

FALL 1989
PRELIMINARY COURSES SPRING 1990
COURSE GUIDE



UNIVERSITY OF
MICHIGAN
ANN ARBOR
MICHIGAN

Academic Year Calendar 1989/1990

Fall Term

New Faculty Orientation	Thurs Aug 31
Student Orientation Period	
New Students Arrive and Matriculate	Mon Sept 4
New Students Program	Tues Sept 5 - Wed Sept 6
Advisor Conferences for New Students	Tues Sept 5
Returning Students Arrive and Matriculate	Tues Sept 5
Advisor Conferences for Returning Students	Wed Sept 6
Classes Begin	Thurs Sept 7
<u>Wednesday</u> Class Schedule Followed	Fri Sept 8
Course Selection Period	Tues Sept 5 - Fri Sept 15
Five College Add Deadline	Wed Sept 20
January Term Proposal Deadline	Fri Sept 22
October Break	Sat Oct 14 - Tues Oct 17
Admissions Open House	Fri Oct 20 - Sat Oct 21
Planning Week	
Exam/Advising Day	Thur Oct 26
*Division II & III Contract Filing Deadline	Fri Oct 27
Parents' Weekend	Fri Nov 3 - Sun Nov 5
Admission Open House	Fri Nov 10 - Sat Nov 11
Five College Preregistration	Mon Nov 13 - Fri Nov 17
Exam/Advising Day	Wed Nov 15
Leave Deadline	Fri Nov 17
Thanksgiving Break	Wed Nov 22 - Sun Nov 26
January Term Registration	Mon Nov 27 - Fri Dec 1
Last Day of Classes	Fri Dec 8
Hampshire Exam Period	Mon Dec 11 - Fri Dec 15
#Five College Exam Period	Fri Dec 15 - Fri Dec 22

#Students are expected to vacate their rooms by December 15 unless they have a Five College exam.

January Term

Students Arrive	Tue Jan 2
January Term Classes Begin	Wed Jan 3
Martin Luther King Day (no classes)	Mon Jan 15
Commencement	Sat Jan 20
Last Day of Classes	Tues Jan 23
Recess Between Terms	Wed Jan 24 - Sat Jan 27

Spring Term

New Students Arrive and Matriculate	Sat Jan 27
New Students Program	Sat Jan 27 - Tues Jan 30
Returning Students Arrive and Matriculate	Mon Jan 29
Advisor Conferences for All Students	Mon Jan 29 - Tue Jan 30
Classes Begin	Wed Jan 31
Course Selection Period	Wed Jan 31 - Fri Feb 9
Five College Add Deadline	Fri Feb 9
Planning Week	
Exam/Advising Day	Wed Mar 14
**Division II & III Contract Filing Deadline	Fri Mar 16
Spring Break	Sat Mar 17 - Sun Mar 25
Admissions Open House	Fri Apr 13 - Sat Apr 14
Five College Preregistration	Wed Apr 11 - Wed Apr 18
Exam/Advising Day	Thur Apr 12
Leave Deadline	Fri Apr 20
Last Day of Classes	Fri May 4
Five College Exam Period	May 7 - Thurs May 24
Hampshire Exam Period	Mon May 7 - Fri May 11
Commencement	Sat May 19

*Deadline to file for completion in May 90.

**Deadline to file for completion in Dec 90

Div II deadline applies to students entering during or after fall 86; Div III deadline, entering during or after fall 87.

Table of Contents

Calendar for Academic Year 1989-1990	inside cover
Registration Information	2
Courses of Instruction	3
Proseminars	4
FALL CURRICULUM STATEMENTS AND COURSE DESCRIPTIONS	5
School of Communications and Cognitive Science	14
School of Humanities and Arts	30
School of Natural Science	44
School of Social Science	44
Special Programs	57
Business and Society	57
Civil Liberties and Public Policy Program	57
Computer Studies	58
Cultural Studies	58
Educational Studies	58
Feminist Studies	59
Law Program	59
Luce Program	60
Population and Development Program	60
Public Service and Social Change Program	61
Third World Studies	62
Writing/Reading Program	63
Foreign Languages	63
Five College Offerings	66
Outdoors and Recreational Athletics Program	
SPRING 1990 PRELIMINARY COURSES	71
School of Communications and Cognitive Science	78
School of Humanities and Arts	89
School of Natural Science	99
School of Social Science	110
Five College Offerings	112
Outdoors and Recreational Athletics Program	116
Faculty Biographies	

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

Registration

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

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

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

Students entering Hampshire in September will preregister for a proseminar and two other courses. Spaces will be reserved for returning students in all courses with the exception of the proseminars.

Note:

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

There is a preregistration period for Five College courses from Wednesday, April 12 through Friday, April 20. You may also register for Five College courses in the fall, until Friday, September 22. No Five College courses may be added after this date. Familiarize yourself with all the rules, regulations, and penalties associated with Five College Interchange. They are all listed in the Student Handbook, and it is your responsibility to be aware of them.

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

Note for Five College Students:

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

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

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

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

Courses of Instruction

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

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

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

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

Statement on Affirmative Action

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

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

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

Proseminars

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

See School listing for course descriptions. Course is indicated by School initial, number then proseminar in parenthesis.

