# Table of Contents

Calendar for January Term and Spring 1988 2  
Registration Information 3  
Courses of Instruction 4  
Notice to Division III Students 4  
SPRING CURRICULUM STATEMENTS AND COURSE DESCRIPTIONS  
  School of Communications and Cognitive Science 6  
  School of Humanities and Arts 15  
  School of Natural Science 31  
  School of Social Science 45  
Special Programs 59  
  Business and Society  
  Civil Liberties and Public Policy Program  
  Computer Studies  
  Educational Studies  
  Feminist Studies  
  Law Program  
  Luce Program  
  Population and Development Program  
  Public Service and Social Change Program  
  Third World Studies  
Writing/Reading Program 64  
Foreign Languages 65  
Five College Offerings 66  
Outdoors and Recreational Athletics Program 70  
Faculty Biographies 75

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

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Arrive</td>
<td>Sun Jan 3</td>
</tr>
<tr>
<td>January Term Classes Begin</td>
<td>Mon Jan 4</td>
</tr>
<tr>
<td>Commencement</td>
<td>Sat Jan 16</td>
</tr>
<tr>
<td>Martin Luther King Day (no classes)</td>
<td>Mon Jan 18</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>Wed Jan 20</td>
</tr>
<tr>
<td>Recess between Terms</td>
<td>Thurs Jan 21-Sun Jan 24</td>
</tr>
</tbody>
</table>

## Spring Term

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

**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 anyone 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 science believes 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 a complete 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
- successfully 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 Sopton

CCS 154 ANALYSIS OF TELEVISION NEWS
Susan Douglas

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

CCS 187 NS 187 ANIMAL BEHAVIOR RESEARCH LABORATORY
Raymond Coppinger

200 LEVEL

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

CCS 226 THEORY OF LANGUAGE I: PHONOLOGY
Mark Faustino

CCS 227 WORKING IN THE CONSCIOUSNESS INDUSTRY
James Miller

230 LEVEL

CCS 230 WOMEN AND IMAGING: FEMINIST THEORY AND VIDEO PRODUCTION
Joan Brautman

CCS 237 INTRODUCTION TO ARTIFICIAL INTELLIGENCE
David Kremer

CCS 239 EXPERIMENTATION IN ADVERTISING
Neil Stillings

CCS 253 LOGIC PROGRAMMING
David Kremer

CCS 254 POLITICAL SYMBOL, POLITICAL ACTION
James Miller

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

250 LEVEL

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

CCS 306 EPISTEMOLOGY AND DIFFERENCE
Meredith Michaels

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

Catherine Sopton
COURSE DESCRIPTIONS

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.

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, 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.

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 examined in close relation to the works to which they are addressed or linked. We will study 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 counts as 'the news,' and all that news coverage implies about the world and its 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 counts as news, how news coverage influences our understanding of the world, and how we can use the news to study in her/his exam. The format of the class will be discussion, and a Division I examination in the School of CCS. Enrollment limit is 20. Class will meet twice a week for one and one-half hours each time.

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 can also be accommodated. In an attempt to answer the question: "What is 'play' 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.

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 examined in close relation to the works to which they are addressed or linked. We will study 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 counts as news, how news coverage influences our understanding of the world, and how we can use the news to study in her/his exam. The format of the class will be discussion, and a Division I examination in the School of CCS. Enrollment limit is 20. Class will meet twice a week for one and one-half hours each time.
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 commercial and psychocultural aspects of spectators, 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 Maltz, 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.

This course will 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.

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 such as 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.

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 innumerable variety of novelty of the messages required in human life. We are no more aware of these principles than we are of the mechanisms that underlie 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.

Students will have a background in video production, and the other half should have mastered editing software. Students will complete two or three projects. Enrollment is limited to 25.

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 also 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 programming. 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 alike 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.

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 work. The group as a whole will meet to discuss readings, screenings, and student work, both written and visual. Students will be expected to produce a short film or video piece 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 by or for the following: Tania Modleski, Judith Williamson, Teresa De Lauretis, B. Ruby Rich, Janice Radway, Atulde Kuhn, Judith Mayne, Julie Dash. Barbara Kruger, Ginger Rogers, Joan Crawford, Diahann Carroll, Lila Wrothmueller, Tina Turner, Madonna, Yvonne Rainer, Chabel 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.

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 inputs entering the inner workings of an intelligent agent. In this course, we will examine how problems are solved, 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.

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;
This course is an overview of legal concepts and issues arising from inform-
computer software; government, academic, and private
limited to 25.
the democracy of the market place.
and 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
30.

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.

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.

This 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.

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 any one thing, while
the substantive consequences of policy action have quite different meanings? 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 Edeleman's The Symbolic Uses of Politics, Political Language or his
forthcoming Constructing the Political Spectacle; Nimmo and Combs' Mediated Political
Realities or Submerged 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
case. Class will meet twice a week probably for one hour session and one two-hour
session.

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.

Collecting new data is one of the great pleasures and challenges in psychology.
Reading about psychological research conveys very little of the excitement or
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.

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 persisting 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.
This seminar is designed for experienced students in video production. The class will provide a critical context and support 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 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 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 plans, 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.

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, Searle, 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.

----

100 LEVEL

HA 103 INTRODUCTION TO PAINTING
Judith Mann

HA 104 DRAWING I
Judith Mann

HA 106 SS 106 READING POLITICS
Mary Riasa
Joan Landes

HA 115 THEATRE HISTORY
Ellen Donlin
Wayne Manor

HA 110 EXPRESSIONISM IN 20TH C. ART
Sara Levine

HA 110 FILM/VIDEO WORKSHOP I
Charles Meyer

HA 113 STILL PHOTOGRAPHY WORKSHOP I
Charles Meyer

HA 113* MODERN DANCE I
TBA

HA 124 CONTEMPORARY FICTION
Lynda Hanley

HA 130 THREE RUSSIAN WRITERS: PUSHKIN, GOGOL, AND TURGENEY
Joanna Habbs

HA 134 LATIN AMERICAN "BIG HOUSE" NOVEL
Norman Hollander

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

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

HA 162 EXPERIMENTS IN MODERN SHORT STORY
Jeffrey Wallen

Continued on next page
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.

Using basic materials, we will thoroughly explore basic problems of representational painting. Our problems will include still life, interiors, self-portrait, and some limited time doing figure work. The emphasis, through painting assignments, slide discussions and critique, is on 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.

