

spring
COURSE GUIDE
1988



HAMPSHIRE COLLEGE

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

Calendar for January Term and Spring Term 1988

January Term

Students Arrive	Sun Jan 3
January Term Classes Begin	Mon Jan 4
Commencement	Sat Jan 16
Martin Luther King Day (no classes)	Mon Jan 18
Last Day of Classes	Wed Jan 20
Recess between Terms	Thurs Jan 21-Sun Jan 24

Spring Term

Students Arrive/New Student Matriculation	Sun Jan 24
New Students Program	Sun Jan 24-Tues Jan 26
Matriculation for Returning Students	Mon Jan 25
Advisor Conferences for All Students	Tues Jan 26
Classes Begin	Wed Jan 27
Course Selection Period	Wed Jan 27-Fri Feb 5
Five College Add Deadline	Fri Feb 12
Exam/Advising Day	Thurs Mar 10
**Division II contract Filing Deadline	Fri Mar 11
Spring Break	Sat Mar 19-Sun Mar 27
Admissions Open House	Sat Apr 16
Planning Week:	
Five College Preregistration	Mon Apr 18-Fri Apr 22
Exam/Advising Day	Wed Apr 20
Leave Deadline	Fri Apr 22
Last Day of Classes	Fri May 6
Five College Exam Period	Sat May 7-Sat May 21
Hampshire Exam Period	Mon May 9-Fri May 13
Hampshire Evaluation Period	Mon May 16-Fri May 20
Commencement	Sat May 21

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

Registration

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

After attending classes for a week, you should be ready to decide in which ones you wish to be enrolled. You will be required to list the classes on a form to be signed by your advisor. You must submit this form to Central Records by February 10. They will use these forms to produce your individual schedules, as well as the class lists for faculty.

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

Note:

Five College Interchange applications for registration in courses at the other four institutions are available at Central Records. Be sure they are completely filled out and have all the necessary signatures; if they are incomplete they may have to be returned to you, causing delays which might affect your ability to get into a particular course. The deadline for filing interchange applications is Friday, February 12. No Five College courses may be added after this date. Familiarize yourself with all the rules, regulations, and penalties associated with Five College Interchange. They are all listed in the Student Handbook, and it is your responsibility to be aware of them.

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

Note for Five College Students:

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

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

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

Although Five College students may participate in lotteries, they are still responsible for filing the Five College Interchange form at their own school.

Courses of Instruction

Hampshire College courses are divided into three levels. 100 (Exploratory) and 200 (Foundational) level courses are open to all students. 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.

Notice for Division III Students

Students who have entered Hampshire since September 1984 are required to complete two advanced educational activities as part of their Division III.

A. Advanced seminar/course: Completion of an integrative seminar or an advanced course fulfills this requirement. Integrative seminars are designated in each School's listings as 300i. Any 300 level course (except for 399) may be used to fulfill the advanced course option.

B. Peer teaching requirement: One option for fulfillment of this requirement is participation in a *works in progress* course. These are numbered 399 in each School.

For information about the full policy and other options, please pick up an information sheet in the Advising Office, CSC 112, or in Central Records.

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.

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 in the present academic year 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

CCS 102
PHILOSOPHICAL ISSUES IN
REPRODUCTION AND
PARENTHOOD
Meredith Michaels

CCS 109
ANIMAL COMMUNICATION
Mark Feinstein

CCS 142
VISUAL LITERACY AND
MEDIA CRITICISM
Gregory Jones

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

CCS 153
CHILD DEVELOPMENT
IN THE SCHOOLS
Catherine Sopian

CCS 154
ANALYSIS OF TELEVISION
NEWS
Susan Douglas

CCS 155
FILM/TELEVISION HISTORY,
THEORY, AND PRACTICE
Joan Braderman

CCS187
NS 187
ANIMAL BEHAVIOR RESEARCH
LABORATORY
Raymond Coppinger
Mark Feinstein

200 LEVEL

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

CCS 226
THEORY OF LANGUAGE I:
PHONOLOGY
Mark Feinstein

CCS 228
WORKING IN THE
CONSCIOUSNESS INDUSTRY
James Miller

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

CCS 233
INTRODUCTION TO
ARTIFICIAL INTELLIGENCE
David Kramer
Neil Stillings

CCS 237
ADVERTISING AS SOCIAL
COMMUNICATION
Sut Jhally

CCS 238
INTRODUCTION TO LAW AND
INFORMATION TECHNOLOGY
Solveig Overby

CCS 252
MAGAZINE JOURNALISM
Nancy Frazier

CCS 253
LOGIC PROGRAMMING
David Kramer

CCS 261
POLITICAL SYMBOL,
POLITICAL ACTION
James Miller

CCS 265
HOW WE KNOW THINGS:
THE PSYCHOLOGY OF
COGNITION
John Pani

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

300 LEVEL

CCS 305
EPISTEMOLOGY AND
DIFFERENCE
Meredith Michaels

CCS 306*
VIDEO PRODUCTION
SEMINAR
Gregory Jones

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

COURSE DESCRIPTIONS

CCS 102
PHILOSOPHICAL
ISSUES IN
REPRODUCTION
AND PARENTHOOD
Meredith Michaels

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

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

CCS 109
ANIMAL
COMMUNICATION
Mark Feinstein

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

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

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

CCS 142
VISUAL LITERACY
AND MEDIA
CRITICISM
Gregory Jones

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

Students will become familiar with historical, formalist, psychological, and sociocultural approaches to criticism as they attempt to develop a pluralistic analytic framework.

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

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

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

CCS 153
CHILD
DEVELOPMENT
IN THE SCHOOLS
Catherine Sophian

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

CCS 154
ANALYSIS OF
TELEVISION NEWS
Susan Douglas

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

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

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

CCS 155
FILM/TELEVISION
HISTORY, THEORY,
AND PRACTICE
Joan Brademan

This course will offer an overview of the area through examination of some key issues and historical moments in the theorizing of filmic (and later TV/video) representations. Three primary critico-theoretical approaches will be examined in close relation to the works to which they are addressed or helped bring into being. We will study Eisenstein's developing notions of film as a language while looking at key works from the "heroic" period of Soviet filmmaking, then link his work to contemporary writing and avant-garde film practice where linguistic aspects of the medium are stressed, such as semiotics and structural film. Our work on spatial and phenomenological thinking about sound and image, mise-en-scene style as well as realist ideology will center on the work of Andre Bazin, Renoir, and the

Italian Neo-Realists and continue into the 60's European New Wave, especially as we examine more current theories of film narrative. While economic contexts for production will always be considered as elements of the film process, as will cultural and psychoanalytic aspects of spectatorship, these factors will be particularly emphasized when we lay out analytic models for thinking about broadcast television and the independent video which evolves in direct relation to it. For this section of the course we will look at essays by Mattalart, Brecht, Schiller and other critical theorists.

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

CCS/NS 187
**ANIMAL BEHAVIOR
RESERACH
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.

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

This course is concerned with the design and implementation of computer algorithms and with the representation of information in abstract and concrete ways. It is one of a group of courses intended both for students who intend to concentrate in computer science and for those who wish to combine computer science with work in other fields, including the natural sciences, music, economics, art, and cognitive science.

The course will use the programming language "C," which has become the standard language in which applications and systems programs are written in academic and research environments. Programming projects will involve elementary computer graphics problems whenever possible, but the course is NOT a complete introduction to graphics programming, and students interested in other applications of computing will find that the techniques presented here have very general applicability. We will also study the process of constructing algorithms, together with topics in logic, set theory, and the elementary properties of numbers.

No prior experience with computers is required, but students should have completed a course in algebra in high school. The course will meet twice a week for one and one-half hours each time. Students will be expected to complete a series of programming projects defined by the instructor. Enrollment is limited to 30.

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

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

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

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

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

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

Students will complete two or three projects. Enrollment is limited to 25. Class will meet twice a week for one and one-half hours each time.

CCS230
**WOMEN AND
IMAGING: FEMINIST
THEORY AND
VIDEO PRODUCTION**
Joan Braderman
Susan Douglas

This course has two purposes: to analyze the representation of women in the mass media and film/video art, and to enable students to produce videotapes that address issues of gender in representation. Half the class will have a background in video production, and the other half should be engaged in critical writing. The group as a whole will meet to discuss readings, screenings, and student work, both written and visual. Students will be expected to produce several short papers and a final project in either written or visual form. Readings and class discussion will examine the recent explosion of feminist scholarship in media and film theory, cultural criticism, and visual production. The course is designed for second and third year students who are concentrators in the area. Texts will include a selection of work with or by the following: Tania Modleski, Judith Williamson, Teresa De Lauretis, B. Ruby Rich, Janice Radway, Annette Kuhn,

Judith Mayne, Julie Dash, Barbara Kruger, Ginger Rogers, Joan Crawford, Diahann Carroll, Lina Wertmuller, Tina Turner, Madonna, Yvonne Rainer, Chantal Ackerman, Martha Rosler, and Vanna White.

Though admission to the course is limited to 20, preregistration is not required. Bring samples of your work to the first class. Instructors will select class members based on the quality of the work. Class will meet twice a week for two hours each time.

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

The study of artificial intelligence is the attempt to understand ways in which computers can be made to perform tasks which require intelligence when performed by humans. Such tasks include understanding language, playing games such as chess, learning from experience, solving complex problems, and interpreting visual images. In enquiring into the nature of artificial intelligence, we shall also find ourselves confronted by questions about the nature of mind and of human intelligence. We shall develop models of representing problem-solving algorithms, and implement them using one of the programming languages designed for artificial intelligence research (LISP, Prolog). Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 30.

CCS 237
**ADVERTISING AS
SOCIAL
COMMUNICATION**
Sut Jhally

This course examines the social role that the institution of national advertising plays in the development of the consumer culture. Especially examined is the unique position the advertising industry occupies in mediating the relations between industry, media, and popular culture. Topics covered: the history of the advertising industry, history of advertising, theories of advertising, advertising and anthropology, advertising and satisfaction, the fetishism of commodities;

semiology, advertising and gender socialization, advertising to children, advertising and the democracy of the market place.

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

**CCS 238
INTRODUCTION TO
LAW AND
INFORMATION
TECHNOLOGY**
Solveig Overby

This course is an overview of legal concepts and issues arising from information technologies. Students will review the many technologies through which we have access to information, including traditional electronic mass media; computer software; government, academic, and private databases; computer bulletin boards; DC ROM disks; and "Fifth Generation" artificial intelligence tools. The legal concepts of intellectual property (copyright, patent, trade secret, trademark), public interest regulation of the broadcast spectrum, freedom of speech, and privacy will be examined in the context of these technologies. Students will learn basic legal research methods by working with "law-finding" tools in these subject areas.

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

**CCS 252
MAGAZINE
JOURNALISM**
Nancy Frazier

This course is for students who are interested in looking at culture through magazines and/or want to write nonfiction magazine articles. Since the first one was published almost 250 years ago, American magazines have reflected the moods, concerns, fashions, and paranoias of our country. Today there are over 800 major consumer magazines published in the United States, plus magazine supplements to most major newspapers. Besides a panorama of our diversity, these periodicals provide a home and showcase for the most interesting and much of the best writing to be found.

From letters to the editor and table of contents to food and end pages, we'll roam through the editorial material in a diverse collection that may range from TV Guide and Sports Illustrated to Time, The Humanist, House & Garden, and The Atlantic. We'll find out who reads which publications; who sets editorial texture, pace, style, and how; and we'll try to understand why some magazines succeed where others fail.

Each student will zero in on a single publication and get to know it intimately. Some may choose to write about the magazine, others may choose to write the kind of article they believe that magazine would print.

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

**CCS 253
LOGIC
PROGRAMMING**
David Kramer

Programming in most computer languages consists of translating a problem into a set of instructions that are then fairly directly translated into the language of the machine. Thus the programmer has to do the hard work that makes the machine's task easy. Recently, however, attempts have been undertaken to create computer languages that allow the programmer to express directly, as a collection of facts and logical axioms, the nature of the problem to be solved. The details of how a computer might carry out the computation is hidden in the implementation of the logic program as a computer language.

In this course we shall study logic programming and its implementation as the computer language PROLOG. Assignments will be problem sets and programming projects. The course is recommended for students who have had successful college-level experiences with at least one of the following: computer programming, formal logic, discrete mathematics.

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

**CCS 261
POLITICAL SYMBOL,
POLITICAL ACTION**
James Miller

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

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

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

Students will carry out several small projects that focus on the developing presidential race. Class will meet twice a week probably for one hour session and one two-hour session.

**CCS 265
HOW WE KNOW
THINGS: THE
PSYCHOLOGY OF
COGNITION**
John Pani

Cognitive psychology is the science of human knowing. In this course we will study the basic forms of knowing and their causal foundations. These forms include perception, action, memory, and thinking. We will focus on such subtopics as attention, types of mental representation (including visual imagery and language), and learning and development.

We will study the causal foundations of knowledge by following the pick up of information from the world, through the basic operations of the perceptual system, into the various processes of thinking, and out to action on the world. Throughout this investigation we will honor the scientific tradition of objective observation, testable theory, and open debate.

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

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

Collecting new data is one of the great pleasures and challenges in psychology. Reading about psychological research conveys very little of the excitement or the craft involved in doing psychological experiments. Each student in this course does an original experiment. I will show you some of the craft, share some of my interests, and help you get started on your experiment. The course will make use of Hampshire's psychology and cognitive science laboratories located in Franklin Patterson Hall. The laboratories are equipped with a number of instruments, including Apple and Compupro computers, that can support a wide range of research.

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

**CCS 305
EPISTEMOLOGY AND
DIFFERENCE**
Meredith Michaels

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

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

CCS 306*
VIDEO PRODUCTION
SEMINAR
 Gregory Jones

This seminar is designed for experienced students in video production. The class will provide a critical context and support crew for projects initiated and produced by students as part of their Division II or III programs of study. The instructor will serve as a consultant and adviser for each project.

Screenings, discussions, guest lecturers, and learning exercises will supplement class critiques of student works-in-progress. Students will be expected to have a major responsibility in at least one video project, participate on several production crews, be active participants in discussions, and complete a production journal and/or crew logs.

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

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

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

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

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 5th century Athens and late 20th century America," a study of contemporary Latin-American poets examines the relationship between the poetry and "the historical imperatives to which (the poet's work) is a response," a study of 20th century French literature "explores questions concerning the construction of subjective consciousness, the significance of sexuality, and ...the subversion of social order," and American writing and American cultural attitudes towards land, landscape and environment.

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

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

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

COURSE LIST

100 LEVEL

HA 103
INTRODUCTION TO PAINTING
 Judith Mann

HA 104
DRAWING I
 Judith Mann

HA 106
 SS 106
READING POLITICS
 Mary Russo
 Joan Landes

HA 108
THEATRE HISTORY
 Ellen Donkin
 Wayne Kramer

HA 109
EXPRESSIONISM IN 20TH
C. ART
 Sura Levine

HA 110
FILM/VIDEO
WORKSHOP I
 Charles Meyer

HA 111
STILL PHOTOGRAPHY
WORKSHOP I
 Charles Meyer

HA 113*
MODERN DANCE I
 TBA

HA 124
CONTEMPORARY FICTION
 Lynne Hanley

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

HA 134
LATIN AMERICAN "BIG HOUSE"
NOVEL
 Norman Holland

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

HA 159
MAN-MADE ENVIRONMENT
PROCESSES OF DESIGN
 Norton Juster
 Earl Pope

HA 162
EXPERIMENTS IN MODERN
SHORT FICTION
 Jeffrey Wallen

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HA 163
CAMUS
Robert Meagher

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

HA 187
CULTURAL CONTESTATIONS:
20TH CENTURY TEXTS FROM
FRENCH
Jill Lewis

200 LEVEL

HA 201
ADVANCED DRAWING
Denzil Hurley

HA 209
MAKING PLACES:
THE EXPERIENCE OF DESIGN
Norton Juster
Earl Pope

HA 210
FILM/VIDEO
WORKSHOP II
Abraham Ravett

HA 211
PHOTOGRAPHY
WORKSHOP II
Carrie Weems

HA 215*
MODERN DANCE III
Becky Nordstrom

HA 225
TOLSTOI
Joanna Hubbs

HA 229*
REHEARSAL AND PERFORMANCE
Rhonda Blair
Wayne Kramer

HA 231
POETRY WRITING WORKSHOP
Andrew Salkey

HA 235
FORMS OF AUTOBIOGRAPHY
Jeffrey Wallen

HA 236
SHORT STORY WRITING
WORKSHOP
Lynne Hanley

HA 237
FICTION WRITING
WORKSHOP
Andrew Salkey

HA 239*
JAZZ PERFORMANCE SEMINAR
Yusef Lateef

HA 240
WRITING
Nina Payne

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

HA 250
INTRODUCTORY POETRY
WRITING WORKSHOP
Paul Jenkins

HA 253
INTERMEDIATE DANCE
COMPOSITION
Peggy Schwartz

HA 255
CREATIVE DANCE
VOCABULARY
Pearl Primus

HA 257
THEOLOGY
R. Kenyon Bradt

HA 260
CUBISMS
Sura Levine
Mary Russo

HA 265
LINES AND CHORDS
Margo MacKay-Simmons

HA 268
SPINOZA'S ETHICS
R. Kenyon Bradt

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

HA 275
THE MODERN TRADITION
Richard Lyon

HA 279
CUBAN NOVEL'S VIEW
OF HISTORY
Norman Holland

300 LEVEL

HA 305
ADVANCED PAINTING
Denzil Hurley

HA 317
MODERN DANCE V
Ina Hahn

HA 320
ADVANCED SCENE STUDY
Rhonda Blair

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

HA 331
BIBLICAL AND HOMERIC
NARRATIVE: STUDIES
IN INTERPRETATION
Robert Meagher

HA 338
COMPUTER MUSIC
COMPOSITION
Daniel Warner

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

HA 343*
ADVANCED
PLAYWRITING
Ellen Donkin

HA 386
LABAN MOVEMENT
ANALYSIS II
Rebecca Nordstrom

HA 388 i
THE CREATIVE PROCESS
AND
THE REAL WORLD
Sally Allen Livingston

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

HA 399c
ART TUTORIAL
Leonard Baskin

COURSE DESCRIPTIONS

HA 103
INTRODUCTION TO
PAINTING
Judith Mann

This course introduces students to the basic language, conventions and materials of representational painting. The emphasis, through painting assignments, slide discussions 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 eight hours a week, and there will be regular out of class assignments. This course, or the equivalent, is necessary for those wishing to do more advanced work in painting. Materials for the course will cost between \$150 and \$200.