COURSE LIST

CCS 105 (proseminar)

**COGNITIVE SCIENCE:
EXPLORING THE NATURE
OF MIND**
Neil Stillings

CCS 106 (proseminar)

**LANGUAGE AND THE
BRAIN**
Christopher Chase
Mark Feinstein

CCS 122 (proseminar)

**DATELINE: WASHINGTON,
D. C.**
James Miller

HA 116 (proseminar)

READING POETRY
Jeffrey Wallen

HA 117 (proseminar)

THE FICTIONAL CHILD
L. Brown Kennedy

HA 120 (proseminar)

**IDEAS OF ORDER: AN
INTRODUCTION TO
LITERARY STUDY**
L. Brown Kennedy

HA 134 (proseminar)

**LATIN AMERICAN "BIG
HOUSE" NOVEL**
Norman Holland

HA/SS 149 (proseminar)

**BLACK LIVES: AFRO-
AMERICAN
AUTOBIOGRAPHY**
Susan Tracy
Robert Coles

HA 163 (proseminar)

**REAL AND IMAGINARY
WORLDS**
Nina Payne
Barbara Yngvesson

NS 115 (proseminar)

CLINICAL PROJECTS
John Foster

NS 127 (proseminar)

HUMAN GENETICS
Lynn Miller

NS 135 (proseminar)

**THE HUMAN SKELETON:
BONES, BODIES AND
DISEASE**
Alan Goodman
Debra Martin

NS 145 (proseminar)

GROWING FOOD
Lawrence Winship

NS 149 (proseminar)

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

NS 182 (proseminar)

**APPROPRIATE
TECHNOLOGY**
Frederick Wirth

SS 115 (proseminar)

POLITICAL JUSTICE
Lester Mazor

SS 116 (proseminar)

**PEASANT REVOLUTION
AND VILLAGE SOCIETY IN
MODERN CHINA**
Kay Johnson

SS 121 (proseminar)

**THE AMERICAN
CENTURY: WHAT
HAPPENED?**
Carollee Bengelsdorf

SS 123 (proseminar)

**SOCIAL ORDER/SOCIAL
DISORDER**
Robert von der Lippe

SS/HA 149 (proseminar)

**BLACK LIVES: AFRO-
AMERICAN
AUTOBIOGRAPHY**
Susan Tracy
Robert Coles

SS/HA 163 (proseminar)

**REAL AND IMAGINARY
WORLDS**
Barbara Yngvesson
Nina Payne

SS 165 (proseminar)

**THE CHILD AND THE
SOCIAL WORLD**
Maureen Mahoney

SS 184 (proseminar)

AMERICAN CAPITALISM
Stanley Warner

SCHOOL OF COMMUNICATIONS AND COGNITIVE SCIENCE

CURRICULUM STATEMENT

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

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

The field of *communications* focuses on knowledge and information on a larger scale than the individual mind--it is concerned with the production and control of information in society at large. Communications specialists explore the way in which the form and content of the mass media shape our beliefs; they are interested in the effects that media and information technology (such as printing, radio, television, or the computer) have on our lives, our educations, and our human nature. Some of our communications faculty are deeply and directly involved in the production of the media--the School has special strengths in television production, both in documentary and studio formats. Others are concerned with a wide range of questions that surround the media: Who controls the media? How would we know if television incites children toward violence, or causes them to read less or less well? How do ideas about press freedom differ in this country and the Third World?

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

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

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

Courses numbered 200-299 range from foundational courses, where the intent is to provide broad introductory coverage of a field or discipline, to advanced courses intended for students who have well-defined, specific, and more sophisticated goals and interests. The format may range from seminars to lectures to laboratory or studio practicums. Courses numbered 300-399 are designed for students who are completing a concentration or involved in Division III work.

A student who wishes to satisfy the Division I requirement by using the two-course option must complete at least one course at the 100 level. Some upper-division courses marked with an asterisk cannot be used under any circumstances to satisfy this requirement, nor can courses numbered 150-199 given between Fall 1985 and Spring 1987.

Course List

100 Level

CCS 103
METAPHYSICS
TBA

CCS 105 (proseminar)
COGNITIVE SCIENCE:
EXPLORING THE NATURE
OF MIND
Neil Stillings

