

*FALL 1988*  
*PRELIMINARY COURSES SPRING 1989*  
**COURSE GUIDE**



**HAMPSHIRE COLLEGE**

## 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 "lotteried 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 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 lotteried 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	Thurs Sept 1
Students Arrive/New Student Matriculation	Mon Sept 5
New Students Program	Tues Sept 6 - Wed Sept 7
Advisor Conferences for New Students	Tues Sept 6
Matriculation for Returning Students	Tues Sept 6
Advisor Conferences for Returning Students	Wed Sept 7
Classes Begin	Thurs Sept 8
Wednesday Class Schedule Followed	Fri Sept 9
Course Selection Period	Tues Sept 6 - Fri Sept 16
Five College Add Deadline	Wed Sept 21
January Term Proposal Deadline	Fri Sept 23
Admissions Open House	Sun Oct 9 - Mon Oct 10
October Break	Sat Oct 15 - Tues Oct 18
Parents' Weekend	Fri Oct 21 - Sun Oct 23
Exam/Advising Day	Wed Oct 26
*Division II & III Contract Filing Deadline	Fri Oct 28
Admission Open House	Fri Nov 11 - Sat Nov 12
Planning Week/Five College Preregistration	Mon Nov 14 - Fri Nov 18
Exam/Advising Day	Tues Nov 15
Leave Deadline	Fri Nov 18
Thanksgiving Break	Wed Nov 23 - Sun Nov 27
January Term Registration	Mon Nov 28 - Fri Dec 2
Last Day of Classes	Thur Dec 8
Hampshire Exam Period	Fri Dec 9 - Thurs Dec 15
Hampshire Evaluation Period	Fri Dec 16 - Thurs Dec 22
Five College Exam Periods	Fri Dec 9 - Thurs Dec 22
Winter Recess	Fri Dec 23 - Sun Jan 1

\*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.

### January Term

Students Arrive	Mon Jan 2
January Term Classes Begin	Tues Jan 3
Martin Luther King Day (no classes)	Mon Jan 16
Commencement	Sat Jan 21
Last Day of Classes	Tues Jan 24
Recess Between Terms	Wed Jan 25 - Sat Jan 28

### Spring Term

New Students Arrive/New Student Matriculation	Sat Jan 28
New Students Program	Sat Jan 28 - Tues Jan 31
Returning Students Arrive	Sun Jan 29
Matriculation for Returning Students	Mon Jan 30
Advisor Conferences for All Students	Tues Jan 31
Classes Begin	Wed Feb 1
Course Selection Period	Wed Feb 1 - Fri Feb 10
Five College Add Deadline	Tue Feb 14
Admissions Minority Weekend	Fri Feb 19 - Tue Feb 21
Exam/Advising Day	Thurs Mar 16
**Division II & III Contract Filing Deadline	Fri Mar 17
Spring Break	Sat Mar 18 - Sun Mar 26
Admissions Open House	Fri Apr 14 - Sat Apr 15
Planning Week/Five College Preregistration	Mon Apr 17 - Fri Apr 21
Exam/Advising Day	Wed Apr 19
Leave Deadline	Fri Apr 21
Last Day of Classes	Fri May 5
Five College Exam Period	Mon May 8 - Thurs May 25
Hampshire Exam Period	Mon May 8 - Fri May 12
Hampshire Evaluation Period	Mon May 15 - Fri May 19
Commencement	Sat May 20

\*\*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.

## 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 proseminars 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.

### Course List

CCS 110  
ANIMAL COGNITION  
Mark Feinstein

CCS 122  
COMPUTING IN EDUCATION  
Theodore M. Norton

CCS 138  
THE YOUNG MIND  
Catherine Sophian

HA 122a, b, c  
DISCOVERING DIFFERENCES:  
DEFINITIONS OF CULTURE  
Carrie Weems  
David Smith  
Sura Levine

HA 125  
CHICANO AUTOBIOGRAPHY  
Norman Holland

HA 137  
U.S. SHORT FICTION  
Richard Lyon

HA 160  
SEVEN SOUTHERN WRITERS  
Brown Kennedy

NS 122  
HOW PEOPLE MOVE  
Ann McNeal

NS 133  
BIOLOGY OF DOMESTIC ANIMALS  
Kay Henderson

NS 147  
PESTICIDE ALTERNATIVES  
Brian Schultz

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

NS 153  
NEW GUINEA TAPEWORMS &  
JEWISH GRANDMOTHERS:  
NATURAL HISTORY OF  
INFECTIOUS DISEASE  
Lynn Miller

NS 182  
APPROPRIATE TECHNOLOGY  
Frederick Wirth

NS 183  
QUANTUM MECHANICS FOR THE  
MYRIAD  
Herbert Bernstein

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

SS 121  
THE AMERICAN CENTURY:  
WHAT HAPPENED?  
Carollee Bengelsdorf

SS 123  
SOCIAL ORDER/SOCIAL  
DISORDER  
Robert von der Lippe

SS 124  
PROBLEM OF MOTHERHOOD AND  
WORK IN THE TWENTIETH  
CENTURY  
Penina Glazer  
Maureen Mahoney

SS 128  
CENTRAL AMERICA  
Frederick Weaver

SS/HA 149  
BLACK LIVES: AFRO-AMERICAN  
AUTOBIOGRAPHY  
Susan Tracy

## School of Communications and Cognitive Science

### CURRICULUM STATEMENT

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

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

The field of *communications* focuses on knowledge and information on a larger scale than the individual mind—it is concerned with the production and control of information in society at large. Communications specialists explore the 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 deeply and directly involved in the production of the media—the School has special strengths in television production, both in documentary and studio formats. Others are concerned with a wide range of questions that surround the media: Who controls the media? How would we know if television incites children toward violence, or causes them to read less or less well? How do ideas about press freedom differ in this country and the Third World?

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

Courses numbered from 100 through 199 are focused explorations of issues, problems, and 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. Proseminars have similar objectives, but they are only open to first-year students. They provide even greater individual attention and a thorough introduction to the unique aspects and expectations of the Hampshire College educational process.

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

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

In order to satisfy the requirements of Division I under the two-course option, a student must—

- complete in a satisfactory manner a course numbered at the 100 level offered since fall 1987 or a course numbered between 100 and 149 offered from fall 1985 through spring 1987.
- and
- satisfactorily complete one additional course at any level, unless that course was excluded from this option by being listed with an asterisk in the Course Guide.

Classes which may be used for this option will have clearly stated requirements and evaluation criteria that must be met.

### 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 (proseminar)  
**ANIMAL COGNITION**  
Mark Feinstein

CCS 117  
**INTRODUCTION TO ANCIENT PHILOSOPHY**  
Tsenay Serequeberhan

CCS 122 (proseminar)  
**COMPUTING IN EDUCATION**  
Theodore M. Norton

CCS/SS/HA/NS 129  
**WOMEN'S BODIES/  
WOMEN'S LIVES**  
Margaret Cerullo  
Lynne Hanley  
Ann McNeal  
Meredith Michaels

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

CCS 135  
**FREUD AND PSYCHOLOGY**  
Neil Stillings

CCS 138 (proseminar)  
**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 Garfield

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 209  
**DIRECTING AND ACTING FOR  
TELEVISION**  
Gregory Jones

CCS 216  
**DATA STRUCTURES**  
TBA

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

CCS 226  
**THEORY OF LANGUAGE I: SYNTAX**  
Steven Weisler

CCS 231  
**LANGUAGE, CULTURE, AND  
SOCIETY**  
Mark Feinstein

CCS 241  
**AFRICAN PHILOSOPHY: THE  
POSSIBILITY OF A DISCOURSE**  
Tsenay 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 Garfield  
Meredith Michaels

CCS 326  
**MEDIA CRITICISM: THEORY AND  
PRACTICE**  
Susan Douglas

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

## Course Descriptions

- 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 (proseminar)  
**ANIMAL COGNITION**  
Mark Feinstein
- 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 Serequeberhan
- 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 (proseminar)  
**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 LogoWriter, a multi-purpose software and text-based learning system for micro-computers. LogoWriter 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 instructional) and ICAI (intelligent 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.
- CCS/SS/HA/NS 129  
**WOMEN'S BODIES/ WOMEN'S LIVES**  
Margaret Cerullo  
Lynne Hanley  
Ann McNeal  
Meredith Michaels
- An 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 female biology, 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.
- CCS/NS 130  
**LEARNING-BEHAVIOR**  
Raymond Coppinger  
Steven Weisler
- How do organisms learn? In particular, how do they come to behave in accordance with their world? We will examine the extent to which animals and humans accrue behaviors deriving 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 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 "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  
**FREUD AND PSYCHOLOGY**  
Neil Stillings

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

Students are required to complete several written assignments. The class will meet twice a week for one and one-half hours each time. Enrollment is limited to 20.

CCS 138 (proseminar)  
**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 ours 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: 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).

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

We shall consider the revolution in musical language that began at the turn of this century and which has been accelerated by the advent of electronic, and in particular digital, means of sound synthesis. We shall listen to and read about computer music and learn something about computer sound synthesis.

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

CCS 143  
**RHETORICAL CRITICISM**  
Gregory Jones

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, sociocultural, and psychological approaches will be utilized in analyzing political 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  
David Kerr

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 begin by studying critical interpretations of how the media perform their tasks and the forces that shape the way the public is informed. Using these readings as research tools, the students will study those events and trends in American history such as muckraking, World War I, the Harlem Renaissance, the changing images of women from the flapper to Rosie the Riveter, and World War II that redefine the media's role in American society. Students will analyze newspapers, magazines, radio broadcasts, newsreels, films, and other media sources.

The course will meet twice a week for one and one-half hours each time. One meeting will be in a lecture format and one in small discussion groups. Enrollment is limited to 50.

CCS 149  
INTRODUCTION TO  
COMPUTER  
GRAPHICS  
TBA

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. It will 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.

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

Scepticism--and the appeal to social conventions concerning language and the practices of justifying both behavior and reasoning as a strategy for responding to it--has been the subject of intense philosophical study by philosophers in both the Western tradition and the Prasangka-Mahdyamika tradition of Tibetan Buddhism. There are remarkable similarities as well as striking differences in the questions asked and answers offered concerning the degree to which what we can know, how we can legitimately act, and the ultimate nature of reality are determined in part by such social conventions. This seminar will compare these two traditions in a historical perspective. In the Western tradition we will examine the work of Sextus Empiricus, Berkeley, Hume, and Wittgenstein. In the Tibetan tradition we will read from the work of Vimalakirti, Nagarjuna, and Tsong-Khapa.

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

CCS 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.

This course is designed for concentrators in communications and/or theatre who have completed a basic class in acting and/or directing. Students may take such a class in conjunction with this course or demonstrate that they have equivalent experience. To be considered for enrollment, actors must prepare an audition scene for the first day of class, and directors must complete a blocking plot and script analysis. Course registration forms, instructions, and audition scenes are available in the CCS office.

The class will meet once a week for four hours and rehearsals will be held twice a week for two hours each time. Enrollment is limited to 18 by instructor permission.

CCS 216  
DATA STRUCTURES  
TBA

Continuation of CCS 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.

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

Cognitive science is a new field that explores the nature of mind, using tools developed in several disciplines, including psychology, computer science, linguistics, neuroscience, and philosophy. This course is an introduction to 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.

CCS 226  
THEORY OF  
LANGUAGE I:  
SYNTAX  
Steven Weisler

Given the ease with which we put our thoughts into language and are understood by others, the connection between sound and meaning must be mediated by a powerful systematic set of principles, shared by all of the speakers of a language, that can accommodate the inexhaustible variety 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.

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

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

CCS 231  
LANGUAGE,  
CULTURE, AND  
SOCIETY  
Mark Feinstein

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, the relationship of linguistic identity and national identity, and the social problems attendant on multilingualism and dialect variation. This course will consider sociolinguistic issues in many societies, including minority communities in the U.S., a constant focus will be on Canada, 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 linguistic-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.

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

The basic concern of this course is to examine what contemporary African thinkers, including P.J. Hountondji, K. Wiredu, T. Okere, O. Oruka, and P.O. Bodunrin, 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.

CCS 256  
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 will 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.

CCS 263  
DISCRETE  
MATHEMATICS  
David Kramer

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 CCS 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.

CCS 306  
BEING  
REASONABLE:  
JUSTIFYING ACTION  
AND BELIEF  
Jay Garfield  
Meredith Michaels

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 so 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.



CCS 326  
**MEDIA CRITICISM:  
 THEORY AND  
 PRACTICE**  
 Susan Douglas

This is an advanced seminar for media/film studies concentrators seeking to put their theoretical work into practice. We will read a range of work in neo-Marxist, post-structuralist, and feminist criticism and use these as a basis for producing our own written and visual analyses of contemporary media. Students will produce critical writing and/or video pieces central to their Division II/III projects. Prerequisites: at least two courses in the area.

The class will meet once a week for three hours. Enrollment is limited to 24 by instructor 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 twentieth-century French literature "explores questions concerning the construction of subjective consciousness, the significance of sexuality, and ...the subversion of social order," and American writing and American cultural attitudes towards land, landscape, and environment.

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

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

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

### Course List

#### 100 Level

HA 104  
**DRAWING I**  
 Denzil Hurley

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 122a, b, c (proseminars)  
**DISCOVERING DIFFERENCE:  
 DEFINITIONS OF CULTURE**  
 Carrie Weems  
 David Smith  
 Sura Levine

HA 125 (proseminar)  
**CHICANO AUTOBIOGRAPHY**  
 Norman Holland

HA 128  
**INTRODUCTION TO THE ANCIENT  
 EAST MEDITERRANEAN WORLD**  
 Robert Meagher

HA/CCS/NS/SS 129  
**WOMEN'S BODIES/  
 WOMEN'S LIVES**  
 Lynne Hanley  
 Meredith Michaels  
 Ann McNeal  
 Margaret Cerullo

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

HA 142  
**BRECHT AND BECKETT**  
 Jeffrey Wallen

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

HA 153  
**DANCE AS AN ART FORM**  
 Peggy Schwartz

HA 160 (proseminar)  
**SEVEN SOUTHERN WRITERS**  
 Brown Kennedy

*continued on next page*



HA 176  
MUSIC I: INTRODUCTION TO THE  
LANGUAGE AND PRACTICE OF  
MUSIC

Margo MacKay-Simmons

HA 195  
THEATRE THREE: BRECHT

Rhonda Blair  
Ellen Donkin  
Wayne Kramer

200 Level

HA 203  
INTRODUCTION TO PAINTING

Judith Mann

HA 205  
FIGURE WORKSHOP

Judith Mann

HA 206  
3-DIMENSIONAL FORM

TBA

HA 210  
FILM/VIDEO  
WORKSHOP II

Jerome Liebling

HA 211  
STILL PHOTOGRAPHY  
WORKSHOP II

Sandra Matthews

HA 216  
MODERN DANCE TECHNIQUE IV

Daphne Lowell

HA/SS 227  
ART AND REVOLUTION

Sura Levine  
Joan Landes

HA 231  
POETRY WRITING WORKSHOP

Andrew Salkey

HA 234  
FICTION AND PLAY WRITING  
WORKSHOP

Ellen Donkin  
Lynne Hanley  
Nina Payne

HA 236  
PRINCIPLES OF DIRECTING

Rhonda Blair

HA 237  
FICTION WRITING WORKSHOP

Andrew Salkey

HA 239  
JAZZ PERFORMANCE SEMINAR

Yusef A. Lateef

HA 243  
THE NATURE AND  
PRACTICE OF  
IMPROVISATION

Margo MacKay-Simmons

HA 250  
AMERICAN ROMANTICISM:  
EMERSON AND

THOREAU

Richard Lyon

HA 255  
ANCIENT GREEK DRAMA

Robert Meagher

HA 263  
LITERATURE OF THE CARIBBEAN  
REGION

Norman Holland  
Reinhard Sander

HA 270  
AFRO-AMERICAN COMPOSERS  
AND THEIR INFLUENCES

Margo MacKay-Simmons

HA 272  
DANCE IN HUMAN SOCIETY

Daphne Lowell

HA 281  
MUSIC III: ADVANCED TONAL AND  
NONTONAL MUSIC SYSTEMS

Daniel Warner

HA 285  
LABAN MOVEMENT ANALYSIS I

Rebecca Nordstrom

HA 289  
FOUNDATIONS OF CULTURAL  
CRITICISM: FREUD, SAUSSURE,  
LEVI-STRAUSS

Mary Russo  
Jeffrey Wallen

HA 290  
ELECTRONIC MUSIC  
COMPOSITION

Daniel Warner

HA 294  
DESIGN TUTORIAL

Wayne Kramer

300 Level

HA 305  
ADVANCED PAINTING

Denzil Hurley

HA 312  
SHAKESPEARE SEMINAR

Brown Kennedy

HA 321  
COMPARATIVE LITERATURE  
SEMINAR

Mary Russo

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

Jerome Liebling

HA 399c  
ART TUTORIAL

Leonard Baskin

\* Does not satisfy one half of Division I  
requirement.

## 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 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 undifferentiated lottery and also help to establish an accurate accounting of the demand for these courses. The list of students enrolled in the class will be posted in the Humanities and Arts office the morning following the first class.

HA 104  
DRAWING I

Denzil Hurley

Using basic materials, we will thoroughly explore basic problems of representation. Our problems will include still life, interiors, self-portrait, and some limited time doing figure work. Our aim will be to produce competent works in which a viewer may recognize not simple skills or techniques, but evidence of ability to analyze and structure, light, space, and surface. There will be constant emphasis upon issues of accuracy and interpretation as the difference emerges and develops, both through the assigned problems, and in slide discussions and crits. The nature of the experience requires continuous class attendance and participation. There may be an average of two 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 I course. Class will meet twice a week for three hours each session. Enrollment is open.

HA 110  
FILM/VIDEO  
WORKSHOP I

Sandra Matthews

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

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

HA 111  
STILL PHOTOGRAPHY  
WORKSHOP I

Carrie Weems

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

A \$40 lab fee is charged for this course. The lab fee provides access to darkroom facilities, laboratory supplies and chemicals, and special equipment and materials. Students must provide their own film, paper, and cameras. The class will meet once a week for three 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 postural alignment and techniques for increasing ease and efficiency of movement. Movement exploration and improvisation will be included.

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

HA 114\*  
MODERN DANCE II  
Rebecca Nordstrom

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 122a,b,c  
proseminars  
DISCOVERING  
DIFFERENCE: 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) idea of the "other;" "from the comic to the victim to the brute: the representation of Blacks in popular idioms;" "sexuality and sloth: orientalist stereotypes of Islam." Texts will include works of Todorov, Defoe, Stowe, Mark Twain, Edward Said, Flaubert, Edward Curtis, van Vechten, Lawrence Levine, Boyce Richardson, and others.

