with the instructors.

This is a continuation of Basic Chemistry I, the principles and concepts examined during the previous term will be expanded and applied to more sophisticated systems. Topics will include solution of electrolytes, acids and bases, oxidation-reduction reactions and electrochemistry, chemical thermodynamics, reaction rates and chemical equilibrium, solubility and complex ion equilibria, coordination compounds and nuclear chemistry. Problem sets will be assigned throughout the term. The laboratory will consist of a series of laboratory exercises and two projects. Post lab problem sets will be assigned.

Class will meet for one and one-half hours three times a week and one afternoon a week for lab. Five College students will be groped on a pass-fail basis. Prerequisite: Successful completion of Basic Chemistry I and the laboratory or permission of the instructor.

This course is an introduction to the very different ways ecologists approach the study of natural systems. Topics covered include factors limiting populations at the community level, how plant and animal species interact, and larger scale studies, such as nutrient cycles, 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 for one and one-half hours twice a week plus one afternoon lab.

This is an advanced course in geomorphology for students who have taken Evolution of the Earth (NS 107). We will investigate topics of river processes, alluvial and continental glaciation, and coastal processes in greater detail and with more reliance on primary literature than in NS 107. Emphasis will be placed on research design, and the execution of a study in one of several ongoing investigations (Connecticut River floodplain development, New England salt marsh evolution, history of glacial Lake Hitchcock).

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

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 afternoon lab.

Animals and plants, although they (usually) appear to be quite different, must solve the same biological problems. They must obtain, store, and regulate energy; they must reproduce; and they must adapt to their environment. In this class we will make a basic survey of animals and plants, comparing and contrasting common and uncommon mechanisms. The course is a foundation for any student concentrating in biology or related fields. It will cover anatomy, some basic cell biology and organismic functions—for example, transport of water and nutrients. The laboratory sessions will be as important as the lectures and text readings. In lab we will learn techniques used to find out about living things through chemical and physical methods.

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

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

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

Class will meet for two hours twice a week.

Domestic cattle, sheep, and fowl continue to have a major impact on human culture and the ecology of the earth. These animals are also fascinating to study from a behavioral and evolutionary point of view. Selection 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.

Class will meet for one hour three times a week.

This seminar is an introduction to the connections between technology and contemporary political culture, and to problems concerning the assessment, control, and management of technology. We will consider contrasting views of the evolution of technology and of the relations of humans to machines. We will also examine questions concerning the assessment of the identifiable risks, benefits, and other consequences of new and existing technologies, and the appropriate roles of citizens, experts, and political institutions in technological policymaking.

Students will read a number of important books and essays on technology and will write a series of short papers and one longer paper. Each student will lead at least one seminar discussion of the assigned readings.

This weekly gathering of students interested in mathematics and its applications will include lectures by Hampshire faculty and guests, presentations by Division II students, films, workshops, problem-solving sessions, puzzles, games, paradoxes, history, and philosophy.

The seminar provides an opportunity for students to get to know each other and gain exposure to many active areas of mathematics.
We will consider elasticity and magnetoism, wave motion, and optics. 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 have 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 weekly laboratory sessions will be a seminar-style experimental investigation of the key phenomena involved in high temperature superconductors.

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

In this course, we will develop a theoretical basis for understanding the geological, hydrological, and chemical processes involved in water pollution. With this information, we will carry out a series of investigations concerning specific water pollution issues in and around the Connecticut Valley. A central focus will be the effects of acid rain on the watersheds of the Glacial Reservoir and the possible release of toxic metals (e.g., mercury and aluminum) from soils into streams by acidified ground and surface waters. We will also investigate possible elevated levels of lead in rural drinking water supplies released from plumbing solder by acidified ground waters.

Class will meet for one and one-half hours twice a week plus one field/lab afternoon per week. Each day hundreds of hectares of tropical rainforests are cleared and converted into pasture or farmland. Virtually all of the tropical dry forest has already been turned into prairieland. In this seminar we will analyze agriculture land use in the tropics from a wide range of perspectives. Our analysis will consider soils and climate patterns, crop choice and productivity, pests and diseases, economics of production and distribution, and the politics of land use. Upper division students working in any of the natural or social sciences are encouraged to enroll. Participants must be either Division II or late Division II students. We will draw our information from books and primary research articles and our own backgrounds.

Class will meet for three hours once a week.

As this course begins, a new president will have just taken office. What will the arms control agenda of the new administration be? What are the likely effects on US arms control policies of the Soviet Union, the NATO allies, and Third World countries? Does an opportunity exist to move beyond arms control toward genuine disarmament?

These and other related questions will provide the focus of this seminar. It is intended for advanced students and will emphasize student research and classroom discussion. It is restricted to juniors and seniors from the other colleges and to Hampshire students who have passed their Social Science and/or Natural Science Division I exams.

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

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

The language and tools of modern algebra—groups, rings, fields, vector spaces, etc.—have evolved in the 150 years since the death of Galois and Abel to the point where they now pervade nearly all branches of mathematics, as well as other fields as diverse as quantum mechanics, crytallography, coding theory, and some branches of linguistics. We will spend roughly three-fourths of the course developing the basic concepts and theorems, and one-fourth on applications to other areas inside and outside of mathematics.

The course will assume a fairly high level of mathematical sophistication. Those who have completed the Linear Analysis course or who have had a year of math above the level of introductory calculus should be adequately prepared; all others should check with the instructor. Regular substantial problem sets will be assigned and will constitute the heart of the course work.

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

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

Class will meet one afternoon per week plus other laboratory time. Enrollment by instructor's permission.

This seminar is intended to help Division III students develop their skills in organizing and presenting to their fellow students the studies on which they are working. Students are expected to load at least two seminars during the term. The first seminars will be topics from the research literature. Later, students will be expected to present and discuss their own data as their projects near completion. Students should come prepared to offer constructive criticism to their peers as well as to discuss the topic for the day. We hope every Natural Science Division III student will participate in this seminar (take it both semesters if you like).

Active participation in this seminar will satisfy the Division II teaching requirement.

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

Physica and chemistry play a vital role in the understanding of our environment and pollution problems. This course will explore the physical and chemical basis of the environmental pollution problems in the atmosphere and the hydrosphere. We will also put emphasis on depletion of natural resources and energy issues.

Class will run in seminar format. We will meet for one and one-half hours a week and laboratory will meet one afternoon a week. Five College students will be given a letter grade.

Prerequisite: successful completion of Basic Chemistry or Physics or permission of one of the instructors.

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

Students who have not taken one year of basic physics or the equivalent should not take this course. Interested students should contact the instructor.
School of Social Science

Course List

100 Level

SS 102 POVERTY AND WEALTH Laurie Nisonoff

SS 104 MYSTERIES, SCIENCE, AND PSEUDOSCIENCE Donald Poe

SS 153 LATINOS AND AMERICANS: LAW, POWER, AND COMMUNITY Rafael Riesch

SS 155 SOCIAL SCIENCE AND PUBLIC HEALTH Robert von der Lippe Laurence Beede

SS 170 SOCIAL DEVELOPMENT AND DEVELOPMENTAL PARADOXES Maureen Mahoney

SS 170 EDUCATION AND THIRD WORLD DEVELOPMENT Michael Ford Frank Holquist

SSCCS 172 ACQUIRING CHILDREN: PERSPECTIVES ON ADOPTION AND SURROGACY Melanie Fried Barbara Yngvesson Meredith Michaels

SS 174 WAR, REVOLUTION, AND PEACE Michael Price

SS 180 ASIAN AND ASIAN-AMERICAN WOMEN Kay Johnson Mitzoko Sawada

SS 184 AMERICAN CAPITALISM Stanley Warner

200 Level

SS 208 INTRODUCTORY ECONOMICS Laurie Nisonoff

SS 210 INTRODUCTION TO POLITICAL SCIENCE Leonard Glick

SS 212 CONFLICTS IN NINETEENTH-CENTURY SOCIAL HISTORY: RACE, GENDER, AND CLASS Mitiko Sawada

SS/NS 216 LAND DEGRADATION AND SOCIETY Benjamin Warner

SS 224 QUANTITATIVE METHODS IN THE SOCIAL SCIENCES Donald Poe

SS 225 THE OTHER SOUTH: WOMEN, BLACKS, AND POOR WHITES IN SOUTHERN HISTORY AND LITERATURE Susan Tracy L. Brown Kennedy

SS 238 WOMEN AND DEVELOPMENT Maria Lazreg

SS 244 CAPITALISM VS. COMMUNITY Stanley Warner

SS 246 A WORLD WITHOUT CHILDREN: THE POLITICS OF POPULATION CONTROL Maria Lazreg

SS 250 THE PROBLEM OF SLAVERY IN UNITED STATES SOCIETY AND CULTURE Susan Tracy

SS 258 LAW AND LABOR IN UNITED STATES HISTORY Lester Mazor Flavio Risech

SS 260 THE TARNISHED DREAM: ZIONISM, ISRAEL, AND THE MIDDLE EAST Azar Bethan

SS 262 FAMILY IN CROSS-CULTURAL PERSPECTIVE Carollee Bengelsdorff Margaret Carollo Kay Johnson