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

HA 104
DRAWING I
Judith Mann

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

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

HA 106
SS 106
READING POLITICS
Mary Russo
Joan Landes

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

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

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

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

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

HA 108
THEATRE HISTORY
Ellen Donkin
Wayne Kramer

This course will selectively examine about five periods in theatre history in order to focus on the intricate relationship between the playwright and the dominant mode of production in a given era. In other words, to what extent has the work of any given playwright been shaped by the expectations of a certain audience and the need to clear a profit from that performance? What role does race and gender play? In the case of the Greek playwrights, for example, to what extent is form determined by the imposed limitations of the contest format? The plays, most of which have been chosen because they are themselves about the making of theatre, include: The Knight of the Burning Pestle (Beaumont); Rehearsal at Versailles (Moliere); The Rehearsal (Buchingham); The

Critic (Sheridan); Trouble in Mind (Childress); The Purple Flower (Bonner); The Blacks (Genet); Noises Off (Frays); The Dance and the Railroad (Hwang); Six Characters in Search of an Author (Pirandello); The Dresser (Harwood).

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

HA 109
**EXPRESSIONISM IN
20TH CENTURY ART**
Sura Levine

Expressionism has formed a persistent mode of visual representation throughout the twentieth century. This course will examine the various "movements" contained under the general rubric of Expressionism. Starting with the first decade of this century, we will define the philosophical, literary, stylistic, symbolic and representational characteristics of Expressionism through a discussion of its major groupings in Germany, Austria and France: Die Brücke ("The Bridge"); Der Blaue Reiter ("The Blue Rider"); and The Fauves ("The Wild Beasts"). We then will survey the period between the two World Wars in order to discuss a second generation of Expressionists--Die Neue Sachlichkeit ("The New Objectivity"). The course will end by discussion of several of the more recent European and American trends in Expressionism, including the CoBrA artists, the New York School, and Neo-Expressionism.

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

HA 110
FILM/VIDEO I
Charles Meyer

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

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

HA 111
**STILL PHOTOGRAPHY
WORKSHOP I**
Charles Meyer

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

Students will have weekly shooting and printing assignments and, in addition, will complete a portfolio by the end of the semester. All work for the class will be done in black and white, 35mm format. A \$40 lab fee is charged for this course. The lab fee provides access to darkroom facilities, laboratory supplies and chemicals, and special equipment and materials. Students must provide their own film, paper and cameras.

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

HA 113*
MODERN DANCE I
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 25 on a first-come basis. This course is not suitable for one half a Division I.

HA 124
**CONTEMPORARY
FICTION**
Lynne Hanley

This course will explore the form and content of a selection of novels written in the last twenty years. Students will be exposed to a variety of narrative structures, and will encounter fictional portrayals of a number of different cultures.

Readings will include Alice Walker, The Color Purple; Gloria Naylor, Linden Hills; Graham Swift, Waterland; Joan Didion, A Book of Common Prayer; Tim O'Brien, Going After Cacciato; Ghassan Kanafani, Men of the Sun; and Doris Lessing, The Marriages Between Zones Three, Four, and Five. Writing will include essays on the novels and imitations of some of their narrative structures.

Class will meet twice a week for an hour and one-half. Enrollment is limited to 18, by permission of the instructor.

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

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

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

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

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

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

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

HA 134
**LATIN AMERICAN
"Big House" NOVEL**
Norman Holland

The course centers on recent Latin American novels that share a common chronotope--the big house. Through this spatial and temporal device these novels organize family and social relations. The big house is a salient feature of marginalized and colonial literature. Rather than embody national attributes, these novels emphasize individuality and eccentricity. This emphasis preserves qualities of autonomy and creativity that are absent from the "nation."

Possible readings include: One Hundred Year of Solitude; The House of the Spirits; Plantation Boy; A House for Mr. Biswas.

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

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

Designed both for students new to Hampshire and for those who have been here and are beginning to focus their interests in American literature and culture, this course will encourage you to try out your own writing against a background of reading fiction chosen both for its locale and for the ways in which setting influences character. Typical readings could include stories and novels of prairie and small-town life (Garland, Cather, Anderson, Lewis, Hughes, Morris, Keillor), urban migration (Hughes, Olsen, Bonner), the new native American fiction (Vizenor, Brant, Erdrich), and Canadian-midwest writing (Munro). There will be an examination of the idea of "regionalism" in literature and the place of "place" in fiction. There will be regular opportunities for your own original writing and for critical writing about the works you are reading.

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

HA 159
MAN-MADE
ENVIRONMENT:
PROCESSES OF
DESIGN
Norton Juster
Earl Pope

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

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

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

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

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

HA 162
EXPERIMENTS IN
MODERN SHORT
FICTION
Jeffrey Wallen

Although often writing in traditional forms such as the short story, the anecdote, or the allegory, each of the writers we will discuss raises difficult problems of interpretation insofar as they disturb the conventional limitations of their genre. Our emphasis will be exploration of the "disturbance" which these writers create; the uneasiness which demands that we search again, read again, and continue to question our presuppositions not only about literature, but concerning our entire view of the world. Readings will include Musil, Kafka, Joyce, Beckett, and Borges.

Enrollment is limited to 18 by instructor permission. Class will meet twice a week for one and one-half hours.

HA 163
CAMUS
Robert Meagher

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

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

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

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

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

-students can apply their new knowledge to the study of sound, music and acoustics. Student projects will be realized with both physics and electronic music equipment. or
-students can study the process of holography in terms of the wave motion of light. Holograms will be made in the optics laboratory. This course will meet twice a week, once for one hour and once for two hours for laboratory work.

HA 187
CULTURAL
CONTESTATIONS:
20TH CENTURY
TEXTS FROM
FRENCH
Jill Lewis

This is an introductory course which will explore a wide range of work coming from writers and artists working out of French language contexts and affected by the cultural legacies of France in this century. We will read some authors through extracts from their work, others in more depth. The aim of the course will be to open up an awareness of the different kind of writings coming from French language writers, and an awareness of the urgent questions posed through different aspects of francophone texts. We will be looking at:

-writers who explore in different ways questions about language, representation and gender, about the acts of reading and writing.
-in France, the surrealist movement, its historical context, the cultural and political debates and experiments its activists engaged in.
-writers whose central concern is to address, in very different ways, the terms and consequences of French colonialism, who look at the dilemmas and distortions left in colonialism's wake and work to reassert terms of national cultural autonomy.

The works will be read in translation, though knowledge of French will be an advantage and those wanting to read or write in French will be encouraged.

Texts will include works by Gide, Colette, Proust, Eluard, Breton and other surrealists, Ernst, Delvaux, Magritte, Man Ray, Aime Cesaire, negritude poets Fanon, Sartre, Maria Cardinale, Beauvoir, Genet, Mohammed Dib, Assia Djebar, Rachid Boudjedra, Khatibi, Sembene.

Films (or videos) may include: Swann's Way; Last Year in Marienbad; Un Chien Andalou; Black and White in Color; The Battle of Algiers; Le Chagrin et la Pitie; The Words to say it; Ramparts of Clay; Nouba des Femmes du Mont Chenoua.

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

HA 201
ADVANCED DRAWING
Denzil Hurley

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

Class will meet for three hours twice a week. Enrollment is limited to 15 by instructor permission. Drawing I is a prerequisite.

HA 209
MAKING PLACES:
THE EXPERIENCE OF
DESIGN
Norton Juster
Earl Pope

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

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

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

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

HA 210
FILM/VIDEO
WORKSHOP II
Abraham Ravett

This class emphasizes the development of skills in 16mm filmmaking, including preplanning (scripting or storyboarding), cinematography, sound recording, editing, and post-production. Students will have weekly assignments, and will also be expected to bring a film to completion by conforming their original and developing a

final sound track. 3/4" video production will also be an integral part of this semester's course. A goal of this course is the continued development of a personal way of seeing and communicating, in the context of an existing cinematic language and emergence of video as an art form.

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

There is a \$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 Workshop I will be considered a prerequisite for this course.

HA 211
**PHOTOGRAPHY
WORKSHOP II**
Carrie Weems

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

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

HA 215*
MODERN DANCE II
Rebecca Nordstrom

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

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

HA 225
TOLSTOI
Joanna Hubbs

A seminar exploring Tolstoi's "Russianess" through his works.

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

HA 229*
**REHEARSAL AND
PERFORMANCE**
Rhonda Blair
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, for the purpose of guiding students' work more effectively and helping students collaborate more richly on each others' projects.

--To insure Theatre Board's contact with producing agents, directors, designers, and those staging workshops.

The course will encompass, among other things,

- seminars;
- performance workshops;
- performance critiques;
- theatre shop labs;
- production meetings; and
- guest lectures.

Hampshire Theatre Program producing agents, designers, directors, and Theatre Board members are required to enroll in the course, and all enrolled students are expected to be directly involved in at least one Hampshire Theatre Program production. Students can learn a great deal from each others' experiences in mounting production, and this course facilitates such an exchange. Any student interested in becoming involved in the Theatre Program is encouraged to enroll for this course. Enrollment is open. This course will meet twice a week for two hours each session.

HA 231
**POETRY WRITING
WORKSHOP**
Andrew Salkey

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

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

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

HA 235
**FORMS OF
AUTOBIOGRAPHY**
Jeffrey Wallen

Autobiography is not one literary genre among others--autobiographical writing cuts across distinctions of genre, and engages some basic assumptions of literary categorization, such as the opposition between fact and fiction. In addition to investigating the problems and consequences of self-portrayal, (e.g. why does an author resort to autobiography, and how does the creation of the figure of a "self" function in these works?). We will examine the ways in which autobiographical writing probes and reformulates our conceptions of literature. Readings may include Rousseau's *Confessions*, Wordsworth's *The Prelude*, Dickens' *David Copperfield*, Heine's *The Harz Journey* and *Ideas--Book Le Grand*, Proust's *Swann's Way*, Steins' *Autobiography of Alice B Toklas*, Sartre's *The Words*, and Wright's *Black Boy*.

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

HA 236
**SHORT STORY
WRITING WORKSHOP**
Lynne Hanley

This workshop will explore, through reading, writing and talking about short stories, what goes into them and what makes them work. Early assignments will focus on specific elements of fiction: imagery, setting, narrative voice, chronology, dialogue, characterization, etc. The final assignment will be to make all these elements work together in a short story of some length.

Students will write every week for the first six weeks, and writing assignments will be accompanied by reading assignments in which the specific aspect of fiction we are exploring is handled particularly imaginatively or forcefully. Each student will also be asked to select a short story she or he likes and present it to the class.

Class will meet twice a week, once for an hour to discuss the reading, once for two hours as a workshop to discuss student work. Students should be prepared to share their work with the class, and to respond constructively to the work of their classmates. Enrollment is limited to 18, by permission of the instructor.

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 more considered manuscript-reviewing. We will, at all times, allow the writing and lively analytical discussion of all forms of literary composition within the genre of fiction, and our writers will be encouraged to take any literary risk they may feel to be important to their development.

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

HA 239*
**JAZZ PERFORMANCE
SEMINAR**
Yusef 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 240
WRITING
Nina Payne

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

Class will meet once each week for three hours. Enrollment is limited to 16 by instructor's permission.

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 theater 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 a 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
**INTRODUCTORY
POETRY WRITING
WORKSHOP**
Paul Jenkins

Intended for Division II-level students who have begun writing poetry on their own or have some familiarity with contemporary poetry, this course will be conducted as a workshop in which students' own writing will be the subject of discussion. Over the course's first half students will do assigned writing and reading designed to sharpen alertness to language, sound and line, and imagery. Over the last half of the semester students will be free to bring on a regular basis new work of their own choosing, with emphasis on the revision process. At the course's end workshop participants will be expected to submit a group of poems in a state of near-completion for comment and evaluation.

Admission to the course, limited to fifteen participants, requires the permission of the instructor. Because over-subscription is anticipated, students are asked to bring to the first class meeting two or three poems for the instructor to consider, along with a single paragraph explaining your desire to take the course. Those students who do not submit poems should take special care to describe in a paragraph their specific reasons for wanting the course.

HA 253
**INTERMEDIATE
DANCE COMPOSITION**
Peggy Schwartz

The formal structural aspects of dance composition will be studied through class exercises, assigned studies and critical analysis of select masterworks. Emphasis will be placed on form. How does one make and use form? How does a form influence or dictate its own development? How does form hold or reveal meaning? What meaning is inherent in a form?

Students will practice composing movement using such formal organizing factors as rhythm, line, motor logic, ABA, theme and variation, canon etc., and will be required to craft a five minute final project with music.

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

Class will meet twice a week for two hour sessions. Enrollment limited to 15 with instructor's permission.

HA 255
**CREATIVE DANCE
VOCABULARY**
Pearl Primus

The investigation of subtle and dynamic movements of plants, animals and the elements as source material for creative dance vocabulary. Dr. Primus is Five College Professor of Ethnic Studies.

Class will meet once each week for three hours. Enrollment is limited to 25.

HA 257
THEOLOGY
R. Kenyon Bradt

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

Class will meet once a week for three hours and enrollment limited to 10.

HA 260
CUBISMS
Sura Levine
Mary Russo

This interdisciplinary course will focus on the painting, sculpture, architecture, literature, cinema, theatre, music and theoretical writings associated with the Cubists in France, the Vorticists in England, and the Futurists in Italy. We will focus on such figures as Picasso, Braque, Gris, Leger, Duchamp, Sonia and Robert Delaunay, Lewis, Carrà, Boccioni, Balla, Sant-Elia, and Severini in the visual arts, and Stein, Apollinaire, Pound, and Marinetti in literature. Additionally, selections from Cubist cinema and music will be discussed. Major topics of the course include theories of the Avant-garde (particularly in relation to the idea of political vanguardism), technology-as-idiom in early twentieth century art, and aesthetic and gender ideologies in the production of culture.

This course is open to all interested students, but prior experience in art, criticism, or cultural history will be helpful. Requirements for course evaluation include a group presentation, occasional written assignments for class discussion, and a research paper.

engaging the topics of the course. Students who are interested in Futurist performance are encouraged to develop a performance piece as their group presentation.

Students who wish to begin reading for this course in January should contact the instructors for a reading list.

The course meets once a week for two and one-half hours. Additional guest lectures and screenings may be scheduled. Enrollment for this class may be limited if an excessive enrollment occurs.

HA 265
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 permission. Enrollment is open.

HA 268
SPINOZA'S ETHICS
Kenyon Bradt

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

Class will meet once a week for three hours. Enrollment is limited to 10.

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

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

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

HA 275
THE MODERN TRADITION
Richard Lyon

Modernism strongly implies some sort of historical discontinuity, either a liberation from inherited patterns or, at another extreme, deprivation and disinheritance. Committed to everything in human experience that militates against custom, abstract order, and even reason itself, modern literature has elevated individual existence over social man, unconscious feeling over self-conscious perception, passion and will over intellection and systematic morals, dynamic vision over the static image, dense actuality over practical reality. In these and other ways, it has made the most of its break with practical reality. In these and other ways, it has made the most of its break with the past, its inborn challenge to established culture. Concurrently, it has had what Henry James called an "imagination of disaster," a sense of loss, alienation, and despair. These are the two faces, positive and negative, of the modern as the anti-traditional: freedom and deprivation, a living present and a dead past.

Preface to The Modern Tradition,
Richard Ellmann and Charles Feidelson

Ellmann and Feidelson's book, subtitled The Background of Modern Literature, is a rich collection of discursive statements by novelists, poets, philosophers, and critics who have been influential in shaping the universe of discourse to which modern literature belongs. Most of these writers lived in the 19th and early 20th centuries, although they themselves found the starting point of the "modern" to be (variously) the Middle Ages, the mid-17th century, early Romanticism, or the Late Victorian era. Their views will be the subjects of our discussions, organized under the general heads symbolism, realism, attitudes to nature, and self-consciousness.

The readings on symbolism center on the intrinsic nature of art itself; concepts of the

imagination, the creative process, the idea of the artist as hero. Our second topic, the realist movement, involves ideas of art as a cultural product: questions of historical determination and social action, the pressures of experience, and the idea of truthfulness. Several romantic and post-romantic views of nature will be considered next: nature as organic harmony, as biological struggle, as mechanistic force. And finally we will approach some modernist notions of the self: the situation and process of consciousness, the divided self, and the pursuit of personal autonomy.

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

HA 279
THE CUBAN NOVEL'S VIEW OF HISTORY
Norman Holland

Narratives are not just a feature of literature but narrative itself is a form of organizing knowledge. The course traces how the Cuban novel from its inception in Cecilia Valdes to the present articulates a field of knowledge. To read these novels is to discover a repeated plot pattern: love thwarted by racial and class distinctions. This repeated plot pattern functions as a symbolic act, as a cultural unconscious. The course addresses the sexual and racial politics of literary representations and the gendered operations of cultural transmission and literary inheritance. Possible authors will include: Villaverde, Carpentier, Sarduy, Lezama Lima, Barnet.

Class will meet twice a week 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's permission.

HA 317
MODERN DANCE V
Ina Hahn

Advanced level class in Modern Dance based on the techniques of Humphrey, Weidman and Limon with emphasis on principles of fall and recovery. Course work will include repertory from the work of these master choreographers. Guest teacher Ina Hahn, former member of the Humphrey/Weidman Company will teach the class.

Enrollment is limited to 25 high intermediate and advanced dancers. Class will meet twice a week for one and one-half hours.

HA 320
ADVANCED SCENE STUDY
Rhonda Blair

This course, intended for theater concentrators with prior acting experience, will involve the actor in preparation and presentation of three or four scenes, and work in a range of theater techniques and exercises in a studio environment. The course will help the actor expand skills and strategies for scene and character analysis applicable to a range of scripts, realistic and non-realistic. Scripts to be used will be determined by class composition, though the instructor anticipates that they will be drawn largely from those written since 1975.

Enrollment is limited to ten and is by interview and audition.

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

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

We will look at overlapping issues of sexual difference and desire, sexuality and power, language and bodily expression, biology and society, patriarchy and history in feminist

theory. We will focus on French feminist contributions (by H. Cixous, L. Irigaray, M. Montrelay, J. Kristeva, M. Wittig and others), tracing their influence in English and American thought (J. Mitchell, J. Rose, J. Gallop, R. Coward, G. Spivak), identifying contrasting perspectives in the writings of N. Chodorow, C. Gilligan, and D. Dinnerstein. We will pursue the topic of mothering and public-private issues in the writings of J. Elshtain, S. Ruddick, and D. Smith. The course will include a survey of feminist film theory (A. Kuhn, L. Mulvey, L. Williams, J. Lesage). Selections will be made from recent women's fiction and students are encouraged to integrate other materials from literature, literary theory and the social sciences.

Seminar format. Enrollment is open; instructor permission required.

HA 331
BIBLICAL AND
HOMERIC
NARRATIVE STUDIES
IN INTERPRETATION
Robert Meagher

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

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

However, the questions raised by these texts turn out to be relevant to the study of narrative and interpretation in all texts. The issues raised are at the heart of current concerns in literary criticism, semiotics, philosophy, and the linguistics of narrative.