Each section will meet separately with an instructor who will emphasize his or her discipline. All three sections will meet as a group for the first class and separately for the second class of the week.

HA 125 proseminar  
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 studies of emergent racial, ethnic, and gender consciousness often take. 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 in a list of its canon books that are either semiautobiographical, such as *Pocho*, *Autobiography of a Brown Buffalo*, *Victuum*, or specifically autobiographical such as *Barrio Boy* and *Hunger for 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 MEDITERRANEAN 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,CCS,NS,SS 129  
WOMEN'S BODIES/  
WOMEN'S LIVES  
Lynne Hanley  
Meredith Michaels  
Ann McNeal  
Margaret Cerullo

An 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 female biology, 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. Class will meet twice a week, once as a group for one and one-half hours and a second time for two hours in smaller sections. Enrollment is 80.

HA 137 proseminar  
U.S. SHORT FICTION  
Richard Lyon

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

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 18.

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 insistently portrays the involvement of the individual within larger social processes, and openly advocates particular forms of intervention, Beckett's plays appear to suggest the utter 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 underpinnings 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.

HA,SS 149  
proseminar  
BLACK LIVES/AFRO  
AMERICAN AUTOBIOGRAPHY  
Susan Tracy

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

HA 153  
DANCE AS AN ART  
FORM  
Peggy Schwartz

This course will be an intensive introduction to the ways a dancer creates and perceives dance. Students interested in doing their Division I in dance are encouraged to take this course. Students in this course are required to take a dance technique class concurrently\*. The course is open to students with little dance background who are curious about dance and interested in exploring what the range of dance studies includes. Students will be asked to compose and rehearse dance compositions, attend and critique dance concerts, read assigned texts, and maintain a discipline of body work and creative work. Classwork will include lectures, films, discussions, and movement sessions. Class will meet twice each week for one and one-half hours.

\*Modern I or Modern II at Hampshire College are recommended.

HA 160  
proseminar  
SEVEN SOUTHERN  
WRITERS  
Brown Kennedy

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

HA 176  
MUSIC I:  
AN INTRODUCTION TO  
THE LANGUAGE AND  
PRACTICE OF MUSIC  
Margo MacKay-Simmons

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 provide instruction in the fundamentals of music.

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

HA 195  
THEATRE THREE:  
BRECHT  
Rhonda Blair  
Ellen Donkin  
Wayne Kramer

Through a three-phase process, students in this course will study the theatre of Bertolt Brecht, culminating in the full staging of one of Brecht's plays.

Phase One is an interdisciplinary, integrative exploration 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 mount a production. In Phase Three, faculty and class members will mount a full production utilizing skills acquired in the first phases.

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.

HA 203  
INTRODUCTION TO  
PAINTING  
Judith Mann

This course introduces students to the basic language, conventions, and materials of representational painting. The emphasis, through painting assignments, slide discussions, and 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.

HA 205  
FIGURE WORKSHOP  
Judith Mann

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

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

HA 206  
3-DIMENSIONAL FORM  
TBA

Course description will be in supplement to the Course Guide.

HA 210  
FILM/VIDEO  
WORKSHOP II  
Jerome Liebling

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 will also be expected to bring a film to completion by conforming their original and developing a final sound track. 3/4" video production will also be an integral part of this semester's course. A goal of this course is the continued development of a personal way of seeing and communicating, in the context of an existing cinematic language and 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 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.

HA 211  
STILL PHOTOGRAPHY  
WORKSHOP II  
Sandra Matthews

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 darkroom facilities, lab supplies, and chemicals. Students must supply their own film and paper.

HA 216  
MODERN DANCE  
TECHNIQUE IV  
Daphne Lowell

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

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

HA 227  
SS 227  
ART AND REVOLUTION  
Sura Levine  
Joan Landes

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 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;" the public sphere; the imaging of women; feminism as a revolutionary movement; caricatures; 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.

HA 231  
POETRY WRITING  
WORKSHOP  
Andrew Salkey

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

The workshop will be a forum for the relaxed reading of poems produced by its members. We will pay the closest possible critical attention to the prosody and meaning of class manuscripts, and that ought to be done informally but without loss of tutorial effect. We will emphasize the evidence of latent strengths in the work of poets and attempt sensitively to analyze weaknesses, privately and in group sessions. We will strive to respect the talents of the poets and resist all inducements to make them write like their mentor (that is, either like the external model of their choice or like their instructor or like the outstanding class poet). Suggested parallel readings will come from the full range of contemporary writing in verse.

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

HA 234  
**FICTION AND PLAY  
 WRITING WORKSHOP**  
 Ellen Donkin  
 Lynne Hanley  
 Nina Payne

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 three 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.

HA 236  
**PRINCIPLES OF  
 DIRECTING**  
 Rhonda Blair

This course is an introduction to basic skills needed to organize and direct a theatrical production. Primary consideration will be given to script analysis for the director and to theory and practical application of principles of staging, i.e., meanings of scripts will be studied, and then ways of translating those meanings into physical/theatrical terms will be explored. Course work will include preparation of a director's promptbook, preparation and presentation of brief staging projects, and oral critiques of in class projects.

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

HA 237  
**FICTION WRITING  
 WORKSHOP**  
 Andrew Salkey

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

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

We will try to demonstrate that the practice of fiction ought to be manifestly about the creative description of human 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.

HA 239  
**JAZZ PERFORMANCE  
 SEMINAR**  
 Yusef A. Lateef

Professor Lateef will conduct a performance seminar in Jazz improvisation in a small group setting. This course will deal with tonal, atonal, and free-form methods of improvisation. Subjects to be discussed will include the 7th scale and its components, modal improvisation, nuances, 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 is by instructor permission. Enrollment is limited to 15.

HA 243  
**THE NATURE AND  
 PRACTICE OF  
 IMPROVISATION**  
 Margo MacKay-Simmons

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 an 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.

HA 250  
**AMERICAN ROMAN-  
 TICISM: EMERSON AND  
 THOREAU**  
 Richard Lyon

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 "pale negations" 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 cliché 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, ideas and actions. The differences in character and style of the two men will have to be looked at, together with the social and philosophic contexts of their careers.

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

HA 255  
**ANCIENT GREEK  
 DRAMA**  
 Robert Meagher

An introduction to the dramatic traditions and texts of classical Athenian theatre, tragedy and comedy. 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 263  
**LITERATURE OF THE  
 CARIBBEAN REGION**  
 Norman Holland  
 Reinhard Sander

The approach of this course will be comparative and pan-Caribbean, focusing on twentieth-century writers from Trinidad, Barbados, Dominica, Haiti, Martinique, Guadeloupe, Puerto Rico, Cuba, and the Dominican Republic. French and Spanish texts will be read in translation, but students equipped with these languages are encouraged to study the originals.

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

HA 270  
**AFRO AMERICAN COM-  
 POSERS AND THEIR  
 INFLUENCES**  
 Margo MacKay-Simmons

This course will explore the written concert music of Afro American composers during the late nineteenth and twentieth centuries. A few composer will be selected for concentration, especially Afro-American women composers: Florence Price, Julia Perry, Margaret Bond, and Mary Lou Williams. The musical, extra musical, and socio-economic issues that have influenced their work will be investigated. There will be analysis of musical scores, listening and reading assignments and research projects required. The course is open to interested nonmusicians as well as musicians. The course will meet once weekly for three hours. Enrollment is open.

HA 272  
DANCE IN HUMAN  
SOCIETY  
Daphne Lowell

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 reading 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 chromatic harmony, nontertian 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  
Rebecca Nordstrom

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

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

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

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

In this course we will study several of the works which have reshaped the forms 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 these 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/II 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 plays will be used as departure points for production work in costume, lights, and scenery. Emphasis will be on design choices (e.g. approach, style, and execution).

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

HA 305  
ADVANCED PAINTING  
Denzil Hurley

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

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

HA 312  
SHAKESPEARE  
SEMINAR  
Brown Kennedy

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

HA 321  
COMPARATIVE  
LITERATURE SEMINAR  
Mary Russo

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

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

HA 399b  
FILM/PHOTOGRAPHY  
STUDIES: INDIVIDUAL  
PROBLEMS IN FILMMAK-  
ING, PHOTOGRAPHY,  
AND RELATED MEDIA  
Jerome Liebling

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

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

HA 399c  
ART TUTORIAL  
Leonard Baskin

Professor Baskin will work with individual students in a one-on-one format exploring particular interests, including typography, painting, 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.

TECHNICAL  
WORKSHOP  
Film/Photo Intern

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 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.

#### CHORUS Ann Kearns

Chorus meets on Mondays and Wednesdays, 4-6 p.m., in the Recital Hall of the Music Building. Admission is by short, painless audition. Sign up at the Chorus Office in the Music Building. Faculty and staff are welcome. The 88-89 season includes our annual Bach Cantata Festival with professional orchestra and soloists; a December program with Smith College composer Ron Perera's *Canticle of the Sun* for chorus and prepared tape, and an Hispanic folk Mass by Ramirez; and in the Spring we will collaborate with the Amor Artis Chamber Choir and all Baroque orchestra in a Handel oratorio in New York City.

#### 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. It is a wonderful way for students with an interest in theatre to gain valuable hands on experience and have a voice in decision making. Elections are held at the beginning of each semester. Nonvoting members of the community are always welcome to attend the weekly meeting. For further information, contact a current Theatre Board member. The board meets each Thursday from 4:00 p.m. to 5:30 p.m. in Emily Dickinson Hall.

## School of Natural Science

### CURRICULUM STATEMENT

Students working in the natural sciences at Hampshire College engage in a variety of activities: field and laboratory projects, seminars, interest groups, and lectures. There are courses for students who are excited by science and ready to plunge into their subject and courses for students who are skeptical about the value of science. At all levels a strong effort is made to view the scientific concepts being explored in 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/or field projects combined with reading primary literature under the close supervision and support of the instructors, students get a good sense of what the scientific enterprise is about. Students are strongly urged to take one or more of these courses as this is usually the most effective way to develop the intellectual skills necessary to pursue a Division I project successfully.

Courses at the 200 level are usually 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 I examination through projects they begin in courses or through independent projects. To complete the Natural Science examination using the two-course option, students must successfully complete any 100-level Natural Science course and the course called Project (NS 199).

### AGRICULTURAL STUDIES

The 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 200 acres adjacent to the campus and includes pastures, fields, two barns, and a kennel/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 nonlethal, nontoxic 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 Schultz, plant physiologist Lawrence Winship, and geographer Ben Wisner.

The new Luce Foundation Program in Food, Resources and International Policy (LFPRIP) complements 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. *Continued on next page*



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'Avanzo, marine ecologist, and John Reid, geologist. A marine science interest group meets regularly. A group of courses in marine biology, marine ecology, and geology are regularly offered at Hampshire. Additional regular offerings are available in the Five Colleges.

#### PHYSICAL SCIENCES

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

Students who are preparing for concentrated disciplinary study go on to upper division courses supplemented by Five College Offerings. For 1988-89 the Hampshire courses include: Organic Chemistry, General Physics, Environmental Geochemistry, and The Calculus. At the advanced level, book seminars and advanced courses in chemistry, physics, geology, and mathematics will be available as needs arise. Projects focusing on topics as diverse as technological design, philosophy of science, military policy, and geological ecology can be supported as well as more traditional disciplinary studies.

#### 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:

- Human Biology
- \* Biology of Women (Kay Henderson)
- Women and Science (Integrative)
- Elementary School Science Workshop (Merle Bruno)
- Issues in Race & Gender (Alan Goodman)
- \*\* Reproductive Physiology (Kay Henderson)
- Human Anatomy (Debra Martin and Kay Henderson)
- Human Skeleton (Debra Martin)
- Health and Disease in International Perspective (Alan Goodman and Ann McNeal)
- Library consultation (Helaine Selin)
- Other faculty involved: Ruth Rinard

\* Offered this Fall    \*\* Offered next Spring

### Course List

#### 100 Level

NS 107  
EVOLUTION OF THE EARTH  
John Reid

NS 122 (proseminar)  
HOW PEOPLE MOVE  
Ann McNeal

NS 124  
THE BIOLOGY OF WOMEN  
Kay Henderson

NS/HA/CCS/SS 129  
WOMEN'S BODIES/  
WOMEN'S LIVES  
Ann McNeal  
Lynn Hanley  
Meredith Michaels  
Margaret Cerullo

NS/CCS 130  
LEARNING-BEHAVIOR  
Raymond Coppinger  
Steven Weisler

NS 133 (proseminar)  
BIOLOGY OF DOMESTIC ANIMALS  
Kay Henderson

NS 147 (proseminar)  
PESTICIDE ALTERNATIVES  
Brian Schultz

NS 149 (proseminar)  
BIOTECHNOLOGY: TECHNIQUES &  
ISSUES OF GENETIC  
Lynn Miller  
Lawrence Winship

NS/SS 151 a,b,c  
WORLD FOOD CRISIS  
Ben Wisner  
Alan Goodman  
Lawrence Winship

NS/SS 151 a  
HISTORY AND GEOGRAPHY OF  
FAMINES  
Ben Wisner

NS/SS 151 b  
FOOD PRODUCTION SYSTEMS  
Lawrence Winship

NS/SS 151 c  
ECOLOGY AND POLITICAL  
ECONOMY OF MALNUTRITION  
Alan Goodman

NS 153 (proseminar)  
NEW GUINEA TAPEWORMS  
& JEWISH GRANDMOTHERS:  
NATURAL HISTORY OF  
INFECTIOUS DISEASE  
Lynn Miller

NS 169  
MATHEMATICS AND THE  
OTHER ARTS  
Kenneth Hoffman

NS 175  
THE SCIENCE OF DISARMAMENT  
Allan Krass

NS 180  
AQUATIC ECOLOGY  
Charlene D'Avanzo

NS 182 (proseminar)  
APPROPRIATE TECHNOLOGY  
Frederick Wirth

NS 183 (proseminar)  
QUANTUM MECHANICS FOR  
THE MYRIAD  
Herbert Bernstein

NS 186  
ANIMAL BEHAVIOR  
Raymond Coppinger

NS/SS 190  
ENVIRONMENTAL SCIENCE  
AND POLITICS  
Charlene D'Avanzo  
Robert Rakoff  
John Reid

NS 199  
PROJECT COURSE  
Merle Bruno  
Nancy Lowry  
D. Amarasiriwardena

200 Level  
NS 202  
BASIC CHEMISTRY I  
D. Amarasiriwardena

NS 211  
ORGANIC  
CHEMISTRY I  
Nancy Lowry

NS 247  
CELL BIOLOGY  
John Foster

NS 260  
THE CALCULUS  
David Kelly

NS 261  
INTRODUCTION TO  
CALCULUS AND  
COMPUTER MODELING  
FOR SCIENTISTS &  
SOCIAL SCIENTISTS  
Kenneth Hoffman

NS 265  
INTRODUCTION TO  
EXPERIMENTAL DESIGN  
Brian Schultz

NS 282  
GENERAL PHYSIC A  
WITH APPLICATIONS  
TO GEOLOGY  
& EARTH SCIENCE  
Frederick Wirth

300 Level  
NS 309  
ASSEMBLY LANGUAGE  
PROGRAMMING  
Albert Woodhull

NS 324  
ADVANCED CALCULUS  
David Kelly

NS 330  
DIVISION III STUDENT  
RESEARCH SEMINAR  
John Foster

NS 395i  
A I D S: POLITICS,  
SCIENCE, AND DREAD  
DISEASE  
Alan Goodman



## 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 creating the present shape of the land. In addition, we will consider the larger scale processes by which the earth's crust has formed and continues to evolve by plate tectonic motion and the drifting of continents. Readings will be taken from a text (*Earth*, Press and Seiver) 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). Rather, by reading scientific papers we will look closely at how scientists try to obtain information on muscle use. In the lab we will do our own experiments to study muscle activity.

The course work will culminate in individual and group projects on topics such as measuring muscle use in certain movements, measuring changes due to fatigue, correlating muscle tension and emotion, and so forth.

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

NS 124  
THE BIOLOGY OF  
WOMEN  
Kay Henderson

Daily pressures by our society encourage women to be consumers of services and products claimed to make them feel healthier and to look and feel young longer. A better understanding of women's anatomy and physiology will enable students to sort out the myths. In this course we will study relevant systems of women's bodies and learn ways in which women can play an active role in maintaining their own health. No scientific background is necessary for this course.

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

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

NS/HA/CCS/SS 129  
WOMEN'S BODIES/  
WOMEN'S LIVES  
Ann McNeal  
Lynne Hanley  
Meredith Michaels  
Margaret Cerullo

An 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 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 for one and one-half hours twice a week.

NS/CCS 130  
LEARNING-  
BEHAVIOR  
Raymond Coppinger  
Steven Weisler

How do organisms learn? In particular, how do they come to behave in accordance with their world? We will examine the extent to which animals and humans accrue behaviors deriving 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 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 "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.

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

NS 133 (proseminar)  
BIOLOGY OF  
DOMESTIC  
ANIMALS  
Kay Henderson

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.

NS 147 (proseminar)  
PESTICIDE  
ALTERNATIVES  
Brian Schultz

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 politics 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.

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

NS 149 (proseminar)  
BIOTECHNOLOGY:  
TECHNIQUES AND  
ISSUES OF GENETIC  
ENGINEERING  
Lynn Miller  
Lawrence Winship

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

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

NS/SS 151 a,b,c  
**WORLD FOOD  
 CRISIS**  
 Ben Wisner  
 Alan Goodman  
 Lawrence Winship

Hunger in the midst of plenty has been called an absurdity and an obscenity. How can we understand it? What can we do about it? Using case studies, readings in 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 extensively on specific questions. Finally, we will reconvene as a symposium to share our discoveries. We will encourage interaction between sections. For example, the group studying the history of famine may need to understand the drought resistance of certain crops and might seek information from the food productions group. Or the group studying individual malnutrition may be asked to help others understand why children and old people are most vulnerable to disease.

NS/SS 151a  
**HISTORY AND  
 GEOGRAPHY OF  
 FAMINES**  
 Ben Wisner

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?"

NS/SS 151b  
**FOOD PRODUCTION  
 SYSTEMS**  
 Lawrence Winship

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. What are the physical, biological, and ecological constraints on successful food production? What options do farmers have to overcome local and global difficulties? In this section we will study both existing and new, 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.

NS/SS 151C  
**ECOLOGY AND  
 POLITICAL  
 ECONOMY  
 OF MALNUTRITION**  
 Alan Goodman

Famine grabs media attention, while malnutrition and subtle, unrecognized undernutrition plague millions. 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.

All three classes will meet for one and one-half hours twice a week.