SS 264 EUROPE AND ITS OTHERS Leonard Glick Joan Landes

SS 272 ARTIFICIAL INTELLIGENCE AND THE INTELLECTUALS: HOBBES TO MINKSY Theodore Norton

SS 274 THE OTHER SOUTH: WOMEN, BLACKS, AND POOR WHITES IN SOUTHERN HISTORY AND LITERATURE Susan Tracy L. Brown Kennedy

SS 284 WOMEN AND DEVELOPMENT Maria Lazreg

SS 293 THE VIETNAM WAR Anthony Lake

SS 296 MAKING SPACE: ENVIRONMENTAL DESIGN AND SOCIAL CHANGE Myrna Breitbart

continued on next page
Course Descriptions

100 Level

SS/HA 348
TOPICS IN POLITICS AND ART
Joan Landes
Sura Levine

SS 352
BASIC HUMAN NEEDS: WHAT ARE THEY? HOW DO WE GET THEM?
Benjamin Weiner

SS 352a
PEOPLE STUDYING PEOPLE
Robert van der Lippe

*Does not fulfill one-half of a Div I requirement.

102 Level

SS 102
POVERTY AND WEALTH
Laurie Nisonoff

SS 136
MYSTERIES, SCIENCE, AND PSEUDOSCIENCE
Donald Poe

SS 153
LATINOS AND AMERICANS: LAW, POWER, AND COMMUNITY
Flavio Risech

SS 160
SOCIAL SCIENCE AND PUBLIC HEALTH
Robert von der Lippe
Laurence Beede

The School of Social Science expects to offer a course in Asian culture and one in modern Western European history in the spring; titles and instructors to be announced in the supplement to the course guide.

Who gets the money in America and who doesn't? Why is there poverty in the richest country in history? Although often sanctified by economic theorists in oblique formulas, the state of poverty and the character of wealth go to the heart of what it is to live in America. This course encourages inquiry into a hard accounting of this contemporary social and economic reality. Thematic units include federal income measurement, its facts and its fictions; the business elite; taxation; family and sexual inequality; race; health care and aging; education; and the history of social welfare programs and charity. To understand the way income inequality is perceived and measured, we will also examine three paradigms in economic inquiry: radical, liberal, and conservative. Evaluation will be based on class participation and several assigned problem sets and essays.

Class will meet for one and one-half hours twice weekly; enrollment limited to 25.

This course will explore a number of phenomena currently on the fringes of scientific investigation, as approached by social scientists. We will read scientific and popular literature on astrology and ESP, stating the case of both believers and skeptics. Possibilities for additional discussion topics include astral projection, Kirlian photography, pyramid power, pyramiology, dowsing, psychokinesis, perceptual ability of plants, telepathy, zoosociology, medical tests, dietary fads, earthly visits by extraterrestrial beings, acupuncture, biorythms, the Bermuda Triangle, and numerous psychotherapies. The emphasis is on “modes of inquiry,” not on debunking myths. If one wanted to investigate these phenomena in a scientific fashion, how would one go about it? What standards of proof are required? The class is open to believers and skeptics.

Class meets for one and one-half hours twice weekly; enrollment limit 25.

The Hispanic population of the United States has grown tremendously over the past decades and may comprise its largest minority group by the year 2000. This course will examine the distinct histories and politics of Mexicans, Puerto Ricans, Cubans, and Central Americans in the United States, and the importance of U.S. relations with their countries of origin in contributing to the formation and maintenance of these communities, emphasizing ways in which law and law enforcement are used to define relations between the dominant Anglo society and the Latino communities. We will examine the role of the legal process in balancing conflicting interests of Hispanic Americans and the Anglo majority in areas of language and cultural rights, education, immigration, labor and political expression. Films may be scheduled outside of class times.

Class will meet for one and one-half hours twice weekly. Enrollment limit 25.

What is meant by “public health”? We all know what “public education” is and we generally approve of it. Why do we have less enthusiastic feelings about public health? Is the current AIDS crisis a suitable focus for a critical view of “what is public health”? Historically, major advances in the health status of populations around the world have most often been due to changes in public health practices rather than in medical developments. Is this still the case or do medicine and medical science play larger parts today than they did in the past? Throughout the course, emphasis will be placed upon a critical approach to reading both the theoretical and case study material assigned.

The class will meet for one and one-half hours twice weekly. Enrollment limit 25.
This course introduces students to topics in social development including attachment, moral development, and sex-role development. We will read theoretical and empirical literature to learn about recent research as well as to compare three theoretical models—psychoanalytic, cognitive, and social learning. We will also consider how certain theoretical approaches lead researchers to formulate some questions and not others, and how research methods are shaped by theoretical assumptions. Why, for example, have recent researchers emphasized play rather than feeding and caregiving for healthy infant development? How is gender related to moral development for Freud, Piaget, and Gilligan? Readings include Freud, Erikson, Kohlberg, Piaget, Bruner, Bandura, and others.

Class meets for one and one-half hours twice weekly. Enrollment limited to 25.

This course will investigate adoption and surrogacy. We will explore the ways in which these practices—legal, contested, and clandestine—are shaped by ethics, law, and lineage in various cultural contexts. Among the questions to be addressed are: what are the conceptions of mother? of father? of children? How does women's status affect their relation to reproductive alternatives? Are women's experiences of adoption and surrogacy similar or different from those of children? Class will meet for one and one-half hours twice weekly. Enrollment is limited to 60.

This course is an introduction to the varieties and characteristics of warfare in the modern age, and a look at some of the methods that have been proposed for preventing or restraining armed conflict. It is intended to provide students with a capsule view of the "field of peace and conflict studies." The course will examine the entire "spectrum of conflict," stretching from guerrilla war in the Third World to all-out conventional conflict in Europe and intercontinental nuclear war between the superpowers. Case studies will include World War I, the Vietnam War, and nuclear war. In the area of peace, we will look at both traditional means of "arms control" as well as more visionary concepts of disarmament, alternative security, and citizen peacemaking. Students will be required to participate in discussion sessions and to write several short papers.

SS/NS 216
LAND DEGRADATION AND SOCIETY
Benjamin Wanner

This course addresses current structure and performance of American capitalism. We begin by developing the theory of the alternative market structures: monopoly, competition, and oligopoly. Because concentration of economic power in the United States is at odds with belief in free markets, several new theories have emerged which attempt to rationalize—even making a virtue of—the dominance of a few hundred multinational firms. A second aspect of the course will be to tentatively evaluate these theories. But a wider analysis of capitalism must confront issues of class structure and consciousness, relationship of economic power to political power, and intervention by state authority to redistribute resources and incomes. We will use Sweden and Japan as points of comparison for the variety of forms capitalism may take.

Class meets for one and one-half hours twice weekly; enrollment limited to 25.

The School of Social Science expects to offer a course in Asian culture and one in modern Western European history in the spring; titles and instructors to be announced in the supplement to the course guide.

We begin with studies of localized religions closely connected with the history, culture, and society of particular ethnic or "tribal" groups. For example, the religion of the Dayak or Siou, a Native American people, is an integral part of their Dakota identity. We then consider Christianity: a universalist religion, implying no particular social identity, emphasizing conversion as an experience open to all. Christianity arose in explicit contrast to the localized character of Judaism—a matter to be pondered. We conclude with reinterpretations of religions which often begin as "movements" or "cults" in response to European domination or rapid social change. We will look at some of the methods that have been proposed for preventing or restraining armed conflict. It is intended to provide students with a capsule view of the "field of peace and conflict studies." The course will examine the entire "spectrum of conflict," stretching from guerrilla war in the Third World to all-out conventional conflict in Europe and intercontinental nuclear war between the superpowers. Case studies will include World War I, the Vietnam War, and nuclear war. In the area of peace, we will look at both traditional means of "arms control" as well as more visionary concepts of disarmament, alternative security, and citizen peacemaking. Students will be required to participate in discussion sessions and to write several short papers.