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 contemporary literary and critical theory, as it is constituted within the tradition of Western social and political thought, have been historically unstable. A Renaissance text such as Machiavelli's The Prince, for instance, is easily an interesting for its use of figurative language and its historical narrative 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.

Using basic materials, we will thoroughly explore basic problems of representational painting. Our problems will include still life, interiors, self-portrait, and some limited time doing figure work. The emphasis, through painting assignments, slide discussions and critique, is on 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.

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 contemporary literary and critical theory, as it is constituted within the tradition of Western social and political thought, have been historically unstable. A Renaissance text such as Machiavelli's The Prince, for instance, is easily an interesting for its use of figurative language and its historical narrative 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.

Using basic materials, we will thoroughly explore basic problems of representational painting. Our problems will include still life, interiors, self-portrait, and some limited time doing figure work. The emphasis, through painting assignments, slide discussions and critique, is on 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.

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 contemporary literary and critical theory, as it is constituted within the tradition of Western social and political thought, have been historically unstable. A Renaissance text such as Machiavelli's The Prince, for instance, is easily an interesting for its use of figurative language and its historical narrative 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.

Using basic materials, we will thoroughly explore basic problems of representational painting. Our problems will include still life, interiors, self-portrait, and some limited time doing figure work. The emphasis, through painting assignments, slide discussions and critique, is on 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 109

**EXPRESSIONISM IN 20TH CENTURY ART**
Sum 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, artistic, symbolic, and representational characteristics of Expressionism through a discussion of its major groupings (in Germany, Austria and France: Die Brücke ("The Bridge"), Der Blau Reiter ("The Blue Rider"), and Die 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 open.

HA 110

**FILM/VIDEO I**
Charles Meyer

This course teaches the basic skills of film production, including camera work, editing, 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 the lab. The course will have weeklly screenings of student work, as well as screenings of films and video tapes which represent a variety of aesthetic approaches to the moving image. 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 25 by instructor permission.

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 $50 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, kinesic 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 Divison 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.

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

HA 130

**THREE RUSSIAN WRITERS: PUSHKIN, GOGOL, AND TURGENEY**
Joanna Hubbs

This course will explore the form and content of a selection of novels written in the last twenty years. Students will encounter fictional portrayals of a number of different cultures.

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

HA 134

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

The course centers on recent Latin American novels that share a common chronology—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 exotic 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 Story: A House for Mr. Biswas.

Class will meet twice weekly 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, Olson, Bonner), the new native American fiction (Vizenor, Bratt, Enright), and Canadian-northwest writing (Murdo). 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.

Readings will include Alice Walker, The Color Purple; Gloria Naylor, Linden Hills; Chaimuk 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.
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 developing 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.

Although often writing in traditional forms such as the short story, the anecdote, or the allegory, each of the writers we will discuss raise difficult problems of interpretation insofar as they disturb the conventional limitations of their genre. Our emphasis will be on the exploration of the "disturbance" which these writers create; the unconscious 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.

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 a wide range of questions about language, representation and gender, about the acts of reading and writing.

Enrollment is open to students by instructor permission.

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.
- 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.
final sound track. 35mm video production will also be an integral part of this semester's course. A goal of this course is the continued development of a personal way of seeing and communicating, in the context of an existing 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.

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.

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.

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

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

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 instill 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.

The workshop will be a forum for the relaxed reading of poems produced by its members. We will focus on the earliest possible critical attention to the sound and meaning of class manuscripts, and that ought to be done informally but with careful attention. We will emphasize the evidence of talent strengths in the work of the poets and attend sensitively to analytic 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.

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 Wordsworth's The Prelude, Swann's Way, Virginia Woolf's To the Lighthouse, Sherwood Anderson's Winesburg, Ohio, and Sartre's The Words, and Wright's Black Boy.

Enrollment is open. class will meet twice a week for one and one-half hours.
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 their approval in mind. After all we are our very first audience and group approval is vitally important as a source of confidence. Our workshop fiction 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. We will encourage both on-the-spot 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.

Professor Lateef will conduct a performance seminar in Jazz improvisation in a small group setting. This course will deal with formal, 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.

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, performers and when they choose, members of the class. Tutorial will be available to all participants.

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

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 to its development? How does one make and use form? How does 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 one and one-half hour sessions. Enrollment limited to 15 with instructor's permission.

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 Ethnics Studies.

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

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 or thinker of their choice. Class will meet once a week for three hours and enrollment limited to 10.

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, Seoia and Robert Delaunay, Lewis, Carr, Boccioni, Balla, Sant-Elia, and other figures in the visual arts, and Stend, 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.

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.

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.

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 limited to 10.

Modernism strongly implies some sort of historical discontinuity, either a liberation from inherited patterns or, at another extreme, deprivation and disenchantment. Committed to everything in human experience that militates against custom, abstract order, and even reason itself, modern literature has elevated individual existence over social man, unconscious feeling over self-conscious perception, passion and will over intellect and systematic morals, dynamic vision over the static image, dense actuality over practical reality. In these and other ways, it has made the most of despair. These are the two faces, positive and negative, of the modern as the form of loss, alienation, and despair. This is a sense of loss, a feeling of estrangement from the past, its inborn challenge to established culture. Concurrently, it has made the most of imagination, the creative process, the idea of the artist as hero. Our second topic, the existential movement, involves ideas of art as a cultural product; questions of historical determination and social action, the premises of experience, and the idea of truthfulness. Several romantic and post-romantic views of nature will be considered: 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 will consider. Enrollment is open.

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.

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

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.

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.

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 center of the feminist challenge to established discourses in the human sciences, including psychoanalysis, feminism and two leading interpretations 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 symbolicism, realism, attitudes to nature, and self-consciousness.

The readings on symbolism center on the intrinsic nature of art itself; concepts of the
theory. We will focus on French feminist contributions (by H. Cixous, L. Irigaray, M. Mounaley, J. Kristeva, M. Wiegand 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. Elstein, S. Ruddick, and D. Smith. The course will include a survey of feminist film theory (A. Kuhn, L. Marvey, L. Williams, J. Leage). 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 millennia interpreted their experience and the world around them. And yet any narrative stands in need of interpretation at every stage of its existence, whether through the construction of new variants of the original narrative or of commentaries (which themselves stand in need of interpretation). This paradox of interpretation is only one of the problems that arises in the study of the interpretation of any text: how may meaning vary from place to place and person to person? What constitutes, for a particular institution or culture, a well-formed narrative? What is the relation of narrative to history and fact? Where does meaning reside—in the text, the writer, or the reader?