NS 153 (proseminar)  
**NEW GUINEA TAPE-  
 WORMS & JEWISH  
 GRANDMOTHERS:  
 NATURAL HISTORY  
 OF INFECTIOUS  
 DISEASE**  
 Lynn Miller

Did you ever wonder why Jewish grandmothers who make gefilte fish from Norwegian sturgeon so frequently are parasitized by ---? Maybe not, but who gets parasitized, when, and by what is highly significant to understanding the history of humankind. In this seminar we will read and think about the failure of modern (Western) medicine to eliminate most of the tropical diseases of homo sapiens. Each student must prepare one seminar and write an essay on the social and medical aspects of these diseases (malaria, schistosomiasis, giardiasis, trypanosomiasis, kala azar, etc.) focusing on the disease in one particular tropical or subtropical country. We will read Desowitz's book (given as course title) and articles from the primary medical literature.

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

NS 169  
**MATHEMATICS AND  
 THE OTHER ARTS**  
 Kenneth Hoffman

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

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

NS 175  
**THE SCIENCE OF  
 DISARMAMENT**  
 Allan Krass

The 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.

NS 180  
**AQUATIC ECOLOGY**  
 Charlene D'Avanzo

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 Hampshire 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.

NS 182 (proseminar)  
**APPROPRIATE  
 TECHNOLOGY**  
 Frederick Wirth

We will consider appropriate technology in its broadest sense--the technological issues that put limits on the scale, efficiency, environmental 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.

NS 183 (proseminar)  
**QUANTUM  
 MECHANICS FOR  
 THE MYRIAD**  
 Herbert Bernstein

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

The course has three themes: quantitative approximations to interesting 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 thrice a week.

NS 186  
**ANIMAL BEHAVIOR**  
 Raymond P. Coppinger

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

In addition to doing the readings and 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.

NS/SS 190  
**ENVIRONMENTAL  
 SCIENCE AND  
 POLITICS**  
 Charlene D'Avanzo  
 Robert Rakoff  
 John Reid

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.

NS 199  
**PROJECT COURSE**  
 Merle Bruno  
 Nancy Lowry  
 D.Amarasiriwardena

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 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.

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Class will meet once a week for one and one-half hours, and students will regularly meet individually with the instructors.

NS 202  
**BASIC CHEMISTRY I**  
 D.Amarasiriwardena

In this course we will learn the fundamental chemical concepts of composition and stoichiometry, atomic structure, bonding and molecular structure, chemical reactions, properties of matter including gasses, solids, and liquids. No previous background in chemistry is necessary. However, a working knowledge of algebra is essential since students will be expected to develop skill in solving a variety of numerical problems and for understanding some of the subject matter.

In the laboratory basic skills and techniques of qualitative and quantitative analysis will be emphasized.

Class will meet for one and one-half hours three times a week, and laboratory will meet for two and one-half hours one afternoon per week. Basic Chemistry I is the first term of a two-term course in general chemistry. Five College students will be graded on a pass-fail basis.

NS 211  
**ORGANIC  
 CHEMISTRY I**  
 Nancy Lowry

The first semester of organic chemistry focuses on the structure of molecules and how the structure influences reaction pathways. Reference is made often to biological implications. Several problem sets are assigned and collected.

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

Class will meet for one and one-half hours three times a week. A weekly three-hour laboratory is scheduled.

NS 247  
**CELL BIOLOGY**  
 John Foster

In this course we will study modern ideas about the structure and function of living cells. The course will serve as a foundation for courses in molecular biology and plant and animal biology offered in the spring semester. The principal focus will be the laboratory, which will consist of a series of project exercises designed to introduce techniques for observing cellular functions such as respiration or photosynthesis, together with the analytical tools (spectrophotometry, ultracentrifugation, electrophoresis, etc.) necessary for making quantitative measurements on these processes. In addition we will read a series of primary papers on a topic of current interest in cell biology, together with appropriate background material.

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

NS 260  
**THE CALCULUS**  
 David C. Kelly

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

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

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

NS 261  
**INTRODUCTION TO  
 CALCULUS AND  
 COMPUTER MODELING  
 FOR SCIENTISTS AND  
 SOCIAL SCIENTISTS**  
 Kenneth Hoffman

Traditionally, the mathematical preparation of scientists and quantitatively-minded social scientists began with a year or more of calculus. Over the past decade, however, ready access to high-speed computers has increased the usefulness of a number of other tools, allowing scientists to tackle problems which would have been unmanageable before. This course is an introduction to some of these basic tools, and is a more appropriate preparation for further quantitative work in the sciences (except for physics and engineering) and social sciences than is calculus. Topics will include: functions and graphs; computer programming, simulation, and approximation; elementary linear algebra (vectors and matrices); linear models (Markov processes, linear regression, input-output analysis); concepts of the calculus; dynamical systems and their numerical solution; elementary probability and statistics (including the use of interactive statistical packages to save, display, and analyze data).

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 those wishing a more extensive training in calculus. Optional evening problem sessions will be available each week.

NS 265  
**INTRODUCTION TO  
 EXPERIMENTAL  
 DESIGN**  
 Brian Schultz

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 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.

NS 282  
**GENERAL PHYSICS  
 A WITH  
 APPLICATIONS  
 TO GEOLOGY AND  
 EARTH SCIENCE**  
 Frederick Wirth

This is mainly mechanics and thermodynamics. Course material will draw extensively on geological and earth science systems. In laboratory we will construct and study model streams that illustrate many physical principles and may predict behaviors of streams in nature. A field trip to the Connecticut River will help us decide.

The 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-requisite.

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 20 on a first-come, first-serve 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 sciences.

NS 309  
**ASSEMBLY  
 LANGUAGE  
 PROGRAMMING**  
 Albert S. Woodhull

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

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

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

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

NS 324  
**ADVANCED  
 CALCULUS**  
 David C. Kelly

For students comfortable with the basic concepts, techniques, and applications of "freshman" calculus, this course will develop the ideas of vector and multivariable calculus. We'll look at ordinary and partial differential equations and explore some of the techniques for solving them. The course will include other useful tools of mathematical analysis including infinite sequences and series, complex numbers, Fourier analysis, transforms, and infinite dimensional spaces of functions.

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

NS 330  
**DIVISION III  
 STUDENT  
 RESEARCH  
 SEMINAR**  
 John Foster

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 lead at least two seminars during the term. The first seminars will be on 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 that 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 III teaching requirement.

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

NS 395i  
**AIDS: POLITICS,  
 SCIENCE, AND  
 DREAD DISEASE**  
 Alan Goodman

The spread of Acquired Immune Deficiency Disease (AIDS) is a recent human concern of vast proportion requiring multilevel understanding and action. While the origin and transmission of AIDS are immunological and epidemiological concerns, the "disease that AIDS causes" affects our entire social, political, and economic fabric.

This seminar, designed largely by Division III students, will focus on a variety of issues in the politics and science of AIDS. The first half of the semester will be devoted to general topics such as overviews of AIDS epidemiology and immunology, controversies in the diagnosis of immune positivity, AIDS research funding patterns, contrasts in responses to AIDS by country, and historical comparisons of AIDS with previous "dread diseases." The second half of the course will function as a "works-in-progress" seminar.

## School of Social Science

### CURRICULUM STATEMENT

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

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

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

### Course List

#### 100 Level

SS 103  
**DECENTRALISM**  
Myrna Breitbart  
Lester Mazor

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

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

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

SS 124 (proseminar)  
**THE PROBLEM OF MOTHERHOOD AND WORK IN THE TWENTIETH CENTURY**  
Penina Glazer  
Maureen Mahoney

SS 127  
**THE STRUGGLE FOR SHELTER**  
Myrna Breitbart  
Flavio Risech

SS 128 (proseminar)  
**CENTRAL AMERICA: THE HISTORY AND POLITICAL ECONOMY OF CRISIS**  
Frederick Weaver

SS/CCS/HA/NS 129  
**WOMEN'S BODIES/ WOMEN'S LIVES**  
Margaret Cerullo  
Meredith Michaels  
Lynne Hanley  
Ann McNeal

SS 135  
**GURUS AND THE TRANSMISSION OF HINDUISM**  
Kirin Narayan

SS 144  
**AFRICAN DEVELOPMENT**  
Michael Ford  
Frank Holmquist

SS 147  
**MIND OVER BODY**  
Donald Poe

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

SS/NS 151  
**WORLD FOOD CRISIS**  
Benjamin Wisner  
Alan Goodman  
Lawrence Winship

SS/NS 151a  
**HISTORY AND GEOGRAPHY OF FAMINES**  
Benjamin Wisner

SS/NS 151b  
**FOOD PRODUCTION SYSTEMS**  
Lawrence Winship

SS/NS 151c  
**ECOLOGY AND POLITICAL ECONOMY OF MALNUTRITION**  
Alan Goodman

*continued on next page*

SS 155  
**FAMILY AFFAIRS: CLINICAL INSIGHTS ON A CONTEMPORARY DRAMA**

Patricia Romney

SS 176  
**DOING HISTORY: JEWS AND CHRISTIANS IN MEDIEVAL EUROPE**  
Leonard Glick

\*SS/NS 190  
**ENVIRONMENTAL SCIENCE AND POLITICS**

Robert Rakoff  
Charlene D'Avanzo  
John Reid

SS 191  
**THE IMMIGRANT EXPERIENCE: POLITICS, IDEOLOGY, AND SOCIAL TRANSFORMATIONS**

Aaron Berman  
Flavio Risech  
Mitziko Sawada

#### 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.

SS 201  
**CAPITALISM AND EMPIRE: THE THIRD WORLD**  
Carolee Bengelsdorf  
Frank Holmquist  
Kay Johnson

SS 203  
**WORLD POLITICS**  
Eqbal Ahmad

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

SS 208  
**ISSUES IN EDUCATION**  
Michael Ford

SS 214  
**UNITED STATES LABOR HISTORY**  
Laurie Nisonoff

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

SS 217  
**ANTHROPOLOGY OF RELIGION**  
Kirin Narayan

SS/HA 227  
**ART AND REVOLUTION**  
Joan Landes  
Sura Levine

SS 237  
**LEGAL ORDER IN COMPARATIVE PERSPECTIVE**  
Lester Mazor

SS 239  
**PSYCHOPATHOLOGY**  
Patricia Romney

SS 247  
**ENVIRONMENTS AND HUMAN BEHAVIOR**  
Donald Poe

SS 253  
**EVER SINCE MARX, WEBER, AND DURKHEIM: CLASSICAL AND CONTEMPORARY SOCIAL THEORY**  
Marnia Lazreg

SS 265  
**SOCIOLOGY OF MEDICINE**  
Robert von der Lippe

SS 281  
**THE SPIRIT OF CAPITALISM: JAPAN AND THE UNITED STATES**  
Mitziko Sawada

#### 300 Level

SS 304  
**PERSONALITY, MORAL DEVELOPMENT, AND SOCIAL CHANGE**  
Margaret Cerullo  
Maureen Mahoney

SS 326  
**CONFLICT AND REVOLUTION IN THE MIDDLE EAST**  
Eqbal Ahmad

SS 355 i  
**GENDER, RACE, AND CLASS IN UNITED STATES SOCIETY AND CULTURE**  
Laurie Nisonoff  
Susan Tracy

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



## Course Descriptions

100 level  
new courses

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

SS 103  
**DECENTRALISM**  
Myrna Breitbart  
Lester Mazor

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 organizing 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 theorists as Kropotkin, Bookchin, 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 these elements of the American Century, their 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 play 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**  
Penina Glazer  
Maureen 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 changed 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 debate 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.

SS 127  
**THE STRUGGLE  
FOR SHELTER**  
Myrna Breitbart  
Flavio Risech

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 the 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 and 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.

SS 128 (proseminar)  
**CENTRAL AMERICA:  
THE HISTORY AND  
POLITICAL  
ECONOMY OF  
CRISIS**  
Frederick Weaver

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 economics and political economy, and the Central American experiences will be set in international contexts.

Readings will include Walter La Feber, *The Inevitable Revolutions*, Victor Bulmer-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.

SS/CCS/HA/NS 129  
**WOMEN'S BODIES/  
WOMEN'S LIVES**  
Margaret Cerullo  
Meredith Michaels  
Lynne Hanley  
Ann McNeal

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 literacy 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 80.

SS 135  
**GURUS AND THE  
 TRANSMISSION OF  
 HINDUISM**  
 Kirin Narayan

This course is an introduction to Indian history, society, and religion through the prism of a revered role: the Guru or teacher. Because of the centrality of the Guru-disciple relationship, many different sects have developed through history to form what are today lumped together as "Hinduism." In 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, travellers' accounts, anthropological theories, ethnographies, and novels 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.

SS 144  
**AFRICAN  
 DEVELOPMENT**  
 Michael Ford  
 Frank Holmquist

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

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

SS 147  
**MIND OVER BODY**  
 Donald Poe

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 a direct monitoring of our bodies, but rather by external causes, such as social events. Students will do a series of readings designed to demonstrate the incredible malleability of emotional experiences. We will also see how this has led to a least one 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.

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

In this course, we will examine several historical periods through the lives of representative Afro-Americans. In many cases 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 McCloud Bethune, Claude McKay, Marcus Garvey, Zora Neale Hurston, Langston Hughes, Ann Moody, Martin Luther King, Jr., and Malcom X. Students will be expected to complete several short papers and one long biographical research paper.

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

SS/NS 151  
**WORLD FOOD  
 CRISIS**  
 Benjamin Wisner  
 Alan Goodman  
 Lawrence Winship

Hunger in the midst of plenty has been called an absurdity and an obscenity. How can we understand it? What can we do about it? Using case studies, readings in 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.

SS/NS 151a  
**THE HISTORY AND  
 GEOGRAPHY OF  
 FAMINES**  
 Benjamin Wisner

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.

SS/NS 151b  
**FOOD PRODUCTION  
 SYSTEMS**  
 Lawrence Winship

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. What 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 new, 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 explanation of class meeting times.

SS/NS 151c  
**THE ECOLOGY AND  
 POLITICAL  
 ECONOMY OF  
 MALNUTRITION**  
 Alan Goodman

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? 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 explanation of class meeting times.

SS 155  
**FAMILY AFFAIRS:  
 CLINICAL INSIGHTS  
 ON A  
 CONTEMPORARY  
 DRAMA**  
 Patricia Romney

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.

SS 176  
**DOING HISTORY:  
 JEWS AND  
 CHRISTIANS IN  
 MEDIEVAL  
 EUROPE**  
 Leonard Glick

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 understanding the role 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.



\*SS/NS 190  
ENVIRONMENTAL  
SCIENCE AND  
POLITICS

Robert Rakoff  
Charlene D'Avanzo  
John Reid

This course is an introduction to scientific and political-economic analysis of environmental problems and policies. We will focus on conflicts over water resource 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, surficial geology, and plant ecology. Students should be prepared to undertake analysis and writing which integrates, as in real life, the political-economic, and scientific aspects of environmental study.

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

SS 191  
THE IMMIGRANT  
EXPERIENCE:  
POLITICS, IDEOLOGY, AND  
SOCIAL  
TRANSFORMATION

Aaron Berman  
Flavio Risech  
Mitziko Sawada

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. Requirements for evaluation: active and regular class participation and timely completion of several written assignments.

The class will meet for one and one-half hours twice weekly; enrollment limited to 35.

200 level  
new courses

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

SS 201  
CAPITALISM AND  
EMPIRE: THE THIRD  
WORLD

Carolee Bengelsdorf  
Frank Holmquist  
Kay Johnson

The course will, broadly speaking, examine how European contacts created the Third World, and how the latter reacted. The rise of capitalism in Europe and theories of various periods of imperialist trusts are examined against a background 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 experience during the late nineteenth and first half of the twentieth centuries will be studied in depth with respect to selected countries on each continent. 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.

SS 203  
WORLD POLITICS

Eqbal Ahmad

This lecture/discussion course aims at providing students with a historical background and frame of analysis for further studies in international relations and comparative politics. It surveys the nature and interplay of the ideologies, institutions, and issues which largely define world politics in our time.

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

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

Aaron Berman

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

SS 208  
ISSUES IN  
EDUCATION

Michael Ford

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 initiatives, 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.

SS 214  
UNITED STATES  
LABOR HISTORY

Laurie Nisonoff

This course will explore the history of the American working class from the midnineteenth 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 mold and control the working class will be considered, along with 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 feminist studies. Required: participation in class discussion and completion of several papers or projects.

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

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

Marlene Fried

Abortion rights have been continuously challenged since abortion became legal in 1973, and there have been significant erosions of the right to choose abortion. Legislation has been enacted making abortion less accessible 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 in particular and to broad attacks on reproductive rights. We will look at two competing ideologies within the movement: the civil libertarian and the reproductive rights perspectives. Each will be evaluated in terms of its ability to stop the opposition; implications of each vision had their political strategies for overcoming racial and class biases; their relationship to women's liberation.

Class meets for three hours once weekly.

SS 217  
ANTHROPOLOGY OF  
RELIGION

Kirin Narayan

The anthropological study of religion typically examines the religious beliefs and practices of other 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 those theories as developments in the Western history of ideas as much as commentaries on the lives of

*continued on next page*

others. Among the topics we will consider are ritual, religious narrative, sects, the asymmetrical participation of women and men, altered states of consciousness, and religious change.

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

SS/HA 227  
ART AND  
REVOLUTION  
Joan Landes  
Sura Levine

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 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"; the public sphere; the imaging of women; feminism as a revolutionary movement; caricatures; political allegories and the hierarchy of subjects.

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

SS 237  
LEGAL ORDER IN  
COMPARATIVE  
PERSPECTIVE  
Lester Mazor

The legal orders of modern societies all have professional courts and lawyers, an emphasis on development through legislation and administrative rule-making, a large and complex volume of substantive norms and formal processes. Yet they also differ considerably because of their situation in different cultures. This course will examine these similarities and differences. The course will not be a traditional comparative law course, however, but a broader effort to compare legal systems. While the principal focus will be on law in Western European countries, socialist countries also will be examined to determine whether they form a distinct type. Examples of law and legal process outside modern and Western culture also will be considered.

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

SS 239  
PSYCHOPATHOLOGY  
Patricia Romney

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 (DSM-III-R), we will look at various classifications of psychopathology. Topics covered will include disorders of childhood and adolescence, personality disorders, anxiety disorders, affective disorder, 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.

SS 247  
ENVIRONMENTS  
AND HUMAN  
BEHAVIOR  
Donald Poe

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 naturalistic observation in local settings such as restaurants and shopping malls.

The class will meet for three hours once a week.

SS 253  
EVER SINCE MARX,  
WEBER, AND  
DURKHEIM:  
CLASSICAL AND  
CONTEMPORARY  
SOCIAL THEORY  
Marnia Lazreg

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, Emile Durkheim, Sigmund Freud, and George Simmel. It will also analyze contemporary American and French theories with special emphasis on the works of Harold Farfinkel, 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.