Spring
This course will examine various strategies of economic development adopted by a number of contemporary African, Asian, and Latin American countries with a view to determining the ways in which they have affected women's lives and gender relations. Special attention will be given to women's participation in the labor force, their changing roles in the family, maternal health and mortality, and the management of fertility. The course will also discuss the ways in which existing models of development might be restructured to include women as active agents of socio-economic change.

This course addresses the problem of the international movement of production by multinational corporations. It examines the social and political impact this has on communities in the First and Third Worlds. How extensive are the employment and unemployment consequences generated by multinationals? For what reasons is capital flight and what options exist? This course will be required for an evaluation. Students will examine these issues using a simulation approach that focuses on a fictitious New England city and its largest employer. Techniques for predicting corporate shutdowns and for assessing its potential will be considered, using computers as a tool for analysis. Community responses to a plant shutdown will be designed as a group exercise, with students assuming the roles of planners, workers, corporation executives, and politicians. No computer background is required, only a commitment to teamwork and imaginative problem-solving.

Some societies like India have had family planning programs for years but with limited success in reducing fertility. Other societies such as South Korea, Singapore, and Costa Rica have significantly reduced their total fertility rates. What accounts for these differences? Why do some women resist methods of fertility control and others yield to them? Why, on the other hand, is infant mortality widespread in a number of African countries?

This course will analyze the role assigned women in existing theories of fertility compared with the role they actually play in the family and the development process; discuss various family planning programs established in a number of Third World societies and evaluate the use and effectiveness of contraceptive methods; discuss health care problems associated with high fertility and the use of contraceptives.

Class meets for one and one-half hours twice weekly; enrollment limited to 30, by instructor permission.
"Artificial intelligence," observes Vernor Vinge, "is a Modern idea." In this course we will examine some of the social and cultural conditions and consequences of ideas on AI, from Thomas Hobbes' On Man to Marie Minsky's The Social Evolution. Among these conditions is the formation of dynamic strata of "organic intellectuals," the exponents of novel social relations and the solvers of new problems. We will begin with Plato's attempt to characterize the AI history of these three centuries in terms of three major projects, those of Leibniz, Babbage, and Turing. We will then discuss some key figures of the Age of Turing, e.g., Wiener, Von Neumann, Simon, Papert, and Hofstadter. We will refer to programs, but this is a course in the history of political thought, and no specialist background in AI is presupposed.

Class meets for one and one-half hours twice weekly.

Major theorists of the modern state, such as Locke, Rousseau, Marx, Gramsci, and Hofstadter. We will do this in terms of three major projects, those of Leibniz, Babbage, and Turing. We will discuss some key figures of the Age of Turing, e.g., Wiener, Von Neumann, Simon, Papert, and Hofstadter. We will refer to programs, but this is a course in the history of political thought, and no specialist background in AI is presupposed.

Class meets for one and one-half hours twice weekly.

The history of American involvement in Vietnam, including a review of the origins of the war and U.S. intervention; the domestic impasse 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 will be paid to how America society makes its foreign policies.

Class meets for one and one-half hours twice weekly; enrollment limited.

How have built environments been structured to reflect, inhibit, or promote prescribed social relationships? How would a landscape based upon egalitarian, cooperative principles differ from one based upon inequitarian and hierarchical principles? How does participation in struggles over control of environments contribute to awareness of gender, race, class inequality and fundamentally change those involved? What is the relationship between social change and the transformation in use or design of physical space?

Attempts have been made in real life and fiction to partly effect social change and "create a better world" through the planned design of alternative living and working environments. We will examine the effectiveness of these efforts, focusing on the intended and unintended consequences. Examples may include utopian socialist and anarchist communities, garden city movements, and feminist design alternatives.

Class meets for one and one-half hours twice weekly.
Five College Offerings

Course List

University
Arabic 346
Mt. Holyoke
Mohammed Massa Jiyad

INTERMEDIATE ARABIC

Arabic 326
Mt. Holyoke
Mohammed Massa Jiyad

HAMPSHIRE

Foreign Languages 112
Mohammed Massa Jiyad

ELEMEN TARY ARABIC

HAMP SHIRE

Foreign languages 112
Mohammed Massa Jiyad

HAMP SHIRE

Foreign languages 112
Mohammed Massa Jiyad

HAMP SHIRE:

Social Science 174
Michael T. Klare

INTERMEDIATE ARABIC II

Arabic 346
Mt. Holyoke
Mohammed Massa Jiyad

HAMP SHIRE:

Foreign Language 106
Mohammed Massa Jiyad

HAMP SHIRE:

Foreign Language 112
Mohammed Massa Jiyad

HAMP SHIRE:

Social Science 174
Michael T. Klare

Course Descriptions

UNIVERSITY:

Arabic 346
Mohammed Massa Jiyad

INTERMEDIATE ARABIC

Arabic 326
Mt. Holyoke
Mohammed Massa Jiyad

HAMP SHIRE:

Asian 131s
Mohammed Massa Jiyad

ELEMEN TARY ARABIC

HAMP SHIRE:

Foreign Language 106
Mohammed Massa Jiyad

HAMP SHIRE:

Foreign Language 112
Mohammed Massa Jiyad

HAMP SHIRE:

Intermediate Arabic
Michael T. Klare

ELEMENTARY ARABIC

Asian 131f
Mohammed Massa Jiyad

Arabic 326
Mt. Holyoke
Mohammed Massa Jiyad

HAMP SHIRE:

Foreign Language 105.
Mohammed Massa Jiyad

HAMP SHIRE:

Foreign Language 111.
Mohammed Massa Jiyad

HAMP SHIRE:

War, Revolution and Peace
Michael T. Klare

An introduction to the varieties and characteristics of warfare in the modern age, and a look at some of the methods that have been proposed for preventing or restraining armed conflict. Intended to provide students with a capsule view of the field of peace and conflict studies. We will examine the entire spectrum of conflict, stretching from guerrilla combat and low-intensity warfare to all-out conventional conflict and intercontinental nuclear war. Case studies will include World War I, the Vietnam War, and nuclear war (Hiroshima and a hypothetical superpower conflict). In the area of peace, we will look at both traditional means of arms control as well as more visionary concepts of disarmament, alternative security, and citizen peacemaking. We will make extensive use of films, video, and simulations; students will also be encouraged to attend public lectures sponsored by the Five College Program in Peace and World Security Studies. Students will be required to participate in discussion sessions and to write several short papers. First- and second-year students only. Maximum enrollment: 40.

MOUNT HOLYOKE:

Politics 311s
Michael T. Klare

Principles and Methods of Peace and Conflict Research

An introduction to the principles and methods of research on peace and conflict issues, stressing the acquisition of skills through directed student-research projects. Intended to expose students to current research on international security issues and the basic sources used in advanced study of international peace and security issues. We will begin with selected readings on the international war/peace system, and proceed to close examination of basic research guides and sources. Students will prepare a major research paper during the semester on some aspect of the current debate on defense, disarmament, and international security.

Prerequisite: eight credits in Politics including Politics 203, or permission of instructor. One two-hour meeting per week.

HAMP SHIRE:

Social Science 293
Anthony Lake

The Vietnam War

The history of American involvement in Vietnam, including a review of the origins of the war and U.S. intervention; the domestic impetus 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. Class meets Tuesday and Thursday 10:30 a.m.

MOUNT HOLYOKE:

International Relations 312
Anthony Lake

Third World Revolutions

An examination of the purposes, causes and results of revolutions in the Third World. After consideration of relevant general theories on the subject, the course considers five case studies: revolutions in China, Vietnam, Cuba, Mozambique, and Iran. In each case, attention will be given first to the course of the rebellion and then to the political, social, and economic consequences of the revolution in succeeding years. Cases of current or potential revolutions will then be examined.

Enrollment limited. Class meets Wednesday 2:00-4:00 p.m.
Introduction to African Studies. 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, economies. (Co-taught with Josephus V. Richards)

Key Fluorescence Analysis. Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials.

Prerequisites: Analytical Geochemistry recommended. Two credits. Enrollment limited.