The Bible and the ancient Homeric epics are ideal texts for the study of narrative structure and the interpretive process. In fact, the history of the practice and theory of interpretation of texts is closely tied to Biblical exegesis. Both Biblical scholars and Homeric scholars have raised fundamental questions about the nature and possibility of interpretation, including questions about how the process of interpretation is affected by the lapse of time between writing and interpreting, or 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. These issues arise 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, 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 analysis, studies, theology, exegesis, philosophy or the anthropology of 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 are 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 339
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 particularly a certain 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 345
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 structure, 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

This second level course in Laban Movement Analysis for students who have completed LMA 1. 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.

The 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.
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 concentrations, teachers, and professionals who are in the other visual arts or related endeavors. Each student's contract must be written prior to enrollment. Enrollment is unlimited to Division III concentrators whose contracts have been filed. All others must have permission of the instructor. The class will meet once a week for three hours. There will be a lab fee of $40.

Professor 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.

Music faculty will organize and coach chamber ensembles for performers of classical repertory. Players will be grouped by ability level and by repertoire 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 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.

We are courses for students who are excited by science and ready to plunge into their subject 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).

The School of Natural Science offers unique opportunities for students to conduct research with the support of professional faculty. The School provides courses and a variety of research opportunities that enable students to pursue their scientific interests. The School's mission is to prepare students for careers in the natural sciences, provide them with the skills necessary to be competitive in graduate school and industry, and encourage them to pursue careers in science-related fields.
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 coursework, 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 J’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 Miryfad, 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 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 (Woodhall), Nancy Lowry, or Debra Martin.

Courses and other offerings:
- Human Biology
- Biology of Women (Kay Henderson)
- Women and Science (Integrative)
- Elementary School Science Workshop (Molle Bruno)*
- Issues in Race & Gender (Alan Goodman)*
- Reproductive Physiology (Kay Henderson)
- Human Anatomy (Debra Martin and Kay Henderson)
- Human Skeletons (Debra Martin and John Foster)*
- Health and Disease in International Perspective (Alan Goodman and Ann McNeal (Woodhall))
- Liberty consultation (Helaine Selin)  
  Other faculty involved: Ruth Reiner

* Offered this Spring

### COURSE LIST

#### 100 LEVEL

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NE 112</td>
<td>1.0</td>
<td>LITERALLY POISONED</td>
</tr>
<tr>
<td>Nancy Lowry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ann McNeal (Woodhall)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS 123</td>
<td>1.0</td>
<td>HUMAN BIOLOGICAL VARIATION: CURRENT AND CONTROVERSIAL ISSUES IN ETHNICITY, CLASS, AND GENDER</td>
</tr>
<tr>
<td>Alan H. Goodman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS 165</td>
<td>1.0</td>
<td>THE ECOLOGY OF AGRICULTURE</td>
</tr>
<tr>
<td>Brian Schultz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS 165</td>
<td>1.0</td>
<td>PUSHER GEOMETRY TO THE LIMIT</td>
</tr>
<tr>
<td>David C. Kelly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS 177, HA 177</td>
<td>1.0</td>
<td>MAKING WAVES: AN ANALYTIC INVESTIGATION OF WAVE MOTION IN MUSIC, ACOUSTICS, AND HOLOGRAPHY</td>
</tr>
<tr>
<td>Frederick Worth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dan Weiner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS 183</td>
<td>1.0</td>
<td>QUANTUM MECHANICS FOR THE MYRIAD</td>
</tr>
<tr>
<td>Herbert Berns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS 187</td>
<td>1.0</td>
<td>SS 187</td>
</tr>
<tr>
<td>SS 187</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANIMAL BEHAVIOR RESEARCH LABORATORY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raymond Culpinger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mark Feiststein</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS 195</td>
<td>1.0</td>
<td>POLLUTION AND OUR ENVIRONMENT</td>
</tr>
<tr>
<td>Data Amarexowodena</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS 199</td>
<td>1.0</td>
<td>PROJECT COURSE</td>
</tr>
<tr>
<td>John Foster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>David Kelley</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 200 LEVEL

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS 203</td>
<td>1.0</td>
<td>BASIC CHEMISTRY II</td>
</tr>
<tr>
<td>Data Amarexowodena</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS 212</td>
<td>1.0</td>
<td>ORGANIC CHEMISTRY II</td>
</tr>
<tr>
<td>Nancy Lowry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS 212</td>
<td>1.0</td>
<td>ENZYME LABORATORY EXPERIENCE IN BASIC BIOCHEMISTRY</td>
</tr>
<tr>
<td>John Foster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lawrence Wustip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS 216</td>
<td>1.0</td>
<td>LAND DEGRADATION AND SOCIETY</td>
</tr>
<tr>
<td>Ron Winter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS 217</td>
<td>1.0</td>
<td>INSECT/PLANT INTERACTIONS: THE PHYSIOLOGY AND ECOLOGY OF PREDACTION, POLLUTION, AND RESISTANCE</td>
</tr>
<tr>
<td>Brian Schultz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lawrence Wustip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS 217</td>
<td>1.0</td>
<td>THE EVOLUTION AND BEHAVIOR OF DOMESTIC ANIMALS</td>
</tr>
<tr>
<td>Raymond Culpinger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS 256 (Mini-course)</td>
<td>1.0</td>
<td>INFORMATIONAL MACROMOLECULES</td>
</tr>
<tr>
<td>Lynn Miller</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS 257 (Mini-course)</td>
<td>1.0</td>
<td>THE NEW GENUS: CLOSED, MOVABLE, AND SPLIT</td>
</tr>
<tr>
<td>Lynn Miller</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS 287</td>
<td>1.0</td>
<td>GENERAL PHYSICS B</td>
</tr>
<tr>
<td>Allen Kraus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frederick Wirth</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Continued on next page
COURSE DESCRIPTIONS

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 exploitation of how nervous 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.

"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 Barnes, 1985)

We live in a fascinating time in which to ponder the incredible diversity of our species.

The first goal of this course is to provide a framework for understanding our species' variations. 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 latter part of the course the course 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 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-Stirling'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 of human variation.

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?
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.
- 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.

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 10 by interview. The course is experimental animal, and at present the two main topics of interest of the instructors are the ecomony and physiology of vocalization and play.

Class will meet for two hours twice a week.

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.

The project course will be supervised by two Natural Science faculty: a biologist and a physical scientist. Students who have started projects in their first courses or who have ideas for projects that grew out of these 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.

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

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.
ENZYMES: Laboratory Experience
John Foster
Ben Wisner

“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 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.) without actually seeing the enzyme itself.”