We will use tools from each of these disciplines, as well as the formal and structural study of folklore, oral literature, myth, modern narrative in fiction and nonfiction, and the breakdown of narrative and sequence in contemporary literature and art to carry out our study of narrative and the interpretive process.

The class should be of interest to students in literary criticism, philosophy, theology, linguistics, and anthropology. Students will supplement a methodological focus with additional readings in a variety of areas to be determined by their personal interests, whether it be in structuralism, semiotics, literary criticism, narratology, discourse studies, theology, exegesis, philosophy or the anthropology or linguistics of the ancient texts.

The class will meet twice weekly for one and one half hours each time. Enrollment is limited to 20, with instructor permission.

HA 338
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 339i
SOME PERSPECTIVES
THROUGH FICTION
ON LIFE IN THE U.S.
Richard Lyon

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

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

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

HA 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 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. Enrollment is open.

HA 388i
THE CREATIVE
PROCESS AND THE
REAL WORLD
Sally Allen Livingston

This course is designed for Division III students who intend to make careers in the arts, be it the visual arts, music, dance, theatre or writing.

It will focus on two principal areas:

- 1) The practical aspects of being a practicing artist, such as how to find an agent (and how to use one effectively), how to market yourself (or hire someone to do it for you), how to keep tax records, and how to find grants; and
- 2) The psychological aspects, such as the pressures of starting out and the challenge to keep going in the down times; how to find a day job that will allow for flexibility of time or utilize artistic skills, and how to deal with the competition so prevalent in the art world.

In addition, the course will touch on the political aspect of the artist in society. Unlike Europe, where there is a strong tradition of governmental and public support of the arts and artists, the environment in this country can be discouraging. What can be done to increase awareness? Must artists make too many compromises to be successful? Have the arts become a celebrity commodity with emphasis only on those who have become famous?

Through readings on the lives of artists who have pondered these problems and on the nature of the creative process, visits from professionals in these fields (agents, publicists, successful artists), and hands-on work (creating one's own publicity packet, keeping tax records for the semester, etc), we will hope to ease the transition from school to the "real" world.

Class will meet once a week for two hours. Enrollment is limited to 20.

HA 399b
FILM/PHOTOGRAPHY STUDIES: INDIVIDUAL PROBLEMS IN FILM-MAKING, PHOTOGRAPHY AND RELATED MEDIA
 Abraham Ravett
 Carrie Weems

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

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

HA 399c
ART TUTORIAL
 Leonard Baskin

Professor Baskin will work with individual students in a one-on-one format exploring particular interests including typography, painting and illustration, print making, sculpture, etc. These tutorial sessions are designed for advanced students only.

Enrollment is by permission of the instructor. The tutorials meet once a week by appointment.

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
 Stanley Charke

Chorus meets Mondays and Wednesday 4-6 p.m., in the Recital Hall. Admission is by short, painless audition. Our 1987-88 season will include our annual Bach Cantata Festival with professional orchestra and soloists, a December concert, and a day tour of New York or Boston in the Spring. Faculty and staff are welcome. Sign up for audition on Chorus office door. This ensemble will explore the jazz repertoire in small group and/or large ensemble settings depending on its size and available instrumentation. It will provide insights into Jazz improvisation, ensemble playing, stylistic techniques, and reading/performance skills. Student composers will also be encouraged to write for this ensemble. Interested students are requested to attend an open rehearsal during the first meeting of the ensemble.

Sign up for audition on the Chorus office door.

School of Natural Science

CURRICULUM STATEMENT

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

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

Courses at the 200 level are usually 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 structure of the Agricultural Studies Program is threefold: (1) we approach agricultural topics as interesting introductions to the scientific disciplines of plant physiology, animal behavior, reproductive physiology, ecology, and soil science; (2) we support several research projects relevant to the needs of contemporary small farmers; (3) we establish a perspective connecting issues in agriculture to the broader political, historical, and social framework in which agriculture takes place, in this country and in the Third World.

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

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

An extensive collection of courses relating to agriculture are offered at Hampshire: aquaculture, reproductive physiology, animal biology, animal behavior, the world food crisis, plant physiology, and introduction to soil science. With the additional resources available on the other campuses, students can get a strong grounding in a wide variety of

agricultural topics. Further, the Bioshelter and Farm center support a number of faculty and student research projects.

COASTAL AND MARINE STUDIES

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

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

PHYSICAL SCIENCES AT HAMPSHIRE

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

Students who are prepared for concentrated disciplinary study take upper division courses, supplemented by Five College offerings. For 1987-88 these include The Calculus, Linear Algebra, General Physics A and General Physics B.

At the advanced level there is usually one physics book seminar per semester. Topics have included advanced mechanics, modern physics, low temperature physics, thermodynamics, and electricity and magnetism. Mathematics book seminars are also offered each term. Advanced work also includes projects which may range from technology/design through studies of the philosophical implications of modern science to issues of military policy and the effects of weapons. Integrative seminars will be offered by physical science faculty on selected topics.

WOMEN AND SCIENCE

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

For more information, contact Ann McNeal (Woodhull), Nancy Lowry, or Debra Martin.

Courses and other offerings:

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

* Offered this Spring

COURSE LIST

100 LEVEL

NS 112
LITERALLY
POISONED
Nancy Lowry
Ann McNeal (Woodhull)

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

NS 146
THE ECOLOGY OF
ARGICULTURE
Brian Schultz

NS 165
PUSHING GEOMETRY TO THE
LIMIT
David C. Kelly

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

NS 183
QUANTUM MECHANICS FOR
THE MYRIAD
Herbert Bernstein

NS 187
SS 187
ANIMAL BEHAVIOR
RESEARCH
LABORATORY
Raymond Coppinger
Mark Feinstein

NS 195
POLLUTION AND OUR
ENVIRONMENT
Dula Amarasiriwardena

NS 199
PROJECT COURSE
John Foster
David Kelly

200 LEVEL

NS 203
BASIC CHEMISTRY II
Dula Amarasiriwardena

NS 212
ORGANIC CHEMISTRY II
Nancy Lowry

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

NS 216
SS 216
LAND DEGRADATION AND
SOCIETY
Ben Wisner

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

NS 221
REPRODUCTIVE PHYSIOLOGY
Kay Henderson
Kathy Tucker

NS 230
THE EVOLUTION AND
BEHAVIOR OF DOMESTIC
ANIMALS
Raymond Coppinger

NS 256 (Mini-course)
INFORMATIONAL
MACROMOLECULES
Lynn Miller

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

NS 283
GENERAL PHYSICS B
Allan Krass
Frederick Wirth

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

300 LEVEL

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

NS 316
LINEAR ALGEBRA AND ITS
APPLICATIONS
Kenneth Hoffman

NS 323
DYNAMICAL SYSTEMS
Kenneth Hoffman
Jim Callahan*

NS 327
MOLECULAR BIOLOGY
LABORATORY
Lynn Miller

NS 339
SS 339
TOPICS IN ANTHROPOLOGY
Debra Martin
Barbara Yngvesson

NS 345
INORGANIC AND ISOTOPE
GEOCHEMISTRY
John Reid

NS 391i
WOMEN AND SCIENCE
Debra Martin
Kay Henderson

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

NS 398i
SS 398i
HEALTH AND DISEASE IN
INTERNATIONAL
PERSPECTIVE
Ann McNeal (Woodhull)
Alan Goodman
Ben Wisner

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ASTFC 14
STARS AND GALAXIES

Judy Young+
UMass

ASTFC 20
COSMOLOGY

George Greenstein+
Amherst College

ASTFC 22
**GALACTIC AND EXTRA-
GALACTIC ASTRONOMY**

Tom Dennis+
Mount Holyoke

ASTFC 34
HISTORY OF ASTRONOMY

David Van Blerkom+
UMass

ASTFC 38
**TECHNIQUES OF RADIO
ASTRONOMY**

Ron Snell+
Paul Goldsmith+
UMass

ASTFC 44
ASTROPHYSICS II

John Kwan+
UMass

+Five College Astronomy Professor
++ Five College Coastal & Marine Science Professor
* Smith College Professor

COURSE DESCRIPTIONS

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

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

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

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

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

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

"Once upon a time there was a country where everyone had always been Black and no one knew that people could be any other color. One day a small boatload of White people was shipwrecked and cast up on the shore. The physicians of the land immediately began to argue among themselves about whether White skin was a congenital defect or the result of some kind of disease. A horrifying thought occurred to one of them: if it was a disease it might be contagious. The unfortunate castaways were immediately put in strict quarantine. But eventually the puzzled physicians set about trying to find a cure for the strange and unsightly condition. They did not succeed." (Alice Brunes, 1985)

We live in a fascinating time in which to ponder the incredible diversity of our species. We see it more readily than people of previous ages, and we have some powerful new methods for describing what we see. More important, however, this diversity is still frequently misunderstood, misinterpreted, and misused with profound economic, political, and legal implications. By focusing on a series of recent controversial issues, this course is designed to provide a framework for understanding our species' variations. How variable are we? Which 'traits' are highly variable and which least so? How much of observed variation is genetic and 'hard wired'? If 'race' is a myth (which biologically it is!) then why does the concept persist and what then 'explains' variation?

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

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

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

This course will begin with an overview of current 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 widespread starvation and supposedly "too many people?" How can agriculture be made less dependent on petroleum products and less destructive to the environment? How does understanding ecology aid in these goals?

Students will then choose a particular topic for closer study. For example, a hot issue in agriculture now in both developed and developing countries is in the promotion of reducing ploughing and cultivation to control weeds. Reducing tillage can result in very real reductions in soil erosion and fuel consumption, but typically it relies on the increased use of dangerous chemical herbicides for weed control (not surprisingly, the method is most heavily promoted by chemical corporations and was originally known as "chemical tillage"). How to distinguish and balance the real benefits and costs is a subtle but important problem.

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

NS 165
**PUSHING GEOMETRY
TO THE LIMIT**
David C. Kelly

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

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

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

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

- students can apply their new knowledge to the study of sound, music and acoustics. Student projects will be realized with both physics and electronic music equipment.
- or
- students can study the process of holography in terms of the wave motion of light. Holograms will be made in the optics laboratory.

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

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

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

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

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

NS 187
CCS 187
**ANIMAL BEHAVIOR
RESEARCH
LABORATORY**
Ray 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 195
**POLLUTION AND
OUR ENVIRONMENT**
Dula Amarasiriwardena

This course will explore environmental pollution problems covering four major areas-the atmosphere, the hydrosphere, the biosphere and energy issues. Several controversial topics, including acid rain, automobile emission, ozone layer depletion, mercury, lead and cadmium poisoning, pesticides, solid waste disposal, problems of noise and thermal pollution, will be addressed. We will put emphasis on some of the environmental issues affecting our immediate community as well as those in the Third World nations.

In the laboratory we will explore analytical chemical techniques to analyze some toxic trace metals and pesticides. Class will meet two times a week for one and one-half hours and laboratory will meet for two and one-half hours one afternoon each week.

Class as well as laboratory participation and satisfactory work on the required problem sets, literature critiques, and class projects are required for evaluation. Five college students will be given a letter grade.

NS 199
PROJECT COURSE
John Foster
David Kelly

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

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

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

NS 203
**BASIC
CHEMISTRY II**
Dula 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 during the term and are required for evaluation. The laboratory will consist of a series of laboratory exercises and two projects. Written laboratory reports are required for evaluation. Post lab problem sets will be assigned. Classes will meet three times a week for one and one-half hours; laboratory will meet for two and one-half hours one afternoon each week. Five College students will be graded on a pass-fail basis.

Pre-requisite: Successful completion of Basic Chemistry I and the laboratory, or permission of the instructor.

NS 212
**ORGANIC
CHEMISTRY II**
Nancy Lowry

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

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

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

Almost all chemical changes in living cells involve the action of enzymes. What is an enzyme? How does it function? What does one look like and how do you measure it? This course will take a look at various aspects of enzymes and enzymology. It will be divided into two distinct units: Enzymes as catalysts: An enzyme reveals itself to the nosy biochemist by the reaction it catalyzes. Thus the starting point in any enzyme study is a good assay. This unit will focus on techniques of enzyme assay and the nature of enzyme catalysis. Having learned the assay you can then use it to look at some of the properties of an enzyme (its kinetics, binding constants, response to environmental factors, etc.) without actually seeing the enzyme itself. Enzymes as proteins: An opportunity to purify your favorite enzyme from some suitable source, so that with a little luck you can actually see what it looks like. Since enzymes are proteins, purifying one means getting into some protein chemistry and into methods of separating large molecules from one another (salt fractionation, gel filtration, affinity chromatography, electrophoresis, etc.)

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

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

NS 216
 SS 216
**LAND DEGRADATION
 AND SOCIETY**
 Ben Wisner

This course explores the physical and social causes of land degradation. The emphasis is on the ways natural and human systems interact at various spatial and time scales to reduce the range of possible uses of land. We will cover basic definitions and measurements, the variety of approaches to understanding degradation including a range of models, and the social/economic/political consequences of land degradation. Special emphasis will be given to the role of land degradation in causing chronic hunger and food crisis. Case studies will be drawn from historical and contemporary sources and will cover North American, other industrial regions of the world and Third World areas. At every stage of our work we will probe for the implicit value judgements underlying ways people have understood, measured 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. No ideological or political system seems to have had a monopoly on good or bad land management. Yet at a finer-grained scale of analysis, people's control over the land and decision-making is heavily influenced by what goes on at national, regional and global centers of economic and political power. Students will be involved in physical measurements and monitoring of erosion in our own environment, as well as hands-on land reclamation.

Class will meet for one and one-half hours twice a week. Students should write a one-page description of what they want out of the course, submitted in advance to my box in the School of Social Science (mail code SS).

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

The story of plant and insect interactions stretches far into the past, to the Carboniferous period when insects with biting mouthparts fed on fleshy plant sporophylls and tiny spores. In the Tertiary period, 200 million years later, the intimate association between insects and flowers began as plants and insects went through a tremendous burst of evolutionary diversification. The coevolution of plants and insects continues and examples of symbiosis, predation, cooperation and resistance abound.

In this course we will study the biology and ecology of plants, insects and their interactions. In seminar, we will discuss readings from a major text and from articles in the current research literature on topics such as induced resistance to insect predation in leaves, multiple cropping and the reduction of insect damage to crops and the

use of plant secondary compounds as "natural" insecticides. In lab (in the Bioshelter), we will observe and experiment with insect "pests" and their hosts, and other insect/insect and plant insect systems.

Requirements for the course include two short papers and a term project with write-up and oral report.

Enrollment is open. Class will meet one and one-half hours twice a week and an afternoon lab/field trip.

NS 221
**REPRODUCTIVE
 PHYSIOLOGY**
 Kay Henderson
 Kathy Tucker

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

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

Class will meet for two hours twice a week.

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

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

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

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

Class will meet for one hour three times a week.

NS 256 (Mini-course)
**INFORMATIONAL
 MACROMOLECULES**
 Lynn Miller

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

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

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

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

Ten years ago no geneticist or molecular biologist would have predicted the state of our knowledge of genes today. Now we can determine the sequence of bases in a given piece of DNA much more easily than we can determine the amino acid sequence in the proteins enciphered in that DNA. At the same time we have learned that the DNA of multicellular organisms is arranged in much more

complex ways than the dogmatists of the 1950s and 60s believed possible. What we thought were linear structures, fixed in place, and universal in information content are now thought to be interrupted, movable, and, often, uniquely enciphered.

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

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

NS 283
General Physics B
Allan Krass
Frederick Wirth

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

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

PHYSICS HELP
Frederick Wirth

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

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

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

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

Evaluation will be based on the quality of participation in class and field discussions, on three research papers based on field work, and on a oral presentation of one of these projects.

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

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

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

Class will meet for three hours one day a week.

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

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

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

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

NS 323
**DYNAMICAL
SYSTEMS**
Kenneth Hoffman
Jim Callahan+

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

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

NS 327
**MOLECULAR
BIOLOGY
LABORATORY**
Lynn Miller

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

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

NS 339
SS 339
**TOPICS IN
ANTHROPOLOGY**
Debra Martin
Barbara Yngvesson

This seminar will address topics of current theoretical and political importance in anthropology through lectures, film and discussion. Possible topics include ethnographic method and the politics of ethnography, the ethics of anthropological research, bio-cultural adaptation and health, research on conflict management and the politics of informal justice, anthropological perspectives on aging, and work by anthropologists in areas related to nuclear disarmament.

While class is oriented particularly towards students with concentrations in anthropology, it should also be of interest to other upper division students who want to include a cross-cultural perspective in their concentration. The class will meet Thursday evenings for 3 hours.

NS345
**INORGANIC AND
 ISOTOPE
 GEOCHEMISTRY**
 John Reid

A detailed look at the use of inorganic and isotopic chemistry to solve a variety of geologic problems with a particular emphasis on those in igneous petrology. Topics will include: geochemical behavior of the elements in crystal structures and co-existing silicate magmas; crystal field theory; K-Ar, Rb-Sr, Sm-Nd, and U-Pb geochronology; stable and radiogenic isotope distributions and variations; fission tracks as age determination/uranium geochemistry indicators; rare earth element geochemistry. Readings will be dominantly taken from recent literature to demonstrate the current use of these techniques in such areas as the evolution of plutonic and volcanic rocks, the development and destruction of the oceanic crust, and the nature and evolution of the earth's interior.

Prerequisites: physical geology, introductory chemistry, or permission of instructor.

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

NS 391i
**WOMEN AND
 SCIENCE**
 Debra Martin
 Kay Henderson

This integrative seminar is for women concentrating in the natural and social sciences, traditionally male-dominated domains. We will discuss historical bases for the lack of women in some professions, and the reasons for the inclusion of women in others. We will explore current strategies of women who have "made it" in fields such as mathematics, engineering, clinical psychology, medicine and biochemistry. Further, we will examine the notion of "making it" and "having it all" in terms of the realities for full time professional women. Framing these discussions will be the impact of feminism and feminist studies for understanding the challenges and hurdles which face women desiring careers in traditionally male fields.

Discussions will be based on readings, films, guest lecturers, and student-initiated topics. We will encourage and support Division II and III women in using this seminar to present their work-in-progress. We will also do a group project together which will entail observational 'field work' documenting male-female interactions during class discussions, seminars, informal and formal meetings, and social events.

The class will meet Tuesday evenings, 7:30-10:00pm. Open enrollment

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

"I propose to speak of a monster that is more insatiable than the guillotine; more destructive to life and health and happiness than the World War, more irresistible than the mightiest army that ever marched to battle; more terrifying than any other scourge that has ever threatened the existence of the human race." (Senator M.M. Neely speaking about cancer on the Senate floor, May 18, 1928.)