SS 265  
THE SOCIOLOGY OF  
MEDICINE  
Robert von der Lippe

This course will focus on a social science view 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.

SS 281  
THE SPIRIT OF  
CAPITALISM :JAPAN  
AND THE UNITED  
STATES  
Mitziko Sawada

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.

SS 304  
PERSONALITY,  
MORAL  
DEVELOPMENT AND  
SOCIAL CHANGE  
Margaret Cerullo  
Maureen Mahoney

This seminar examines social theory and personality theory for their assumptions about the relationship between the individual and society. Using theorists such as Freud, Rousseau, Durkheim, Chodorow, 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.

SS 326  
CONFLICT AND  
REVOLUTION IN  
THE MIDDLE EAST  
Eqbal Amhad

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.

SS 355i  
**GENDER, RACE,  
 AND CLASS IN  
 UNITED STATES  
 SOCIETY  
 AND CULTURE**  
 Laurie Nisonoff  
 Susan Tracy

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 those 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 to 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 Cole 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 world-wide.

#### 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 professions), the changing character of schools' missions and purposes, public policy, the economics of education, social mobility (with particular attention to racial minorities), post-secondary education, and family studies.

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

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

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

#### FEMINIST STUDIES

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

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

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

#### LAW PROGRAM

The Law Program examines issues in law and society from a variety of perspectives. Law is a phenomenon that touches every aspect of our existence. The study of law, legal processes, legal ideas, and events provides a focus for many kinds of inquiry, and the range of activities possible within the scope of our Law Program is as broad as the interests of those participating in it. We seek to organize and support activity across School, divisional, and other boundaries within the college. The activity of the program includes courses, independent studies, 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 draw very largely upon Law Program courses or which include some contribution of the Law Program to their plan of study. These have included concentrations in law and education, prisons, law and inequality, environmental law, juvenile courts, and relevant portions of concentrations in philosophy, politics, history, economics, sociology, psychology, environmental studies, women's studies, urban studies, and a number of other fields.

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

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

#### LUCE PROGRAM IN FOOD, RESOURCES AND INTERNATIONAL POLICY

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, domestic energy (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 "popular ecology."

An advisory board for the program composed of distinguished development experts, Hampshire alums 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 inequality, as well as the international division of labor. The program also explores the relationship between population growth and the carrying capacity of the earth as well as the nature and 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 agricultural development and gender relations, the impact of migrations on wage determination, and the applicability of Malthus' population ideas to Third World societies. Interested students may apply for internships at the United Nations and a selected number of population organizations.

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

#### PUBLIC SERVICE AND SOCIAL CHANGE PROGRAM

The Public Service and Social Change program was created to help Hampshire students develop model 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 toward 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 Service/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 "state," "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 sustain a situation in which the majority of the world's population is referred to as a "third world"; the significant differences among Third World areas in respect to those forces; the contribution of the Third World to industrialized nations; power and influence; and the changes that are increasingly putting the industrialized nations on the defensive in world politics. Students in Third World Studies normally formulate a concentration topic while enrolled in the course "Capitalism and Empire," and their concentration should contain provision for substantial foreign language proficiency. Students in the program draw upon course offerings and other learning activities within the Five College community as they proceed to advanced work.

## Writing/Reading Program

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

Individual tutorials comprise a major part of the program. In brief, our strategy is to use the work in which the student is presently engaged. Generally, this means course work, divisional exams, proposals, Division II and III papers. From this writing we address the issues of organization, effective analysis, clarity, voice, and development of an effective composing process. Our concern also is to help students to understand their problems with starting and/or finishing work, and to develop strategies for overcoming writing anxiety and procrastination. Further, we regard reading and writing as inseparable from each other, and thus, also provide assistance in such areas as 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 X646 or X531 or X577. Classes are run each semester and are open to all students.

WP 101  
BASIC WRITING  
Will Ryan

In this class students will work to improve their expository writing skills; understand writing as a process; and develop effective writing strategies for different disciplines. The class will also emphasize the importance of critical thinking as a first step in effective analytical writing. Thus, we will spend considerable time discussing selected 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  
Deborah Berkman

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 understanding of 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 contract with the International Language Institute, Inc.) through intensive courses. Proficiency in a foreign language alone cannot be presented to fulfill a divisional requirement in any of the Schools. But students with an interest in language will find that a deeper knowledge of foreign languages can enhance their work in many areas of language research; linguistic theory, sociolinguistics, literary stylistics, and anthropology. Courses in other languages and foreign language literature courses are available through Five College cooperation. Some examples: Chinese and Japanese, as part of the Five College Asian Studies Program; Greek and Latin; Germanic languages, including Danish, Dutch, and Swedish; Slavic languages, including Russian and Polish; and Romance languages, including Italian and Portuguese.

For further information on French and Spanish, contact the International Language Institute, 586-7569, or Tim Rees/Carolyn Gear at Prescott 101D, at extension 526.

FL 101  
INTENSIVE FRENCH  
FL 102  
INTENSIVE SPANISH

These courses provide interested and motivated students an in-depth exploration of language and culture. Classes will meet two and one-half hours a day, three days a week, and will cover the skill areas of listening, speaking, reading and writing with an emphasis on oral communication skills. Literature, 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 101D office.

FL 105  
ELEMENTARY  
ARABIC I  
Mohammed M. Jiyad

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.

FL 111  
ELEMENTARY  
ARABIC II  
Mohammed M. Jiyad

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

Class meets three times a week.



## Five College Offerings

### FIVE COLLEGE STATEMENT

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

### Course List

University  
Arabic 326  
**INTERMEDIATE ARABIC**  
Mohammed Mossa Jiyad

Mount Holyoke  
Asian 130f  
**ELEMENTARY ARABIC I**  
Mohammed Mossa Jiyad

Hampshire  
Foreign Languages 105  
**Elementary Arabic I**  
Mohammed Mossa Jiyad

Hampshire  
Foreign Languages 111  
**Elementary Arabic II**  
Mohammed Mossa Jiyad

Amherst  
Political Science 55  
**SEMINAR ON THE POLITICS OF INTERNATIONAL SECURITY**  
Michael T. Klare

Amherst  
Political Science 30  
**THE VIETNAM WAR**  
Anthony Lake

Mount Holyoke  
International Relations 273f  
**CASE STUDIES IN AMERICAN FOREIGN POLICY**  
Anthony Lake

Smith  
Biological Sciences 226a  
**MARINE ECOLOGY**  
Paulette M. Peckol

University  
Botany 397a  
**MARINE ECOLOGY**  
Paulette M. Peckol

Smith  
Dance 377a  
**ADVANCED STUDIES: DANCE OF THE LIFE CRISES**  
Pearl Primus

University  
Geology 591M  
**GEOCHEMISTRY OF MAGMATIC PROCESSES**  
J. Michael Rhodes

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

### Course Descriptions

UNIVERSITY:  
Arabic 326  
Mohammed Mossa Jiyad

**Intermediate Arabic.** Lecture, recitation; introduction to defective verbs. Reading from Arabic newspapers, magazines, and original texts; writing and aural comprehension of taped materials and songs. Daily written assignments and frequent quizzes and exams. Text: Intermediate Modern Standard Arabic I, II, and III.

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

MOUNT HOLYOKE:  
Asian 130f  
Mohammed Mossa Jiyad

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

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

HAMPSHIRE:  
Foreign Languages 105  
Mohammed Mossa Jiyad

**Elementary Arabic I.** Same description as Mount Holyoke Asian 130f above.

HAMPSHIRE:  
Foreign Languages 111  
Mohammed Mossa Jiyad

**Elementary Arabic II.** 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 Monday, Wednesday, Thursday 3:30 to 5:00 p.m.

AMHERST:  
Political Science 55  
Michael Klare

**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 1988, the focus will be on conventional forces, regional conflict, and non-nuclear arms control.

In the wake of the ING treaty signed by Messrs. 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 1990s 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. Topic areas 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 30  
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 impulses for deepening involvement and then withdrawal; the negotiations to find a peaceful settlement; and the effects of the war on our foreign policies. Particular attention to lessons about how American society makes its foreign policies. Enrollment limited.

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



**MOUNT HOLYOKE:** **Case Studies in American Foreign Policy.** An examination of some decisions that have been central to American policy since World War II, covering such cases as Hiroshima, the Korean and Vietnam Wars, the Bay of Pigs and the Cuban Missile Crisis, Nicaragua, and recent arms control negotiations. The bureaucratic and political pressures which framed the issues, as well as their broader substantive implications, are examined.

Enrollment is limited. Class meets Tuesday and Thursday from 1:00 to 2:15 p.m.

**Mary A. Lyman**  
Assistant Professor of French at the University of Massachusetts under the Five College Program and Director, Five College Foreign Language Resource Center. Courses will be announced.

**SMITH:** **Marine Ecology.** Course considers patterns and processes of marine habitats (e.g., rocky intertidal, marshes, mangrove forests, deep-sea, coral reefs) emphasizing contemporary experimental studies. Factors controlling abundances and distribution of marine organisms (predation, competition, large-scale disturbances, physiological limitations) as well as human impact on the marine environment will be covered. This is an intermediate-level course requiring background in biological sciences or oceanography.

**NOTE:** 4 credits; lecture taught at the University, Tuesday and Thursday from 9:30 to 10:45 a.m.; laboratory including two weekend field trips taught at Smith College, Monday 1:00 to 4:00 p.m. or Tuesday 1:00 to 4:00 p.m.

**UNIVERSITY:** **Marine Ecology.** Same description as Biological Sciences 226a above.  
Botany 397a  
Paulette M. Peckol

**NOTE:** 3 credits; lecture only, no laboratory. Tuesday and Thursday 9:30 to 10:45 a.m.

**SMITH:** **Advanced Studies: Dance of the Life Crises.** New Course. Dances of Birth, Childhood, Initiation, Engagement, Marriage, Death among the Indigenous people of Africa, South America, Caribbean Islands and North America.

Class meets Wednesday 7 - 10 p.m.

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

Prerequisite: Petrology or Introductory Geochemistry.

**SMITH:** **Seminar: The Material Culture of New England, 1630-1830.** Using the collections of Historic Deerfield, Inc., and the environment of Deerfield, Massachusetts, students explore the relationship of a wide variety of objects (architecture, furniture, ceramics, and gravestones) to New England's history. Transportation from Smith College to Deerfield is provided.

Four credits. Permission of instructor required. Enrollment limited to 12. Class meets Monday 2:00 to 4:00 p.m.

## 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

OPRA 101  
BEGINNING SHOTOKAN  
KARATE I  
Marion Taylor

OPRA 103  
INTERMEDIATE SHOTOKAN  
KARATE II  
Marion Taylor

OPRA 104  
ADVANCED SHOTOKAN  
KARATE  
Marion Taylor

OPRA 111  
AIKIDO  
Paul Sylvain

OPRA 113  
AIKI JO  
Paul Sylvain

OPRA 118  
BEGINNING T'AI CHI  
Denise Barry  
Paul Gallagher

OPRA 119  
CONTINUING T'AI CHI  
Denise Barry  
Paul Gallagher

OPRA 123  
BEGINNING WHITEWATER  
KAYAKING (X)  
Earl Alderson

OPRA 124  
BEGINNING WHITEWATER  
KAYAKING (Y)  
Earl Alderson

OPRA 126  
INTERMEDIATE WHITE-  
WATER KAYAKING  
Earl Alderson

OPRA 141  
BEGINNING SWIMMING  
Donna Smyth

OPRA 143  
ADVANCED LIFESAVING  
Donna Smyth

OPRA 149  
OPENWATER SCUBA  
CERTIFICATION  
David Stillman

OPRA 151  
BEGINNING TOP ROPE  
CLIMBING  
Bobby Knight

OPRA 153  
ADVANCED TOP ROPE  
CLIMBING  
TBA

OPRA 172  
WEIGHT TRAINING &  
PHYSICAL CONDITIONING  
Donna Smyth

OPRA 174  
WHAT IS WILDERNESS?  
Karen Warren

OPRA 178  
PHILOSOPHY OF EXPERI-  
ENTIAL EDUCATION  
Karen Warren

## Course Descriptions

OPRA 101  
BEGINNING  
SHOTOKAN  
KARATE I  
Marion Taylor

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

Class will meet during Fall Term on Monday and Friday 1:30 to 3:30 p.m. and Wednesday 6:00 to 8:00 p.m. on the playing floor of the Robert Crown Center. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars. Note: This course is offered in the fall and during January terms only. Enrollment unlimited.

OPRA 103  
INTERMEDIATE  
SHOTOKAN  
KARATE II  
Marion Taylor

This course is for students who have completed OPRA 101 and OPRA 102. The class will meet Monday, 1:30 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. Enrollment unlimited; instructor's permission.

OPRA 104  
ADVANCED  
SHOTOKAN  
KARATE  
Marion Taylor

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

Classes will meet Tuesday, Wednesday, and Friday from 6 p.m. to 8:00 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 111  
AIKIDO  
Paul Sylvain

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

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

OPRA 113  
AIKI JO  
Paul Sylvain

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

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

OPRA 118  
BEGINNING T'AI CHI  
Denise Barry  
Paul Gallagher

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

The class meets on Wednesday from 12:30 p.m. to 1:45 p.m. in the South Lounge of the Robert Crown Center. Enrollment 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 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 "lotteried 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 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 lotteried 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.



## Reading/Writing Program

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
WP 101	Ryan Berkman	See descrp InstrPer	16 8	WF 9-10 W 3-5	FPH 105 TBA

OPRA 119  
CONTINUING T'AI  
CHI  
Denise Barry  
Paul Gallanger

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

The class meets on Wednesday from 2 to 3:15 p.m. in the South Lounge of the Robert Crown Center. Enrollment is open. Register by attending the first class. This is a fee-funded course. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

## Outdoor Program & Recreational Athletics

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
OPRA 101	Taylor	Open	None	MF 130-330/W 6-8pm	RCC
OPRA 103	Taylor	InstrPer	None	M130-330 Wsu 6-8pm	RCC
OPRA 104	Taylor	InstrPer	None	TWF 6-8pm	RCC
OPRA 111	Sylvain	Open	None	TTh 1230-145	RCC
OPRA 113	Sylvain	InstrPer	None	TTh 145-3	RCC
OPRA 118	Barry/Gallagher	Open	None	W 1230-145	RCC
OPRA 119	Barry/Gallagher	Open	None	W 2-315	RCC
OPRA 123	Alderson	InstrPer	5	See description	RCC/river
OPRA 124	Alderson	InstrPer	5	See description	RCC/river
OPRA 126	Alderson	InstrPer	7	See description	RCC/river
OPRA 141	Smyth	Open	6	MTh 11-12	RCC pool
OPRA 143	Smyth	See descrp	None	W 6-8pm	RCC pool
OPRA 149	Stillman	Open	None	See description	RCC
OPRA 151	Knight	Open	12	Th 1230-530	RCC
OPRA 153	TBA	InstrPer	See descrp	W 1230-530	RCC
OPRA 172	Smyth	See descrp	12	TTh 2-330	RCC
OPRA 174	Warren	Open	12	T 1-5, plus TBA	Kiva
OPRA 178	Warren	See descrp	12	WF 1030-1230	PH B-1

OPRA 123  
BEGINNING  
WHITEWATER  
KAYAKING (X)  
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, equipment, and Eskimo roll. This course is the same as OPRA 124, which is held on alternate days.

The class will meet on Wednesdays from 1:00 to 2:30 p.m. for pool session and on Friday from 12:30 to 6: p.m. for river trips. Following Fall Break, class will meet on Wednesdays only. To register, sign up on the bulletin board in the Robert Crown Center during the week of matriculation. Instructor's signature also required. Enrollment limit, 5. Five College students will be graded on a pass/fail basis.

OPRA 124  
BEGINNING WHITE-  
WATER KAYAKING  
(Y)  
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, equipment, and Eskimo roll. The course is the same as OPRA 123, which is held on alternate days.

Class will meet Wednesdays from 2:30 to 4 p.m. for pool session and on Fridays for 12:30 to 6 p.m. for river trips. Following Fall Break class will meet on Wednesdays only. To register, sign up on the bulletin board in the Robert Crown Center during the week of matriculation. Instructor's signature also required. Enrollment limit, 5. Five College students will be graded on a pass/fail basis.

OPRA 126  
INTERMEDIATE  
WHITEWATER  
KAYAKING  
Earl Alderson

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

Class will meet on Thursday from 12:30 to 6 p.m. for the river trips. Following Fall Break, class will meet from 2:30 to 4 p.m. in the pool. To register, sign up on the bulletin board in the Robert Crown Center during the week of matriculation. Instructor's signature also required. Enrollment limit, 7. Five College students will be graded on a pass/fail basis.

OPRA 141  
BEGINNING  
SWIMMING  
Donna Smyth

This class is for students who have little or no swimming ability. Students will progress at their own pace while learning the basic swimming strokes. The class will met Monday and Thursday from 11 a.m. to 12 noon in the Robert Crown Center pool. Enrollment limit, 6. To register, attend first class.

OPRA 143  
ADVANCED  
LIFESAVING  
Donna Smyth

In accordance with the American Red Cross, this course is designed to instruct students on safety in and around the water, and assist or rescue a person in a water emergency. Classes will meet Wednesday from 6 to 8 p.m. in the Robert Crown Center pool. Strong swimming ability is required. (Swim test will be given at the first class.) To register, attend first class.

## Foreign Languages

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
FL 101	Rees	InstrPer	10	TWTh 3-530	PH A-1
FL 102	Gear	InstrPer	10	TWTh 3-530	PH B-1
FL 105	Jiyad	InstrPer	None	MTWTh 11-12	PH A-1
FL 111	Jiyad	PreReq	None	MWF 330-5	FPH 101

ARB Arts Building  
 ARF Animal Research Facility  
 CSC Cole Science Center  
 EDH Emily Dickinson Hall  
 MDB Music and Dance Building  
 PFB Photography and File Building  
 CODES  
 DH Dakin House  
 EH Enfield House  
 GH Greenwich House  
 MH Merrill House  
 PH Prescott House  
 ELH East Lecture Hall  
 MLH Main Lecture Hall  
 WLH West Lecture Hall  
 FPH Franklin Patterson Hall  
 LIB Harold F. Johnson Library  
 TBA To Be Announced or Arranged

OPRA 149  
**OPENWATER SCUBA  
 CERTIFICATION**  
 David Stillman

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

Classes will meet at the Robert Crown Center pool on Monday from 6 p.m. to 7:30 p.m., and elsewhere in the RCC from 7:30 p.m. to 9 p.m. for classroom instruction. Fee: \$184 plus mask, fins, snorkel, and text. All other equipment provided. Prerequisite: adequate swimming skills. Enrollment is open.