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.

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 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. As 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.

“Past 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 a 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).

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/plant 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.

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 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 full semester to discuss their preparation.

Class will meet for two hours twice a week.

Domestic cattle, swine and fowl continue their neolithic revolutionary impact on the cultural and ecological surface of the earth. All 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, for economics are based on them.

These animals are also fascinating to study from a behavior and evolutionary point of view. Selection for growth rate, reproductive rate, and docile behavior gave us a practical understanding of the evolutionary process and were a major factor in tipping Darwin off to natural selection. Many of these animals’ ancestors still exist, and as we will study in detail the 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 written presentations 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.

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 two weeks of the term.

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 encoded in that DNA. At the same time we have learned that the DNA of multicellular organisms is arranged in much more
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 will be asked 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.

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 foundation for discussions of the factors affecting plant distributions, species diversity, succession and species interactions.

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.

In this seminar this 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.

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 in 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.

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 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, a professor of mathematics at Smith College, is one of the Five College Applied Math group and will be taught on the Smith College campus and on the Hampshire College campus.

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

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

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.
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 plinian 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.

--

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 study for understanding the challenges and battles 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.

--

AIDS, 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 seminar 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 "work-in-progress" seminar.

Instructor permission required.

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

ASTFC 14
STARS AND GALAXIES
Judy Young
U Mass
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 Buren
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, Aristotelian universe, Platonic system; Islamic development; 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 stars 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: PHYSICS 422 or 162 or 283.

ASTFC 44
ASTROPHYSICS II
John Keen
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
## School of Communications and Cognitive Science

<table>
<thead>
<tr>
<th>COURSE</th>
<th>INSTRUCTOR</th>
<th>ENROLLMENT</th>
<th>METHOD</th>
<th>LIMIT</th>
<th>TIME</th>
<th>PLACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC 101</td>
<td>Animal Reproduction/Parenthood</td>
<td>Michaels</td>
<td>25</td>
<td>InstrPer</td>
<td>M</td>
<td>130-3</td>
</tr>
<tr>
<td>CC 109</td>
<td>Animal Communication</td>
<td>Feinleib</td>
<td>20</td>
<td>Open</td>
<td>TH</td>
<td>9-10</td>
</tr>
<tr>
<td>CC 142</td>
<td>Visual Literacy/Media Critique</td>
<td>Jones</td>
<td>20</td>
<td>InstrPer</td>
<td>TH</td>
<td>10-10</td>
</tr>
<tr>
<td>CC 151</td>
<td>Convention/Knowledge/Existence</td>
<td>Garfield</td>
<td>20</td>
<td>Open</td>
<td>TH</td>
<td>9-10</td>
</tr>
<tr>
<td>CC 153</td>
<td>Child Development in Schools</td>
<td>Sophieen</td>
<td>20</td>
<td>Open</td>
<td>TH</td>
<td>130-3</td>
</tr>
<tr>
<td>CC 154</td>
<td>Analysis of TV News</td>
<td>Douglas</td>
<td>20</td>
<td>InstrPer</td>
<td>W</td>
<td>8-10</td>
</tr>
<tr>
<td>CC 201</td>
<td>Film/Television History</td>
<td>Brademann</td>
<td>20</td>
<td>InstrPer</td>
<td>W</td>
<td>7-9</td>
</tr>
</tbody>
</table>