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, which will be designed in large part 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 and recent developments in the diagnosis of immune positivity, AIDS research funding patterns, contrasts in responses to AIDS by country, and historical comparisons of AIDS with previous epidemics and "dread diseases." The second half of the course will function as a "works-in-progress" seminar.

Instructor permission required.

This class will meet for the first time on Wednesday, January 27 at 3:30 pm in CSC 308b to determine future meeting times.

NS 398i
 SS 398i
**HEALTH AND
 DISEASE IN
 INTERNATIONAL
 PERSPECTIVE**
 Ann McNeal (Woodhull)
 Alan Goodman
 Ben Wisner

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

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

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

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

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

COURSE DESCRIPTIONS

ASTFC 14
STARS AND
GALAXIES
Judy Young+
UMass

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

ASTFC 20
COSMOLOGY
George Greenstein+
Amherst College

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

ASTFC 22
GALACTIC AND
EXTRAGALACTIC
ASTRONOMY
Tom Dennis+
Mount Holyoke

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

ASTFC 34
HISTORY OF
ASTRONOMY
David Van Berkorn+
UMass

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

ASTFC 38
TECHNIQUES OF
RADIO ASTRONOMY
Ron Snell+
Paul Goldsmith+
UMass

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

ASTFC 44
ASTROPHYSICS II
John Kwan+
UMass

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

+ Five College Astronomy Professor

ts Building
imal Research Facility
le Science Center
ily Dickinson Hall
sic and Dance Building
otography and Film Building

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

ELH East Lecture Hall
MLH Main Lecture Hall
WLH West Lecture Hall
FPH Franklin Patterson Hall
LIB Harold F. Johnson Library
TBA To Be Announced or Arranged

COURSE	INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
OPRA 102 Int Shotokan Karate I	Taylor	Open	None	MThSu 130-330	RCC
OPRA 103 Int Shotokan Karate II	Taylor	InstrPer	None	TThSu 6-8pm	RCC
OPRA 104 Adv Shotokan Karate Taylor	Taylor	InstrPer	None	TThSu 6-830pm	RCC
OPRA 106 Int Aikido	Sylvain	See desc	None	TTh 1230-145	RCC
OPRA 114 Aiki Weapons	Sylvain	See desc	None	TTh 145-300	RCC
OPRA 118 Beginning T'ai Chi	Barry	Open	None	W 123-145	RCC
OPRA 119 Continuing T'ai Chi	Barry	Open	None	W 2-315	RCC
OPRA 125 Beg Whitewater Kayaking	Alderson	InstrPer	6	See description	RCC/River
OPRA 130 Int Whitewater Kayaking	Harrison	InstrPer	6	See description	RCC/River
OPRA 132 Open Nordic Skiing	Warren/Knight	See desc	12	ThF 12-6pm	RCC/travel
OPRA 141 Openwater Scuba Certification	Stillman	Open	None	See description	RCC
OPRA 143 Open Ice Climbing	Garmirian/Alderson	Open	None	Th 12-6pm	RCC/travel
OPRA 146 Water Safety Instruction	Garmirian/Alderson	See desc	18	W 6-8pm	RCC
OPRA 172 Beginning Swimming	Smyth	Open	6	MTh 11-12	Pool
OPRA 173 Beg Top Rope Climbing	Alderson/Warren	Open	12	Th 12-6pm	RCC
OPRA 174 Zen/Art of Bicycle Maintenance	Alderson	Open	10	W 7-930pm	RCC
OPRA 176 Beg Whitewater Canoeing	Warren	See desc	8	T 130-230	Pool/River
OPRA 205 Advanced Rock Climbing	Garmirian	See desc	None	See description	RCC
OPRA 218 Outdoor Leadership	Warren	InstrPer	12	W 1-5/F 1-3	Kiva/FPH 107

* Course does not satisfy Division I requirement

Outdoor Program and Recreational Athletics

School of Communications and Cognitive Science

<u>COURSE</u>		<u>INSTRUCTOR</u>	<u>ENROLLMENT</u>		<u>METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>
CCS 102	Philo Reproduction/Parenthood	Michaels	InstrPer	25			MW 130-3	FPH 104
CCS 109	Animal Communication	Feinstein	Open	20			TTh 9-1030	FPH 102
CCS 142	Visual Literacy/Media Crit	Jones	InstrPer	20			TTh 1030-1230	LIB B-5
CCS 151	Convention/Knowledge/Existence	Garfield	Open	20			TTh 9-1030	FPH 105
CCS 153	Child Development in Schools	Sophian	Open	None			TTh 130-3	FPH 107
CCS 154	Analysis of TV News	Douglas	InstrPer	20			TW 615-830pm	LIB B-5
CCS 155	Film/Television History	Braderman	InstrPer	30			W 115-415/Th 7-11pm	FPH WLH
CCS/NS 187	Animal Behavior Research Lab	Coppinger/Feinstein	Open	None			MW 3-5	ARF
CCS 215	Computer Science I	Muller	Open	30			MW 1030-12	FPH ELH
CCS 226	Theory of Language I	Feinstein	Open	None			MW 1030-12	FPH 108
CCS 228	Working/Consciousness Industry	Miller	Open	25			MW 1030-12	FPH 104
CCS 230	Women and Imaging	Braderman/Douglas	InstrPer	20			TTh 115-3	LIB B-5
CCS 233	Intro/Artificial Intelligence	D. Kramer/Stillings	Open	30			TTh 9-1030	FPH 107
CCS 237	Advertising/Social Communicat	Jhally	Open	25			TTh 9-1030	FPH ELH
CCS 238	Intro Law and Information Tech	Overby	Open	20			TTh 130-3	FPH 103
CCS 252	Magazine Journalism	Frazier	InstrPer	20			MW 9-1030	FPH 103
CCS 253	Logic Programming	D. Kramer	InstrPer	20			TTh 1030-12	FPH 106
CCS 261	Political Symbol/Action	Miller	Open	None			MW 3-430	FPH ELH
CCS 265	The Psychology of Cognition	Pani	Open	None			TTh 130-3	FPH 104
CCS 270	The Psychology Laboratory	Stillings	InstrPer	12			WF 9-1030	FPH 104
CCS 305	Epistemology and Difference	Michaels	InstrPer	15			W 930-12	EDH 2
*CCS 306	Video Production Seminar	Jones	InstrPer	10			Th 7-10pm	LIB B-5
CCS 337	Foundation/Cognitive Science	Garfield/Sophian	InstrPer	20			TTh 1030-12	FPH 102

* Course does not satisfy Division I requirement

School of Humanities and Arts

COURSE		INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
HA	103	Introduction to Painting	Mann	Open	None	ARB
HA	104	Drawing I	Mann	Open	None	ARB
HA/SS	106	Reading <u>Politics</u>	Russo/Landes	See descrp	30	TTh 9-1030 FPH 101
HA	108	Theatre <u>History</u>	Donkin/Kramer	Open	None	EDH 1
HA	109	Expressionism in 20th C. Art	Levine	InstrPer	25	TTh 1030-12 FPH WLH
HA	110	Film/Video Workshop I	Meyer	See descrp	15	T 130-430 PFB
HA	111	Still Photo Workshop I	Meyer	See descrp	15	W 130-430 PFB
*HA	113	Modern Dance I	TBA	Open	25	TTh 9-1030 MDB Dance
HA	124	Contemporary Fiction	Hanley	InstrPer	18	MW 1-230 EDH 4
HA	130	Three Russian Writers	Hubbs	Open	None	MW 1030-12 EDH 4
HA	134	Latin Am "Big House" Novel	Holland	Open	None	MW 9-1030 EDH 4
HA/WP	158	Landscape/Charact Midwest Lit	Smith/Siegel	InstrPer	25	TTh 1030-12 FPH 101
HA	159	Man-Made Environment	Juster/Pope	Open	None	WF 2-4 EDH 3
HA	162	Modern Short Fiction	Wallen	InstrPer	18	MW 3-430 EDH 4
HA	163	Camus	Meagher	Open	None	TTh 9-1030 FPH 103
HA/NS	177	Making Waves	Warner/Wirth	Open	None	T 11-12/Th 1030-1230 CSC 3rd fl
HA	187	Cultural Contestations	Lewis	InstrPer	20	MW 130-3 FPH 105
HA	201	Advanced Drawing	Hurley	InstrPer	15	TTh 9-12 ARB
HA	209	The Experience of Design	Juster/Pope	Open	None	WF 1030-1230 EDH 3
HA	210	Film/Video Workshop II	Ravett	InstrPer	15	Th 9-12 PFB
HA	211	Photo Workshop II	Weems	InstrPer	15	M 130-430 PFB
*HA	215	Modern Dance III	Nordstrom	Open	None	TTh 1030-12 MDB Dance
HA	225	Tolstoi	Hubbs	TBA	TBA	MW 3-430 EDH 2
*HA	229	Rehearsal and Performance	Blair/Kramer	Open	None	MW 3-5 EDH 1
HA	231	Poetry Writing Workshop	Salkey	InstrPer	16	T 130-3 EDH 4
HA	235	Forms of Autobiography	Wallen	Open	None	TTh 1-230 FPH 105
HA	236	Short Story Writing Workshop	Hanley	InstrPer	18	M 1030-1230/W1030-12 EDH 1
HA	237	Fiction Writing Workshop	Salkey	InstrPer	16	Th 130-3 EDH 4
*HA	239	Jazz Performance Seminar	Lateef	InstrPer	15	M 730-1030pm MDB Recital
HA	240	Writing	Payne	InstrPer	16	W 9-12 EDH 5
HA	243	Nature & Practice of Improv	MacKay-Simmons	InstrPer	25	TTh 130-3 MDB Class
HA	250	Introductory Poetry Writing	Jenkins	InstrPer	15	F 9-12 Kiva
HA	253	Intermediate Dance Composition	Schwartz	InstrPer	15	MW 1-3 MDB Dance
HA	255	Creative Dance Vocabulary	Primus	Open	25	T 1-4 MDB Dance
HA	257	Theology	Bradt	InstrPer	10	Th 730-1030pm FPH 106
HA	260	Cubisms	Levine/Russo	Open	See Descrp	W 630-9pm FPH WLH
HA	265	Lines and Chords	MacKay-Simmons	Open	None	MW 1030-12 MDB Class
HA	268	Spinoza's Ethics	Bradt	InstrPer	10	W 730-1030pm FPH 106
HA/SS	271	Afro-Am History & Literature	Sander/Tracy	Open	None	T 1230-330 FPH 102
HA	275	Modern Tradition	Lyon	Open	None	MW 1030-12 FPH 106
HA	279	Cuban Novel's View of History	Holland	Open	None	TTh 9-1030 EDH 4
HA	305	Advanced Painting	Hurley	InstrPer	15	W 2-6 ARB
HA	317	Modern Dance V	Hahn	TBA	25	MW 1030-12 MDB Dance
HA	320	Advanced Scene Study	Blair	See Descrp	10	MW 1030-12 EDH Studio
HA/SS	324i	Recent Feminist Theory	Lewis/Landes	InstrPer	None	W 1030-1230 FPH 107
HA	331	Biblical/Homeric Narrative	Meagher	InstrPer	20	TTh 1030-12 FPH 104
HA	338	Computer Music Composition	Warner	InstrPer	10	MW 130-3 TBA
HA	339i	Life in U.S. Through Fiction	Lyon	InstrPer	12	T 730-10pm FPH 105
*HA	343	Advanced Playwrighting	Donkin	InstrPer	12	M 9-12 EDH 2
HA	386	Laban Movement II	Nordstrom	Open	None	F 9-12 MDB Dance
HA	388i	Creative Process/Real World	Livingston	InstrPer	Div III	W 3-5 FPH 103
HA	399b	Film/Photo Individual Problems	Ravett/Weems	Open	Div III	W 9-12 PFB
HA	399c	Art Tutorial	Baskin	InstrPer	15	Th am & pm ARB
		Hampshire College Chorus	Charkey	Audition	None	MW 4-6 MDB Recital
		Chamber Music Ensemble	Faculty	See course description		

* Course does not satisfy Division I requirement

Reading/Writing Program

<u>COURSE</u>			<u>INSTRUCTOR</u>	<u>METHOD</u>	<u>ENROLLMENT LIMIT</u>	<u>TIME</u>	<u>PLACE</u>
WP 101	Basic Writing		Ryan	See descrip	16	WF 9-10	PH B-1
WP/HA 158	Landscape/Charact Midwest Lit		Smith/Siegel	InstrPr	25	TTh 1030-12	FPH 101
	Overcoming Work Blocks		Berkman	InstrPr	8	W 3-5	FPH 106

Foreign Languages

<u>COURSE</u>		<u>INSTRUCTOR</u>	<u>ENROLLMENT</u>		<u>TIME</u>	<u>PLACE</u>
			<u>METHOD</u>	<u>LIMIT</u>		
FL 101	Intensive French	Rees	Interview	10	TWTh 3-530	PH A-
FL 102	Intensive Spanish	Gear	Interview	10	TWTh 3-530	PH B-

SPRING 1988 SCHEDULE OF CLASSES

CODES

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

ARB
ARF
AR
An
CSC
EDH
MDH
PFB
PH

CODES

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.

School of Social Science

COURSE LIST

100 LEVEL

SS 102
POVERTY AND WEALTH
Laurie Nisonoff

SS 106
READING POLITICS
Joan Landes
Mary Russo

SS 110
CONFLICTS IN 19TH
CENTURY UNITED STATES:
CLASS, GENDER, AND RACE
Mitziko Sawada

SS 118
THE HOLOCAUST
Leonard Glick

SS 128
CENTRAL AMERICA:
ROOTS OF CRISIS
Carolee Bengelsdorf
Frederick Weaver

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

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

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

SS 166
IMMIGRATION, LAW, AND
SOCIETY: THE THIRD WORLD
COMES TO AMERICA
Flavio Riese

SS 168
THIRD WORLD FEMINISMS
E. Francis White

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

200 LEVEL SOCIAL SCIENCE
COURSES are designed as
introductions to some of the
issues, ideas, and subject
matter vitally important as
background for advanced work
in Social Science.

SS 207*
STATISTICS AND DATA
ANALYSIS
Donald Poe

SS 210*
INTRODUCTORY ECONOMICS
Stanley Warner

School of Natural Science

COURSE		INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
NS 112	Literally Poisoned	Lowry/McNeal	Open	None	WF 1030-12	CSC 302
NS 123	Human Biological Variation	Goodman	Open	None	MWF 9-1030	CSC 126
NS 146	The Ecology of Agriculture	Schultz	Open	None	MW 1-230	FPH 103
NS 165	Pushing Geometry to the Limit	Kelly	Open	None	WF 1-3	FPH 102
NS/HA 177	Making Waves	Wirth/Warner	Open	None	T 11-12/Th1030-1230	CSC 3rd fl
NS 183	Quantum Mechanics for Myriad	Bernstein	Open	None	TTh1030-12/F1030-12	CSC 126/FPH 102
NS/CCS 187	Animal Behavior Research Lab	Coppinger/Feinstein	Open	None	MW 3-5	ARF
NS 195	Pollution and Our Environment	Amarasiriwardena	Open	None	TTh 1030-12/T 130-4	CSC 302/Lab
NS 199	Project Course	Foster/Kelly	Open	None	F 1030-12	CSC 3rd fl
NS 203	Basic Chemistry II	Amarasiriwardena	See descrp	None	MWF 1030-12/W 130-4	CSC 114/Lab
NS 212	Organic Chemistry II	Lowry	Open	None	MWF9-1030/M130-430or T1-4	CSC 114/Lab
NS 215	Enzymes: Basic Biochem Lab	Foster/Winship	Open	None	M 130-3/W 130+	CSC 3rd fl
NS/SS 216	Land Degradation and Society	Wisner	See descrp	None	TTh 130-3	FPH 101
NS 221	Insect/Plant Interactions	Schultz/Winship	Open	None	TTh1030-12/Th 130-5	CSC 114/Lab
NS 227	Reproductive Physiology	Henderson/Tucker	Open	None	TTh 1-3	CSC 126
NS 230	Evol & Behav/Domestic Animals	Coppinger	Open	None	MWF 11-12	FPH 103
#NS 256	Informational Macromolecules	Miller	Open	None	MWF 1030-12	CSC 126
#NS 257	The New Genes	Miller	Open	None	MWF 1030-12	CSC 126
NS 283	General Physics B	Krass/Wirth	InstrPer	20	MTW 1-230/Th 230-5	CSC 302/Lab
NS 287	Ecology/Geology Ct Rvr Valley	D'Avanzo/Reid	Open	None	TBA	TBA
NS 302	Adv Topics Marine Ecology	D'Avanzo/Peckol	TBA	TBA	TBA	TBA
NS 316	Linear Algebra & Applications	Hoffman	Open	None	MWF 9-1030	FPH 102
NS 323	Dynamical Systems	Hoffman/Callahan	Open	None	See description	Smith/FPH 102
NS 327	Molecular Biology Laboratory	Miller	InstrPer	None	Th 1-5+	CSC 2nd fl
NS/SS 339	Topics in Anthropology	Martin/Yngvesson	Open	None	Th 7-10pm	FPH ELH
NS 345	Inorganic & Isotope Geochem	Reid	See descrp	None	M 1-230/W 1-5	CSC 202/Lab
NS 3911	Women and Science	Martin/Henderson	Open	None	T 730-10pm	PH Masters
NS 3951	AIDS: Politics/Science/Disease	Goodman	Open	None	See Description	CSC 308b
NS/SS 3981	Health & Disease/Intl Perspect	Goodman, et al	Open	None	W 130-4	CSC 126
# Mini-course						
ASTFC 14	Stars and Galaxies	Young			TTh 230-345	UMass
ASTFC 20	Cosmology	Greenstein			MW 230-345	Amherst
ASTFC 22	Galactic/Extragalac Astronomy	Dennis			TTh 230-345	Mount Holyoke
ASTFC 34	History of Astronomy	Blorkom			TTh 230-345	UMass
ASTFC 38	Techniques Radio Astronomy	Snell/Goldsmith			MW 230-345	UMass
ASTFC 44	Astrophysics II	Kwan			MF 125-325	UMass

School of Social Science

COURSE		INSTRUCTOR	ENROLLMENT METHOD	LIMIT	TIME	PLACE
SS 102	Poverty and Wealth	Nisonoff	Open	25	TTh 1030-12	FPH 105
SS/HA 106	Reading Politics	Landes/Russo	See descrp	30	TTh 9-1030	FPH 101
SS 110	19th C. US/Class/Gender/Race	Sawada	Open	25	TTh 130-3	FPH 106
SS 118	The Holocaust	Glick	Open	30	TTh 9-1030	FPH 104
SS 128	Central Amer: Roots of Crisis	Bengelsdorf/Weaver	Open	25	TTh 1030-12	FPH 108
SS 138	Attitude Change	Poe	Open	None	TTh 130-3	FPH 108
SS 152	Race, Law, and Education	Ford/Mazor	Open	25	MW 1030-12	FPH 105
SS 160	Public Health US/Develop Wrld	Beebe/von der Lippe	Open	25	MW 3-430	FPH 105
SS 166	Immigration, Law, and Society	Riese	Open	25	MW 3-430	FPH 107
SS 168	Third World Feminisms	White	Open	None	MW 3-430	FPH 101