VOLCANOLOGY. 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 volcanic-tectonic evolution of western North America, placing volcanism in that region in a plate tectonic and historical perspective.

Prerequisite: Petrology advised. Three credits. Enrollment limited. (Institutional location of class may be changed, depending on enrollment.)

MATERIALS FOR A CULTURAL HISTORY OF THE CONNECTICUT RIVER VALLEY. The course provides an interdisciplinary examination of the creation and transformation of cultural patterns in the towns along the Connecticut River during the seventeenth, eighteenth, and nineteenth centuries. Issues of methodology and interpretation will be examined by looking at the work of architectural historians, anthropologists, and historical geographers, as well as economic, intellectual, political, and social historians. Students will also be introduced to primary documentary, visual, and artifactual sources for the historical study of the region. Some class meetings in Deerfield.

Four credits. Permission of instructor required. Enrollment limited to 15. Class meets Wednesday 2:00 to 5:00 p.m.

Outdoors and Recreational Athletics Program

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Course Descriptions

OPRA 102 INTERMEDIATE SHOTOKAN KARATE I
Marion Taylor
This course is for all white belts who have completed OPRA 101. The class will meet Monday and Friday 1:30 to 3:30 p.m. and Wednesday from 8 to 8:50 p.m. on the playing floor of the Robert Crown Center. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars. Enrollment unlimited, instructor's permission.

OPRA 103 INTERMEDIATE SHOTOKAN KARATE II
Marion Taylor
This course is for students who have completed OPRA 101 and 102. The class will meet Monday 1:30 to 3:30 p.m., Wednesday and Sunday from 8 to 8:50 p.m. on the playing floor of the Robert Crown Center. Enrollment unlimited, instructor's permission. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

OPRA 104 ADVANCED SHOTOKAN KARATE
Marion Taylor
This course is for students who have attained the rank of brown belt or black belt. Classes will meet Tuesday, Wednesday, and Friday from 8 to 8:50 p.m. on the playing floor of the Robert Crown Center. Enrollment limited, none; instructor's permission. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

OPRA 112 INTERMEDIATE AIKIDO
Paul Sylvan
This will be a continuing course in Aikido and, therefore, a prerequisite is at least one semester of previous practice of the January term course. It is necessary for all potential participants to be comfortable with Ukei (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 9:30 to 11 a.m. in the South Lounge of the Robert Crown Center. The course may be taken at the discretion of the instructor. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

OPRA 115 AIKIDO
Paul Sylvan
Ken or wooden sword in Aikido is derived from Kitari Ryu (school) and Yagyu Shin Kage Ryu (both traditional sword styles). There are basic strikes, blocks, and cutting movements as well as partner and Kata practices involved in Aiki Ken. Prerequisite: Aiki Jo or instructor's permission. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

OPRA 118 BEGINNING TAI CHI
Denise Barry
Paul Gallagher
Tai Chi is the best known T'ai Chi movement and martial art, with a history dating back at least 1,200 years. Created by T'ai Chi priests, it is the "cloud water dance," stimulating energy centers and creating stamina, endurance, and vitality. The course will stress a good foundation (strength, stretching, basic standing meditation) and the first series of the T'ai Chi form. The class meets on Wednesday from 12:30 to 1:45 p.m. in the South Lounge of the Robert Crown Center. Enrollment is open, register by attending the first class. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

OPRA 119 CONTINUING TAI CHI
Denise Barry
Paul Gallagher
For students who have completed the beginning course. We will develop more standing meditation for power and vitality, proceed through the second sequence of the T'ai Chi form, and consider applications of the movements. Two-person practice will also be introduced, and we will study T'ai Chi Classics in detail. The class meets on Wednesday from 2 p.m. to 3:15 p.m. in the South Lounge of the Robert Crown Center. Enrollment is open, register by attending the first class. Five college students will be graded on a pass/fail basis and must negotiate credits with their registrars.

OPRA 124 BEGINNING WHITEWATER KAYAKING
Earl Alderson
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, and Eskimo roll.

This class will meet on Thursdays from 1:00 to 3:30 p.m. in the pool until March 15. After that date, class will meet on Tuesdays from 6:00 to 8:00 p.m. for a river trip. To register, sign up at the Robert Crown Center during the week of matriculation. Enrollment limit 6, taken at the instructor's discretion. Five College students will be graded on a pass/fail basis.

OPRA 126 INTERMEDIATE WHITEWATER KAYAKING
Earl Alderson
This class is designed for people who have had previous whitewater experience. Students will learn and perfect advanced whitewater techniques on class III water. Prerequisites include an Eskimo roll on moving water and solid class II skills.

The class will meet on Friday from 1:00 to 3:00 p.m. in the RCC pool through March 4. After that date, river trips will meet Fridays from 6:00 to 8:00 p.m. To register, sign up at the Robert Crown Center during the week of matriculation. Enrollment limit 6, taken at instructor's discretion. Five college students will be graded on a pass/fail basis.

OPRA 133 BEGINNER'S WHITEWATER CANOEING
Karen Warren
For the canoeist, springtime is heralded when melting snow swells the banks of New England's rivers and streams. Learn the art and share the thrill of riding this seasonal wave in an open boat. This course includes the choice and use of appropriate equipment, basic and advanced whitewater strokes and maneuvers, river reading and safety, all taught in action on local whitewater.

Participation should be able to swim 200 yards without resting. Enrollment limit, 10. Class meets on Tuesday from 12:30 to 5:30 p.m. beginning after spring break.

OPRA 141 BEGINNING SNORKELING
Donna Smyth
This class is for students who have little or no swimming ability. Students will progress at their own pace while learning the basic swimming strokes. The class will meet Monday and Thursday from 11:00 a.m. to 12 noon in the Robert Crown Center pool. Enrollment limit, 8. To register, attend first class.

Upon successful completion of this course students will be certified as American Red Cross Water Safety instructors.

Classes will meet Wednesday from 6 to 8 p.m. in the RCC pool, and one additional tour per week for lectures will be arranged. Enrollment limit, 18. Prerequisite: current advanced lifesaving certificate, and advanced swimming skills. (A swim test will be given at the first class.) To register, attend first class.

OPRA 149 OPENWATER SCUBA CERTIFICATION
David Stillman
This is an NAUI-sanctioned course leading to open water scuba certification. One and one-half hours of pool time and one and one-half hours of classroom instruction per week. Classes will meet at the Robert Crown Center pool on Monday from 6 to 7:30 p.m., and elsewhere in the RCC from 7:30 to 9 p.m. for classroom instruction. Fee: $184 plus mask, fins, snorkel, and text. All other equipment provided. Prerequisites: adequate swimming skills. Enrollment is open.
This course is for people with little or no climbing experience. It will cover basic safety techniques, rope work, knots, and climbing techniques. Enjoy the opportunity to exercise your body and mind through such mediums as an indoor climbing wall and many of the local climbing areas. Beginners are especially welcome.

Enrollment limit, 12. Class meets Wednesday from 12:30 to 5:30 p.m. starting after Spring Break.

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 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 multipitch climbs and to provide instruction in lead climbing.

PART I. TECHNICAL INTRODUCTION
This section will introduce the top rope climber to rope management, anchors, belaying the leader, prusiking, chockcraft, equipment selection, rappelling, and delay systems dynamics. 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 climb as part of the course. The class will travel to many of the local cliffs including Crown Hill and Ragged Mountains.

The class meets Tuesday from 1 p.m. to 3:30 p.m. until Spring Break. After Spring Break, the class meets from 12:00 to 3:30 p.m.

While the weather is still too bad to ride, why not put a few hours 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, tuned, and ready for the fair weather.

Enrollment limit, 10. No previous mechanical experience is assumed. The class meets Wednesdays from 7 to 9:30 p.m. until Spring Break.

Nordic 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 area, backcountry area, or a downhill area for an afternoon of Nordic skiing. Instruction in track, backcountry touring, and telemark skiing will be provided. Equipment for all three types of skiing can be obtained for course participants through the 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 OPRA office and then show up at the open session. There will be a lab fee for use of the telemark equipment. Credit not available.

Sessions: Thursdays and Fridays, 12:00 to 6:00 p.m. Limit: 12 people per session.

Few professions demand as broad a commitment as outdoor leadership. The wilderness instructor in many outdoors programs is responsible for the education and well-being of a dozen or so students, 24 hours a day, in strenuous and often risky environments for extended periods of time.