## School of Humanities and Arts

<table>
<thead>
<tr>
<th>COURSE</th>
<th>INSTRUCTOR</th>
<th>ENROLLMENT</th>
<th>METHOD</th>
<th>LIMIT</th>
<th>TIME</th>
<th>PLACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HA 101</td>
<td>Introduction to Painting</td>
<td>Mann</td>
<td>Open</td>
<td>None</td>
<td>TH</td>
<td>1</td>
</tr>
<tr>
<td>HA 104</td>
<td>Drawing I</td>
<td>Mann</td>
<td>Open</td>
<td>None</td>
<td>TH</td>
<td>9-12</td>
</tr>
<tr>
<td>HA/306</td>
<td>Reading Politics</td>
<td>Brown/Landau</td>
<td>See descp</td>
<td>M</td>
<td>TBA</td>
<td>TBA 10</td>
</tr>
<tr>
<td>HA 108</td>
<td>Theatre History</td>
<td>Krasner</td>
<td>Open</td>
<td>None</td>
<td>TH</td>
<td>10-12</td>
</tr>
<tr>
<td>HA 109</td>
<td>Expression of the 20th C. Art</td>
<td>Lawrence</td>
<td>InstrPer</td>
<td>T</td>
<td>TBA</td>
<td>TBA 20</td>
</tr>
<tr>
<td>HA 110</td>
<td>Film/Video Workshop I</td>
<td>Meyer</td>
<td>See descp</td>
<td>T</td>
<td>TBA</td>
<td>TBA 10</td>
</tr>
<tr>
<td>HA 111</td>
<td>Still Photo Workshop I</td>
<td>Meyer</td>
<td>See descp</td>
<td>T</td>
<td>TBA</td>
<td>TBA 10</td>
</tr>
<tr>
<td>HA 222</td>
<td>Modern Dance I</td>
<td>TBA</td>
<td>InstrPer</td>
<td>T</td>
<td>TBA</td>
<td>TBA 20</td>
</tr>
<tr>
<td>HA 224</td>
<td>Contemporary Dance</td>
<td>Hanley</td>
<td>Open</td>
<td>None</td>
<td>M</td>
<td>TBA</td>
</tr>
<tr>
<td>HA 231</td>
<td>Social Research</td>
<td>Hubbs</td>
<td>Open</td>
<td>None</td>
<td>M</td>
<td>10-12</td>
</tr>
<tr>
<td>HA 235</td>
<td>Psychology of Cognition</td>
<td>Pasti</td>
<td>Open</td>
<td>None</td>
<td>TH</td>
<td>11-3</td>
</tr>
<tr>
<td>HA 237</td>
<td>Psychology Laboratory</td>
<td>Stilling</td>
<td>InstrPer</td>
<td>T</td>
<td>TBA</td>
<td>TBA 20</td>
</tr>
<tr>
<td>HA 239</td>
<td>Epistemology and Diff</td>
<td>Michaelots</td>
<td>InstrPer</td>
<td>T</td>
<td>TBA</td>
<td>TBA 20</td>
</tr>
<tr>
<td>HA 256</td>
<td>Video Production Seminar</td>
<td>Jones</td>
<td>InstrPer</td>
<td>T</td>
<td>TBA</td>
<td>TBA 20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE</th>
<th>INSTRUCTOR</th>
<th>ENROLLMENT</th>
<th>METHOD</th>
<th>LIMIT</th>
<th>TIME</th>
<th>PLACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>RA 177</td>
<td>Melody Writing</td>
<td>Williams/Wirth</td>
<td>Open</td>
<td>None</td>
<td>TH</td>
<td>10-12</td>
</tr>
<tr>
<td>RA 178</td>
<td>Music Composition</td>
<td>Powell</td>
<td>Open</td>
<td>None</td>
<td>M</td>
<td>TBA</td>
</tr>
<tr>
<td>RA 205</td>
<td>Theory of Art</td>
<td>Lawler</td>
<td>Open</td>
<td>None</td>
<td>W</td>
<td>TBA</td>
</tr>
<tr>
<td>RA 209</td>
<td>Vocal Ensemble</td>
<td>Flett</td>
<td>Open</td>
<td>None</td>
<td>W</td>
<td>TBA</td>
</tr>
<tr>
<td>RA 211</td>
<td>Two-Week Workshop</td>
<td>Meagher</td>
<td>InstrPer</td>
<td>T</td>
<td>TBA</td>
<td>TBA 20</td>
</tr>
<tr>
<td>RA 257</td>
<td>Modern Dance III</td>
<td>Wallen</td>
<td>Open</td>
<td>None</td>
<td>M</td>
<td>TBA</td>
</tr>
<tr>
<td>RA 258</td>
<td>Contemporary Dance</td>
<td>Hubbs</td>
<td>TBA</td>
<td>TBA</td>
<td>M</td>
<td>3-5</td>
</tr>
<tr>
<td>RA 259</td>
<td>Historical and Performance</td>
<td>Kraizer</td>
<td>Open</td>
<td>None</td>
<td>M</td>
<td>3-5</td>
</tr>
<tr>
<td>RA 259</td>
<td>Poetry Writing</td>
<td>Salley</td>
<td>InstrPer</td>
<td>M</td>
<td>TBA</td>
<td>TBA 20</td>
</tr>
<tr>
<td>RA 267</td>
<td>Dance Composition</td>
<td>Prouse</td>
<td>Open</td>
<td>None</td>
<td>TH</td>
<td>TBA</td>
</tr>
<tr>
<td>RA 270</td>
<td>Creative Dance Vocabulary</td>
<td>Flett</td>
<td>Open</td>
<td>None</td>
<td>W</td>
<td>TBA</td>
</tr>
<tr>
<td>RA 277</td>
<td>Creative Dance Workshop</td>
<td>Flett</td>
<td>InstrPer</td>
<td>T</td>
<td>TBA</td>
<td>TBA 20</td>
</tr>
<tr>
<td>RA 297</td>
<td>Jazz Performance Seminar</td>
<td>Lawler</td>
<td>InstrPer</td>
<td>M</td>
<td>TBA</td>
<td>TBA 20</td>
</tr>
<tr>
<td>RA 297</td>
<td>Jazz Performance Seminar</td>
<td>Lawler</td>
<td>InstrPer</td>
<td>M</td>
<td>TBA</td>
<td>TBA 20</td>
</tr>
<tr>
<td>RA 297</td>
<td>Jazz Performance Seminar</td>
<td>Lawler</td>
<td>InstrPer</td>
<td>M</td>
<td>TBA</td>
<td>TBA 20</td>
</tr>
<tr>
<td>RA 306</td>
<td>Music &amp; Dance</td>
<td>Meagher</td>
<td>InstrPer</td>
<td>T</td>
<td>TBA</td>
<td>TBA 20</td>
</tr>
<tr>
<td>RA 307</td>
<td>Dance</td>
<td>Meagher</td>
<td>TBA</td>
<td>TBA</td>
<td>M</td>
<td>3-5</td>
</tr>
</tbody>
</table>

## Reading/Writing Program

<table>
<thead>
<tr>
<th>COURSE</th>
<th>INSTRUCTOR</th>
<th>ENROLLMENT</th>
<th>METHOD</th>
<th>LIMIT</th>
<th>TIME</th>
<th>PLACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>WP 101</td>
<td>Books Reading</td>
<td>Ryan</td>
<td>See descp</td>
<td>16</td>
<td>W/F</td>
<td>TBA 10</td>
</tr>
<tr>
<td>WP/158</td>
<td>Landscape/Claskn Midwest Lit</td>
<td>Smith/Siegel</td>
<td>InstrPer</td>
<td>20</td>
<td>TH</td>
<td>10-12</td>
</tr>
<tr>
<td>WP 159</td>
<td>Overcoming Writing Blocks</td>
<td>Bal @man</td>
<td>InstrPer</td>
<td>8</td>
<td>M</td>
<td>3-5</td>
</tr>
</tbody>
</table>

## Foreign Languages

<table>
<thead>
<tr>
<th>COURSE</th>
<th>INSTRUCTOR</th>
<th>ENROLLMENT</th>
<th>METHOD</th>
<th>LIMIT</th>
<th>TIME</th>
<th>PLACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FL 101</td>
<td>Intensive French</td>
<td>Bess</td>
<td>Interview</td>
<td>10</td>
<td>TH</td>
<td>5-30</td>
</tr>
<tr>
<td>FL 102</td>
<td>Intensive Spanish</td>
<td>Bar</td>
<td>Interview</td>
<td>10</td>
<td>TH</td>
<td>5-30</td>
</tr>
</tbody>
</table>

*Course does not satisfy Division I requirement.*
COURSE DESCRIPTIONS

"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. "Centuries 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 sacralized by economic theorists in obtuse 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 now cooly 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 is (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 fiction; 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.