Continued on next page

SS 216
NS 216
LAND DEGRADATION AND SOCIETY
Ben Wisner

SS 218
PUBLIC POLICY IN THE U. S. WELFARE STATE
Aaron Berman
Robert Rakoff

SS 226
UNITED STATES FOREIGN POLICY AFTER VIETNAM
Eqbal Ahmad

SS 232
PSYCHOLOGY OF OPPRESSION
Patricia Romney

SS 236
IDEOLOGY AND IMPERIALISM JAPAN AND THE UNITED STATES AS ADVERSARIES, ALLIED, AND COMPETITORS
Mitziko Sawada

SS 239
PSYCHOPATHOLOGY
Patricia Romney

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

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

SS 248
GENDERED CITIES
Myrna Breitbart

SS 259
WORKPLACE DEMOCRACY
Stanley Warner

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

SS 274
COMPARATIVE SOCIALIST DEVELOPMENT
Carollee Bengelsdorf
Frank Holmquist
Kay Johnson

SS 276
THE LEGAL PROCESS: WOMEN AND CHILDREN UNDER THE LAW
Lester Mazor

SS 284
(Amherst Pol. Sci. 47s)
POWER AND POWERLESSNESS: ASIAN WOMEN
Kay Johnson
Amrita Basu

SS 286
JAPANESE SOCIETY
Stephen Smith

SS 288
ETHNOGRAPHIC FILM
Leonard Glick
Barbara Yngvesson

SS 290
FROM WOMB TO TEST TUBE: FEMINIST ISSUES RAISED BY NEW REPRODUCTIVE TECHNOLOGIES
Marlene Fried

SS 294
CRITICAL STUDIES IN CULTURE: THE ROOTS OF WESTERN CAPITALISM
Miriam Slater
James Wald

300 Level

300 LEVEL SOCIAL SCIENCE COURSES are advanced courses for students with previous work in the subject.

SS 311i
WOMEN AND WORK: WORK-SHOP IN FEMINIST POLITICAL ECONOMY
Laurie Nisonoff

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

SS 335
THE STATE AND THIRD WORLD DEVELOPMENT
Frank Holmquist

SS 339
NS 339
TOPICS IN ANTHROPOLOGY
Barbara Yngvesson
Debra Martin

SS 340
SEMINAR ON CURRENT PROBLEMS IN PEACE AND CONFLICT STUDIES
Michael Klare

SS 346
GOD OR MAN: DYNAMICS OF GENDER DIFFERENCE IN NORTH AFRICA AND THE MIDDLE EAST
Marnia Lazreg

SS 350
STATE AND SOCIETY IN SOUTH AND SOUTHWEST ASIA
Eqbal Ahmad

SS 398i
NS 398i
HEALTH AND DISEASE IN INTERNATIONAL PERSPECTIVE
Ben Wisner
Alan Goodman
Ann McNeal (Woodhull)

SS 399a
PEOPLE STUDYING PEOPLE
Robert von der Lippe

SS 399b
DIVISION III THIRD WORLD STUDIES SEMINAR
Flavio Risech

* Course may not be used to fulfill half of two-course option in Div. I.

COURSE DESCRIPTIONS

SS 102
POVERTY AND WEALTH
Laurie Nisonoff

"God and Nature have ordained the chances and conditions of life on earth once and for all. The case cannot be reopened. We cannot get a revision of the laws of human life."--W. Graham Sumner. "Contrary to what many believe, poor people are not poor because they are naturally lazy and stupid or because they have too many children. Nor is it because there aren't enough jobs to go around or because poverty is a 'natural' condition of society...[There is in America] a business elite that has historically kept certain elements of society poor for the benefit of the rich and powerful."--P. Roby.

Who gets the money in America and who doesn't? Why is there poverty in the richest country in history? Although often sanctified by economic theorists in oblique formulas, the state of poverty and the character of wealth go to the heart of what it is to live in America. In this spirit then, what are the human terms of the economic activity known coolly as "income distribution"? This course is designed to encourage inquiry into a hard accounting of this contemporary social and economic reality. That a problem even exists is often muted by the dominant ethos of American industrialism's childhood, that (as expressed by W. G. Sumner) "it is not wicked to be rich; nay, even...it is not wicked to be richer than one's neighbor." There will be thematic units such as: federal income measurement--its facts and its fictions; the business elite; taxation; family and sexual inequality; race; health care and genetic endowment; aging; education; and the history of social welfare programs and charity. With the goal of fostering an understanding of the way income inequality is perceived and measured, we will also examine three paradigms in economic inquiry: the radical, the liberal, and the conservative. Readings will include: David Gordon (ed.), *Problems in Political Economy*; Pamela Roby (ed.), *The Poverty Establishment*; Helen Ginsberg (ed.), *Poverty, Economics and Society*; and Paul Blumberg, *Inequality in an Age of Decline*.

Evaluation will be based on class participation and several problem sets and essays assigned through the semester. Enrollment is limited to 25. The class will meet twice a week for one and one-half hours each time.

Please see description in Humanities and Arts section.

SS 106
HA 106
READING POLITICS
Joan Landes
Mary Russo

SS 110
CONFLICTS IN 19TH CENTURY UNITED STATES: CLASS, GENDER, AND RACE
Mitziko Sawarda

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 Western nation.

It was a time which began when the use of a slave labor force was legal and considered just. Expansion was continuous. People moved constantly, some ravaging and raping land and people. Immigrants came from Europe and Asia only to confront a majority culture which was less than hospitable. Changes in the modes of production and the work process created changes in how women and men worked, lived, and related to each other. Class, gender, and race underwent constant conceptual change and emphasis, a process which can be said to be basic to the definition of history.

The course will use primary and secondary sources as tools to understand historical change. Students should be prepared to engage in thoughtful discussion, submit short essays and an analytic research paper.

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

SS 118
THE HOLOCAUST
Leonard Glick

The destruction of the Jews of Europe, usually called the Holocaust, was not just another historical "tragedy"; it was a bureaucratically managed, technologically sophisticated genocidal operation, extending over a number of years and involving

thousands of cooperating individuals. Along with the exploding of nuclear weapons it was in a sense the most definitive event of our century.

But why the Jews? And why the Germans? In this course we'll try to answer these questions by exploring European Jewish history and German history, beginning not in 1933 or 1918 but in the fourth century, when Christianity became the accepted religion of the Roman Empire. We'll trace, in as much depth and detail as time permits, the Jewish experience in European history, and when we reach the nineteenth century we'll begin to focus on the particular situation of the Jews in Germany. By then, halfway through the semester, we'll be prepared to contemplate the events of 1933-45.

Expect to attend class regularly, to read steadily, and to write frequently. The course calls for commitment to serious learning, and evaluations will be written only for people who have demonstrated such commitment by keeping up with assignments.

Enrollment is limited to 30, including at least five from the other colleges. If more people attend the first class, you'll be asked to submit a typed two-page essay on how this class will contribute to your educational program. The class will meet twice a week for one and one-half hours each time.

SS 128
**CENTRAL AMERICA:
ROOTS OF CRISIS**
Carolee Bengelsdorf
Frederick Weaver

In this course, we will explore the historical roots of contemporary Central America. We will pay particular attention to the manner in which quite divergent patterns of economic and political change in the six Central American nations have resulted in each nation's experiencing severe, and often repeated convulsions since World War II. The influence of the United States on the affairs of the Central American nations will be a consistent theme in the course. Students will be introduced to the principles of economic and political analysis, and will examine the social impact of the cases studies, as well as their effects on the daily lives of Central Americans.

To this end, the reading will include literary as well as historical and social science works and will include Sergio Ramirez, *To Bury Our Fathers*; Manlio Argueta, *One Day of Life*; Walter LaFeber, *The Inevitable Revolutions*; and John Weeks, *The Economics of Central America*. We will expect each member of the class to participate actively in discussions and to write several short essays.

The class will meet twice a week for one and one-half hours each meeting; enrollment is limited to 25.

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

This course will use the investigation of social influence as a theme for introducing students to the ways in which social psychologists view the world, approach intellectual problems, and gather information. Students will learn about the assumptions and beliefs that underlie the social psychological approach to obtaining knowledge, as well as gain experience with the design, methodologies, and implementation of social psychological experiments.

The topics in social influence which will be used to illustrate the social psychological approach include brainwashing, subliminal persuasion, advertising, the relationship of language to deception, the formation of political attitudes, some of the techniques of con artists, and the foot-in-the-door and door-in-the-face phenomena. Students will write a series of short papers, read and evaluate original research reports, complete a book critique, and turn in a final course project in order to receive an evaluation.

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

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

The black struggle for social justice and equality in the United States has been centered in the arena of education as much as in any other area of social life. From the time of slavery to the present day, law has served both as a bulwark of resistance to the demands of blacks and other minorities and as an instrument through which change has been attempted. This course will examine the intersection of race as a category, law as an institution, and education as a social context in the United States, focusing primarily upon the period since World War II.

We will study the carefully planned campaign to use the courts to overthrow the system of segregated schools, culminating in the landmark case of *Brown vs. Board of Education*. Most of the course will explore the aftermath of that decision: resistance and delay in many states; attacks upon the Supreme Court; the school busing struggle; the fight for community control; and the affirmative action debate. The last part of the course will focus upon the Boston school crisis as a case study. A pervasive question of the course is the capacity of law to cope with the issue of racism in education.

Readings will include fiction and biography to provide access to the experience of black Americans and other minorities, legal cases and statutes, and books and articles analyzing the legal struggle and its impact. Classes will consist of lectures and discussions. Some films and guest speakers will be scheduled outside of class times, and one or more trips to Boston are planned.

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

SS 160
**PUBLIC HEALTH IN
THE UNITED STATES
& THE DEVELOPING
WORLD**

Laurence Beede
Robert von der Lippe

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? Has this always been true in American society? Can we imagine times when the public turned to an institution called the Public Health Service and asked it to act in some way in the public interest? Is the current AIDS crisis one such situation? One of our tasks during the semester will be to look historically at public health in the United States and explore these questions. Another task will be to look at public health in the developing world and see if its history, role, organization, and authority differ from what we have learned about public health here in North America.

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. In this course we will compare public health policies and practices in the United States with those in developing countries in an effort to understand the field of public health and its impact in today's world.

Throughout the course, emphasis will be placed upon a critical approach to reading both the theoretical and case study material assigned. Students will undertake a short research project on a public health topic in the United States or in a developing country.

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

SS 166
**IMMIGRATION, LAW
AND SOCIETY: THE
THIRD WORLD
COMES TO AMERICA**
Flavior Risech

Most of today's immigrants to the United States come not from Europe but from Asia, Latin America, and Africa. Using an interdisciplinary approach, the course will examine the ongoing debate over continued immigration and the laws and policies by which the United States has sought to assert greater control over its porous borders. Do these new immigrants challenge the long-standing notion of a "melting pot" society? Are the economic interests of American workers threatened by the newcomer? We will look at American reactions to the establishment and growth of new and distinct racial and cultural communities, and explore some of the problems faced by legal and undocumented immigrants.

Special emphasis will be placed on an analysis of the 1986 Immigration Reform and Control Act and its aftermath. Some films may be scheduled outside of class times. Requirements for evaluation are active and regular class participation, completion of several short analytical papers, and a longer final paper.

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

SS 168
**THIRD WORLD
FEMINISMS**
E. Frances White

This course will provide an introduction to feminist theory and practice by studying the varieties of feminism that have been developed by women of color. Half of the course will focus on women of color in the United States. Using an historical approach to the development of feminism in the nineteenth and twentieth centuries, we will explore the ways women of color have resolved the tensions between supporting feminist

goals and liberation for their people. The second half of the course will look at feminism in the Third World, focusing on the tensions between feminism and national liberation.

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

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

This course will introduce students to the major cultural transformations of the fourteenth through the sixteenth centuries. We will critically examine major socioeconomic and political changes and their relation to cultural production. Some of the problems we will engage include: Catholic predominance vs. the development of the Protestant challenge; elevation of the notion of the self vs. emergence of the nation state; shifts in communication and the circulation of knowledge vs. social control; elite culture vs. popular culture.

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

SS207*
**STATISTICS AND
DATA ANALYSIS**
Donald Poe

This course is an introduction to data analysis. It is designed primarily to give students the intellectual concepts plus the computing technical skills necessary to make intelligent interpretations of data. We will cover data description, probability theory, hypothesis testing, correlations, parametric and nonparametric tests of significance. In addition we will be using the popular computer package SPSS-X at all stages of our work. Students do not need any computer background nor any previous statistics courses, although a working knowledge of elementary algebra is helpful.

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

SS 210*
**INTRODUCTORY
ECONOMICS**
Stanley Warner

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

Five College students will be graded PASS/FAIL only. The class will meet twice a week for one and one-half hours each time.

SS 216
NS 216
**LAND DEGRADATION
AND SOCIETY**
Ben Wisner

This course explores the physical and social causes of land degradation. The emphasis is on the ways natural and human systems interact at various spatial and time scales to reduce the range of possible uses of land. We will cover basic definitions and measurements, the variety of approaches to understanding degradation including a range of models, and the social/economic/political consequences of land degradation. Special emphasis will be given to the role of land degradation in causing chronic hunger and food crisis. Case studies will be drawn from historical and contemporary sources and will cover North American and other industrial regions of the world and Third World areas. At every step of our work we will probe for the implicit value judgements 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. No ideological or political system seems to have had a monopoly on good or bad land management. Yet at a finer-grained scale of analysis, people's control over the land and decision-making is heavily influenced by what goes on at national, regional, and global centers of economic and political power. Students will be involved in physical measurements and monitoring of erosion in our own environment, as well as hands-on land reclamation.

Class will meet for one and one-half hours twice a week. Students should write a one-page description of what they want out of the course, submitted in advance to my box in the School of Social Science office. (mail code SS).

SS 218
**PUBLIC POLICY
IN THE U.S.
WELFARE STATE**
Aaron Berman
Robert Rakoff

This course will investigate the historical roots of contemporary welfare policies in the changing relationship of state and economy during the era of monopoly capitalism.

Our substantive focus will be on the development and impacts of (1) New Deal programs such as Social Security, AFDC, and unemployment insurance; (2) poverty programs of the 1960s; and (3) the Reagan-era attack on these established programs. Particular attention will be given to the development of the modern American state during the Progressive and New Deal periods. Our analytical efforts will focus on the following: the relationship between welfare programs and maintenance of the labor market; the role of welfare programs in reinforcing racial, class, and gender-based stratification, with special attention to the so-called "crisis of black family"; and the politics of policy making in the welfare area, including both governmental processes and the power of popular protest.

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

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

This lecture/discussion course examines the challenges and actualities of United States foreign and military policies in terms of: (a) perceived crisis of American power in the decades following the Vietnam War; (b) failure of U.S./Soviet detente and acceleration of the arms race; (c) growing conflict of American interests and policies with Western Europe and Japan; (d) liberation and intervention in the Third World. The Third World (especially the Middle East, Southern Africa, and Central America) shall be given special attention as the primary arena where the impulses and logic of U.S. policy and its relations with allies and rivals are being laid out.

In addition to required readings, students requesting evaluations should write four short or one long term paper. The class will meet twice a week for one and one-half hours each time.

SS 232
**THE PSYCHOLOGY
OF OPPRESSION**
Patricia Romney

This course will focus on the psychology of racism, sexism, anti-Semitism, heterosexism, ageism, and the oppression of members of the poor and working classes. The aim is to explore the commonalities of these various forms of oppression and to examine the costs and benefits to members of the dominant and subordinate groups. Emphasis will be placed on the concepts of internalized oppression, collusion, denial, benign neglect, and the development of allies. The course will encompass individual as well as group and social systems perspectives and dynamics.

Class will be both didactic and experiential and students will be expected to participate fully. All students must make at least one presentation (either lecture, group presentation, or experiential exercise) and complete a final paper on an assigned topic.

The class will meet twice weekly for one two-hour and one one-hour session. Enrollment is limited to 20 students.

SS 236
**IDEOLOGY AND
IMPERIALISM: JAPAN
AND THE UNITED
STATES AS
ADVERSARIES,
ALLIES,
AND COMPETITORS**
Mitziko Sawada

Like the preceding fall semester course, this course will examine the United States and Japan from the standpoints of hegemony, empire, and the formulation of a culture which informed the way people thought about themselves and others. However, the earlier course is not a prerequisite for this one.

We will begin with the period of the Pacific War which culminated in the dropping of the atom bomb, go on to America's occupation of Japan, the effects of the Korean War, and Japan's emergence as a major economic power in Asia and the world. These events and processes of change had profound effects on the formation of ideology and culture. Because of America's crucial role in Asia and Japan's redevelopment, we will examine, in particular, American works which informed Americans (as well as Japanese) about Japan, its past and present. What did the growing field of American Japanology have to say about Meiji Japan? What were the popular American writers communicating about Japanese society and the Japanese work ethic in relation to the country's

reindustrialization? How did and do Americans view "Japan as Number One"?

Sources will include Ienaga, Feis, Chalmers Johnson, Schaller, Dower, Apter and Sawa, Reischauer, Vogel, Christopher, and Japanese and American films.

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

SS 239
PSYCHOPATHOLOGY
Patricia Romney

This course will focus on the psychopathology of individuals, including both adults and children. We will begin with an exploration of the relationship between normal and abnormal behavior and will undertake a historical review of conceptions of mental illness. We will read critiques of various models of mental illness and then examine the problem of mental illness in contemporary society.

In the rest of the course, using the Diagnostic and Statistical Manual of the American Psychiatric Association (DSMIII) as a guide, we will look at the various classifications of psychopathology. Topics covered will include the disorders of childhood and adolescence, personality disorders, anxiety disorders, affective disorders, and psychoses.

This course is designed for students who are doing Division II work and is seen as essential for anyone whose concentration is in psychology. Students will be expected to participate in class discussions, complete several case analyses, and write a final paper.

Enrollment is unlimited but is open only to Division II and III students. The class will meet twice a week for one and one-half hours each time.

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

This course will seek an understanding of the historical and contemporary experience of children in cities, with particular attention paid to differences of race, class, and sex. Urban schooling and neighborhood life are two important components of this picture.

Our aim is to go beyond important radical critiques of schooling and work in capitalist societies--critiques which suggest few avenues for social change. From readings ethnographic materials, and actual field experience with children in a nearby city, we will examine children's experiences in school and neighborhood settings, focusing on the ways in which kids often resist and devise effective responses to oppressive conditions.