OPRA 151  
**BEGINNING TOP  
 ROPE  
 CLIMBING**  
 Bobby Knight

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.

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

OPRA 153  
**ADVANCED TOP  
 ROPE CLIMBING**  
 TBA

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, bacher ladder, and the new indoor bouldering wall.

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

OPRA 172  
**WEIGHT TRAINING  
 AND  
 PHYSICAL  
 CONDITIONING**  
 Donna Smyth

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.

Class will meet at the RCC Tuesday and Thursday from 2:00 to 3:30 p.m. Enrollment limit 12. Register at first class.

OPRA 174  
**WHAT IS WILDER-  
 NESS**  
 Karen Warren

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

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

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

OPRA 178  
**PHILOSOPHY OF  
 EXPERIENTIAL  
 EDUCATION**  
 Karen Warren

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

Topics to be addressed 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.

*continued on next page*

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

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

Enrollment limit: 12. Class meets Wednesday and Friday 10:30a.m. to 12:30 p.m.

# 1989 PRELIMINARY SPRING COURSES

## School of Communications and Cognitive Science

### Course List

#### 100 Level

CCS 107  
**GODEL, ESCHER, BACH:  
 EXPLORING THE NATURE OF MIND**  
 Jay Garfield  
 Neil Stillings

CCS 113  
**ROBOTS AND AUTOMATA**  
 David Kramer

CCS 115  
**FIELD METHODS IN LINGUISTICS**  
 Mark Feinstein  
 Steven Weisler

CCS 118  
**TOPICS IN POLITICAL  
 PHILOSOPHY**  
 Tsenay Serequeberhan

CCS 142  
**INTRODUCTION TO VISUAL  
 PRODUCTION**  
 Gregory Jones

CCS 146  
**THE EVOLUTION OF  
 COMMUNICATION**  
 Mark Feinstein

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

CCS 154  
**ANALYSIS OF TELEVISION NEWS**  
 Susan Douglas

CCS/SS 172  
**ACQUIRING CHILDREN:  
 PERSPECTIVES ON ADOPTION  
 AND SURROGACY**  
 Marlene Fried  
 Meredith Michaels  
 Barbara Yngvesson

#### 200 Level

CCS 201  
**A HISTORY OF THE PRESS IN THE  
 UNITED STATES**  
 David Kerr

CCS 202  
**SOULS, SUBJECTS, SELVES, AND  
 PERSONS**  
 Meredith Michaels

CCS 212  
**PLATO SEMINAR**  
 Tsenay Serequeberhan

CCS 215  
**COMPUTER SCIENCE I:  
 PROGRAMMING AND THE  
 ANALYSIS OF ALGORITHMS**  
 Richard Muller

CCS 227  
**THEORY OF LANGUAGE II:  
 SEMANTICS**  
 Steven Weisler

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

CCS 233  
**INTRODUCTION TO ARTIFICIAL  
 INTELLIGENCE**  
 David Kramer  
 Neil Stillings

CCS/NS 236  
**TECHNOLOGY: PHILOSOPHY,  
 POLITICS, AND POLICY**  
 Jay Garfield  
 Allan Krass

CCS 259  
**CHILDREN'S NUMBERS**  
 Catherine Sophian

#### 300 Level

CCS 339  
**GRAPHICS PROGRAMMING**  
 TBA

CCS 340  
**TRANSLATOR DESIGN**  
 TBA

\*CCS 399a  
**VIDEO PRODUCTION SEMINAR**  
 Gregory Jones

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

### Course Descriptions

CCS 107  
**GODEL, ESCHER,  
 BACH: EXPLORING  
 THE NATURE OF  
 MIND**  
 Jay Garfield  
 Neil Stillings

In this course we will read Douglas Hofstadter's *Godel, Escher, Bach: An Eternal Golden Braid*. It is one of the rare books that introduces a grand intellectual theme with both verve and depth. It explores the nature of mind and meaning with clarity, infectious energy, and good humor. It introduces the reader to the foundations of cognitive science and to an array of tools from logic, computer science, philosophy, biology, and psychology. Through the assignments students will acquire the ability to work with elementary symbolic logic and to write simple computer programs.

The class will meet twice a week for two-hour sessions, one meeting with the full group and one meeting in discussion sections limited to 20 students. Enrollment is limited to 40.

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 week for one and one-half hours each time. Enrollment is limited to 20.

CCS 115  
**FIELD METHODS IN  
 LINGUISTICS**  
 Mark Feinstein  
 Steven Weisler

One of the most exciting ways of learning about contemporary linguistic theory, and about the diversity (and unity) of human language, is to explore firsthand the structure of an unfamiliar language. In this course we 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 implication of this work for theories of language learning and general cognition.

Students will conduct regular data-collecting 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.

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 precisely because this is an introductory course, and thus, our efforts will be aimed at exploring in depth a few essential and basic themes. The approach the course will follow is that of the close examination and discussion of the above thinkers focused on specific texts. In so doing the course will explore the ways in which these thinkers are present in contemporary issues and concerns and the central arguments in political philosophy. In this context questions of rights-duties, international legality, morality, law, economics, politics, etc. will be queried and discussed.

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

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 CCS office.

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



CCS 146  
**THE EVOLUTION OF  
 COMMUNICATION**  
 Mark Feinstein

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 canids.

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.

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

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 usual. Enrollment is open.

CCS 154  
**ANALYSIS OF  
 TELEVISION NEWS**  
 Susan Douglas

How do Americans get information about what's happening in America? Since the late 1960s, most Americans have come to learn about "the news" through television network news programs. What constitutes "news"? What criteria determine what's news and what isn't? How does news coverage help construct what comes to be perceived as reality? What values are endorsed and which activities and attributes are denounced in news coverage? Does coverage differ among the three networks? These are some of the questions we will wrestle with in this course. We will discuss how stories are selected, where journalists get their information, what constitutes objectivity, what values are implicit in news coverage, and what economic and political pressures impinge upon the news-gathering and dissemination process. We will apply what we've learned in the readings to an on-going analysis of the news of 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 8:00 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 20.

CCS/SS 172  
**ACQUIRING  
 CHILDREN:  
 PERSPECTIVES ON  
 ADOPTION AND  
 SURROGACY**  
 Marlene Fried  
 Meredith Michaels  
 Barbara Yngvesson

By focusing on adoption and surrogacy, this course will investigate cultural conceptions of reproductive practices. 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 these: How does women's status affect their relation to reproductive alternatives? What are prevailing and countervailing conceptions of mother? Of father? Of child? Are women and children owned either by individual men or by the community?

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

CCS 201  
**A HISTORY OF THE  
 PRESS IN THE  
 UNITED STATES**  
 David Kerr

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

We will trace such subjects as press freedom and the law, ethics and professionalism, the press and labor, foreign correspondents and war reporting, sensationalism, the business of news, muckraking, and the press and the presidents. We will also spend some time looking at the continuing struggle of the alternative press movement in the United States.

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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 open.

CCS 202  
**SOULS, SUBJECTS,  
 SELVES, AND  
 PERSONS**  
 Meredith Michaels

What sort of a thing is the thing that is reading this course description? Is it an enduring soul, a parallel distributed processor, an oedipally 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.

CCS 212  
**PLATO SEMINAR**  
 Tsenay Serequeberhan

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, his 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.

CCS 215  
**COMPUTER SCIENCE  
 I: PROGRAMMING  
 AND THE ANALYSIS  
 ALGORITHMS**  
 Richard Muller

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.

CCS 227  
**THEORY OF  
 LANGUAGE II:  
 SEMANTICS**  
 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.

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 III (phonology) and I (syntax) in subsequent semesters.

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

CCS 230  
**WOMEN AND  
 IMAGING: 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 should be engaged in critical writing. The group as a whole will meet to discuss readings, screenings, and student work, both written and visual. Students will be expected to produce several short papers and a final project in either written or visual form. Readings and class discussion will examine the recent explosion of feminist scholarship in media and film theory, cultural criticism, and visual production. The course is designed for second and third-year students who are concentrators in the area.

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.



CCS 233  
INTRODUCTION TO  
ARTIFICIAL  
INTELLIGENCE  
David Kramer  
Neil Stillings

The study of artificial intelligence is the attempt to understand ways in which computers can be made to perform tasks which require intelligence when performed by humans. Such tasks include understanding language, playing difficult games such as chess, learning from experience, solving complex problems, and interpreting visual images. In enquiring into the nature of artificial intelligence, we shall also find ourselves confronted by questions about the nature of mind and of human intelligence. We shall develop models of representing problem-solving algorithms and implement them using 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.

CCS/NS 236  
TECHNOLOGY:  
PHILOSOPHY,  
POLICY, AND POLITICS  
Jay Garfield  
Allan Krass

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 suitable either for a Division II portfolio or as a draft for a Division I examination. Each student will lead 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.

CCS 259  
CHILDREN'S  
NUMBERS  
Catherine Sophian

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 intriguing 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.

CCS 339  
GRAPHICS  
PROGRAMMING  
TBA

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 CCS 215 and CCS 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.

CCS 340  
TRANSLATOR  
DESIGN  
TBA

An examination of problems and techniques involved in building compilers, interpreters, and assemblers. Lexical analysis, parsing, code generation, and optimization. Prerequisites are CCS 215, CCS 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.

CCS 339a\*  
VIDEO PRODUCTION  
SEMINAR  
Gregory Jones

This course is designed for Division II or III concentrators in video production. It is a "works-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 CCS 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

### Course List

100 Level  
HA 102  
BEGINNING 2 AND  
3 DIMENSIONAL DESIGN  
TBA

HA 110  
FILM/VIDEO WORKSHOP I  
TBA

HA 111  
STILL PHOTOGRAPHY  
WORKSHOP I  
TBA

HA 113\*  
MODERN DANCE I  
TBA

HA 120  
SYMBOLIST ART  
Sura Levine

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

HA 133  
THE DETECTIVE STORY:  
EXERCISES IN READING  
Norman Holland  
Jeffrey Wallen

HA 151  
ELEMENTARY COMPOSITION  
Peggy Schwartz

HA193  
THE DESIGN RESPONSE  
Wayne Kramer

HA 201  
DRAWING  
Denzil Hurley

HA 203  
INTRODUCTION TO PAINTING  
Judith Mann

HA 205  
FIGURE WORKSHOP  
Judith Mann

HA 210  
FILM/VIDEO  
WORKSHOP II  
TBA

HA 211  
STILL PHOTOGRAPHY  
WORKSHOP II  
TBA

HA 215  
MODERN DANCE III  
Rebecca Nordstrom

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

HA 223  
AESTHETICISM AND DECADENCE  
Jeffrey Wallen

HA 229\*  
REHEARSAL AND PERFORMANCE  
Ellen Donkin  
Wayne Kramer

HA231  
POETRY WRITING WORKSHOP  
Andrew Salkey

HA 237  
FICTION WRITING WORKSHOP  
Andrew Salkey

HA 239\*  
JAZZ PERFORMANCE SEMINAR  
Yusef Lateef

HA 243  
THE NATURE AND PRACTICE OF  
IMPROVISATION  
Margo macKay-Simmons

HA/NS 245  
NATURE, NATURALISTS, AND  
NATURE-WRITERS  
David Smith  
Ken Hoffman

HA 248  
INTERMEDIATE ACTING  
Rhonda Blair

HA 251  
AMERICAN LITERARY REALISM:  
HENRY JAMES, MARK TWAIN,  
STEPHEN CRANE  
Richard Lyon

HA 257  
MUSIC IV: SEMINAR IN  
COMPOSITION  
Daniel Warner

HA265  
MUSIC II: LINES AND CHORDS  
Margo MacKay-Simmons

HA 293  
AMERICAN PHILOSOPHY:  
WILLIAM JAMES AND  
GEORGE SANTAYANA  
Richard Lyon

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

300 LEVEL  
HA 305  
ADVANCED PAINTING  
Denzil Hurley

HA 306  
ADVANCED WRITING SEMINAR  
Nina Payne

HA 317  
MODERN DANCE TECHNIQUE V  
Daphne Lowell

HA 338  
COMPUTER MUSIC COMPOSITION  
Daniel Warner

HA 343  
ADVANCED PLAYWRIGHTING  
Ellen Donkin

HA 345  
ANCIENT EPIC: GILGAMESH,  
ILIAD, PENTATEUCH  
Robert meagher

*continued on next page*

HA 346  
TOLSTOI  
Joanna Hubbs

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

HA 386  
LABAN MOVEMENT ANALYSIS II  
Rebecca nordstrom

HA 399A  
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

HA 102  
BEGINNING 2 AND 3  
DIMENSIONAL DESIGN  
TBA

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

HA 110  
FILM/VIDEO  
WORKSHOP I  
TBA

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

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

HA 111  
STILL PHOTOGRAPHY  
WORKSHOP I  
TBA

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

A \$40 lab fee is charged for this course. The lab fee provides access to darkroom facilities, laboratory supplies and chemicals, and special equipment and materials. Students must provide their own film, paper, and cameras. The class will meet once a week for three 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 postural alignment and techniques for increasing ease and efficiency of movement. Movement exploration and improvisation will be included.

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

HA 120  
SYMBOLIST ART  
Sura Levine

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, anti-quotidian "style" marking a kind of monolithic "last gasp" of the nineteenth century, we will focus on the utter variety 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; ideism vs. idealism; 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.

HA 130  
**THREE RUSSIAN  
 WRITERS: PUSHKIN,  
 GOGOL, AND DOS-  
 TOEVSKY**  
 Joanna Hubbs

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," "The Nose," "Diary of a Mad Man," other short stories; Dostoevsky, Notes from Underground, The Brothers Karamazov, The Pushkin Speech.

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

HA 133  
**THE DETECTIVE  
 STORY: EXERCISES IN  
 READING**  
 Norman Holland  
 Jeffrey Wallen

The detective is confronted with the problems of interpreting signs, and we will follow several detectives in their interpretive practices. We will also consider the nature of the social reality confronting the detective, and the sets of rules which structure both the world of the detective and the detective story. Beginning with Poe, the inventor of the detective story, we will study the evolution and the dissemination of the genre into new contexts and new continents. Readings will include works by Poe, Wilkie Collins, A. Conan Doyle, Dashiell Hammett, Raymond Chandler, Borges, Cortazar, and Amanda Cross. A few films of detective stories will also be discussed.

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

HA 151  
**ELEMENTARY COM-  
 POSITION**  
 Peggy Schwartz

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

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

HA 193  
**THE DESIGN  
 RESPONSE**  
 Wayne Kramer

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

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

HA 201  
**DRAWING**  
 Denzil Hurley

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.

HA 203  
**INTRODUCTION TO  
 PAINTING**  
 Judith Mann

This course introduces students to the basic language, conventions, and materials of representational painting. The emphasis, through painting assignments, slide discussions and 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.

HA 205  
**FIGURE WORKSHOP**  
 Judith Mann

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

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

HA 210  
**FILM/VIDEO  
 WORKSHOP II**  
 TBA

This 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 will also be expected to bring a film to completion by conforming their original and developing a final sound track. 3/4" video production will also be an integral part of this semester's course. A goal of this course is the continued development of a personal way of seeing and communicating, in the context of an existing cinematic language and 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 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.

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 darkroom facilities, lab supplies, and chemicals. Students must supply their own film and paper.

HA 215  
**MODERN DANCE III**  
 Rebecca Nordstrom

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

Class will meet twice weekly for one and one-half hours. Enrollment is 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 Tell-el-Amarna, Babylon, Jerusalem, Knossos, Sparta, Mycenae, Delphi, and Athens. Our study of Athens in the 5th 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 Socrates.

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

HA 223  
**AESTHETICISM AND  
 DECADENCE**  
 Jeffrey Wallen

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 *Mademoiselle de Maupin*, 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. Readings will include texts by Gautier, Baudelaire, Huysmans, Villiers de l'Isle Adam, Mallarmé, 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 229\*  
**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 Salkey

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

The workshop will be a forum for the relaxed reading of poems produced by its members. We will pay the closest possible critical attention to the prosody and meaning of class manuscripts, and that ought to be done informally but without loss of tutorial effect. We will emphasize the evidence of latent strengths in the work of poets and attempt sensitively to analyze weaknesses, privately and in group sessions. We will strive to respect the talents of the poets and resist all inducements to make them write like their mentor (that is, either like the external model of their choice or like their instructor or like the outstanding class poet). Suggested parallel readings will come from the full range of contemporary writing in verse.

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

HA 237  
**FICTION WRITING  
 WORKSHOP**  
 Andrew Salkey

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

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

We will try to demonstrate that the practice of fiction ought to be manifestly about the creative description of human 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.

HA 239\*  
**JAZZ PERFORMANCE  
 SEMINAR**  
 Yusef A. Lateef

Professor Lateef will conduct a performance seminar in Jazz improvisation in a small group setting. This course will deal with tonal, atonal, and free-form methods of improvisation. Subjects to be discussed will include the 7th scale and its components, modal improvisation, nuances, 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 is by instructor permission. Enrollment is limited to 15.

HA 243  
**THE NATURE AND  
 PRACTICE OF  
 IMPROVISATION**  
 Margo MacKay-Simmons

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 an 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 II 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.

HA/NS 245  
**NATURE,  
 NATURALISTS, AND  
 NATURE WRITERS**  
 David Smith  
 Ken Hoffman

A study of the idea of nature, the different ways of studying both the concept and nature itself, and the attempts made through the ages of writers, natural scientists, and painters to express it in various ways.

HA 248  
**INTERMEDIATE  
 ACTING**  
 Rhonda Blair

This course is for theatre concentrators with a strong interest in performance. We will emphasize intermediate work in script analysis for the actor and characterization. At least one semester of previous study in acting at the college level is required.

Enrollment is limited to 14 by instructor permission.

HA 251  
**AMERICAN LITERARY  
 REALISM: HENRY  
 JAMES, MARK TWAIN,  
 STEPHEN CRANE**  
 Richard Lyon

The American realists in fiction, like their forerunners in Europe, wished to appropriate for the imagination the materials of everyday life--to capture in their stories the look and feel, the sounds and atmosphere of the society in which they lived, together with the ambitions and perplexities and hopes and frustrations of its members. In very different ways these three writers aimed to bring about a renewal of social vision. For Mark Twain this meant the accurate recording of popular speech and manners, the sensibility of the people, and the issues besetting his own time--slavery, economic exploitation, religion, the new technology. Henry James sought fidelity to consciousness, to his own as artist and to that of the characters he portrayed: the inner life becomes for him the register of the "real." And in the fiction of Stephen Crane, the social and the psychological are joined in a satiric and often sardonic impressionism. The class will read novels, letters, essays, and several works of short fiction by each of these writers, and we will have occasion to notice, as we go, the different ways in which they reckon, through their art, with the events and crises of their own lives and of their times.