The course addresses outdoor leadership from both a theoretical and 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, 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, and outdoor experience is desirable. This course is strongly recommended for Pre-College Trip leaders and is a prerequisite for co-leading a January term or Spring Break trip.

Enrollment is limited to 12. Class meets Wednesday from 1 p.m. to 5 p.m. and Friday from 1 p.m. to 3 p.m.
Faculty Biographies

School of Communications and Cognitive Science

Joan Bradennan
is an associate professor of television production. Her BA is from Radcliffe College, her MA from New York University, and she is a PhD 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 Intersections: A Feminist Participation in Art and Politics. One of her most recent video productions was a study of contemporary Nicaragua, co-produced for the Public Broadcasting System. She will be on leave academic year 1988-89.

Susan Douglas
associate professor of media and American studies, took her MA and PhD at Brown University in American civilization, and has a BA 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 PhD in linguistics from the City University of New York and a BA from Queens College, where he has also taught. He is a phonologist whose main research interest is currently in syllable structure. He has done extensive research on the sound system of Sinhala, a language of Sri Lanka. Among his other teaching and research interests are sociolinguistics, neurolinguistics, and animal communication and behavior.

Jay Garfield
associate professor of philosophy, received his BA from Oberlin College and his PhD in philosophy at the University of Pittsburgh. His main teaching interests are in philosophy of science, 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 MFA in theatre from Dartmouth College, an MA in film and video production from Smith College, and a PhD in communication from the University of Massachusetts. He has taught at the University of Massachusetts, Fitchburg State College, and Hampshire College in the areas of television production, media criticism, interpersonal and group communication, and rhetoric. He has had professional experience as a theatre producer, social worker, and English teacher (in Torino, Italy). He has additional academic and extracurricular interests in photography, film, music, acting, directing, and educational theory.

David Kerr
associate professor of mass communications and Master of Merrill House, has a BA from Miami University in Ohio, and an MA 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.

David Kramer
assistant professor of computer studies, received a BA in mathematics from Harvard University and holds MA and PhD degrees from the University of Maryland. He taught at Lawrence University and Smith College before joining the Hampshire College faculty. His interests include number theory and computer music.

Meredith Michaels
associate professor of philosophy, taught philosophy and women's studies at Mount Holyoke College before coming to Hampshire. She has a BA from the University of California, Santa Barbara, and an MA and a PhD from the University of Massachusetts. She teaches courses in metaphysics, epistemology, and ethics, and has worked extensively on a variety of issues in feminist theory and pedagogy.

James Miller
associate professor of communications, took his PhD 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 corporate, 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. He will be on leave academic year 1988-89.

Richard Muller
associate professor of communication and computer studies and dean of the School of Communications and Cognitive Science, holds a BA from Amherst College and a PhD 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.

Tienny Serequeberhan
assistant professor of philosophy, holds a PhD from Boston College. He has taught at the University of Massachusetts at Boston and was a research associate at the William Monroe Trotter Institute, where he studied the Eritrean Liberation Movement. He has published essays on Kant and Aquinas, Hegel, Heidegger, and Gadamer. His current research addresses hermeneutic and political topics in African philosophy as well as problems in modern political philosophy. He teaches courses in ancient philosophy, African philosophy, political philosophy, Heidegger, hermeneutics, and Marxism.

Catherine Sophian
assistant professor of psychology, received a BA from New College, and an MA and a PhD from the University of Michigan. She taught at Carnegie-Mellon University before coming to Hampshire. She is a developmental psychologist whose specialty is cognitive development.

Neil Stittings
professor of psychology, has a BA from Amherst College and a PhD in psychology from Stanford University. Much of his research and teaching concerns the psychology of language. He also has a substantial interest in other areas of cognition, such as memory, attention, visual and auditory perception, intelligence, and mental representation.

Steven Weisler
assistant professor of linguistics, has his main interests in semantics, syntax, language acquisition, and the philosophy of language. He has a PhD in Linguistics from Stanford University and an MA 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.

School of Humanities and Arts

Leonard Bassin
visiting professor of art is a noted sculptor and graphic artist. Professor Bassin is the proprietor of the Gennaha Press and the first art editor and designer of The Massachusetts Review.

Rhonda Blair
assistant professor of theatre, holds a PhD in Theatre and an MA 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.

Ellen Dorkin
assistant professor of theatre, holds a BA in drama from Middlebury College, an MA in English from the Bread Loaf School, Middlebury College, and a PhD in theatre history from the University of Washington. She has taught in the drama departments of Franklin Marshall College and at the University of Washington. Her special areas of interest are playwriting, directing, and Marxist and feminist critiques of dramatic literature and praxis.
Anne Fleck

Lynne Hurley

Norman Holland

Joanna Hubbs

Deniz Hurley

Norton Juster

Ann Keams

L. Brown Kennedy

Wayne Kramer

Yusef Lateef

Sura Levine

Jill Lewis

Jeremy Liebling

Daphne A. Lowell

Richard Lyon

Margo MacKay-Simmons

Judith Mann

Sandra Matthews

Robert Megher

visiting assistant professor of filmmaking, has worked as an independent filmmaker in the Boston area for a number of years, producing, directing, writing, and editing documentary films. She has also been professionally involved in ethnomusicological fieldwork and in projects for public television.

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 Hampden, she offers courses in women writers and short story writing. She publishes both short stories and literary criticism. Most recently she has published a series of articles on women writers on nineteenth century war. Lynne will be on leave spring term.

assistant professor of Hispanic literature, has taught Spanish American literature and culture at Columbia University, the University of Maine at Orono and at the University of Connecticut. He has a Ph.D. from The John Hopkins University. Professor Holland's area of specialization include nineteenth and twentieth century Spanish American prose and poetry, modern critical theory, introduction to Hispanic literature and language instruction.

is an associate professor of Russian cultural history. She has written on topics ranging from alchemy to Russian folklore and literature. Her book, Mother Russia: The flaming myth in Russian Culture, is an interpretive study of Russian history from the prehistoric to the present era. She has supervised divisional exams in European cultural history, literature, and art history, and in approaches to the study of mythology. She will be on leave fall term.

assistant professor of art, holds a B.F.A. from the University of Pennsylvania and an M.F.A. from Yale University. He has taught painting and printmaking at the Yale School of Art, and most recently at Scripps College and Camphill Graduate School. He has received a Guggenheim Fellowship, among other awards. His work has been extensively exhibited and is in the collections of major museums.

professor of design, is a practicing architect, designer, and writer whose works include The Phantom Tollbooth, a children's fantasy; The Dog and the Ling, a mathematical fable made into an Academy Award-winning animated film; and Go Straight to Libya, a book on the lives of women in the late nineteenth century. He has a B.A. from the University of Pennsylvania, and he studied at the University of Liverpool on a Fulbright scholarship. He will be on sabbatical fall semester.

associate professor of music, is director of the Hampunch College Chorus. She holds a M.M. in music history from the University of Wisconsin and studied choral conducting at Julliard. She composes choral music and edits performing editions of Renaissance choral music. At Hampunch she serves as liaison to the Five College Early Music Program and to the Five College Orchestra.

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

associate professor of theatre arts, holds a B.F.A. and an M.F.A. with emphasis in design work for the theatre. He has 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 Sondheim, which was later performed in Scotland.

Professor of music, holds a Ph.D. in music from the University of Chicago and a M.A. in music from the University of California at Berkeley. He has concertized internationally and has authored more than fifteen music publications and he has been extensively recorded. His interests include teaching, composing, music, creative writing, symbolic logic, printmaking, ethology and linguistics.

assistant professor of art history, holds a B.A. from the University of Michigan, an M.A. from the University of Chicago, and is currently completing a Ph.D. at that institution. She has expertise in 19th and 20th century painting and is also interested in questions of visual representation in other media such as sculpture and architecture. She has had several catalogue entries for various collections at David and Alfred Smart Gallery, University of Chicago, and the Jocelyn Art Museum, Omaha, Nebraska, and has co-authored "Stuart Davis" Art and Art Theory, An Introduction for the Brooklyn Museum.

associate professor of humanities, holds a B.A. from Newham College, Cambridge, England, and is presently pursuing a Ph.D. at Cambridge University. She has been very active in the Women's Liberation Movement in Britain and France. Ms. Lewis teaches courses in literature and cultural history at Hampunch. Jill will be on leave fall semester.

professor of film and photography, 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.