Based on Colin Ward's premise that "the city is itself an environmental education" capable of arousing the critical capacities of adults and children alike, a second goal of the course is to develop imaginative methods for using the urban environment as a learning resource and context within which people can explore and reappropriate neighborhood space.

This course should be of special interest to those students in the fields of education, urban and cultural studies, and/or political economy. This class will meet twice a week for one and one-half hours each time.

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

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

This course will: analyze the role assigned women in existing theories of fertility and compare it with the role they actually play in the family and the development process; (2) discuss the various family planning programs established in a number of Third World societies and evaluate the use and effectiveness of contraceptive methods; (3) discuss the health care problems associated with high fertility and the use of contraceptives.

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

SS 248
GENDERED CITIES
Myrna M. Breitbart

This course examines social and spatial patterns of urban and suburban development in 19th and 20th century U.S. cities in relation to changing ideologies of gender. By integrating recent research from several disciplinary perspectives, it seeks to uncover the extent to which ideologies of gender have become embedded in the material world (e.g., the single family detached suburban dwelling or the separation of home and paid workplace) and asks how the differing social relations which men and women of varied race and class backgrounds enter into, have historically affected the urban experience.

While examining the city as a largely masculine creation, emphasis is also placed on exploring how urbanism contributed to the shaping of gender politics and how women have sought continually to reconceptualize urban life through design, planning, and social struggles around such issues as housing and community control. Varied materials (fiction, slides, etc.) will be employed to help piece together an understanding of how gender plays a part in urban development and how women, acting in the often simultaneous capacity as prisoners, mediators and shapers of urban life, have conceptualized and struggled for alternative uses and patternings of city space. This course is meant to be of interest to students in urban studies, feminist studies, architecture, planning and social theory. Materials appropriate to the interdisciplinary nature of the inquiry will be integrated.

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

SS 259
WORKPLACE DEMOCRACY
Stanley Warner

This course will serve as an introduction to worker participation and democratic self-management. It will cover the history and theory of democratic management, contemporary case studies, and issues of strategy and implementation. It will compare participatory forms in governmental and private sector organizations with their traditional counterparts, and seek to evaluate the strengths and weaknesses of different types of participatory organizations. It will also examine cases of participation and worker management from a number of European countries, including Spain, Italy, Yugoslavia, and England.

The readings will include Shearer and Carnoy's Economic Democracy: Prospects for the Eighties; Zwerdling's Workplace Democracy; Montgomery's Worker's Control in America; Horvat, Marcovic, Supek's Self-Governing Socialism; and Bernstein's Workplace Democratization. The course will feature a number of guest speakers, films, and occasional field trips. It is open to graduate students, who will be expected to research and lead discussions on special topics. A background in economics is helpful although not required.

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

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

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

The class will meet for three hours once a week.

SS 274
COMPARATIVE SOCIALIST DEVELOPMENT
Carolee Bengelsdorf
Frank Holmquist
Kay Johnson

The wide variety of socialist development experiences will be explored, as well as what is common to all. The focus will be upon the historical framework, class structure, and political and economic organization conditioning the various development strategies pursued, performances obtained, and quality of life enjoyed. We will study the Soviet Union, China, and Cuba. While we intend to approach these societies from a broadly comparative perspective, we will also explore in depth certain topics that have a special bearing on each society, such as the extensive development strategy debates in the Soviet Union in the 1920s, the Cultural Revolution in China, and the process of institutionalizing new political structures in Cuba.

The topics to be discussed within a comparative framework include among others: the background of each revolutionary situation and the taking of power; the nature of class structures and political institutions before the revolutions; attempts to create new political institutions appropriate to the evolving societies; the nature and degree of workplace, local, and national mass participation; the relation between agriculture and industry in development; the choice between peasant small-holding, state farm, and fully collective organization in agriculture; industrial strategy; planning and marketing structures; the problem of bureaucracy; theories of the transition from capitalism to socialism.

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

SS 276
**THE LEGAL PROCESS:
WOMEN AND
CHILDREN
UNDER THE LAW**
Lester Mazor

This course is intended for those seeking a general introduction to legal institutions and processes. It will examine the changing legal status of women and children in America, both as a subject of interest in its own right and as a vehicle for the exploration of the roles of law in society.

We will consider the role of courts, legislatures, administrative agencies, and the practicing bar; the relationship of the formal legal system to less formal modes of social control; the internal process of change in the law, including the development of common law, statutory interpretation, litigation and management of transactions; and the capacities and limits of the law as a vehicle for change. The greater part of the course will trace the history of law in the United States as it has concerned issues of sex discrimination in employment. To do this students will be introduced to basic techniques of case analysis and the reading of statutes, as well as the fundamentals of legal research. Other topics which may be treated include women in the criminal law and the penal system; the law concerning marriage, divorce, child custody, and adoption; child abuse and parental authority over children; the juvenile court process; political and civil rights of women and children.

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

SS 284
(Amherst Pol Sci 47s)
**POWER AND
POWERLESSNESS:
ASIAN WOMEN**
Kay Johnson
Amrita Basu

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

Amrita Basu is assistant professor of political science at Amherst College. The class will meet once a week for two and one-half hours, at Amherst College.

SS 286
JAPANESE SOCIETY
Stephen Smith

This is an anthropological introduction to the cultural values and social organization of contemporary Japan. The course will emphasize the changing roles of kinship, the family, and local community in modern life, from a comparative perspective. Other issues to be considered will include sex roles, religion and values, business organization, crime and the law, education, and health care.

Students are expected to attend class regularly, participate in classroom discussion, and do assigned readings. There will be two take-home exams. In addition, students will write a short (8-10 page) paper. Reading assignments will be drawn from the current social science literature and will include a number of anthropological monographs, such as Ronald Dore's *Shinohata: A Portrait of a Japanese Village*, and Thomas Rohlen's *Japan's High Schools*.

Stephen Smith is Five College assistant professor of anthropology. Any student who has

questions about the course should feel free to call Professor Smith at 256-4284. The class will meet twice a week for one and one-half hours each time.

SS 288
**ETHNOGRAPHIC
FILM**
Leonard Glick
Barbara Yngvesson

An ethnographic film should be a source of accurate and interesting information about a people and their way of life, and obviously it must be evaluated according to accepted ethnographic standards. But a film is not a book or an article, and ethnographic films must be viewed not only as ethnographic statements but as films. More specifically, they are best understood as a form of documentary, to be evaluated according to essentially the same criteria.

Although the history of ethnographic film can be traced back to the earliest travelogues and to the work of Robert Flaherty in the 1920s, only during the past twenty years or so has this kind of filmmaking emerged as an integral part of anthropology. This course will trace the development of ethnographic film, emphasizing the steadily increasing sophistication as ethnography and as documentary film. Being anthropologists but not filmmakers, we are plainly more competent in one domain than in the other, but we look forward to the contributions of film students as an indispensable component of the course. Our goal will be to develop skill as critical viewers, and to come away with some understanding not only of what has been accomplished but of what might still be done to produce better ethnographic films.

At class meetings we will view and discuss one or two films. We'll encounter people as diverse as the Yanomamo of southern Venezuela, the San of southern Africa, pastoral peoples of East Africa, and people living in New Guinea, India, Morocco, Bali, and Afghanistan. Readings will include descriptive, theoretical and methodological books and articles by filmmakers and anthropologists. Students will be expected to write a number of short essays evaluating and comparing films, and a longer final paper demonstrating critical perspective.

The class will meet twice a week for three hours each time, on Tuesday evenings and Friday mornings.

SS 290
**FROM WOMB TO TEST
TUBE: FEMINIST
ISSUES RAISED BY
NEW REPRODUCTIVE
TECHNOLOGIES**
Marlene Fried

Reproduction is a central feature of women's lives. Historically and today, women's social roles and options, their health, and their sexuality has been socially defined and circumscribed by their role as reproducers. In this course we will examine the specific forms that this has taken in different historical periods and the ways in which it is mediated by race and class.

Given the fact that reproduction is so fundamental to women's lives, it is not surprising that women have continually struggled to control their own reproduction. We will look at these struggles, and at the efforts to ground theoretically feminist demands for reproductive control. Our focus for this analysis will be the history of birth control in the United States, the ongoing battle for abortion rights and new reproductive technologies including artificial insemination, in vitro fertilization, surrogate motherhood. Throughout, we will be concerned with issues of access and control, and with distinguishing between feminist and anti-feminist uses of and rationales for these reproductive developments.

Readings will include: *Women's Body, Women's Right: A Social History of Birth Control in America*, Linda Gordon; *Not an Easy Choice*, Kathleen McDonnell; *Abortion and Woman's Choice*, Rosalind Pollack Petchesky; *Test Tube Women*, ed. by Arditti, Duelli Klein, Minden. We will also read selected feminist utopian fiction which focuses on futuristic visions of reproduction. Students will be expected to keep a weekly journal and write a more formal analytic paper, and given an oral presentation.

The class will meet once a week for three hours.

SS 294
**CRITICAL STUDIES
IN CULTURE: THE
ROOTS OF WESTERN**

A concentrators' seminar, this course is designed to explore recent approaches to history in the early modern period (circa sixteenth to early nineteenth centuries). Although the course will provide a chronological examination of the period, we will engage a series of problems which address the definition, significance, production,

CAPITALISM

Miriam Slater
James Wald

and dissemination of culture in the period. These include: the transition from feudalism to capitalism; carnival and other forms of popular protest; the relationship between high culture and low culture; new ways of analyzing the perceptions of New World people regarding Europeans and the latter's view of the other; popular piety, Protestantism, and the family; cultural meanings and the printed word; the construction of gender and the history of sexuality.

The course is intended (and recommended) for students who will want to do upper level work in history, social science, and humanities. It is, however, open to anyone who will participate in the work of the course and in class discussions. The class will meet twice a week for one and one-half hours each time.

SS 311i

**WOMEN AND WORK:
WORKSHOP IN
FEMINIST POLITICAL
ECONOMY**

Laurie Nisonoff

The past twelve years have witnessed a blossoming of theoretical and case-study examinations of the interrelationship of gender and capital. Some of the research has been located in specific practice, place, time, and culture; other research has been more directed towards theoretical critique and theory construction. We will examine issues such as: survey material on the actual work lives of women, both in the workplace and in the home; the role of women in the new professions; the relationship between the home and the market; the relationship between "paid" and "unpaid" work; the development of the service sector; the "feminization of poverty"; the "feminization of policy"; women in the global factory; and feminism and workplace democracy. We will pay attention to both the content of the readings and the development of a feminist research methodology. Texts will include works such as: Women and Revolution, edited by Lydia Sargent; the Fifth Special Issue on the Political Economy of Women of the Review of Radical Political Economics; and My Troubles Are Going To Have Troubles with Me, edited by Karen Sacks and Dorothy Remy.

This course will be organized as a seminar with students assuming a substantial responsibility for discussion. Some background in feminist studies, political economy, history, or politics is expected. This course is designed for advanced Division II or early Division III students, but may also be used to fulfill one half of the integrative requirement if topic of project is appropriate.

Enrollment is limited to 15; instructor permission is required. The class will meet once a week for two hours.

SS 324i

HA 324i

**WOMEN'S WRITING,
WOMEN'S DESIRE:
ISSUES IN RECENT
FEMINIST THEORY**

Joan Landes
Jill Lewis

Surveying the impressive outpourings of feminist writers in the last decade, one notices a powerful struggle to create a new mode of expression and a new subject matter which speaks to and from women's experience. A new writing of women's desire within literature, criticism, and theory has posed questions of mothering, sexuality, women's psychic embodiment, the gendered construction of sexual identity, and feminist political commitment. Feminists, too, have discovered that writing carries its own "burden" and authority, a masculinist construction and tradition. The search for a new language and form is, therefore, at the core of the feminist challenge to all established discourses of the human sciences and the social-historical sciences. In this course, we will emphasize the conversation between feminism and psychoanalysis (particularly its "French" or Lacanian variant) and between feminism and Marxism. We will juxtapose the contributions of women writers (Virginia Woolfe, Christa Wolf, and Monique Wittig) to those of feminist theorists. We will look at overlapping issues of sexual difference and desire, sexuality and power, language and bodily expression, biology and society, patriarchy and history. We will explore the writings of French feminist authors (H. Cixous, L. Irigaray, M. Montrelay, J. Kristev) and their English and American interlocutors (J. Gallop, J. Rose, J. Mitchell, L. Mulvey, T. de Lauretis).

There is no enrollment limit but instructor permission is required. The class will meet once a week for two hours.

SS 335

**THE STATE AND
THIRD WORLD
DEVELOPMENT**

Frank Holmquist

Both liberal and Marxist traditions of economic and political thought are based on similar conceptions of capitalism, which historically has been seen as relentlessly progressive in economic (material) terms and conducive to the creation of democracy in the political order. These expectations are often difficult to reconcile with the historical experiences of Africa, Asian, and Latin American nations, and scholars have made notable efforts to reformulate both traditions in an effort to account for the present and to understand the economic and political prospects of Third World nations. In order to do so it has been necessary to rediscover the state. It is evident that states in the Third World are both highly interventionist in their economies and authoritarian almost regardless of formal ideology. This class is, first, an attempt to explain and assess the pervasive impact of states in Third World capitalist development, and second, to understand the multiple causes of the authoritarian state in the Third World and the possibility of its replacement by more democratic forms.

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

SS 339

NS 339

**TOPICS IN
ANTHROPOLOGY**

Barbara Yngvesson
Debra Martin

This seminar will address topics of current theoretical and political importance in anthropology through lectures, film, and discussion. Possible topics include ethnographic method and the politics of ethnography, the ethics of anthropological research, biocultural adaptation and health, research on conflict management and the politics of informal justice, anthropological perspectives on aging, and work by anthropologists in areas related to nuclear disarmament.

While the class is oriented particularly towards students with concentrations in anthropology, it should also be of interest to other upper division students who want to include a cross-cultural perspective in their concentration.

The class will meet for three hours once a week.

SS 340

**SEMINAR ON
CURRENT PROBLEMS
IN PEACE AND
CONFLICT STUDIES**

Michael Klare

An intensive examination of several key issues in the area of peace and conflict studies, intended primarily for students with an interest in research, public policy work, or graduate study in the field. The course will focus on policy issues of current national and international interest, particularly: developments in nuclear weapons and nuclear arms control; "low-intensity conflict" and guerrilla warfare in the Third World; conventional weapons and the international arms trade; and U.S.-Soviet relations. It will also include consideration of research methods and public policy activities. Students will be expected to write a major paper during the course of the semester and to present a summary of their findings in class. Students must have some background in foreign policy, international relations, or peace and conflict studies.

Enrollment is limited to 25; instructor permission is required. The class will meet once a week for two and one-half hours.

SS 346

**GOD OR MAN? THE
DYNAMICS OF
GENDER DIFFER-
ENCES IN NORTH
AFRICA AND THE
MIDDLE EAST**

Marnia Lazreg

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

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

SS 350

**STATE AND SOCIETY
IN SOUTH AND**

Readings and discussions on the development of state and society in contemporary India, Pakistan, Iran, and Afghanistan.

**SOUTHWESTERN
ASIA**
Eqbal Ahmad

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

SS 398i
NS 398i
**HEALTH & DISEASE
IN INTERNATIONAL
PERSPECTIVE**

Ben Wisner
Alan Goodman
Ann McNeal (Woodhull)

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

The purpose of this integrative seminar is to examine select aspects of international health. A main focus will be on how differences in training, position, and philosophy affect methods of study, choice of factors to be focused upon, and subsequent actions. We will pay attention to interactions among local ecological conditions and regional and global political and economic events in the etiology of disease. Topics to be examined include the following: (1) Health in developing countries--what are the major problems? (2) AIDS in worldwide perspective; (3) Tropical diseases--what are they, how have people adapted to them and what are the latest medical developments? (4) Breast versus bottle feeding and their relative effects in different countries; (5) Inequalities of health care in the world's richest countries and consequences in infant and adult mortality; (6) World wide distribution of cancer types and how culture and habits affect one's chances of getting cancer; (7) Diseases of "civilization" and affluence--the evolution of behavioral and degenerative diseases.

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

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

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

Participants in this seminar will be responsible for presenting an extensive and detailed summary of their Division III work in progress. A particular emphasis in our seminar meetings will be on the topic/problem/value of people studying, observing, making observations, generalizations, conclusions about their fellow human beings.

You may not have confronted this aspect of research before but others have. We will try to provide support, guidance, and external readings to better inform the process of "people studying people." All participants will be expected to familiarize themselves with the other students' work and with the necessary theoretical and empirical background for critical commentary following the presentations.

The course will be limited to Division III students who have begun to write, even in a very early draft way, their Division III theses. The reason for this is that one source of material for analysis in the seminar will be your written work. If you have none because you haven't started your project, you will have nothing to contribute.

Enrollment is limited to 16; permission of the instructor is required. The class will meet once a week for three hours.

SS 399b
**DIVISION III THIRD
WORLD STUDIES
SEMINAR**
Flavio Riese

This is a works in progress course for students who have begun drafting their Division III theses and whose work touches upon Third World issues. Participants will make detailed presentations of their Division III work and analyze and critique their own projects and those of others. In addition, we will read and discuss several works dealing generally with the relationship of Third World communities to the larger American polity. The course will be of interest to those whose projects focus to some extent on Third World issues as well as to those who would like to explore less direct connections and implications which may be inherent in their work.

The class will meet for two hours once a week. Enrollment is limited to 15; instructor permission is required.

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.

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

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

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

There are many course offerings and learning activities within the Five College community that are available to students interested in reproductive rights issues. Especially relevant are the 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 in order to enable Hampshire students to undertake upper-division work in a variety of computer-related areas at Hampshire and in the Five Colleges. Faculty and students also address issues related to the use of computing and related technology in this country and in the Third World.

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

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.

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

- "Women in Africa" look historically at African women in pre-colonial, colonial and independent Africa.
- "Family in Cross-Cultural Perspective" examines historically and theoretically the roots of the contemporary family in China, Africa, Europe, and the United States.
- "Women's Writing, Women's Desire: Issues in recent Feminist Theory" surveys recent debates within literature and critical theory about the gendered construction of writing within the French (Lacanian) psychoanalytic and Marxist traditions.
- "Images of Women in Popular Culture" looks at the portrayal of women in the mass media in the twentieth century.
- "Feminist Theory: Politics of Sexuality" is a course about the historical construction of female sexuality and its relation to women's subordination.
- "Women in the City" examines capitalism and patriarchy's impact on cities, and women's simultaneous experience as prisoners and shapers of urban life.
- "Biology of Women" introduces students to science through a study of their own body structures and functions.
- "Nutritional Issues for Women" addresses nutritional differences between men and women. The course both explores current research and introduces students to basic nutrition concepts.
- "Third World Women and Feminism" asks what effect the feminist movement has had on the lives of Third World women world-wide.
- "Reproductive Technology: Legal and Ethical Implications" examines access to the new technologies and their impact on public consciousness.
- "Transformation: Race, Gender and Sexuality" pays particular attention to the historically changing roles and images of black women.
- "Women in Asian Societies" explores the cultural construction of gender in China and other Asian societies.
- "Her Story of War" looks at women's writings about war and militarism.
- "Problems of Motherhood and Work in the Twentieth Century Using Psychological and Historical Studies" examines the impact of work on women's public and private lives.