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

HA 257  
**MUSIC IV: SEMINAR IN  
 COMPOSITION**  
 Daniel Warner

This course will provide a hands-on exploration of basic concepts and techniques of instrumental music composition. We shall study twentieth-century Western compositional procedures, selected World Music compositional procedures, experimental pop music, and jazz styles. Elements of orchestration, form, and notation will also be discussed. Emphasis will be on the development of individual creative work through tutorials and group sessions. Students will be expected to complete three compositions which will be performed and recorded.

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

HA 265  
**MUSIC II: LINES AND  
 CHORDS**  
 Margo MacKay-Simmons

This course will provide a working understanding of the basic contrapuntal 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.

HA 293  
**AMERICAN  
 PHILOSOPHY: WILLIAM  
 JAMES AND GEORGE  
 SANTAYANA**  
 Richard Lyon

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

Several short papers will be assigned. Enrollment is open. Class will meet twice each week for one and one-half hours.

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

The decades between the two World Wars were characterized by a complex of interlocking global crises. Two antagonistic ideologies, fascism and international communism, gained ascendancy in several parts of the world and challenged the status quo at a time when the capitalist systems plunged into a worldwide depression. In addition, as European imperialism reached its apogee, 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.

HA 305  
**ADVANCED PAINTING**  
 Denzil Hurley

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

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

HA 306  
**ADVANCED WRITING  
 SEMINAR**  
 Nina Payne

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.

HA 317  
**MODERN DANCE  
 TECHNIQUE V**  
 Daphne Lowell

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

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

HA 338  
COMPUTER MUSIC  
COMPOSITION  
Daniel Warner

An introduction to digital sound synthesis using the CMUSIC language running on a VAX 750 computer. Student composers will be expected to complete extensive reading assignments, programming problems, and a composition project using CMUSIC.

The class will meet twice weekly for one and one-half hours. Prerequisite: one course in composition or electronic music. Admission is by instructor permission. Enrollment is limited to 10.

HA 343  
ADVANCED  
PLAYWRITING Ellen  
Donkin

This course is particularly designed for students concentrating in playwriting at the Division II and III levels. The course will focus particularly on issues of dramatic structuring, the development of non-verbal moments in drama, and on rhythm in dialogue. Students will be encouraged to submit their plays to the New Play Festival for community critique.

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.

HA 345  
ANCIENT EPIC:  
GILGAMESH, ILIAD,  
PENTATEUCH  
Robert Meagher

A comparative study of three great literary texts of the ancient East Mediterranean world: the Mesopotamian *Epic of Gilgamesh*, the *Iliad* of Homer, and the *Pentateuch*, the first five books of the Hebrew Bible. Class will meet twice each week for one and one-half hours. Enrollment is open.

HA 346  
TOLSTOI  
Joanna Hubbs

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 parties 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.

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

This course is designed as an advanced seminar for students interested in the interimplications of art and politics. We first will examine 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 WPA and the Federal Art Projects; the Mexican muralist movement; the feminist decorative arts movement of the 1970's and, 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, Nochlin, Berger, Lippard.

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

HA 386  
LABAN MOVEMENT  
ANALYSIS II  
Rebecca Nordstrom

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 effort, 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.

HA 399a  
DIVISION III STUDIO  
CRITIQUE  
Art Faculty

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.

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

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

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

HA 399c  
ART TUTORIAL  
Leonard Baskin

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

TECHNICAL  
WORKSHOP  
Film/Photo Intern

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 spring semester. Sign up 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.

CHORUS  
Ann Kearns

Chorus meets on Mondays and Wednesdays, 4 to 6 p.m., in the Recital Hall of the Music Building. Admission 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 Artis Chamber Choir, professional soloists, and an all-Baroque Orchestra in New York City.

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. It is a wonderful way for students with an interest in theatre to gain valuable hands-on experience and have a voice in decision making. Elections are held at the beginning of each semester. Non-voting members of the community are always welcome to attend the weekly meeting. For further information, contact a current Theatre Board member. The board meets each Thursday from 4:00 p.m. to 5:30 p.m. in Emily Dickinson Hall.



## School of Natural Science

### Course List

#### 100 Level

NS 119  
**CARDIOVASCULAR FITNESS AND DISEASE**  
Merle Bruno

NS 123  
**HUMAN BIOLOGICAL VARIATION: CURRENT AND CONTROVERSIAL ISSUES IN ETHNICITY, CLASS, AND GENDER**  
Alan Goodman  
Nancy Lowry

NS 125  
**TOPICS IN THIRD WORLD HEALTH**  
Ann McNeal  
new faculty member

NS 146  
**THE ECOLOGY OF AGRICULTURE**  
Brian Schultz

NS/CCS 187  
**ANIMAL BEHAVIOR RESEARCH LABORATORY**  
Raymond Coppinger  
Mark Feinstein

NS 199  
**PROJECT COURSE**  
Lynn Miller  
David Kelly

#### 200 Level

NS 203  
**BASIC CHEMISTRY II**  
D. Amarasiriwardena

NS 207  
**ECOLOGY**  
Charlene D'Avanzo  
Brian Schultz

NS 210  
**EVOLUTION OF THE EARTH II**  
John Reid

NS 212  
**ORGANIC CHEMISTRY II**  
Nancy Lowry

NS 221  
**BIOLOGY OF PLANTS AND ANIMALS**  
Lawrence Winship  
Ann McNeal

NS 222  
**REPRODUCTIVE PHYSIOLOGY**  
Kay Henderson

NS 230  
**THE EVOLUTION AND BEHAVIOR OF DOMESTIC ANIMALS**  
Raymond Coppinger

NS/CCS 236  
**TECHNOLOGY: PHILOSOPHY, POLITICS, AND POLICY**  
Allan Krass  
Jay Garfield

NS 259  
**MATH CONCENTRATORS' SEMINAR**  
David Kelly

NS 283  
**GENERAL PHYSICS B**  
Frederick Wirth

NS 291  
**ENVIRONMENTAL GEOCHEMISTRY**  
John Reid

#### 300 Level

NS 304  
**TROPICAL AGROECOLOGY**  
Lawrence Winship

NS 313  
**CURRENT ISSUES IN ARMS CONTROL**  
Alan Krass

NS 316  
**LINEAR ALGEBRA AND ITS APPLICATIONS**  
Kenneth Hoffman

NS 317  
**MODERN ALGEBRA**  
Kenneth Hoffman

NS 327  
**MOLECULAR BIOLOGY LABORATORY**  
Lynn Miller

NS 330  
**DIVISION III STUDENT RESEARCH SEMINAR**  
Lynn Miller

NS 344  
**PHYSICS AND CHEMISTRY OF THE ENVIRONMENT**  
D. Amarasiriwardena  
Frederick Wirth

NS 349  
**BOOK SEMINAR IN PHYSICS**  
Herbert Bernstein

NS 388i  
**COMPARATIVE SCIENTIFIC TRADITIONS**  
Herbert Bernstein  
new faculty member

### Course Descriptions

NS 119  
**CARDIOVASCULAR FITNESS AND DISEASE**  
Merle Bruno

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.

NS 123  
**HUMAN BIOLOGICAL VARIATION: CURRENT AND CONTROVERSIAL ISSUES IN ETHNICITY, CLASS AND GENDER**  
Alan Goodman  
Nancy Lowry

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 "race" and IQ controversy, and the gender and math ability controversy.

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

NS 125  
**TOPICS IN THIRD WORLD HEALTH**  
Ann McNeal  
new faculty member

Description will follow after new faculty member is hired.

NS 146  
**THE ECOLOGY OF AGRICULTURE**  
Brian Schultz

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 tillage").

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

NS/CCS 187  
**ANIMAL BEHAVIOR RESEARCH LABORATORY**  
Raymond Coppinger  
Mark Feinstein

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 ontogeny and phylogeny of vocalization and play.

Class will meet for two hours twice a week.

NS 199  
**PROJECT COURSE**  
Lynn Miller  
David Kelly

The project course will be supervised by two Natural Science faculty: a biologist and a physical scientist. Students who have started projects in their first courses or who have ideas for projects that grew out of those courses will meet as a group with the instructors weekly. These meetings will engage the students in two types of activities: 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.

NS 203  
**BASIC CHEMISTRY II**  
D. Amarasiriwardena

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 graded on a pass-fail basis. Prerequisite: Successful completion of Basic Chemistry I and the laboratory or permission of the instructor.

NS 207  
**ECOLOGY**  
Charlene D'Avanzo  
Brian Schultz

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.

NS 210  
**EVOLUTION OF THE EARTH II**  
John Reid

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, alpine 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 on-going 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.

NS 212  
**ORGANIC CHEMISTRY II**  
Nancy Lowry

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

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

NS 221  
**BIOLOGY OF PLANTS AND ANIMALS**  
Lawrence Winship  
Ann McNeal

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.

NS 222  
**REPRODUCTIVE PHYSIOLOGY**  
Kay Henderson

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

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

Class will meet for two hours twice a week.

NS 230  
**THE EVOLUTION AND BEHAVIOR OF DOMESTIC ANIMALS**  
Raymond Coppinger

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

We will study in detail the evolution of behavior and will explore the processes of evolutionary change such as neoteny and allometry. Students should have some training in genetics, anatomy, physiology, and basic behavior or must expect to make up any deficiencies during the course.

Class will meet for one hour three times a week.

NS/CCS 236  
**TECHNOLOGY: PHILOSOPHY, POLITICS, AND POLICY**  
Allan Krass  
Jay Garfield

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.

NS 259  
**MATH CONCENTRATORS' SEMINAR**  
David Kelly

This weekly gathering of students interested in mathematics and its applications will include lectures by Hampshire faculty and guests, presentations by Division III 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.

NS 283  
GENERAL  
PHYSICS B  
Frederick Wirth

We will consider electricity and magnetism, 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 had equivalent exposure to introductory mechanics. The course will presuppose a knowledge of algebra, vector manipulation, and the calculus, but students willing to shoulder an extra load during the first two weeks of the semester can get help with these topics. The weekly laboratory sessions will be a semester-long experimental investigation of the key phenomena involved in high temperature super conductors.

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

NS 291  
ENVIRONMENTAL  
GEOCHEMISTRY  
John Reid

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 contamination issues in and around the Connecticut Valley. A central focus will be the effects of acid rain on the watersheds of the Quabbin 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 rainforest are cleared and converted into pasture or farmland. Virtually all of the tropical dry forest has already been turned into cropland. 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 III 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.

NS 313  
CURRENT ISSUES  
IN ARMS CONTROL  
Allan Krass

As this course begins, a new president will have just taken office. What will be the arms control agenda of the new administration? 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 exam.

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

NS 316  
LINEAR ALGEBRA  
AND ITS  
APPLICATIONS  
Kenneth Hoffman

This course develops the basic geometric, algebraic, and computational notions about vector spaces and matrices and applies them to a wide range of problems and models. The material will be accessible to students who have taken either NS 261 (Introduction to Calculus and Computer Modeling for Scientist and Social Scientists) or NS 260 (The Calculus) and useful to most consumers of mathematics. Included will be discussions of finite dimensional vector spaces, matrix multiplication, eigenvectors and geometric transformations. Applications will be made to computer graphics, and environmental models, differential equations, linear programming, and game theory. The computer will be used throughout.

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

NS 317  
MODERN ALGEBRA  
Kenneth Hoffman

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, crystallography, 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.

NS 327  
MOLECULAR  
BIOLOGY  
LABORATORY  
Lynn Miller

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

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

NS 330  
DIVISION III  
STUDENT  
RESEARCH  
SEMINAR  
Lynn Miller

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 lead at least two seminars during the term. The first seminars will be on 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 III teaching requirement.

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

NS 344  
PHYSICS AND  
CHEMISTRY OF THE  
ENVIRONMENT  
D. Amarasiriwardena  
Frederick Wirth

Physics 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 twice 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.

NS 349  
BOOK SEMINAR IN  
PHYSICS  
Herbert Bernstein

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

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

NS 388i  
**COMPARATIVE  
 SCIENTIFIC  
 TRADITIONS**  
 Herbert Bernstein  
 new faculty member

Can the study of sciences in their cultural context help add a critical perspective on science to the undergraduate curriculum? The Ford Foundation program on Comparative Scientific Traditions believes it can. This integrative seminar will study some of the issues brought by the faculty member (yet to be chosen at the time of writing) heading the program, by Professor Bernstein (who hopes that critical perspectives on science can strengthen and redirect its view), and by student taking the course. Connections to Reconstructive Knowledge, the hope it brings for new ways of knowing, and issues faced by students and young professionals in the current disciplines will all figure prominently in our work together. Not an easy course, but one well worth the effort, and rewarding it its return.

Nota Bene: this is an obvious placeholder for something drafted jointly by Herbert Bernstein and new faculty member.

Class will meet for three hours once a week.

## School of Social Science

### Course List

#### 100 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

SS 165  
**SOCIAL DEVELOPMENT AND  
 DEVELOPMENTAL PARADIGMS**  
 Maureen Mahoney

SS 170  
**EDUCATION AND THIRD WORLD  
 DEVELOPMENT**  
 Michael Ford  
 Frank Holmquist

SS/CCS 172  
**ACQUIRING CHILDREN:  
 PERSPECTIVES ON ADOPTION  
 AND SURROGACY**  
 Marlene Fried  
 Barbara Yngvesson  
 Meredith Michaels

SS 174  
**WAR, REVOLUTION, AND PEACE**  
 Michael Klare

SS 180  
**ASIAN AND ASIAN-AMERICAN  
 WOMEN**  
 Kay Johnson  
 Mitziko Sawada

SS 184  
**AMERICAN CAPITALISM**  
 Stanley Warner

#### 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.

SS 206  
**RELIGION: A CROSS-CULTURAL  
 PERSPECTIVE**  
 Leonard Glick

\*SS 210  
**INTRODUCTORY ECONOMICS**  
 Laurie Nisonoff

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

SS/NS 216  
**LAND DEGRADATION AND  
 SOCIETY**  
 Benjamin Wisner

\*SS 224  
**QUANTITATIVE METHODS IN THE  
 SOCIAL SCIENCES**  
 Donald Poe

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

SS 238  
**WOMEN AND DEVELOPMENT**  
 Marnia Lazreg

SS 244  
**CAPITALISM VS. COMMUNITY**  
 Stanley Warner

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

SS 252  
**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**  
 Aaron Berman

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

SS 266  
**EUROPE AND ITS OTHERS**  
 Leonard Glick  
 Joan Landes

SS 272  
**ARTIFICIAL INTELLIGENCE AND  
 THE INTELLECTUALS: HOBBS TO  
 MINSKY**  
 Theodore Norton

SS 275  
**POWER PLAYS: IDEOLOGY AND  
 THE STATE**  
 Carollee Bengelsdorf  
 Margaret Cerullo  
 Lester Mazor

SS 282  
**CULTURE, GENDER, AND SELF**  
 Maureen Mahoney  
 Barbara Yngvesson

SS 293  
**THE VIETNAM WAR**  
 Anthony Lake

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

*continued on next page*

300 Level

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

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

SS 399a  
**PEOPLE STUDYING PEOPLE**  
 Robert von der Lippe

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

**Course Descriptions***100 Level*

*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.*

SS 102  
**POVERTY AND  
 WEALTH**  
 Laurie Nisonoff

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.

SS 136  
**MYSTERIES,  
 SCIENCE, AND  
 PSEUDOSCIENCE**  
 Donald Poe

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, Kirilian photography, pyramid power, pyramidology, dowsing, psychokinesis, perceptual ability of plants, telepathy, scientology, medical fads, dietary fads, earthly visits by extraterrestrial beings, acupuncture, biorhythms, 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.

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

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.

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

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.

SS 165  
SOCIAL  
DEVELOPMENT AND  
DEVELOPMENT  
PARADIGMS  
Maureen Mahoney

This course introduces students to topics in social development including attachment, moral development, and sex-role development. We will read the theoretical and empirical literature to learn 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, Kohlbert, Piaget, Bruner, Bandura, and others.

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

SS 170  
EDUCATION AND  
THIRD WORLD  
DEVELOPMENT  
Michael Ford  
Frank Holmquist

What difference does education make in the development process? For answers, we will look at various segments of Third World society and determine what education does, or does not do, for states, governing elites, different social classes, women and men, and external interests such as aid agencies and the World Bank. Specific issues such as these will be addressed: what are the opportunities and limitations of the use of education for reform and even revolution? Why is education such a highly political topic? What is the extent, value, and impact of political education? What are proper levels of expenditure? What kind of education should be emphasized? What is the relation between education, employment, and skills needed for national development? Case studies of capitalist and socialist states in the Third World will be examined.

Class meets for one and one-half hours twice weekly; limit 35.

SS/CCS 172  
ACQUIRING  
CHILDREN:  
PERSPECTIVES ON  
ADOPTION AND  
SURROGACY  
Marlene Fried  
Barbara Yngvesson  
Meredith Michaels

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 and children property owned either by individual men or by the community?

Class will meet for one and one-half hours twice weekly. Enrollment is limited to 60.

SS174  
WAR, REVOLUTION,  
AND PEACE  
Michael Klare

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, 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.

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

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

This course will explore the cultural construction of gender, with particular emphasis on Japan and China during the nineteenth and twentieth centuries. We will also examine Japanese and Chinese immigrant women in America in an attempt to understand mechanisms of social change and continuity, and their impact on women's power and status. Course materials will stress the use of a variety of disciplinary perspectives, including anthropology, sociology, history, political science, and literature. Major themes will include traditional cultural images of women; traditional forms of male dominance and the role of the state; sources of female power and influence; historical development and role of women's organizations; impact of socialist vs. capitalist economic development on women's roles; impact of government policies on women and the family.

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

SS 184  
AMERICAN  
CAPITALISM  
Stanley Warner

This course addresses current structure and performance of American capitalism. We begin by developing the theory of 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 critically 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 reallocate 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 limit 25.

200 Level  
new courses

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.

SS 206  
RELIGION:  
A CROSS-CULTURAL  
PERSPECTIVE  
Leonard Glick

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 Dakota, or Sioux, a Native American people, is an integral part of their Dakota identity. Then we 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 reintegrative religions, which often begin as "movements" or "cults" in response to European domination or rapidly changing socioeconomic conditions, and which may signify implicit rejection of the universalism introduced through conversion to Christianity. Required: two short essays and a final paper.

Class meets for one and one half hours twice weekly; enrollment limited to 40 Division II students.

\*SS 210  
INTRODUCTORY  
ECONOMICS  
Laurie Nisonoff

An introduction to economic analysis, covering the principles of both major areas of conventional economic theory (i.e., micro and macro); serves as the needed prerequisite to virtually all advanced economics courses and itself contributes to a wide variety of concentrations.

Class will meet for one and one-half hours twice weekly. Five College students will be graded pass/fail only.