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

professor of English and American studies, holds B.A.'s from Texas and Cambridge, and 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 Hampunch's first Dean of the College.

assistant professor of Afro-American music, has taught at the University of Ottawa before coming to Hampunch and has studied and performed jazz and other improvisational styles of music in this country and Europe. She holds a Ph.D. from the University of California at San Diego. Her areas of interest are rhythmical structure, static and dynamic line conditions in twentieth century works; and significant relationships between text and music in selected twentieth century works; and the nature and practice of musical improvisation.

associate professor of art, holds a B.F.A. from the State University of New York at Buffalo and an M.F.A. from the University of Massachusetts. She taught at Mount Holyoke College, the University of Rochester, and the Nova Scotia College of Art and Design before coming to Hampunch. She has exhibited nationally and internationally. Her work is in several private and institutional collections.

assistant professor of film/photography, has a B.A from Radcliffe and an M.F.A from SUNY at Buffalo. She has eleven years experience in black theatre, children's theatre, and the production of original scripts, and has directed for the stage and television. Her design work has been seen both in this country and in Europe. She has been a guest artist with Smith College Theatre on several occasions, and designed the New York production of Sondheim, which was later performed in Scotland.

assistant professor of film/photography, has a B.A from Radcliffe and an M.F.A from SUNY at Buffalo. She has eleven years experience in black theatre, children's theatre, and the production of original scripts, and has directed for the stage and television. Her design work has been seen both in this country and in Europe. She has been a guest artist with Smith College Theatre on several occasions, and designed the New York production of Sondheim, which was later performed in Scotland.

Five College professor of music, holds a M.A in music from the Manhattan School of Music and a Ph.D in education from the University of Massachusetts. He has concertized internationally and has authored more than fifteen music publications and he has been extensively recorded. His interests include teaching, composing, music, creative writing, symbolic logic, printmaking, ethology and linguistics.
Nina Payne
associate professor of writing and human development, received her BA from Sarah Lawrence College. A collection of her poems, All the Day Long, was published by Atheneum in 1975. 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 1978.

Earl Pope
professor of design, holds a BArch 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. He will be on leave fall term.

Abraham Ravett
associate professor of film and photography, holds a BA in psychology from Brooklyn College, a BFA in filmmaking and photography from the Massachusetts College of Art, and an MFA in filmmaking from Syracuse University. Complementing a career in filmmaking and photography, Ravett has also worked as video tape specialist and media consultant. He will be on leave the academic year.

Mary Russo
associate professor of literature and critical theory, earned a PhD in romance studies from Cornell. She has published widely in the fields of European culture, semiotics, and feminist studies.

Andrew Satisky
professor of writing, has published widely in the field of fiction, nonfiction, 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 Muntro College in Jamaica and graduated from the University of London with a degree in English literature.

Reinhard Sander
Five College associate professor of comparative literature (1967-1990), holds the equivalent of a PhD from the Free University of Berlin, Germany, and a PhD from the University of Texas at Austin. He has taught at the University of Baymuth, West Germany; the University of the West Indies, Jamaica; University of Sussex, England; and the University of Nigeria. Professor Sander specializes in African, Afro-American, and Caribbean literature and has published several books, articles, and reviews.

Peggy Schwartz
adjunct assistant professor of dance and Five College assistant professor of dance, holds a BA from the University of Rochester, an MA from the State University of New York at Buffalo, and an NALS from Wesleyan University. She has developed a dance education program for dance certification. Her teaching included creative studies in dance, dance education, and modern dance technique. She is a member of the Congress on Research in Dance, the American Association for Physical Education, Recreation and Dance, and the National Dance Association.

David E. Smith
professor of English and American studies and dean of Humanities and Arts, holds a BA from Middlebury College and an MA and PhD from the University of Minnesota. He has been at Hampshire since it opened, and before that was director of Indiana University's graduate program in American studies. His writing and teaching reflect an interest in American social and intellectual attitudes toward land and landscape.

Jeffrey Wallen
assistant professor of literature, received an AB from Stanford University, an MA from Columbia University, and an MA and PhD from the Johns Hopkins University. His interests include comparative literature, critical theory, film, and psycholinguistics.

Daniel Warner
assistant professor of music, holds an MFA and a PhD in composition from Princeton University. He has received awards and fellowships from the American Academy and Institute of Arts and Letters, the MacDowell Colony, and the New Jersey State Council on the Arts. Since 1984, he has been an associate editor of *Perspectives on New Music*.

Carrie Mae Weems
visiting assistant professor of photography, received a BA from the California Institute of the Arts, an MFA from the University of California at San Diego, and an MA from the University of California at Berkeley. Her areas of specialization are Afro-American folklife, Afro-American feminist literary criticism, history of photography, photographic practice, and Black visual culture. Her work has been exhibited at the New Museum, the Maryland Institute of Art, New York University, and Los Angeles Center for Photographic Studies, among other galleries.

School of Natural Science

Duša Amatari/Wardena
is an assistant professor of environmental chemistry. He has a PhD from North Carolina State University, and his undergraduate work was completed at the University of Ceylon in Sri Lanka. He has a masters degree in chemistry from the University of Sri Lanka, and he has a postgraduate diploma in international affairs from the Bandaranaike Center for International Studies. His research interests include basic water quality, trace metal analysis, pesticide residues, and soil chemistry. He is interested in the development of low-cost analytical techniques, appropriate technology transfer to Third World nations, and activism through lobbying and education in environmental groups.

Herbert J. Bemstein
professor of physics, received his BA from Columbia, his MS and PhD from University of California, San Diego, and did postdoctoral work at the Institute for Advanced Study at Princeton. He has taught at Telchom in Haifa, Israel, and at the Institut fuer Theoretische Physik in Belgium. He has consulted for numerous organizations including the World Bank, AASL, NSF, and Hudson Institute. His teaching and research interests include reconstrucitive knowledge, neutron interterometry, theoretical physics, statistical mechanics, space relativity, and fundamental quantum mechanics.

Merle S. Bruno
associate professor of biology, holds a BA from Syracuse University and a PhD from Harvard University. She has done research in sensory neurophysiology (especially vision) and elementary school science teaching. Her work in neurophysiology has been supported by grants from NIH and the Grass Foundation, and she is the author of several biology guides for elementary and middle school studies. She has taught science observation classes of humans and recently has been working with students interested in cardiovascular health and disease. Professor Bruno is the dean of Natural Sciences.

Loma L. Copinger
faculty associate in biology and outreach specialist in agriculture, holds an AB from Boston University and an MA from the University of Massachusetts. In addition to expertise in wildlife, dogs, Slavic languages, and writing, Lorna is also interested in photography. Lorna is involved primarily with the Farm Center.

Raymond P. Copinger
professor of biology, has worked at the Woods Hole Oceanographic Institution, the Smithsonian Astrophysical Observatory, the U.S. Fish and Wildlife Service, and the Balse Tropical Research Station in the West Indies. He holds a four college PhD (Amherst, Smith, Mt. Holyoke, University of Massachusetts). His varied interests include animal behavior, birds, dogs, monkeys, ecology, evolution, history, philosophy, and theoretical biology (book in progress). Ray has been a past New England skidded-racing champion, and now works with rare breeds of sheepdog. His research leads to numerous technical and popular publications in most of these fields.

Charlene D'Aversa
associate professor of ecology, received her BA from Simmons and her PhD from Boston University Marine Program, Marine Biology Lab, Woods Hole. She is particularly interested in marine ecology and aquaculture, and she uses the Marine Biological Laboratory in Woods Hole each summer to continue her research on salt marsh ecology. One focus of her teaching is aquaculture research in the Hampshire bightner. She teaches courses in ecology, marine ecology, natural history, aquaculture, and environmental science.
John M. Foster

professor of biology, previously taught biochemistry at the Boston University School of Medicine and was a director of the Science Curriculum Improvement Program at NSF. He holds a PhD in biochemistry from Harvard. In addition to his involvement in biochemistry and in human biology, he is interested in ecology and field biology, amateur electronics, baroque music, and white-water canoeing. John will be on sabbatical in the spring.

Alan Goodman

assistant professor of biological anthropology and co-director of academic life in Prescott House, received his BS, MA, and PhD from the University of Massachusetts. His research focuses on the impact of culture on human health, nutrition, evolution, and biological variation, and he is particularly interested in the causes and consequences of disease and malnutrition. He is currently working on techniques for determining undernutrition in utero and infancy and studying the long-range consequences of early mild-to-moderate undernutrition in Mexico. Before coming to Harvard he was a postdoctoral fellow in nutrition and epidemiology at University of Connecticut, a research fellow at the WHO Center for Stress Research in Stockholm, and conducted field and laboratory research on North American and Egyptian prehistory.