COURSES WITHIN GEOGRAPHIC AREAS

I. ASIA

SS 102 POVERTY AND WEALTH
Laurie Nissomff

II. THE THIRD WORLD

SS 216 LAND DEGRADATION AND SOCIETY
Ben Winser

SS 216 PUBLIC POLICY IN THE U.S. WELFARE STATE
Aaron Brennan
Robert Balfour

SS 216 UNITED STATES FOREIGN POLICY AFTER VIETNAM
Eghal 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 Breibart
Michael Ford

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

SS 248 GENDERED CITIES
Myrna Breibart

SS 259 WORKPLACE DEMOCRACY
Stanley Warren

SS 271 ISSUES IN AFRO-AMERICAN HISTORY AND LITERATURE
Susan Tracey
Reinheart Sanders

SS 274 COMPARATIVE SOCIALIST DEVELOPMENT
Camila Bengalezr Frank Holinzquist

SS 276 THE LEGAL PROCESS: WOMEN AND CHILDREN UNDER THE LAW
Leena Mazur

SS 284 POWER AND POWERLESSNESS: ASIAN WOMEN
Key Johnson
Anutita Bau

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
Mutum Siler
James Wald

SS 296 HEALTH AND DISEASE IN INTERNATIONAL PERSPECTIVE
Ron Winter
Alan Goodman
Ann McNeil (Woodhill)

SS 299a PEOPLE STUDYING PEOPLE
Robert van der Lippe

SS 299b DIVISION III THIRD WORLD STUDIES SEMINAR
Pavel Risseh

SS 323 THE STATE AND THIRD WORLD DEVELOPMENT
Frank Holinzquist

SS 339 SS 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
Marta Lazreg

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

SS 395a NS 395i HEALTH AND DISEASE IN INTERNATIONAL PERSPECTIVE

SS 399a ISSUES IN AFRO-AMERICAN HISTORY AND LITERATURE

- Course may not be used to fulfill half of two-course option in Div. I.
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 1935 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.

In this course, we will explore the historical roots of contemporary Central America.

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.

The topics in social influence which will be used to illustrate the social psychological approach include brainwashing, subliminal persuasion, advertising, the relationship of intellectual problems, and gather information.

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.

The black struggle for social justice and equality in the United States has been centered in the area 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 on 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 forty-year 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.

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.

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 newcomers? 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 some 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.

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 Wad

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 predomiance vs. the development of the Protestant challenge; elevation of the notion of the self vs. emergence of the nation state; shifts in communication and the circulation of knowledge vs. social control; elite culture vs. popular culture.

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

**SS 207**

**STATISTICS AND DATA ANALYSIS**

Donald Poe

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

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

**SS 210**

**INTRODUCTORY ECONOMICS**

Stanley Warner

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

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

**SS 216**

**LAND DEGRADATION AND SOCIETY**

Ron Winter

This course explores the physical and social causes of land degradation. The earth is the only planet known to support life, but its capacity to sustain human populations is limited. We will examine the biological, chemical, and social processes that may degrade the land which supports our lives. We will look at the human impact on the earth, the feedbacks between land degradation and society, and the possibilities of correcting the existing imbalances.

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 Bernstien

Reuben Raskoff

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**

Egbal Ahmed

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. policies designed 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 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, 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, 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, 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, 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, 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, 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, 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, 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, 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, and to examine the costs and benefits to members of the dominant and subordinate groups.
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 246 BE FERTILE BUT DO NOT MULTIPLY: FAMILY PLANNING AND HEALTH IN THE THIRD WORLD**

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.

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 247 GENDERED CITIES**

Myra 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 re-conceptualize 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 patteirnings 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 271 HA 271 ISSUES IN AFRO-AMERICAN HISTORY AND LITERATURE**

Susan Tracy

Reinhard Sander

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 case studies of participation and worker management from a number of European countries, including Spain, Italy, Yugoslavia, and England.

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

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

**SS 274 COMPARATIVE SOCIALIST DEVELOPMENT**

Carolyn Bengstorf

Frank Politinist

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.

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.

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.

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 Doore's Shintoism: A Portrait of a Japanese Village, and Thomas Robins' 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 250-4284. The class will meet twice a week for one and one-half hours each time.

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 travels 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 not competent in one domain then 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.

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 the role they perform as reproductive beings. This course 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 Rights: A Social History of Birth Control in America, Linda Gordon; Not an Easy Choice: Kathleen McDonnell; Abortion and Women's Choice: Rosalind Pressler; Test Tube Women, ed. by Authie, Dussl 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.

A course 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.
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 poetry, Protestantism, and the family; cultural meanings and the print word; the construction of gender and the history of sexuality.

The course is intended (and recommended) for students who 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.

The past two years have witnessed a blossoming of theoretical and case-study examinations of the interrelationship of gender and capitalism. Some of the research has been done in specific practice, place, time, and culture, while 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 postmodern; 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 also pay attention to both the content of the readings and the development of a feminist research methodology. Text 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 Thoughts 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 requirements if topical of project is appropriate.

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

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 in French or Lacanian variants) and between feminism and Marxism. We will juxtapose the contributions of women writers (Virginia Woolf, 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. Ifigeray, M. Montrosier, J. Knives) 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.

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 reconsider 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, therefore, an attempt to explain and analyze the pervasive impact of states in Third World capital 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.

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.

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.

Gender is equality 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 consciousness of women in these societies, their resistance, 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 intelligently, without objectifying them as unmediated others.

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

Readings and discussions on the development of state and society in contemporary India, Pakistan, Iran, and Afghanistan.
The pattern of disease in a community is never a matter of chance. The severity, 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 biological, 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 systems 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 habit 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 III/Division II) 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.

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.

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

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.
Reproductive Technology: Legal and Ethical Implications" examines access to the new technologies in various settings. The Feminist movement seeks not only to interpret women's experience but also to challenge the conventional boundaries of knowledge. Students should also watch the Weekly Bulletin and the Magic Board throughout the year for updates on campus events.

The Feminist Studies Program at Hampshire has two principal curricular emphases. The first is on child development, cognition, and the classroom, and it 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 it 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.

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.

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 divisional, and other boundaries within the college. The activity of the program includes courses, independent studies, co-collaborations, 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. 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 areas of law and education, and in constitutional law, Jay Garfinkel is interested in the areas of law and the law, 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 telecommunication regulations and national policies for mass media. Donald Poe investigates the dynamics of jury decision-making and other issues of public media. Flavio Risch is concerned with immigration and asylum law, urban housing policy, and law and politics in Hispanic communities in the United States. Barbara Yngve 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.)

LUCÉ PROGRAM IN FOOD, RESOURCES AND INTERNATIONAL POLICY

The Lucé Program in food, resources and international policy focuses on the intellectual and practical moral challenges produced by the failure of an increasing number of people in the US and around the world to satisfy their basic needs. The scientific and ethical questions raised at the heart of this challenge are wide-ranging and complex: access to health care, sanitation, shelter and education. The program explores the relationship between population growth and the carrying capacity of the earth as well as the nature of population policies 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 political effects of population policies and methods of fertility control used in the Third World.

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

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

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

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 reassess 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 others in developing creative programs.

Students interested in the Public Service/Social Change program should contact Ada Sanchez at extention 650.