SS 212  
CONFLICTS IN 19TH  
CENTURY UNITED  
STATES: RACE,  
GENDER, AND  
CLASS  
Mitziko Sawada

Ideological constructs which describe American life have tended to veil the many contradictions replete in its history. We will examine the nineteenth century, a time when the country achieved political and economic power and emerged in the twentieth century as a major world nation. We will place particular emphasis on how women and men lived, related to each other, and worked in the context of conceptual change which informed race, gender, and class. Readings will include primary and secondary sources as tools to understand historical change. Requirements for evaluation: reading assigned material, active participation in class discussions, and submission of a comprehensive research paper.

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

SS/NS 216  
LAND  
DEGRADATION AND  
SOCIETY  
Benjamin Wisner

This course explores physical and social causes of land degradation. We will cover basic definitions and measurements, approaches to understanding degradation, and the social/economic/political consequences of land degradation. Emphasis will be given to the role of land degradation in causing chronic hunger and food crisis. We will probe for value judgments underlying ways people have understood, measure, and attempted to mitigate land degradation. "Dust bowls" have been created in the USSR, USA, Australia, China, India, Brazil and Mexico--to mention a few cases. People's control over land is influence by what happens at national, regional, and global centers of economic and political power. Students will be involved in measuring and monitoring erosion in our own environment, as well as hands-on land reclamation.

*continued on next page*



Class meets for one and one-half hours twice weekly. Students should submit in advance, to my mailbox (Social Science), a one-page description of what they want out of the course.

\*SS 224  
**QUANTITATIVE  
 METHODS IN THE  
 SOCIAL SCIENCES**  
 Donald Poe

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

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

This course seeks to introduce students to the richness and diversity of Southern history and literature through the exploration and analysis of the fiction and autobiography of some of its more prominent black and white authors. We will be exploring dichotomies and relationships between men and women, between black people and white people, and between rich people and poor people. Probable emphases include the defense and critique of the plantation South, the split between rural and urban life, and the centrality of the black and white family.

This course is open to students who have had some previous work in social science or humanities. It is also specifically designed to support student writing. Because of the writing component, enrollment will be limited.

Class meets for one and one-half hours twice weekly; enrollment limit 30, by instructor permission.

SS 238  
**WOMEN AND  
 DEVELOPMENT**  
 Marnia Lazreg

This course will examine various strategies of economic development adopted by a number of contemporary Africa, 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.

SS 244  
**CAPITAL VS.  
 COMMUNITY**  
 Myrna Breitbart  
 Stanley Warner

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 World. How extensive are the employment and unemployment consequences generated by capital flight and what options exist? 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 shutdown and for assessing its consequences will be considered, using computers as a tool for analysis. Community responses to a plant shutdown will be designed in teams, with students assuming the roles of planners, workers, corporation executives, and politicians. No computer background is required, only a commitment to teamwork and imaginative problemsolving.

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

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 infertility 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 one and one-half hours twice a week.

SS 252  
**THE PROBLEM  
 OF SLAVERY IN U.S.  
 SOCIETY AND  
 CULTURE**  
 Susan Tracy

This is an advanced seminar for history students interested in doing in-depth analysis of the institution of slavery and those interested in how historians write history. We will explore the institution of slavery as it evolved over the first 300 years of U.S. history as the basis for capitalism and as a contradiction in American political life. We will read classic texts like Williams' *Capitalism and Slavery*, Jordan's *White Over Black*, and Gutman's *The Black Family in Slavery and Freedom*, and will discuss major debates engendered by the study of slavery. We will look at some new slavery studies like White's *Aren't I a Woman?* and Oakes' *The Ruling Race*. Hopefully, we will have a chance to examine how slavery has been depicted in fiction by selected Black and white writers. There will be an opportunity to do primary research.

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

SS 258  
**LAW AND LABOR IN  
 U.S. HISTORY**  
 Lester Mazor  
 Flavio Risech

What role has law played in shaping the position of labor as a movement and as a class in the United States? To explore this question we will focus on the historical development of labor, addressing such topics as the legal status of labor unions, occupational safety, job discrimination, federal intervention in strikes, and treatment of the immigrant work force. We will examine the contemporary dynamics of labor and the legal system, including effects of corporate mergers and bankruptcies on unions, problems of undocumented aliens, and women's struggle for equal pay for equal work. No prior knowledge of law or labor history presumed; both will be developed during the course, using cases, statutes, and other legal materials as the primary vehicle of instruction, and readings in labor history for background and context.

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

SS 260  
**THE TARNISHED  
 DREAM: ZIONISM,  
 ISRAEL, AND THE  
 MIDDLE EAST**  
 Aaron Berman

We will study the historical background of the current Palestinian-Zionist conflict. We will examine the origins of Zionism within the European Jewish community and study Arab and Palestinian nationalism, British imperial policy, and Zionist-Arab relations. We will examine the centrality of the Holocaust to the success of the Zionist movement, and the intensification of the Arab-Jewish conflict in Palestine. Finally, we will look at the history of Zionism since the establishment of Israel. We will study the Palestinian exile, the relationship between Israel and the American Jewish community, and the effects of the cold war on American Middle-East policy. Several written assignments will be required for an evaluation.

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

SS 262  
**FAMILY IN  
 CROSS-CULTURAL  
 PERSPECTIVE**  
 Carolee Bengelsdorf  
 Margaret Cerullo  
 Kay Johnson

The power of families lurks somewhere in most of our lives. This course will provide an historical and cross-cultural perspective on the power of the family. We will examine family structure, practices, and values in a comparison of European, Chinese, Cuban, and North American societies from the seventeenth to the twentieth centuries. We will trace the following themes across these family systems with special attention to defining and understanding the mechanisms of social change: relationship between power within the family and power outside of it; role of the family in sustaining capitalist, patriarchal, and socialist social orders and sometimes as harbinger of resistance to each; sexual practices, attitudes, and ideology; child-rearing practices and attitudes; relationship between the family, work, and politics for women and men; consumption patterns (especially dress and deportment).

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

SS 266  
**EUROPE AND ITS  
 OTHERS**  
 Leonard Glick  
 Joan Landes

This course will consist of studies in the ideological component of colonialism and neo-colonialism i.e., ways in which Europeans have perceived and continue to portray the people they are encountering. Drawing on materials from history, literature, anthropology, cinema, art history, and cultural theory, we will compare images and descriptions of people in various locations and situations. We will examine the discourses and representations which have sustained European political and cultural domination.

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

SS 272  
**ARTIFICIAL  
 INTELLIGENCE AND  
 INTELLECTUALS:  
 HOBBS TO MINSKY**  
 Theodore Norton

"Artificial intelligence," observes Vernon Pratt, "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 Marvin Minsky's *The Society of Mind*. 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 Pratt'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.

SS 275  
**POWER PLAYS:  
 IDEOLOGY AND  
 THE STATE**  
 Carollee Bengelsdorf  
 Margaret Cerullo  
 Lester Mazor

Major theorists of the modern state, such as Locke, Rousseau, Marx, Gramsci, and Foucault, are often viewed as thinkers talking about politics and society in the abstract. We intend to view them as voices situated within particular social and historical contexts expressive of attempts to attack or alternately uphold particular configurations of power. Our inquiry will lead us to explore how the state shapes and is shaped by considerations of gender, race, and class.

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

SS 282  
**CULTURE, GENDER,  
 AND SELF**  
 Maureen Mahoney  
 Barbara Yngvesson

Drawing on recent literature in psychology, anthropology, and feminist theory, this course will explore the interplay of cultural, social, and developmental processes that affect the conceptualization of self and personhood. We will attend particularly to the significance of these processes for the understanding of gender. The following questions will be considered: What are some of the ways in which "selves" are seen to become such cross-culturally and in psychological theory? To what extent are rational and nonrational processes included in different cultural understandings of self and of gender? Have Western notions of cognitive development produced a biased understanding of gender and of self in psychological and anthropological theory?

Class will meet for one and one-half hours twice weekly; open to students who have completed their Division I examination in social science.

SS 293  
**THE VIETNAM WAR**  
 Anthony Lake

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

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

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

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 inegalitarian and hierarchical principles? How does participation in struggles over control of environments contribute to awareness of gender, race, or 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 movement, and feminist design alternatives.

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

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

This course is designed as an advanced seminar for students interested in the interimplications of art and politics. We first will examine 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 WPA and the Federal Art Projects; the Mexican muralist movement; the feminist decorative arts movement of the 1970s; and political activism in the arts today (such as the recent AIDS benefit auctions). Theoretical reading will include selections from Marx, Kropotkin, Lenin, Trotsky, Brecht, Greenberg, Wolff, Nochlin, Berger, Lippard.

Class will meet for two hours once a week; enrollment limited to 25.

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

This integrative seminar will provide a critical forum for advanced students working on topics related to food, shelter, health care, and other "basic human needs." We will read and debate a core of works that have tried to define BHNs over the last fifteen years or so. We will address also the political and philosophical critiques of a BHN-approach to international development projects (e.g., Are human needs also human rights? Can someone else tell me what I "need"?). Models for "satisfaction" or "delivery" of BHNs will also be critically reviewed. Students' own work in these areas will be presented and discussed by the seminar.

Class will meet once a week; enrollment limited to 12; please send three-page statement of interest.

SS 399a  
**PEOPLE STUDYING  
 PEOPLE**  
 Robert vo der Lippe

Participants in this seminar will be responsible for presenting an extensive and detailed summary of their Division III work in progress. A particular emphasis in our seminar meetings will be on the topic/problem/value of people studying, observing, making generalizations, and conclusions about their fellow human beings. We will try to provide support and guidance to better inform the process of "people studying people." All participants will be expected to familiarize themselves with the other students' work and with the necessary theoretical and empirical background for critical commentary following the presentations.

Class will meet once a week for three hours; enrollment limited to 15 Division III students who have begun to write their theses. Advanced permission of the instructor required.

## Five College Offerings

### Course List

University  
Arabic 346  
**INTERMEDIATE ARABIC**  
Mohammed Mossa Jiyad

Mount Holyoke  
Asian 131s  
**ELEMENTARY ARABIC I**  
Mohammed Mossa Jiyad

Hampshire  
Foreign Languages 106  
**ELEMENTARY ARABIC I**  
Mohammed Mossa Jiyad

Hampshire  
Foreign Languages 112  
**ELEMENTARY ARABIC II**  
Mohammed Mossa Jiyad

Hampshire  
Social Science 174  
**WAR, REVOLUTION AND PEACE**  
Michael T. Klare

Mount Holyoke  
Politics 311s  
**PRINCIPLES AND METHODS  
OF PEACE AND  
CONFLICT RESEARCH**  
Michael T. Klare

Hampshire  
Social Science 293  
**THE VIETNAM WAR**  
Anthony Lake

Mount Holyoke  
International Relations 312  
**THIRD WORLD REVOLUTIONS**  
Anthony Lake

University  
Afro-American 254  
**INTRODUCTION TO  
AFRICAN STUDIES**  
Pearl Primus

University  
Geology 512  
**X-RAY FLUORESCENCE  
ANALYSIS**  
J. Michael Rhodes

University  
Geology 591V  
**VOLCANOLOGY**  
J. Michael Rhodes

University  
History 497  
**MATERIALS FOR A CULTURAL  
HISTORY OF THE  
CONNECTICUT RIVER VALLEY**  
Kevin M. Sweeney

### Course Descriptions

UNIVERSITY:  
Arabic 346  
Mohammed Mossa Jiyad  
**Intermediate Arabic.** Continuation from Arabic 326 first semester.  
Prerequisite: Arabic 326 or consent of instructor. By arrangement.

MOUNT HOLYOKE:  
Asian 131s  
Mohammed Mossa Jiyad  
**Elementary Arabic I.** Continuation of Asian 130f  
Time TBA.

HAMPSHIRE:  
Foreign Language 106  
Mohammed Mossa Jiyad  
**Elementary Arabic I.** Continuation of Foreign Languages 105.  
Time TBA.

HAMPSHIRE:  
Foreign Language 112  
Mohammed Mossa Jiyad  
**Elementary Arabic II.** Continuation of foreign Languages 111.  
Time TBA.

HAMPSHIRE:  
Social Science 174  
Michael T. Klare  
**War, Revolution and Peace.** 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.

HAMPSHIRE:  
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 impulses for deepening involvement and then withdrawal; the negotiations to find a peaceful settlement; and the effects of the war on our foreign policies. Particular attention to lessons about how American society makes its foreign policies.

Enrollment limited. 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, Nicaragua, and Iran. In each case, attention will be given first to the course of the rebellion and then to the political, social, and economic consequences of the revolution in succeeding years. Cases of current or incipient revolutions will then be examined.

Enrollment limited. Class meets Wednesday 2:00-4:00 p.m.

UNIVERSITY:  
Afro-American 254  
Pearl Primus

**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)

UNIVERSITY:  
Geology 512  
J. Michael Rhodes

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

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

UNIVERSITY:  
Geology 591V  
J. Michael Rhodes

**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 volcano-tectonic evolution of western North American, 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.)

UNIVERSITY:  
History 497  
Kevin M. Sweeney

**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

### Course List

OPRA 102  
INTERMEDIATE SHOTOKAN  
KARATE I  
Marion Taylor

OPRA 103  
INTERMEDIATE SHOTOKAN  
KARATE II  
Marion Taylor

OPRA 104  
ADVANCED SHOTOKAN KARATE  
Marion Taylor

OPRA 112  
INTERMEDIATE AIKIDO  
Paul Sylvain

OPRA 115  
AIKI KEN  
Paul Sylvain

OPRA 118  
BEGINNING T'AI CHI  
Denise Barry  
Paul Gallagher

OPRA 119  
CONTINUING T'AI CHI  
Denise Barry  
Paul Gallagher

OPRA 124  
BEGINNING WHITEWATER  
KAYAKING  
Earl Alderson

OPRA 126  
INTERMEDIATE WHITE-  
WATER KAYAKING  
Earl Alderson

OPRA 133  
BEGINNER'S WHITE-  
WATER CANOEING  
Karen Warren

OPRA 141  
BEGINNING SWIMMING  
Donna Smyth

OPRA 145  
WATER SAFETY INSTRUCTOR  
Donna Smyth

OPRA 149  
OPENWATER SCUBA  
CERTIFICATION  
David Stillman

OPRA 151  
BEGINNING TOP ROPE  
CLIMBING  
Bobby Knight

OPRA 156  
LEAD TOP ROPE  
CLIMBING  
TBA

OPRA 161  
ZEN AND ART OF BICYCLE  
MAINTANCE  
Earl Alderson

OPRA 181  
OPEN NORDIC SKIING  
Karen Warren  
Bobby Knight

OPRA 218  
OUTDOOR LEADERSHIP  
Karen Warren

## Course Descriptions

- OPRA 102**  
**INTERMEDIATE**  
**SKOTOKAN**  
**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 6 to 8 p.m. on the playing floor of the Robert Crown Center. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars. Enrollment 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 6 to 8:00 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 6 to 8:00 p.m. on the playing floor of the Robert Crown Center. Enrollment limit, none; instructor's permission. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.
- OPRA 112**  
**INTERMEDIATE**  
**AIKIDO**  
Paul Sylvain
- This will be a continuing course in Aikido and, therefore, a prerequisite is at least one semester of previous practice or the January term course. It is necessary for all potential participants to be comfortable with Ukemi (falling) as well as basic Aikido movements. A goal of this spring term is to complete and practice requirements for the 5th or 4th Kyu.
- Classes will be held on Tuesday and Thursday from 12:30 to 1:45 p.m. in the South Lounge of the Robert Crown Center. The course may be taken at the discretion of the instructor. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.
- OPRA 115**  
**AIKI KEN**  
Paul Sylvain
- Ken or wooden sword in Aikido is derived from Kitaru Ryu (school) and Yagu Shin Kage Ryu (both traditional sword styles). There are basic strikes, blocks, and cutting movements as well as partner and Kata practices involved in Aiki Ken. Prerequisite: Aiki Jo or instructor's permission. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.
- OPRA 118**  
**BEGINNING T'AI CHI**  
Denise Barry  
Paul Gallagher
- T'ai Chi is the best known Taoist movement and martial art, with a history dating back at least 1,200 years. Created by Taoist priests, it is a "cloud water dance," stimulating energy centers 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**  
**T'AI CHI**  
Denise Barry  
Paul Gallagher
- For students who have completed the beginning course. We will develop more standing meditation for power and vitality, proceed through the second sequence of the T'ai Chi form, and consider applications of the movements. Two-person practice will also be introduced, and we will study the T'ai Chi Classics in detail.
- The class meets on Wednesday from 2 p.m. to 3:15 p.m. in the South Lounge of the Robert Crown Center. Enrollment is open. Register by attending the first class. 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, equipment, and Eskimo roll.
- The 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 12:30 to 6 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 12:30 to 6 p.m. To register, sign up at the Robert Crown Center during the week of matriculation. Enrollment limit 6; taken at instructor's discretion. Five College students will be graded on a pass/fail basis.
- OPRA 133**  
**BEGINNER'S WHITE-**  
**WATER CANOEING**  
Karen Warren
- For the canoeist, springtime is heralded when melting snow swells the banks of New England's rivers and streams. Learn the art and share the thrill of riding this seasonal wave in an open boat. This course includes the choice and use of appropriate equipment, basic and advanced whitewater strokes and maneuvers, river reading and safety, all taught in action on local whitewater.
- Participants 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**  
**SWIMMING**  
Donna Smyth
- This class is for students who have little or no swimming ability. Students will progress at their own pace while learning the basic swimming strokes. The class will meet Monday and Thursday from 11 a.m. to 12 noon in the Robert Crown Center pool. Enrollment limit, 6. To register, attend first class.
- OPRA 145**  
**WATER SAFETY**  
**INSTRUCTOR**  
Donna Smyth
- 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 hour per week for lectures will be arranged. Enrollment limit, 18. Prerequisites: current advanced lifesaving certificate, and advanced swimming skill. (A swim test will be given at the first class.) To register, attend first class.
- OPRA 149**  
**OPENWATER SCUBA**  
**CERTIFICATION**  
David Stillman
- This is an N.A.U.I.-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. Prerequisite: adequate swimming skills. Enrollment is open.

OPRA 151  
**BEGINNING TOP  
 ROPE CLIMBING**  
 Bobby Knight

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.

OPRA 156  
**LEAD ROCK  
 CLIMBING**  
 TBA

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 belay 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 Mountain.

The class meets Tuesday from 1 p.m. to 3:30 p.m. until Spring Break. After Spring Break, the class meets from 1:00 to 5:30 p.m.

OPRA 161  
**ZEN AND THE ART  
 OF BICYCLE  
 MAINTENANCE**  
 Earl Alderson

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 Wednesday from 7 to 9:30 p.m. until Spring Break.