Kay A. Henderson

assistant professor of reproductive physiology, did her undergraduate work in animal science at Washington State University. Her MS and PhD are from the University of California at Davis. She worked as a reproductive physiologist with the Alberta Department of Agriculture, and has done research at Cornell. Kay is an animal scientist interested in domestic animal reproduction plus women's health issues.

Kenneth R. Hoffman

professor of mathematics, has an MA from Harvard, where he also served as a teaching fellow. He taught mathematics at Talladega College during 1966-70. In addition to population biology and mathematical modeling, Ken's interests include education, American Indians, natural history, and farming.

David C. Kelly

associate professor of mathematics, has taught at New College, Oberlin College, and Talladega College. He holds a BA from Princeton, an MS from MIT and Dartmouth. Since 1971 he has directed the well-regarded Harrisprong College Summer Studies in mathematics for high-ability high-school students. His interests are analysis, probability, the history of mathematics, recreational mathematics, and seventeenth.

Allan S. Krasn

professor of physics and science policy was educated at Cornell and Stanford, where he received his PhD in theoretical physics. He has taught at Princeton University, the University of California at Santa Barbara, and the University of Iowa, as well as at 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 PhD from MIT. She has worked as a research associate at both MIT and Amherst College, and has taught at Smith College and at the Community College of Nursing. She has coordinated women's and science events at Hampshire and has published articles concerning the scientific education of women. Her interests include biochemistry and organic molecules, science for nonscientists, toxic substances, cartoong, the physics of weather, and natural history.

Ralph Lutts

adjunct associate professor of environmental studies, received his BA in biology from Trinity University and his EdS 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 an attempt to understand our environment and our relationship with it. He is currently the director of the Blue Hills Interpretive Centers (Thatside Museum/Chickatawbut Hill) in Milton, MA.

Debra L. Martin

associate professor of biological anthropology and co-director of academic life in Prescott House, received a BS from the University of Massachusetts and a PhD 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 effects of poor nutrition, multiple pregnancies, and long lactation periods on health. Her teaching and research interests include nutritional anthropology, skeletal biology, human growth and development, health and disease, gerontology, and human origins. She will be on leave all year.

Ann P. McNeal

professor of physiology, received her BA from Swarthmore and her PhD from the University of Washington (physiology and biophysics). Her interests include human biology, physiology, neuropsychology, and biological toxins. For the last few years, she has been increasingly fascinated by the connections between science and human movement, and she has written two articles for Context Quarterly about the biology and physics of movement.

Lynn Miller

professor of biology, has taught at the American University of Beirut, Adelphi University, and at The Evergreen State College. His PhD is from Stanford in fish genetics. His principal interests are genetics (human and model), general microbiology, and 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 the lunar surface and the earth's interior at the Smithsonian Astrophysical Observatory, the Geochronology Laboratory at MIT, Rensselaer Polytechnic Institute, and the Los Alamos Scientific Laboratory. He received his PhD from MIT. 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 plains 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 BA, summa cum laude, from Milwaukee-Denver College, and her MA and PhD from Cornell, where she concentrated in the history of science. She taught at the University of Kentucky, 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.

Brian Schultz

assistant professor of entomology, received a BS in entomology, an MS in biology, and a PhD in ecology from the University of Michigan. He is an agricultural ecologist and entomologist, and most recently has spent a couple of years in Nicaragua studying methodology and biological control of insect pests in annual crops. He is interested in computers, statistical analysis, world peace, and softball.

Arthur H. Westing

adjunct professor of ecology, received his AB from Columbia and his MF and PhD 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 professor of biology. He has been a fellow 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 professional Peace Research Institute in Oslo, Norway and does research in cooperation with the United Nations Environment Programme (UNEP) primarily on military activities and the human environment.

Lawrence J. Winship

assistant professor of botany, received his PhD from Stanford University, where he concentrated on diatom taxonomy and the effects of nitrogen fixation and nitrate assimilation by lupines on the coast of California. He continued his research on nitrogen fixation as a research associate at the Marine Biological Association of the United Kingdom. He is now a research associate at Harvard University, where he investigated the energy cost of nitrogen fixation by redulated woody plants, particularly alders. His current research concerns the biophysics of gas diffusion into roots, and the mechanisms of oxygen protection of nitrogenase. His other interests include the use of nitrogen-fixing trees in reforestation and agriculture, particularly in tropical Asia and developing countries and the potential for Sustainable Agriculture worldwide. He has taught courses and supervised projects in organic farming, plant poisons, plant physiology,
Frederick H. Wirth

assistant professor of physics, holds a BA from Queens College of CUNY and a PhD from Stonybrook University of SUNY. His research interests center around low-temperature phenomena, especially the behavior of helium. One of his main goals at Hampshire is to create laboratory programs in the physical sciences and an Appropriate Technology center to help all students (regardless of their course of study) with their increasingly probable collision with technological obstacles. Fred is also a committed and experienced practitioner of mediation who periodically offers instruction in this discipline.

Albert S. Woodhill

associate professor of computer studies and biology, received his PhD from the University of Washington. He has taught in the Peace Corps in Nigeria and has lectured at the University of Washington. His research interests are centered on the physiological bases of behavior and on the visual system in humans and animals. He also has a strong interest in electronics, which finds an outlet both in a homebuilt computer and industrial consulting.

School of Social Science

Eqbal Ahmad

professor of politics and Middle East studies, received a PhD from Princeton University and is presently a fellow of the Transnational Institute/Institute for Policy Studies. A specialist on the Third World, particularly the Middle East and North Africa, he is well known for his writings on revolutionary warfare and counterinsurgency. His writings have appeared in popular as well as scholarly journals. He has taught at the University of Illinois, Cornell University, and the Asia-Stevenson Institute in Chicago.

Carollee Bengelsdorf

professor of politics, holds an AB from Cornell, studied Russian history at Harvard, and received a PhD in political science from MIT. She is interested in political development in Southern Africa and other Third World areas. She has conducted research in Algeria, Cuba, and Peru, and has been a school teacher in Kenya and Honduras.

Aron Berman

assistant professor of history and Greenwich House director of academic life, received his BA from Hampshire College and his MA and PhD in United States history from Columbia University. He is particularly interested in the dynamics of ideology and politics, the development of the American welfare state, American ethnic history, American Jewish history, and the history of Zionism and the Arab-Israeli conflict.

Myrna Margules

associate professor of geography and urban studies, has an AB from Clark, an MA from Rutgers, and a PhD in geography from Clark University. Her teaching and research interests include the ways in which built and social environments affect gender, race, and class relations; historical and contemporary issues of gender and environmental design; urban social struggles and the implications of alternative strategies for community development; urban environmental education as a resource for critical learning; the impact of plant-closing and industrial restructuring on women and communities; and the role of the built environment in social change.

Margaret Cerullo

associate professor of sociology and Enfield House co-director of academic life, has a BA from the University of Pennsylvania, a BPH from Oxford University, and is presently a PhD candidate at Brown University. Her particular areas of interest are the sociology of women and the family in America, political sociology, stratification, sociology of work and family in America, political sociology, stratification, sociology of work and leisure, and European social theory.

Michael Ford

assistant professor of politics and education studies and coordinator of the education studies program, earned a BA from Knox College and an MA in political science from Northwestern University, where he is completing his doctoral work. He has taught at the University of Massachusetts, Brown University, and Chicago City College in the areas of politics of East Africa, Sub-Saharan African governments, black politics, and neocolonialism and underdevelopment.

Marthea Gerber Fried

visiting associate professor of philosophy and director of the Civil Liberties and Public Policy Program, has a BA and an MA from the University of Cincinnati and a PhD from Brown University. She is on leave from Bentley College and before that taught at Dartmouth College and the University of Missouri at St. Louis. For several years she has taught courses about contemporary ethical and social issues, including abortion, sexual and racial discrimination, and nuclear war. She has also, for many years, been a political activist in the women's liberation and reproductive rights movements. She is currently writing a book on the abortion rights movement. Her research and teaching attempt to integrate her experiences as an activist and a philosopher.