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

LAW PROGRAM

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

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 focusses on the intellectual and practical moral challenges produced by the failure of an increasing number of people in the US 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

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 career 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 620.

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.

Reading/Writing Program

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

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

Writing help includes classes as well as individual tutorials. (See below for class descriptions.) 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 before the first class. We will meet for one hour, twice a week. Sign up at Prescott 101.

WP 158, HA 158 CHARACTER AND LANDSCAPE IN MIDWESTERN FICTION David Smith Ellie Siegel

Designed both for students new to Hampshire and for those who have been here and are beginning to focus their interests in American literature and culture, this course will encourage you to try out your own writing against a background of reading fiction chosen both for its locale and for the ways in which setting influences character.

Typical readings could include stories and novels of prairie and small-town life (Garland, Cather, Anderson, Lewis, Hughes, Morris, Keillor), urban migration (Hughes, Olsen, Bonner), the new Native American fiction (Vizenor, Brant, Erdrich), and Canadian-midwest writing (Munro). There will be an examination of the idea of "regionalism" in literature and the place of "place" in fiction. There will be regular opportunities for your own original writing and for critical writing about the works you are reading.

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

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 Debby at X 531 for an appointment.

The first group meeting will be Wednesday, February 10th.

Foreign Languages

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

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

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

Five College Offerings

FIVE COLLEGE STATEMENT

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

COURSE LIST

Amherst: Asian 8
INTERMEDIATE CHINESE II
Madeline Men-Li Chu

UMass: Chinese 100
NON-INTENSIVE ELEMENTARY CHINESE I
Madeline Men-Li Chu

UMass: Chinese 241/
Comparative Literature 253
CONTEMPORARY CHINESE LITERATURE: FICTION
Madeline Min-Li Chu

Mount Holyoke: Dance 318s
MODERN DANCE VI
James Coleman

Mount Holyoke: Dance 377s
PHILOSOPHY OF DANCE
James Coleman

Mount Holyoke: Asian
Studies L123s
INTERMEDIATE JAPANESE
Maki Hirano Hubbard

Smith: Japanese 200b
INTERMEDIATE JAPANESE
Maki Hirano Hubbard

Smith: Japanese 300b
ADVANCED JAPANESE
Maki Hirano Hubbard

Amherst: Asian 10
ELEMENTARY ARABIC I
Mohammed Mossa Jiyad

UMass: Arabic 246
ELEMENTARY ARABIC II
Mohammed Mossa Jiyad

UMass: Arabic 346
INTERMEDIATE ARABIC
Mohammed Mossa Jiyad

Hampshire: Social Science 230
SEMINAR ON CURRENT PROBLEMS IN PEACE AND CONFLICT STUDIES
Michael T. Klare

Mount Holyoke:
International Relations 273s
CASE STUDIES IN AMERICAN FOREIGN POLICY
Anthony Lake

Smith: Government 243b
CASE STUDIES IN AMERICAN FOREIGN POLICY
Anthony Lake

Amherst: Biology # TBA
ADVANCED TOPICS IN MARINE SCIENCES
Paulette M. Peckol

Amherst: Black Studies 24
LEGACY: AFRICAN CULTURE IN THE NEW WORLD
Pearl Primus

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

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

UMass: Geology 591V
VOLCANOLOGY
J. Michael Rhodes

Amherst: Anthropology 28
EAST ASIAN MEDICAL SYSTEMS
Stephen R. Smith

Hampshire: Social Science 286
JAPANESE SOCIETY
Stephen R. Smith

Mount Holyoke: History 275f
AMERICAN FORMS AND VALUES: THE MATERIAL CULTURE OF AMERICAN HOMES, 1620-1920
Kevin M. Sweeney

Amherst: Asian 8
INTERMEDIATE CHINESE II
Madeline Men-Li Chu

UMass: Chinese 110
NON-INTENSIVE ELEMENTARY
Madeline Men-Li Chu

UMass: Chinese 241/
Comparative Lit 253
CONTEMPORARY CHINESE LITERATURE: FICTION
Madeline Men-Li Chu

Mount Holyoke:
Dance 318s
MODERN DANCE VI
James Coleman

Mount Holyoke
Dance 377s
PHILOSOPHY OF DANCE
James Coleman

Mount Holyoke
Asian Studies L 123s
INTERMEDIATE JAPANESE
Maki Hirano Hubbard

Smith: Japanese 200b
INTERMEDIATE JAPANESE
Maki Hirano Hubbard

Smith: Japanese 300b
ADVANCED JAPANESE
Maki Hirano Hubbard

Amherst: Asian 10
ELEMENTARY ARABIC I
Mohammed Mossa Jiyad

COURSE DESCRIPTIONS

A continuation of Asian languages and Literatures 7. This course stresses oral proficiency and introduces simplified characters. Additional supplementary reading materials will be used. By the end of the term the student will have a command of 1,000 Chinese characters. Four class hours plus two hours of work in the language laboratory per week. Prerequisite: Asian Languages and Literatures 7 or equivalent.

Meets Monday, Wednesday, Friday 1:00-1:50 p.m. and Friday 2:00-2:50 p.m.

Lecture, drills, discussion, language lab. Introduction to mandarin sounds, romanization, basic syntax, 250 essential Chinese characters. Emphasizes conversational fluency. Content and structure same as Chinese 126 but at half the pace. Text: Practical Chinese Reader. Quiz every two weeks, midterm.

Meets Monday, Wednesday, Friday 9:05-9:55 a.m.

Lecture, discussion. Introduction to contemporary Chinese fiction from "two Chinas": the People's Republic and Taiwan. Emphasis on the role of socially concerned writers. All works read in English translation. A modern Chinese history or political science course (in conjunction) would help students without background. Participation in class discussion and papers.

Meets Monday, Wednesday, Friday 10:10-11:00 a.m.

Further refinement of dance technique and performance skills.

Meets Monday, Wednesday 4:00-5:30 p.m.

An introduction to selected theories of the nature of art, creativity, aesthetic experience and interpretation/criticism as they apply to dance.

Meets Monday, Wednesday 11:00 a.m.-12:30 p.m.

The second semester of this course represents the final acquisition stage of Japanese basic grammar, vocabulary and Kanji. Acquisition of aural-oral skills will continue to be emphasized as well as reading comprehension. New materials such as Japanese videos and popular songs may be introduced for comprehension practice (and fun).

Continuation from first semester.

The goal of this course is acquisition of skills in reading original materials and in oral presentation of ideas. Discussion will focus on both popular and traditional aspects of Japanese culture as reflected in the selected materials, as well as on specialized topics of students' interests.

Meets Tuesday, Thursday - time TBA.

Continuation from Asian 9 first semester. Prerequisite: Asian 9, 130, or consent of instructor.

Meets Monday through Friday 11:00-12:00 noon.

UMass: Arabic 246
**ELEMENTARY
ARABIC II**
Mohammed Mossa Jiyad

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

Meets Monday, Wednesday, Thursday 2:00-3:30 p.m.

UMass: Arabic 346
**INTERMEDIATE
ARABIC**
Mohammed Mossa Jiyad

Continuation from arabic 326 first smester. Prerequisite: Arabic 326 or consent of instructor. By arrangement.

Hampshire:
Social Science 230
**SEMINAR ON
CURRENT PROBLEMS
IN PEACE AND
CONFLICT STUDIES**
Michael Klare

An intensive examination of several key issues in the area of peace and conflict studies, intended primarily for students with an interest in research, public policy work or graduate study in the field. Will focus on policy issues of current national and arms control; "low-intensity conflict" and guerrilla warfare in the Third World; conventional weapons and the international arms trade; and U.S.-Soviet relations. Will also include consideration of research methods and public policy activities. Students will be expected to write a major paper during the course of the semester and to present a summary of their findings in class. Students must have some background in foreign policy, international relations, or peace and conflict studies.

Maximum enrollment: 25. Meets Wednesday 3:00-5:30 p.m.

Mount Holyoke: Inter-
national Relations 273s
**CASE STUDIES IN
AMERICAN FOREIGN
POLICY**
Anthony Lake

An examination of some decisions that have been central to American foreign policy since world War II, covering such cases as Hiroshima, the Korean and Vietnam Wars, the Bay of Pigs and the Cuban Missile Crisis, the fall of the Shah in Iran and recent arms control negotiations. The bureaucratic and political pressures which framed the issues, as well as their broader substantive implications, are examined. Enrollment limited.

Time TBA.

SMITH:
GOVERNMENTM 243b
**CASE STUDIES IN
AMERICAN FOREIGN
POLICY**
Anthony Lake

Description same as Mount Holyoke Course International Relations 273s, (above), and UMass Political Science 255, taught first semester.

Time TBA

Amherst: Biology
(number tba)
**ADVANCED TOPICS
IN MARINE SCIENCE**
Paulette M. Peckol

Contemporary and controversial topics in the field of marine sciences. Subjects considered include: origin of detritus and coastal production, critical limits of zonation, experimental design, marine "paradigms," competitive networks vs. hierarchies, and human effects, siltation, overfishing, pollution. Students will be evaluated on presentation, field projects, class discussion, and written, critical analyses of specific topics. Prerequisite: 200 level course in ecology or marine science. Four semester hours credit.

Meet Tuesday, Thursday 1:00-3:50 p.m.

Amherst:
Black Studies 24
**LEGACY: AFRICAN
CULTURE IN THE
NEW WORLD**
Pearl Primus

This course will use a socio-anthropological approach to the journey of African-Americans from the great kingdoms and villages of Africa into the fields, streets and cities of the United States and the Caribbean. A historical survey (1600-1987) will analyze the role of dance, music, and song in Africa's New World diaspora. Its focus will be on the changing presentation of African-based elements in music, theater, and dance.

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

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

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

Meets Wednesday 7:00-9:30 p.m.

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

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

Meets Wednesday 2:30-3:45 p.m. Morrill #4, Room 159.

UMass*: Geology 591V
VOLCANOLOGY
J. Michael Rhodes

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

Meets Friday 1:25-3:30 p.m. plus additional lecture TBA. Morrill #4, Room 258. (*Institutional location of class may be changed, depending on enrollment.)

Amherst:
Anthropology 28
**EAST ASIAN MEDICAL
SYSTEMS**
Stephen R. Smith

A survey of the medical concepts, practices, and problems of East Asia. After introducing traditional Asian medicine, the course will deal with the interaction of plural medical systems and social institutions in Taiwan, the People's Republic of China, Japan and Korea. Consideration will be given to such issues as shamanism and magical healing, culturally specific syndromes and therapies, alcoholism and drug dependency, and systems of health care delivery.

Hampshire:
Social Science 286
JAPANESE SOCIETY
Stephen R. Smith

An anthropological introduction to the cultural values and social organization of States and Japan. Issues to be considered will include the family and sex roles, religion and values, business organization, crime and the law, education, and health care.

Meets Monday and Wednesday 1:30 to 3:00 pm.

Mount Holyoke
History 275f
**AMERICAN FORMS
AND VALUES: THE
MATERIAL CULTURE
OF AMERICAN
HOMES, 1620-1920**
Kevin M. Sweeney

Using artifacts, visual evidence, and documentary sources, the course will examine the social and cultural forces affecting the design and use of domestic architecture and artifacts in America from the period of English settlement to the progressive era. The course will provide an introduction to the study of material culture and a survey of American decorative arts. Field trips to Historic Deerfield; Hartford, Connecticut; and other sites in the area will form an integral part of the course. Four credits.

Meets Monday, Wednesday 3:00-4:15 p.m.

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 collaborating with Hampshire faculty, staff, and students in ongoing courses (a possible example: a canoe trip down the Connecticut River as part of "The American Literary landscape").

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

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

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

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

COURSE LIST

OPRA 102 INTERMEDIATE SHOTOKAN KARATE I Marion Taylor	OPRA 119 CONTINUING T'AI CHI Denise Barry	OPRA 146 WATER SAFETY INSTRUCTOR Donna Smyth	OPRA 205 ADVANCED ROCK CLIMBING Bobby Knight
OPRA 103 INTERMEDIATE SHOTOKAN KARATE II Marion Taylor	OPRA 125 BEGINNING WHITE- WATER KAYAKING Earl Alderson	OPRA 172 BEGINNING SWIMMING Donna Smyth	OPRA 218 OUTDOOR LEADERSHIP Karen Warren Bobby Knight
OPRA 104 ADVANCED SHOTOKAN KARATE Marion Taylor	OPRA 130 INTERMEDIATE WHITE- WATER KAYAKING Earl Alderson	OPRA 173 BEGINNING TOP ROPE CLIMBING Earl Alderson Karen Warren	
OPRA 106 INTERMEDIATE AIKIDO Paul Sylvain	OPRA 132 OPEN NORDIC SKIING Karen Warren Bobby Knight	OPRA 174 ZEN AND THE ART OF BICYCLE MAINTENANCE Earl Alderson	
OPRA 114 AIKI WEAPONS Paul Sylvain	OPRA 141 OPENWATER SCUBA CERTIFICATION David Stillman	OPRA 176 BEGINNING WHITE- WATER CANOEING Karen Warren	
OPRA 118 BEGINNING T'AI CHI Denise Barry	OPRA 143 OPEN ICE CLIMBING Bob Garmirian Earl Alderson		

COURSE DESCRIPTIONS

OPRA 102
INTERMEDIATE
SHOTOKAN
KARATE I
Marion Taylor

This course is for all white belts who have completed OPRA 101. The class will meet Monday, Thursday, and Sunday from 1:30 p.m. to 3:30 p.m. on the Playing Floor of the Robert Crown Center. Enrollment limit, none; instructor's permission. Five College students will be graded on pass/fail basis and must negotiate credits with their registrars.

OPRA 103
INTERMEDIATE
SHOTOKAN
KARATE II
Marion Taylor

This course is for students who have completed OPRA 101 and OPRA 102. The class will meet Tuesday, Thursday, and Sunday from 6 p.m. to 8 p.m. on the Playing Floor of the Robert Crown Center. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars. Enrollment limit, none; instructor's permission.

OPRA 104
ADVANCED
SHOTOKAN KARATE
Marion Taylor

This course is for students who have attained the rank of brown belt or black belt. Classes will meet Tuesday, Thursday and Sunday from 6 p.m. to 8:30 p.m. on the Playing Floor of the Robert Crown Center. Enrollment limit, none; instructor's permission. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

OPRA 106
INTERMEDIATE
AIKIDO
Paul Sylvain

This will be a continuing course in Aikido and therefore a prerequisite is at least one semester of previous practice or the January Term course. It is necessary for all potential participants to be comfortable with Ukemi (falling) as well as basic Aikido movements. A goal of this spring term is to complete and practice requirements for the 5th or 4th Kyu.

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

OPRA 114
AIKI WEAPONS
Paul Sylvain

The course will use two traditional martial arts weapons. The Jo, a 50 inch long straight staff, and Bokken or wooden sword, will be used. Basic strikes and blocks, kata and partner training will be covered for both weapons. Prerequisites: previous martial art study or permission of the instructor.

The class will meet Tuesday and Thursday 1:45-3:00 pm in the south lounge of the Robert Crown Center. To register attend 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 own college registrar.

OPRA 118
BEGINNING T'AI CHI
Denise Barry

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

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

OPRA 119
CONTINUING T'AI CHI
Denise Barry

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

The class meets on Wednesday from 2 p.m. to 3:15 p.m. in the South Lounge of the Robert Crown Center. Enrollment is open. Register by attending the first class. This is a

fee-funded course. Five college students will be graded on a pass/fail basis and must negotiate credits with their registrars.

**OPRA 125
BEGINNING
WHITEWATER
KAYAKING**
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 Tuesday from 2:30 to 4:00 p.m. in the pool until March 15. After that date, class will meet on Tuesday from 12:30 p.m. to 6 p.m. for a river trip. To register, sign up at the Robert Crown Center during the week of matriculation. Enrollment limit 6, taken at the instructor's discretion. Five College students will be graded on a pass/fail basis.

**OPRA 130
INTERMEDIATE
WHITEWATER
KAYAKING**
Earl Alderson

This class is designed for people who have had previous whitewater experience. You will learn and perfect advanced whitewater techniques on class II+ water. Prerequisites include solid class I+ skills.

The class will meet on Wednesday from 1:30 p.m. to 3:30 p.m. in the RCC pool through March 4. After that date, river trips will meet Wednesdays 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 132
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 & Fridays 12:00-6:00pm. Limit: 12 people each session.

**OPRA 141
OPENWATER SCUBA
CERTIFICATION**
David Stillman

This is an N.A.U.I. sanctioned course leading to openwater scuba certification. One and one-half hours of pool time and one and one-half hours of classroom instruction per week. Classes will meet at the Robert Crown Center pool on Monday from 6 p.m. to 7:30 p.m., and elsewhere in the RCC from 7:30 p.m. to 9 p.m. for classroom instruction. Fee: \$184 plus mask, fins, snorkel, and text. All other equipment provided. Prerequisite: adequate swimming skills. Enrollment is open.

**OPRA 143
OPEN ICE CLIMBING**
Bob Garmirian
Earl Alderson

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

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

Persons with no previous climbing experience must attend one RCC climbing wall session prior to class.

No credit available. Course meets Thursday from 12:00-6:00 pm.

**OPRA 146
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 p.m. to 8 p.m. in the RCC pool, and one additional hour per week for lectures will be arranged. Enrollment limit, 18. Prerequisites: current advanced lifesaving certificate, and advanced swimming skill. (A swim test will be given at the first class.) To register, sign up at the Robert Crown Center during the week of matriculation.

**OPRA 172
BEGINNING
SWIMMING**
Donna Smyth

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

**OPRA 173
BEGINNING TOP
ROPE CLIMBING**
Earl Alderson
Karen Warren

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

Enrollment limit, 12. Class meets Thursday from 12:00 p.m. to 6:00 p.m. starting after Spring Break.

**OPRA 174
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 air 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 176
BEGINNER'S WHITE-
WATER CANOEING**
Karen Warren

For the canoeist, springtime is heralded when melting snow swells the banks of New England's rivers and streams. Learn the art and share the thrill of riding this seasonal wave in an open boat. This course includes the choice and use of appropriate equipment, basic and advanced whitewater strokes and maneuvers, river reading and safety. Participants should be able to swim 200 yards without resting. Enrollment limit, 8.

Class meets on Tuesday from 1:30 to 2:30 p.m. in the pool until March 8th. After that date, class will meet on Tuesday from 12:30 to 5:30 p.m. for river trips.