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 factors; 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 X57. 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 MANY WESTERN 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, Bronce), the new Native American fiction (Vizenor, Brant, Erdrich), and Canadian-midwest writing (Munro). These 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. Site 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 presumed 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 Ross/Charee Marsan at Prescott 101D, at extension 525.

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

COURSE LIST

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

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

UMass: Chinese 241/
Comparative Literature 253
ADVANCED CHINESE
Orientation
Maki Hirano Hubbard

Mount Holyoke: Dance 318s
MODERN DANCE VI
James Coleman

Mount Holyoke: Dance 377s
PHILOSOPHY OF DANCE
James Coleman

Mount Holyoke: Asian Studies Li23s
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 246
INTERMEDIATE ARABIC
Mohammed Mossa Jiyad

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

Mount Holyoke: History 250
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 247b
CASE STUDIES IN AMERICAN
FOREIGN POLICY
Anthony Lake

Amherst: Biology 4 TBA
ADVANCED TOPICS IN MARINE
SCIENCES
Pauline M. Peckel

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

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

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

UMass: Geology 519V
VOLCANOLOGY
J. Michael Rhodes

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

Hampshire Social Science 286
JAPANESE SOCIETY
Stephan R. Smith

COURSES DESCRIPTIONS

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

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

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

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
t Pace. Text: Practical Chinese Reader. Quiz every two weeks, midterm.

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

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

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

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

Mount Holyoke: Dance 318s
MODERN DANCE VI
James Coleman

Further refinement of dance technique and performance skills.

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

Mount Holyoke: Dance 377s
PHILOSOPHY OF
DANCE
James Coleman

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

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

Mount Holyoke: Asian Studies 1.123s
INTERMEDIATE
JAPANESE
Maki Hirano Hubbard

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

Smith: Japanese 200b
INTERMEDIATE
JAPANESE
Maki Hirano Hubbard

Continuation from first semester.

Smith: Japanese 300b
ADVANCED JAPANESE
Maki Hirano Hubbard

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

Meets Tuesday, Thursday - time TBA.

Amherst: Asian 9
ELEMENTARY
ARABIC I
Mohammed Mossa Jiyad

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

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

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. Student must have some background in foreign policy, international relations, or peace and conflict studies.

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

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

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

Time TBA.

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

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

Time TBA

Amherst: Biology (number 02a)
ADVANCED TOPICS IN MARINE SCIENCE
Paulette M. Peckol

Contemporary and controversial topics in the field of marine sciences. Subjects considered include: origin of dremites and coastal production, critical limits of zonation, experimental design, marine "paradigms," competitive networks vs. hierarchies, and human effects: elation, 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 1:00-3:30 p.m.

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

This course will use a socio-ethnographical approach to the journeys 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: Geography 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. Merrill #4, Room 159.

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

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.
Meets Friday 1:25-3:30 p.m. plus additional lecture TBA. Merrill #4, Room 238. (*Institutional location of class may be changed, depending on enrollment.)

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

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

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. Programmatical 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 courses offered.

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 expeditions available to interested students.

During January Term and vacations, major trips and a variety of courses are offered. Trips have included climbing in Sonora, 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.

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

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.

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.

This course includes 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.

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 Monday 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.

Tai Chi is the best known Taoist movement and martial art, with a history dating back at least 1,200 years. Created by Taoist priests, it is a "cloud 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 Tai 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.

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 Tai Chi form, and consider applications of the movements. Two-person practice will also be included, and we will study the Tai 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
NO CREDIT AVAILABLE. COURSE MEETS 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 141
OPENWATER SCUBA CERTIFICATION
David Stillsman

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. Class 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 9:30 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 Garnirum
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 p.m.

OPRA 145
WATER SAFETY INSTRUCTOR
Donna Smith

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

Clauses 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 146
WATER SAFETY INSTRUCTOR
Donna Smith

This course 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 172
BEGINNING SWIMMING
Donna Smith

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.

While the weather is still too bad to ride, why not put a few hours work into fixing up and fine tuning your bicycle! Well 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.

For the canoeist, springtime is heralded when melting snows swell 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.

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, prusik, chockstaf, 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 accent 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.
The course addresses outdoor leadership from both a theoretical and practical perspective. Lectures and discussions will focus on such topics as leadership theory, safety and risk management, legal responsibilities, group development theory, gender issues, and the educational use of the wilderness. Practical lab sessions will cover such topics as safety guidelines and emergency procedures, trip planning, navigation, weather prediction, nutrition and hygiene, minimum impact camping, equipment repair, and the instruction of specific wilderness activities. We will draw on the experiences and examples of many outdoor programs and deal with some current issues in outdoor experiential education.

Participants will be expected to participate actively. This will include keeping a weather log, facilitating discussions and skills sessions, involvement in two weekend OP 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, but outdoor experiences are 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.
Richard Muller
associate professor of philosophy, taught philosophy and women's studies at Mount Holyoke College before coming to Hampshrie. 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 feminism theory and pedagogy.

Meredith Michaels
associate professor of philosophy, taught philosophy and women's studies at Mount Holyoke College before coming to Hampshrie. 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 feminism 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.

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, Urbana-Champaign, and is currently a postdoctoral fellow at Harvard University. His teaching interests are in cognition, perception, artificial intelligence, quantitative and qualitative 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 concern 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 Welser
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 post-doctoral fellowship in cognitive science at the University of Massachusetts. He will be on leave for the spring semester.
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 Scripps 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 Elisa College and the University of Massachusetts and has been a Fulbright Lecturer in American literature at federal University of Sana 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; and 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 Kears

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 Curriculum 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 Koblitz

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 Sardi Road which was later performed in Scotland.

Yousef 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 lyricized 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 Judson Art Museum, Omaha, Nebraska, and has co-authored 'Stuart Davis' Art and Art Theory, an Introduction for the Brooklyn Museum.

Jill Lewis

associate professor of humanities, holds a BA from 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.
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 Raynouard, 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 F. 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 and AM from Columbia University and an MA and PhD from the Johns Hopkins University. His interests include comparative literature, critical theory, film, and psychoanalysis.

Daniel Warner
assistant professor of music, holds an MFA and 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 in 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 Bandanamakale 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 Institut 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, neuron 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) in the elementary school science teaching. Her work in neurophysiology has been supported by grants from NIH and the Great Foundation, and she is the author of several teacher's guides for elementary science studies. She has taught in the Department of Zoology, Rye, 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. Copinger
faculty associate in biology and outreach specialist in agriculture, holds an AB from Boston University and an MA from the University of Massachusetts. In addition to expertise in wildlife, dogs, Slavic languages, and writing, Lorna is also interested in photography. Lorna is involved primarily with the Farm Center.