Penina Glazer

professor of history and dean of the faculty, has a BA from Douglass College and a PhD from Rutgers University, where she held the Louis Reveler Fellowship. Her special interests include American social history with emphasis on history of reform, women's history, and history of professionalism.

Leonard Glick

professor of anthropology, received an MD from the University of Maryland and a PhD 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

professor of politics, received his BA from Lawrence University, and his MA and PhD from Indiana University. His interests are in the areas of comparative politics, peace and conflict, African and Third World development, and socialist systems.

Kay Johnson

professor of Asian studies and politics, has her BA, MA and PhD 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 policymaking processes.

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 BA and an MA from Tufts University and a PhD 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 Boston 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 for International Studies of Princeton University, and has taught at the University of Parks, Tufts University, and Parsons School of Design.

Anthony Lake

Five College professor of international relations, has had a varied career in foreign affairs: after serving for eight years as a Foreign Service Officer, he became Special Assistant to National Security Advisor Henry Kissinger in 1969, a post he resigned at the time of the Cambodian invasion. During the Carter administration he served as director of policy planning. He has authored numerous articles and two books on foreign affairs. He will teach in the spring term.

Joan B. Landes

professor of politics and women's studies, holds a BA from Cornell College and an MA and a PhD 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; modern political thought.

Nemija Lazić

associate professor of population and development studies, holds a BA from the University of Agia's and an MA and a PhD in sociology from New York University. She has taught at...
Sarah Lawrence College and the City University of New York. Her teaching and research interests include population policies, development models and the transformation or reproduction of gender relations; feminist theory and epistemology; and religion and politics in North Africa and the Middle East. She was a fellow at the Pembroke Center for Teaching and Research for Women, Brown University, in 1984-85, and at the Mary Ingraham Bunting Institute, Radcliffe College, in 1985-86. She is currently writing a book on women and socialism in Algeria.

Malou Mahroney
associate professor of psychology, received her BA from the University of California at Santa Cruz, and her PhD from Cornell University. Her special interests include socialization and personality development, parent-child interaction, motherhood and work, the individual and associate professor of psychology, received her BA from the University of California at and taught in American the visiting appointment in sex interest areas of interest are associate professor of psychology, received his BA from Duke from doctoral associate professor of economics, assistant professor of Anthropology and Asian and a visiting associate professor of history, paranormal, human aggression, attitude change, environmental psychology, and research design and data

Lawrence Illinois-Chicago of Asia, and the City University of New York. Her teaching and research interests include medical law, legal medicine, and the legal process, housing and immigration law and policy in Harlem and Northeastern law school and at the University of Massachusetts at Boston. His interests include immigration and asylum law, urban housing policy, political economy of Latin America and the Caribbean, the Cuban Revolution, and law and politics in Hispanic communities in the United States.

Patricia Romney
assistant professor of psychology, did her graduate work at the City University of New York, where she received the Bernard Ackerman award for outstanding scholarship in clinical psychology. She completed her internship at the Yale University School of Medicine. She came to Hampshire after five years of clinical work at the Mount Holyoke College Health Service. Her interests include systems of family therapy, organizational diagnosis and development, and the psychology of oppression. She is currently involved in research on the environmental correlates of eating disorders in college settings. She will be on leave during the spring term.

Mitsuko Sawada
visiting assistant professor of history, received her undergraduate training at Tokyo Joshiinagaku and Reed College. After two decades as a research and editorial assistant, mother, housewife, teacher, and community activist, she returned to pursue graduate work at New York University and received a PhD in American social history and modern Japan. Her research focuses on a comparative historical understanding of nineteenth- and twentieth-century United States and Japan. She is interested particularly in people's responses to economic and social change and how their attitudes, behavior, and view of the world were formulated. She has engaged in extensive research in Japan.

Miriam Slater
Harold F. Johnson professor of History and master of Dakin House until 1974, received her AB from Douglass College and law MA and PhD from Princeton University, where she held the first Woodrow Wilson Fellowship designed to allow a woman 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. She will be on leave for the year.

Susan Tracy
visiting assistant professor of Afro-American and women's studies, received a BA in English and an MA in history from the University of Massachusetts at Amherst, and a PhD in history from Rutgers. Her primary interests are in American social and intellectual history, particularly labor history, Afro-American history, and women's history. She has taught United States history and women's studies courses at the University of Massachusetts at Amherst and Hampshire College.

Robert von der Lippe
associate professor of sociology, received his BA, MA, and PhD 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.

Stanley Warner
associate professor of economics, holds a BA from Albion College, an MA from Michigan State University, and a PhD from Harvard University. He taught previously at the University of California at Santa Cruz and Bucknell. His research and teaching interests include industrial organization, American economic history, econometric forecasting, and economic theory and development. He will be on leave during fall term.

Frederick Weaver
professor of economics and history and director of Institutional research and planning, has a BA from the University of California at Berkeley, and a PhD from Cornell University. He has done research in China as a Foreign Area Fellow and has taught economics at Cornell and the University of California at Santa Cruz. His special interest is the historical study of economic development and underdevelopment. He also works on issues in higher education.

E. Frances White
associate professor of history and track studies, received her BA from Wheaton College and PhD from Boston University. She has taught at Fisk University and Temple University. Her interests include African, Afro-American, and women's social history. She will be on leave for the year.

Lester Mazar
professor of law, has a BA and JD from Stanford, served as law clerk to the Hon. Warren E. 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, legal philosophy, legal history, and sociology of law. He has been a Fulbright Research Scholar in Great Britain and West Germany and as an 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.

Kim Narayan
assistant professor of Anthropology and Asian Studies, received her BA from Sarah Lawrence College and her MA and PhD from the University of California, Berkeley. She has done field work in India and has taught at Middlebury College. Her interests include anthropology of religion, South Asia, folklore, performance studies, symbolic anthropology, gender, life history and life cycle, social interaction, history of anthropology, and ethnography as text.

Lauret Nisonoff
associate professor of economics, holds a BS from MIT, and an MPP from Yale, where she is a doctoral candidate. She was a Woodrow Wilson Fellow at Yale and is finishing her dissertation with the aid of a Ford Foundation Fellowship in Women's Studies. Her interests include American economic history, women's studies, labor and public policy issues.

Theodore Norton
visiting associate professor of History, holds a BA and an MA from the University of Washington and a PhD from New York University. He has taught at Vassar College, New York University, and other schools. His fields of interest include modern political and social theory, modern European history and politics, theories of language and communication, and critical theory. He will teach in the spring term.

Donald Poe
associate professor of psychology, received his BA from Duke 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 and dean of the School of Social Science, received his BA from Oberlin College and his MA and PhD from the University of Washington. He taught at the University of Illinois-Chicago and worked for the U.S. Department of Housing and Urban Development before coming to Hampshire. His teaching and research interests include housing policy, environmental politics, and welfare policy.

Paulo Ribeiro
assistant professor of law, holds a BA from the University of South Florida and a JD from Boston University, and was a Community Fellow in urban studies and planning at MIT. His practical law for eight years in the Boston area on behalf of indigent clients, and has long been a political activist in the Latino community. He has taught legal process, housing and immigration law and policy at Harvard and Northeastern law schools and at the University of Massachusetts at Boston. His interests include immigration and asylum law, urban housing policy, political economy of Latin America and the Caribbean, the Cuban Revolution, and law and politics in Hispanic communities in the United States.
Benjamin Wisner

Henry Luce Professor of Food, Resources, and International Policy, received his BA from the University of California/Davis, his MA from the University of Chicago, and his PhD from Clark University. He has worked for twenty-one years, mostly in Africa, but also in South Asia, Brazil, and the Caribbean, in solidarity with popular struggles to satisfy basic needs for food, water and sanitation, health care, shelter, and education. More recently he has been working on the growing problem of hunger and homelessness in the United States. Trained originally in political philosophy, geography, and nutrition, he addresses food and other basic needs from both a natural and social science perspective. His recent research has concerned socially appropriate technology for co-production of food and biomass energy (Brazil, Kenya, India), land reform (Lesotho, USA), refugee settlements (Somalia), and Africa's economic reconstruction (Mozambique, Tanzania). He has taught previously in a number of U.S., European, and African universities including Rutgers, The New School, University of Wisconsin at Madison, University of California at Los Angeles, Sheffield University, ETH-Zurich, University of Dar es Salaam, and Eduardo Mondlane University in the People's Republic of Mozambique.

Barbara Yngvesson

Professor of Anthropology, received her BA from Barnard and her PhD 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.