OPRA 181  
**OPEN NORDIC  
 SKIING**  
 Karen Warren  
 Bobby Knight

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 6:00pm. Limit: 12 people each session.

OPRA 218  
**OUTDOOR  
 LEADERSHIP**  
 Karen Warren  
 Bobby Knight

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, minimum impact camping, equipment repair, and the instruction of specific wilderness activities. We will draw on the experiences and examples of many outdoor programs and deal with some current issues in outdoor experiential education.

Participants will be expected to participate actively. This will include keeping a weather log, facilitating discussions and skills sessions, involvement in two weekend O.P. trips and writing a paper on "Sense of Self as a Leader."

The course is designed for those with a desire to teach in the outdoors. Leadership experience is helpful, and outdoors experiences is desirable. This course is strongly recommended for Pre-College Trip leaders and is a prerequisite for co-leading a January term or Spring Break trip.

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



## Faculty Biographies

### School of Communications and Cognitive Science

- Joan Braderman** 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 *Heresies: A Feminist Publication on Art and Politics*. One of her most recent video productions was a study of contemporary Nicaragua, co-produced for the Public Broadcasting System. 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 psychology, philosophy of mind, and ethics. His recent research compares the model of explanation used by behaviorists with that of contemporary cognitive psychologists.
- Gregory Jones** assistant professor of communication, has an AB in theatre from Dartmouth College, an MFA in theatre and speech from Smith College, and a PhD 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 occupational, organizational, and industrial structure of communication production. He is also involved in cultural studies especially those that explore the political and ideological aspects of popular entertainment and news. He has a growing interest in the media cultures of France, Canada, and Cuba. 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.
- Tsenay Serequeberhan** assistant professor of philosophy, holds a PhD from Boston College. He has taught at the University of Massachusetts at Boston and Boston College 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** associate 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 Stillings** 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 Baskin** visiting professor of art is a noted sculptor and graphic artist. Professor Baskin is the proprietor of the Gehenna Press and the first art editor and designer of *The Massachusetts Review*.
- Rhonda Blair** assistant professor of theatre, holds a 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.
- Elen Donkin** 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 department of Franklin Marshall College and at the University of Washington. Her special areas of interest are playwriting, directing, and Marxist and feminist critiques of dramatic literature and praxis.

- Anne Fischel** visiting assistant professor of film/photography, 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 ethnographic filmmaking and in projects for public television.
- Lynne Hanley** assistant professor of literature and writing, received a BA from Cornell, MA in English from Columbia, and a PhD in English from the University of California at Berkeley. She has taught at Princeton, Douglass, and Mount Holyoke. At Hampshire, she offers courses in women writers and short story writing. She publishes both short stories and literary criticism. Most recently she has published a series of articles on women writers on twentieth century war. Lynne will be on leave spring term.
- Norman Holland** assistant professor of Hispanic literature, has taught Spanish American literature and culture at Columbia University, the University of Maine at Orono and at the College of William and Mary before coming to Hampshire. He holds a PhD from The Johns Hopkins University. Professor Holland's areas of specialization include nineteenth and twentieth century Spanish American prose and poetry, modern critical theory, introduction to Hispanic literature and language instruction.
- Joanna Hubbs** 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 Feminine 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, film and art history, and in approaches to the study of mythology. She will be on leave fall term.
- Denzil Hurley** assistant professor of art, holds a BFA from the Portland Museum School and an MFA from Yale University. He has taught painting and printmaking at the Yale School of Art, and most recently at Scripts College and Claremont Graduate School. He has received a Guggenheim Fellowship, among other awards. His work has been extensively exhibited and is in the collections of major museums.
- Norton Juster** professor of design, is a practicing architect, designer, and writer whose books include The Phantom Tollbooth, a children's fantasy; The Dot and the Line, a mathematical fable made into an Academy Award-winning animated film; and So Sweet to Labor, a book on the lives of women in the late nineteenth century. He has a BA from the University of Pennsylvania, and he studied at the University of Liverpool on a Fulbright scholarship. He will be on sabbatical fall semester.
- Ann Kearns** associate professor of music, is director of the Hampshire College Chorus. She holds a MM in music history from the University of Wisconsin and studied choral conducting at Juilliard. She composes choral music and edits performing editions of Renaissance choral music. At Hampshire she serves as liaison to the Five College Early Music Program and to the Five College Orchestra.
- L. Brown Kennedy** associate professor of literature, 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 BA from Duke University and an MA from Cornell where she is a PhD candidate.
- Wayne Kramer** associate professor of theatre arts, holds a BFA and an MFA 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 Salford Road, which was later performed in Scotland.

- Yusef Lateef** Five College professor of music, holds a MA in music from the Manhattan School of Music and a PhD in education from the University of Massachusetts. He has concertized internationally, 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.
- Sura Levine** assistant professor of art history, holds a BA from the University of Michigan, an MA from the University of Chicago, and is currently completing a PhD 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 Joslyn Art Museum, Omaha, Nebraska, and has co-authored "Stuart Davis' Art and Art Theory, an Introduction for the Brooklyn Museum.
- Jill Lewis** associate professor of humanities, holds a BA from Newham College, Cambridge, England, and is presently pursuing a PhD at Cambridge University. She has been very active in the Women's Liberation Movement in Britain and France. Ms. Lewis teaches courses in literature and cultural history at Hampshire. Jill will be on leave fall semester.
- Jerome Liebling** 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.
- Daphne A. Lowell** assistant professor of dance, holds a BA in cultural anthropology from Tufts University and an MFA in modern dance from the University of Utah. She toured nationally performing and teaching with The Bill Evans Dance Company, and has taught dance at Smith College, the University of Washington, and Arizona State University. She has studied "authentic movement" at the Mary Whitehouse Institute, and is especially interested in choreography, creativity, and dance in religion.
- Richard Lyon** professor of English and American studies, holds BAs from Texas and Cambridge, and an MA from Connecticut, and a PhD in American Studies from Minnesota. He was formerly chairman of the American Studies Curriculum at the University of North Carolina at Chapel Hill, and was Hampshire's first Dean of the College.
- Margo MacKay-Simmons** assistant professor of Afro-American music, has taught at the University of Ottawa before coming to Hampshire and has studied and performed jazz and other improvisational styles of music in this country and Europe. She holds a PhD from the University of California at San Diego. Her areas of interest are rhythmic structure, static and dynamic time conditions in twentieth century works; new and significant relationships between text and music in selected twentieth century works; and the nature and practice of musical improvisation.
- Judith Mann** associate professor of art, holds a BFA from the State University of New York at Buffalo and an MFA from the University of Massachusetts. She taught at Mount Holyoke College, the University of Rochester, and the Nova Scotia College of Art and Design before coming to Hampshire. She has exhibited nationally and internationally. Her work is in several private and institutional collections.
- Sandra Matthews** assistant professor of film/photography, has a BA from Radcliffe and an MFA from SUNY at Buffalo. She has wide experience professionally and in teaching both filmmaking and photography. She has particular interest in film and photography as a cross-cultural resource.
- Robert Meagher** professor of philosophy of religion, has a BA from the University of Notre Dame and an MA from Chicago. His publications include Personalities and Powers, Beckonings, Toothing Stones: Rethinking the Political, and An Introduction to Augustine. He has taught at the University of Notre Dame and at Indiana University.

- Rebecca Nordstrom** assistant professor of dance/movement holds a BA in art from Antioch College and an MFA in dance from Smith College. She was co-founder of Collaborations Dance-Works in Brattleboro, VT and has performed with Laura Dean Dancer and Musicians in NYC. She has taught at Windham College and the University of Delaware. Areas of special interest are choreography, improvisation, and Laban Movement Analysis.
- Nina Payne** associate professor of writing and human development, received her BA from Sarah Lawrence College. A collection of her poems, *All the Day Long*, was published by Atheneum in 1973. Her current work has appeared in a variety of journals, most recently in the *Massachusetts Review* and *Ploughshares*. She has taught writing at Hampshire since 1976.
- Earl Pope** professor of design, holds a 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 Salkey** 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 Munro 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 (1987-1990), holds the equivalent of an MA from the Free University of Berlin, German, and a PhD from the University of Texas at Austin. He has taught at the University of Bayreuth, West Germany; the University of the West Indies, Jamaica; University of Sussex, England; and the University of Nigeria. Professor Sander specializes in African, Afro-American, and Caribbean literature and has published several books, articles, and reviews.
- Peggy Schwartz** 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 MALS from Wesleyan University. She has developed a dance education program for dance certification. Her teaching includes creative studies in dance, dance education, and modern dance technique. She is a member of the Congress on Research in Dance, the American Association for Physical Education, Recreation and Dance, and the National Dance Association.
- 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 a PhD from the Johns Hopkins University. His interests include comparative literature, critical theory, film, and psychoanalysis.
- 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 of 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 folklore, Afro-American feminist literature, history of photography, photographic practice, and Blacks in photography. 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

- Dula Amarasiriwardena** 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 post-graduate diploma in international affairs from the Bandaranaiake 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. Bernstein** 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 Technion in Haifa, Israel, and at the Instituut voor Theoretische Fysica in Belgium. He has consulted for numerous organizations including the World Bank, AAAS, NSF, and Hudson Institute. His teaching and research interests include reconstructive knowledge, neutron interferometry, theoretical physics, statistical mechanics, space relativity, and fundamental quantum mechanics.
- Merte 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 teachers' guides for elementary science studies. She has taught energy conservation analyses of homes, and recently has been working with students interested in cardiovascular health and disease. Professor Bruno is the dean of Natural Science.
- Lorna L. Coppinger** 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. Coppinger** professor of biology, has worked at the Woods Hole Oceanographic Institution, the Smithsonian Astrophysical Observatory, the U.S. Fish and Wildlife Service, and the Beebe Tropical Research Station in the West Indies. He holds a four college PhD (Amherst, Smith, Mt. Holyoke, University of Massachusetts). His varied interests include animal behavior, birds, dogs, monkeys, ecology, evolution, forestry, philosophy, and neoteny theory (book in progress). Ray has been a past New England sled dog racing champion, and now works with rare breeds of sheepdogs. His research leads to numerous technical and popular publications in most of these fields.
- Charlene D'Avanzo** associate professor of ecology, received her BA from Skidmore and her PhD from Boston University Marine Program, Marine Biology Lab, Woods Hole. She is particularly interested in marine ecology and aquaculture, and returns to 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 bioshelter. 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. He teaches and writes on the impact of culture on human health, nutrition, evolution and biological variation, and 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 Hampshire 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 1965-70. 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-respected Hampshire College Summer Studies in mathematics for high-ability high school students. His interests are analysis, probability, the history of mathematics, recreational mathematics, and seventeen.
- Allan S. Krass** 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 Cooley Dickinson School of Nursing. She has coordinated women-and-science events at Hampshire and has published articles concerning the scientific education of women. Her interests include stereochemistry and organic molecules, science for nonscientists, toxic substances, cartooning, the bassoon, and nature study.
- Ralph Lutts** adjunct associate professor of environmental studies, received his BA in biology from Trinity University and his EdD 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 (Trailside 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 Cleveland State University 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, neurobiology, and biological toxins. For the last few years, she has been increasingly fascinated by the connections between science and human movement, and she has written two articles for Contact Quarterly about the biology and physics of movement.
- Lynn Miller** 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 microbial), 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-plain of rivers, particularly that of the Connecticut River. He is particularly interested in the geology of the Sierra Nevada, in timber-frame house construction, cabinet-making, and canoes.
- Ruth G. Rinard** associate professor of the history of science and dean of advising, received her BA, summa cum laude, from Milwaukee-Downer College, and her MA and PhD from Cornell, where she concentrated in the history of science. She taught at Kirkland College, where she also held the position of assistant dean of academic affairs. Her interests include nineteenth-century biology, science and religion, technology and society, and nineteenth-century intellectual history.
- Brian Schultz** assistant professor of entomology, received a BS in zoology, 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 methods of 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 head of the science division. He has been a trustee of the Vermont Wild Land Foundation, the Vermont Academy of Arts and Sciences, the Society for Social Responsibility in Science, and the Rachel Carson Council. He is currently at the International 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 completed his dissertation on 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 Harvard Forest of Harvard University, where he investigated the energy cost of nitrogen fixation by nodulated woody plants, particularly alders. His recent research concerns the biophysics of gas diffusion into root nodules 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 world wide. He has taught courses and supervised projects in organic farming, plant poisons, plant physiology,

physiological ecology, soils and land-use planning, and he enjoys mountaineering, hiking, gardening, bonsai, and computers.

**Frederick H. Wirth**

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

**Albert S. Woodhull**

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 Adlai 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.

**Aaron 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 Margulies  
Breitbart**

associate professor of geography and urban studies, has an AB from Clark University, 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 BPhil from Oxford University, and is presently a PhD candidate at Brandeis University. Her particular areas of interest are the sociology of women and the family in America, political sociology, stratification, sociology of work and 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.

**Martene 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 Bevier 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, peasant political economy, 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 policy-making 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 Columbia 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 Nation magazine. He is the author of several books, and his articles on international affairs and defense policy have been widely published. He has been a Visiting Fellow at the Center of International Studies of Princeton University, and has taught at the University of Paris, Tufts University, and Parsons School of Design.

**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 University 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; and modern political thought.

**Marnia Lazreg**

associate professor of population and development studies, holds a BA from the University of Algiers (Algeria) 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.
- Maureen Mahoney** 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 society, the psychology of women and the history of the family. She recently held a two-year visiting appointment in sex roles and mental health at Wellesley's Stone Center for Developmental Services and Studies.
- Lester Mazor** 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 taught in American Studies at the Free University of Berlin. His special concerns include the limits of law, utopian and anarchist thought, and other subjects in political, social, and legal theory.
- Kirin 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.
- Laurie Nisonoff** associate professor of economics, holds a BS from MIT, and an MPhil 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.
- Flavio Risech** 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. He practiced 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.

- 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.
- Mitziko Sawada** visiting assistant professor of history, received her undergraduate training at Tokyo Joshi-daigaku 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 her MA and PhD from Princeton University, where she held the first Woodrow Wilson Fellowship designed to allow a woman with children to attend graduate school half time. Her research interests include history of higher education, history of the family, early modern Europe, Puritanism, feminism, and history of professionalism. 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 degrees from Stanford University. He was director of the National Institute of Mental Health Graduate Training Program in the Sociology of Medicine and Mental Health at Brown University and also taught at Columbia University, New York University, and Amherst College. His interests include medical sociology and issues of health care organization and delivery both in this country and elsewhere.
- 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 Chile as a Foreign Area Fellow and has taught economics at Cornell and the University of California at Santa Cruz. His special interest is the historical study of economic development and underdevelopment. He also works on issues in higher education.
- E. Frances White** associate professor of history and black studies, received her BA from Wheaton College and PhD from Boston University. She has taught at Fourah Bay College in Sierra Leone and Temple University. Her interests include African, Afro-American, and women's social history. She will be on leave for the year.

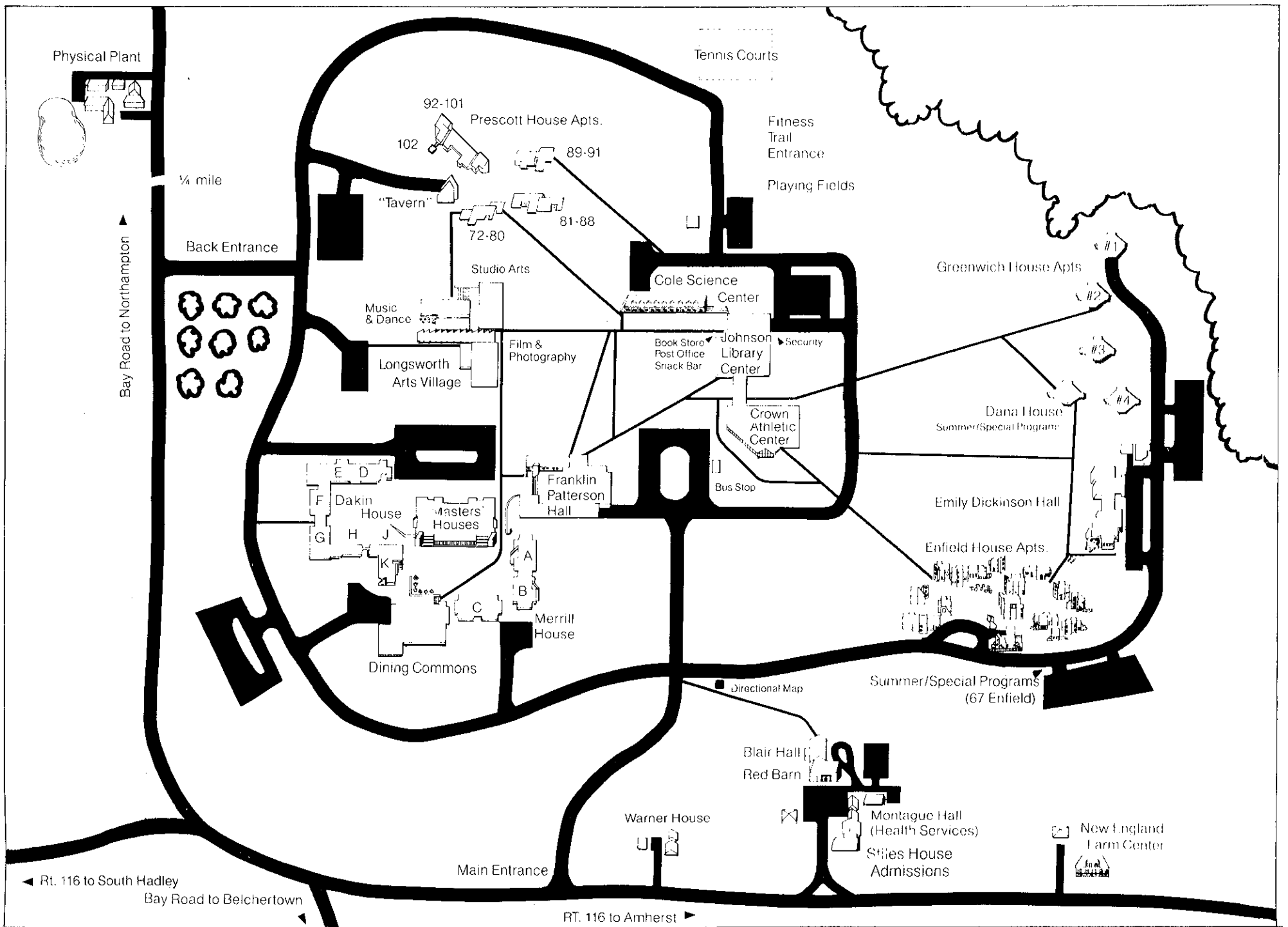


**Benjamin Wisner**

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.



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