**OPRA 205
ADVANCED ROCK
CLIMBING**
Bobby Knight

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 technical understanding (including firsthand experience of the areas covered in Part I). Anyone successfully completing Part I may take Part II. The goal of this course is to prepare people to be competent seconds for multi-pitch climbs and to provide instruction in lead climbing.

PART I. TECHNICAL INTRODUCTION

This section will introduce the top rope climber to rope management, anchors, belaying the leader, prusiking, chockcraft, selection of equipment, rappelling, and dynamics of belay systems. The course will take place on the climbing wall in the RCC.

PART II. TECHNICAL CLIMBING.

The major emphasis of this section will be to actuate the theories covered in Part I. Students who are able may start to lead climbs as part of the course. The class will travel to many of the local cliffs including Crown Hill and Ragged Mountain.

The class meets Tuesday from 1 p.m. to 3:30 p.m. until Spring Break. After Spring Break, the class meets from 12:00 p.m. to 6:00 p.m.

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 session will cover such topics as safety guidelines and emergency procedures, trip planning, navigation, weather prediction, nutrition and hygiene, minimum impact camping, equipment repair, and the instruction of specific wilderness activities. We will draw on the experiences and examples of many outdoor programs and deal with some current issues in outdoor experiential education.

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

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

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

Faculty Biographies

School of Communications and Cognitive Science

Joan Braderman

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.

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.

Nancy Frazier

visiting assistant professor of journalism, worked as a reporter/researcher at Newsweek magazine after receiving a BA from Sarah Lawrence College. She founded and for ten years was the editor of Hampshire Life, a weekly magazine supplement to the Daily Hampshire Gazette, and she has written for a variety of newspapers and magazines. The author of two books (Sexism in School and Society and Special Museums of the Northeast), Frazier publishes a quarterly travel letter, "Special Collections: Great Excursions for Museum Goers," and is working on a new book.

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.

Sut Jhally

is an assistant professor in the Department of Communication at the University of Massachusetts.

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. He will be on leave for the spring semester.

David Kramer

assistant professor of computer studies, received a BA in mathematics from Harvard College 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.

- Eileen Mahoney** assistant professor of communications, earned a BA in communications from the University of California at San Diego, and a PhD in communications at Temple University. Her continuing interests focus on issues in international communications, particularly those related to new communication/information technology. Employment opportunities and work conditions, cultural production and autonomy, the role of the military, and national development and sovereignty are major issues concerning utilization of new technologies, domestically and internationally, addressed in her teaching and research. She will be on leave for the spring semester.
- 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 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.
- 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.
- Solveig Overby** visiting assistant professor of computer studies, is a computer consultant and a lawyer, having received her JD from Duke University in 1979. Her interests include computer applications in law, intellectual property, artificial intelligence and expert systems, and the social implications of computers. She brings to the study of legal issues her work experience in the computer industry, the political arena as a congressional campaign manager, and journalism as a newspaper reporter with training in television production.
- John Pani** visiting assistant professor of cognitive science has a PhD from the University of Illinois, Urban-Champaign, and is currently a postdoctoral fellow at Harvard University. His teaching interests are in cognition, perception, artificial intelligence, quantitative and research methods, and history of psychology.
- Catherine Sophian** associate professor of psychology, received a BA from New College, and an MA and 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. He will be on leave for the spring semester.

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.
- John R. Boettiger** professor of human development, joined the Hampshire planning staff in 1967. In those first years of the College's life he contributed to the early design of educational policy and academic programs. He is particularly interested in personal history, biography, family studies, psychoanalytic psychology and psychotherapy. He taught at Amherst College from which he received a BA in 1960, conducted research for the Rand Corporation in California, and completed his PhD in human development and psychotherapy. His publications include Vietnam and American Foreign Policy and a recent study in biography and family history, A Love in Shadow. He will be on leave all year.
- Kenyon Bradt, Jr.** adjunct assistant professor of theology and philosophy, holds a BA and an MA from Notre Dame University and an MA from Yale University. He is a student of the philosophy and theology of both the Asian and the Western traditions. He taught at Earlham College as a Danforth intern and at the University of Virginia.
- Stanley Charkey** visiting associate professor of Music, holds a BM in Performance and Music History from Hartt College of Music and an MM in musicology from the University of Massachusetts, Amherst. Professor Charkey will direct the Hampshire College Chorus spring term.
- Ellen Donkin** assistant professor of theatre, holds a BA in drama from Middlebury College, and 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.
- Ina Hahn** visiting assistant professor of Dance received her BA from Wellesley College and has extensive performance experience. She has danced with the Coris Humphrey Repertory Company, The Charles Weidman Company, The City Center Opera Ballet and in Broadway shows such as King & I, Can-Can, Plain & Fancy and others. She has taught at Harvard University, Boston Conservatory of Music, Walnut Hill, Longy School of Music, Institute of Contemporary Dance, Bradford Junior College and the Ina Hahn School of Dance.
- Lynne Hanley** assistant professor of literature and writing, received a BA from Cornell, and 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 a series of articles on women writers on twentieth century war.
- Norman Holland** assistant professor of Hispanic literature, has taught Spanish American literature and culture at Columbia University, the University of Maine, 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 19th and 20th century Spanish American prose and poetry, modern critical theory, introduction to Hispanic literature and language instruction.
- Joanna Hubbs** associate professor of history, received a BA from the University of Missouri and a PhD in Russian history from the University of Washington. She is fluent in French, German, Polish, Russian and Italian.

- 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.
- Paul Jenkins** visiting associate professor of poetry, holds an MA and a PhD from the University of Washington, Seattle. He has taught at Elms College and the University of Massachusetts and has been a Fulbright Lecturer in American literature at Federal University of Santa Catarina, Florianopolis, Brazil. His work has been widely published and he is an associate editor of the Massachusetts Review.
- Norton Juster** professor of design, is a practicing architect, designer, and writer whose books include The Phantom Tollbooth, a children's fantasy; The Dot and the Line, a mathematical fable made into an Academy Award-winning animated film; and So Sweet to Labor, a book on the lives of women in the late nineteenth century. Norton's BArch is from the University of Pennsylvania, and he studied at the University of Liverpool on a Fulbright scholarship.
- Ann Kearns** associate professor of music, is director of the Hampshire College Chorus. She holds 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. She will be on leave for the spring term.
- 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 candidate for a PhD. She will be away all year.
- David Koblit** assistant professor of music, holds a BA in music from the University of Pennsylvania and an MM in music composition from the University of Michigan. He was awarded a Composer Fellowship from the National Endowment for the Arts and is presently completing a ballet score commissioned by the Joffrey II Dancers and the Jerome Foundation. David has also written articles on contemporary music for the Boston Phoenix and Dance Magazine.
- Wayne Kramer** associate professor of theatre arts, holds a BFA and MFA with emphasis in design work for the theatre. He has some eleven years experience in black theatre, children's theatre, and the production of original scripts, and has directed for the stage and for television. His design work has been seen both in this country and in Europe. He has been a guest artist with Smith College Theatre on several occasions, and designed the New York production of Salford Road which was later performed in Scotland.
- 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, and MA from the University of Chicago and is currently completing a PhD at the 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, the Joslyn Art Museum, Omaha, Nebraska, and has co-authored "Stuart Dais" Art and Art Theory, an Introduction for the Brooklyn Museum.
- Jill Lewis** associate professor of humanities, holds a BA from Newnham 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.
- 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. He will be on leave spring semester.

- 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. She will be on leave all year.
- Richard Lyon** professor of English and American studies, holds BA degrees from Texas and Cambridge, and 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, San Diego. Her areas of interest are rhythmic structure, static and dynamic time conditions in 20th century works; new and significant relationships between text and music selected 20th century works; the nature and practice of musical improvisation.
- Judith Mann** is an associate professor of art. She 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. Professor Matthews will be on partial leave spring 88.
- 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 Indian University.
- Charles Meyer** visiting assistant professor of film and photography, received his degree from Goddard College. He has taught film at MIT and Boston College. He has had his work exhibited at the Institute of Contemporary Art, the University of Colorado, Boston College among other galleries.
- 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.
- Pearl Primus** visiting professor of Ethnic Studies, is a Five College Professor.
- 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.
- 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. Complimenting a career in filmmaking and photography, Ravett has also worked as video tape specialist and media consultant.

- Mary Russo** associate professor of literature and critical theory, earned a 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, non-fiction, and poetry. A Jamaican national, he has also worked as a broadcaster, journalist, teacher, and lecturer. He received his education at St. George College and Munro College in Jamaica and graduated from the University of London in English Literature.
- Reinhard Sander** Five College associate professor of comparative literature (1987-1990), holds the equivalent of an MA from the Free University of Berlin, Germany, 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.
- Ellie Siegel** assistant director of the writing/reading program, received her BA from Hampshire College, and has an MFA in fiction writing at Sarah Lawrence College. She has taught poetry writing at the University of Minnesota in the Feminist Studies in Literature program, and has worked in radio and print journalism. She is currently fiction editor for *Sojourner*.
- David E. Smith** 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, and MA from Columbia University and an MA and a PhD from the Johns Hopkins University. His interests include comparative literature, critical theory, film, and psycholanalysis.
- Daniel Warner** assistant professor of music, holds an MFA and 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, and MFA from the University of California, San Diego and a MA from the University of California, Berkeley. Her areas of specialization are: Afro-American Folklore, Afro-American Feminist Literature, History of Photography, Photographic Practice, 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 in chemistry from the University of Sri Lanka, and he has a post graduate diploma in international affairs from the Bandaranaike Center for International Studies. His research interests include basic water quality, trace metal analysis, pesticide residues, and soil chemistry. He is interested in the development of low cost analytical techniques, in appropriate technology transfer to Third World nations, and to activism in environmental groups through lobbying and education.

- 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 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.
- Merle S. Bruno** associate professor of biology, holds a BA from Syracuse University and a PhD from Harvard. 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 teacher's 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 US 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). 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 saltmarsh 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.
- 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, 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** associate 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, and Talladega College. He holds a BA from Princeton, an MS from MIT, and Dartmouth. He has since 1971, directed the well-respected Hampshire College Summer Studies in mathematics for high ability high school students. His interests are analysis, 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 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 MIT and Amherst College and has taught at Smith College and 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 non-scientists, 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 our attempt to understand our environment and our relationship with it. He is currently the director of the Blue Hills Interpretive Centers (Trailside Museum/Chickatawbut Hill) in Milton, MA.
- Debra L. Martin** associate professor of biological anthropology and co-director of academic life in Prescott House, received a BS from Cleveland State University and her 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.
- Ann P. McNeal** (Woodhull) associate professor of biology, 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 in genetics (human and microbial), general microbiology, and in nutrition. He is especially interested in working with small groups of students in laboratory projects and tutorials.
- John B. Reid, Jr** associate professor of geology, has pursued his research with lunar surface and earth's interior at the Smithsonian Astrophysical Observatory, the Geochronology Laboratory at 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.
- Kathleen Tucker** is a Five College doctoral study candidate working in reproductive physiology. She received a BS in animal science, and MA in endocrinology from the University of California, Davis.
- 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 US Forest Service, and has taught at Purdue, the University of Massachusetts, Middlebury, and Windham where he was also the chairman of the biology department and head of the science division. He has been a trustee of the Vermont Wild Land Foundation, the Vermont Academy of Arts and Sciences, the Society for Social Responsibility in Science, and the Rachel Carson Council. He is currently a Senior Research Fellow at the Stockholm International Peace Research Institute and does research primarily on military activities and the human environment in cooperation with the United Nations Environment Programme (UNEP).
- Lawrence J. Winship** assistant professor of botany, received his 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 Stonybrook University of SUNY. His research interests center around low-temperature phenomena, especially the behavior of helium. One of his main goals at Hampshire is to create laboratory programs in the physical sciences and an Appropriate Technology center to help all students, regardless of their course of study, with their increasingly probable collision with technological obstacles. Fred is also a committed and experienced practitioner of 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 in a homebuilt computer and industrial consulting. He will be away for the spring semester.

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 African, 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** associate professor of politics, holds an AB from Cornell, studies 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, an 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 a BA 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. She will be on leave for the spring term.
- Michael Ford** assistant professor of politics and education studies and coordinator of the education studies program, earned a BA from Knox College and a 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.
- Marlene 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 Bentley College and the University of Missouri, St. Louis. For several years she has taught courses about contemporary ethical and social issues, including abortion, sexual and racial discrimination, and nuclear war. She has also, for many years, been a political activist in the women's liberation and reproductive rights movements. She is currently writing a book on the abortion rights movement. Her research and teaching attempt to integrate her experiences as an activist and a philosopher.
- Penina Glazer** 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 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.
- Joan B. Landes** professor of politics and women's studies, holds a BA from Cornell University and an MA and 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 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, 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. She will be on leave during the spring term.
- Lester Mazor** professor of law, has a BA and JD from Stanford, served as law clerk to the Hon. Warren E. Berger, and taught criminal law, legal philosophy and other subjects at the University of Virginia and the University of Utah, and as a visitor at SUNY Buffalo, Connecticut, and Stanford. He has published books and articles about the legal profession, and on topics in legal philosophy, legal history, and sociology of law. Recently, he was a Fulbright Research Scholar in Great Britain and West Germany and taught in American Studies at the Free University of Berlin. His special concerns include the limits of law, utopian and anarchist thought, and other subjects in political, social, and legal theory.
- Laurie Nisonoff** associate professor of economics, holds 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.
- 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.
- Susan Pouncey** Five College instructor of law, received her BA from Mount Holyoke College and JD from Columbia University Law School. Major areas of interest are civil rights, civil liberties law, and law and the family.
- 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 US 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 North-Eastern law schools and at the University of Massachusetts/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 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.

Mitziko Sawada

visiting assistant professor of history, received her undergraduate training at Tokyo Joshidaigaku 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 the 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.

Stephen Smith

Five College assistant professor of anthropology, holds a certificate of the East Asian Institute at Columbia University and is a PhD candidate there. His fields of specialization include medical anthropology and social organization in Japan. The topic of his dissertation research is alcohol use and abuse in modern Japan.

Susan Tracy

visiting assistant professor American 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/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.

James Wald

visiting assistant professor of history holds a BA from the University of Wisconsin and an MA from Princeton University, where he is currently completing his PhD. His teaching and research interests include modern European history with an emphasis on cultural history from the 18th through the 20th centuries; the French Revolution; fascism and Nazism; 16th Europe; Marxism and social democracy. Particular research interests involve the role of literature in society, and literary and publishing history in Germany.

Stanley Warner

associate professor of economics, holds a BA from Albion College, an MA from Michigan State, and a PhD from Harvard. He taught previously at the University of

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

Frederick Weaver

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

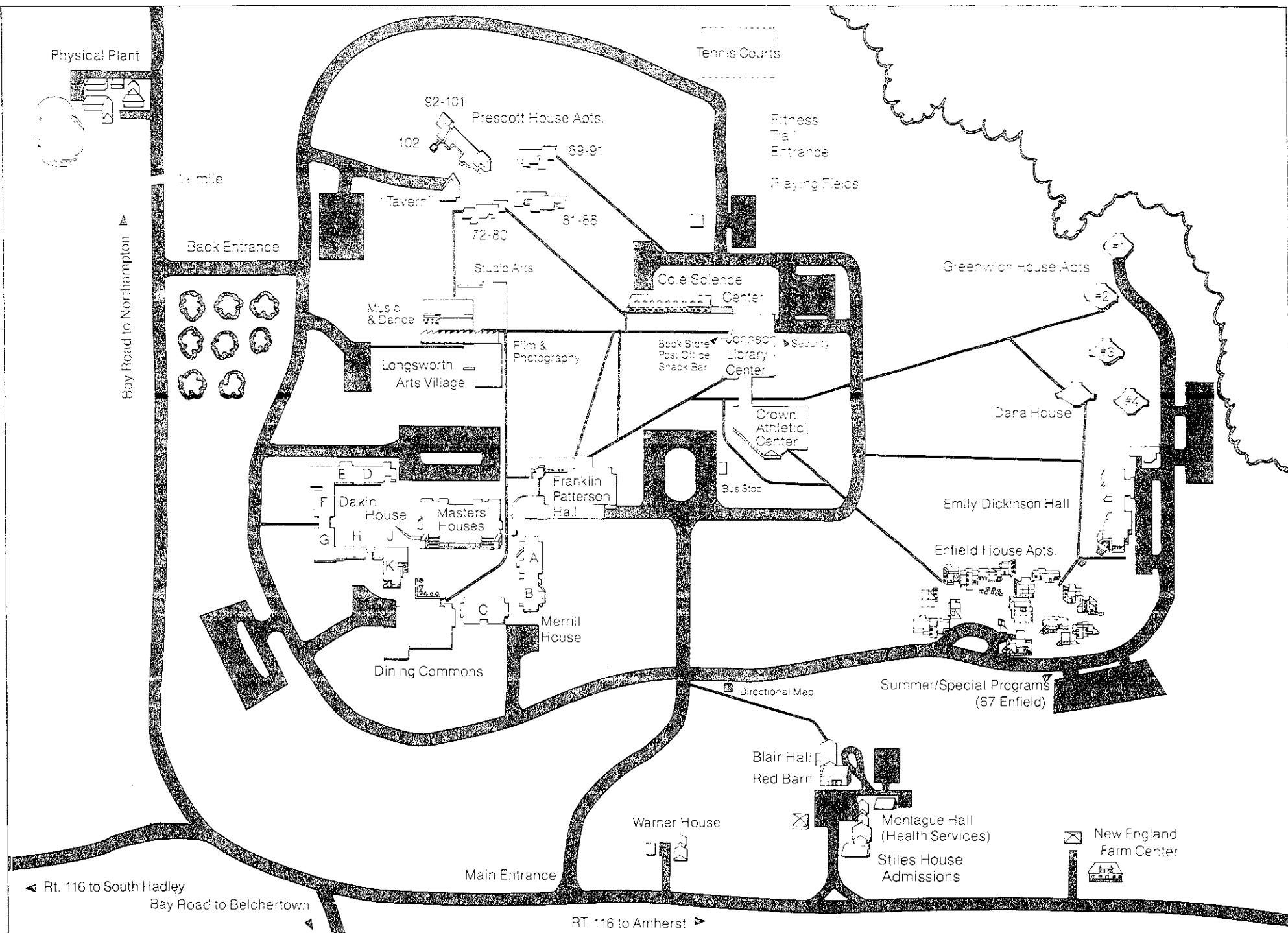
MacArthur professor of history and black studies, received her BA from Wheaton College and PhD from Boston University. She has taught at Fourah Bay College in Sierra Leone and Temple University. Her interests include African, Afro-American and women's social history.

Ben 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 US, European, and African universities including Rutgers, The New School, University of Wisconsin/Madison, University of California/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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