Raymond P. Copinger
professor of biology, has worked at the Woods Hole Oceanographic Institution, the Smithsonian Astrophysical Observatory, the US Fish and Wildlife Service, and the Beche 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, forensics, philosophy, and zoology 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 ecology, and to return to the Marine Biological Laboratory in Woods Hole each summer to continue her research in marine ecology. One focus of her teaching is aquaculture research in the Hampshire biohitter. 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 (SCIP). 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 at Proctor 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 aero and infancy and studying the long-range consequences of early and moderate undernutrition in Mexico. Before coming to Hampshire he was a postdoctoral fellow in nutrition and epidemiology of Child Development, 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 Agricultural 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 Darmouth. 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.

Lynn Miller
Ann P. McNeal
Debra L. Martin

Nancy Lowry
professor of chemistry, holds a PhD from MIT. She has worked as a research associate at MIT and Arcselt College and has taught at Smith College and the Coosy Dickinson School of Nursing. She has coordinated women and science events at Hampstead 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 bunion, and nature study.

Ralph Litts
adjunct associate professor of environmental studies, received his BA in biology from Trinity University and his BEd 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 relating the sciences and humanities in our attempts 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.

Frederick H. Wirth
associate professor of mathematics, has taught at New College, Oberlin, and Talladega College. He holds a BA from Princeton, an MS from MIT, and Darmouth. 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.

Arthur H. Wustling
adjunct professor of ecology, received his AB from Columbia and his MS 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 Windharp 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. Winslip
assistant professor of botany, received his PhD from Stanford University, where he completed his dissertation on nitrogen fixation and nitrification by lymatina lypolysis on the coast of California. He has 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 worldwide. He has taught courses and supervised projects in organic farming, plant pests, plant pathology, physiological ecology, soils and land use planning, and he enjoys mountaineering, hiking, gardening, Bonnau and computers.

Brian Schultz
assistant professor of entomology, received a BS in zoology, an MS in biology, and a PhD in entomology 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 student conducting research in reproductive physiology. She received a BS in animal science, and MA in endocrinology from the University of California, Davis.

Alfred J. Resnick
associate professor of computer studies and biology, received his PhD from Cornell. He is particularly fascinated by the connections between science and human movement, and he has written two articles for Contact Quarterly about the biology and physics of movement.

Brendan Garwood
Woodball (professor and department chairman) in Vermont. Her research 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.

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 formation of the fluid-plains of rivers, particularly that of the Connecticut River. He is particularly interested in the geology of the Sierra Nevada, in timber-frame house construction, cabinet-making, and canoeing.

Kathleen Tucker
is a Five College doctoral student conducting research in reproductive physiology. She received a BS in animal science, and MA in endocrinology from the University of California, Davis.

Alfred J. Resnick
associate professor of computer studies and biology, received his PhD from Cornell. He is particularly fascinated by the connections between science and human movement, and he has written two articles for Contact Quarterly about the biology and physics of movement.

Brendan Garwood
Woodball (professor and department chairman) in Vermont. Her research 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.

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 formation of the fluid-plains of rivers, particularly that of the Connecticut River. He is particularly interested in the geology of the Sierra Nevada, in timber-frame house construction, cabinet-making, and canoeing.

Ruth G. Rinar
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.

Robert W. Rich
professor of politics and Middle East studies, received a PhD from the University of California, Los Angeles, and is now a senior research associate at the Transnational Institute/Institute for Policy Studies. He is a specialist on the Middle East, particularly the Middle East and North Africa, and is particularly 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 Adal Stevenson Institute in Chicago.
Carolee Bengtson, 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 Greenwicht 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 Brecher is associate professor of geography and urban studies, has an AB from Clark University, an MA from Rutgers, and a PhD in geography from Clark University. Her teaching and research interests include the ways in which built environments affect social, economic, and political outcomes.

Margaret Cerullo is 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 involve 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 is an 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 is 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 at Dartmouth College and the University of Missouri-St. Louis. For several years she has taught courses about contemporary ethical and social issues, including abortion, sexual and racial discrimination, and nuclear war. She has also, for many years, been a political activist in the women's liberation movement 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 is 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 Biver Fellowship. Her special interests include American social history with emphasis on history of reform, women's history, and history of professionalism.

Leonard Glick is 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 and practices ethnography, and anthropological perspectives on human behavior. He also teaches courses in the history of Jewish history and culture, and is working on a history of Jews in medieval Western Europe.

Frank Holmquist is 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 is 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; 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 Klarre, associate professor of American and international relations and an associate fellow of the Institute for Policy Studies in Washington, D.C., studies foreign and defense policy, and teaches at several schools and universities in Washington and New York. He is the author of several books and his articles on international affairs and defense policy have been widely published. He has been a Visiting Fellow at the Center for International Studies of Princeton University, and has taught at the University of 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 Lazeg is associate professor of population and development, 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 are the sociology of 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 Pew Research 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 is 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 interactions, and the inductive and deductive 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 social roles and mental health at Wellesley's Steve Center for Developmental Services and Studies. She will be on leave during the spring term.

Lester Maxor is 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 the State of New York, 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, urban and anarchist thought, and other subjects in political, social, and legal theory.

Laurie Nissom is 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 is 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 paranormalism and the paranormal human behavior, and is particularly interested in environmental psychology, and research design and data analysis.

Susan Ponnely is 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 Rakooff is 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

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 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 for International Studies of Princeton University, and has taught at the University of Paris, Tufts University, and Parsons School of Design.
Flavio Riche
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 year in the Boston area on behalf of indigent clients and has long been a political activist in the Latino community. He has taught legal process, housing and immigration law and policy at Harvard and Northeastern law schools and at the University of Massachusetts/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.

Miriam Slater

Patricia Flavia Risech

James Wald

Susan Romney

Stephen Smith

Robert von der Lippe

James Wald

Stanley Warner

Frederick Weaver

E. Frances White

Ben Wisner

Barbara Yagvesson

Housing and Urban Development before coming to Hampshire. His teaching and research interests include housing policy, environmental politics, and welfare policy.

Mitziko Sawada

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 Harvard. He taught previously at the University of California at Berkeley, Stanford and also taught at Columbia University, New York University, and Amherst College. His research and teaching interests include industrial organization, American economic history, econometric forecasting, and economic theory and development.

Frederick Weaver

E. Frances White

Ben Wisner

Barbara Yagvesson

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.

Henry Lux 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.

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.