CCS 106 (proseminar)
LANGUAGE AND THE
BRAIN
Christopher Chase
Mark Feinstein

CCS 117
INTRODUCTION TO
ANCIENT PHILOSOPHY
Tsenay Serequeberhan

CCS 121
SOUND, IMAGE, MUSIC,
DANCE
Joan Braderman

CCS 122 (proseminar)
DATELINE: WASHINGTON,
D.C.
James Miller

CCS 125
MEDIA
PRODUCTION/CRITICISM I
TBA

CCS/NS 130
LEARNING-BEHAVIOR
Raymond Coppinger
Steven Weisler

CCS 136
INTERNATIONAL
COMMUNICATIONS I
TBA

CCS 143
INTRODUCTION TO MEDIA
CRITICISM
Gregory Jones

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

CCS 149
COMPUTER GRAPHICS
Patricia Colson

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

200 Level
CCS 204
INTRODUCTION TO
NEUROPSYCHOLOGY
Christopher Chase

CCS 209*
DIRECTING AND ACTING
FOR TELEVISION
Gregory Jones

CCS 213
INTERNATIONAL
COMMUNICATIONS II
TBA

CCS 216
DATA STRUCTURES
Patricia Colson

CCS 217
MEDIA
PRODUCTION/CRITICISM
II
TBA

CCS 223
IDEALISM AND REALISM
Jay Garfield

CCS 225
VIDEO PRODUCTION I
Joan Braderman

CCS 227
THEORY OF LANGUAGE
Mark Feinstein
Steven Weisler

CCS 241
AFRICAN PHILOSOPHY:
DISCOURSE AND HORIZON
Tsenay Serequeberhan

CCS 250
JOURNALISM: ITS
PRACTICE AND
PRACTITIONERS
James Miller

CCS 296*
PSYCHOLOGY RESEARCH
PRACTICUM
Gloria Patti
Neil Stillings

300 Level
CCS 326
MEDIA CRITICISM:
THEORY AND PRACTICE
Susan Douglas

CCS/SS 327
ISSUES IN
CONTEMPORARY
PSYCHOANALYTIC
THEORY
Maureen Mahoney
Neil Stillings

*Does not fulfill one-half the
requirement for a Division I two-
course option.

Course Descriptions

CCS 103

METAPHYSICS

TBA

This course will focus on class metaphysical problems such as the persistence of physical objects (If you replace the handlebars on your bicycle, do you have the same bicycle?); the relation between the mental and the physical (Could there be thoughts in a pail of water?); and the identity and individuation of persons (Could you become somebody else? Have you ever?).

We will examine these problems from the perspective of philosophers who claim to solve them and from that of philosophers who claim to dissolve them. Readings will be drawn from the traditional philosophical canon, from recent philosophical work, and from related work in other disciplines.

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

CCS 105 (proseminar)

COGNITIVE SCIENCE: EXPLORING THE NATURE OF MIND

Neil Stillings

Cognitive science explores the nature of mind using tools developed in psychology, computer science, linguistics, neuroscience, and philosophy. This course introduces cognitive science by providing an intensive introduction to laboratory methods in cognitive science. Students will learn to read the primary literature that reports laboratory studies, and they will work on designing and running their own laboratory projects in areas of study such as visual imagination, the nature and limits of attention, the language understanding process, reasoning, and learning. When completed the projects will be suitable for project-based Division I examinations.

The assignments will emphasize the mastery of methods of inquiry and project development. The course will meet twice a week for one and one-half hours each time. Enrollment is limited to 25.

CCS 106 (proseminar)

LANGUAGE AND THE BRAIN

Christopher Chase
Mark Feinstein

Learning and using language is one of the most extraordinary of our mental capacities--and one of the great mysteries of science is how the human brain is able to learn, process and produce language. In this seminar we will examine a variety of problems in neuropsychology and linguistics: Are there particular brain structures that support language? Is the left hemisphere the special domain of language, as the popular view has it? Why does reading often seem to pose a special learning problem? Are reading difficulties like dyslexia a function of brain development? What happens to language when the brain is damaged, as in stroke or injury? Is it a property of the brain that makes language a natural characteristic of human beings, but not, say, chimpanzees? How does the development of the brain in children help explain language learning, and what happens when early brain growth goes awry?

Students will be expected to read articles from the professional literature in neuropsychology, neurolinguistics and related fields, and to write a series of (usually) weekly article critiques. A final paper is required; this work is likely to develop, if the student so chooses, into a Division I examination project in CCS. Class will meet twice weekly for one and one-half hours. Enrollment is limited to 35.

CCS 117

INTRODUCTION TO ANCIENT PHILOSOPHY

Tsenay Serequeberhan

The origins of philosophy in the thinking of the pre-Socratics, Socrates and/or Plato is the central concern of this course. We will begin by looking at the preliminary question of the relationship of philosophy to pre-philosophical works of literature (mythology). We will then explore the pre-Socratic and Platonic texts in detail. The main focus of this course is to introduce the beginner to some of the basic texts out of which the Western philosophical tradition originates.

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

CCS 121
**SOUND, IMAGE,
MUSIC, DANCE**
Joan Braderman

This course examines the use of sound, silence, music, movement, and dance in film and television as defining factors in the medium. We will first consider relationships between silent and sound film, looking at the rise of sound in Hollywood in relation to silent film culture. We will compare early 1930's Hollywood musicals, including those of Busby Berkeley and Astaire-Rogers, with later work from the 1950's, when MGM added color and the wide screen. At the same time, works from the historical avant-garde from Vigo to Straub to Anger and Kubelka will be analyzed in context for radical alternatives to "synch sound," extending the possibilities of the medium. Finally, we will look at recent developments such as the introduction of Dolby stereo and popularization of MTV.

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

CCS 122 (proseminar)
**DATELINE:
WASHINGTON, D.C.**
James Miller

Much of the daily newspaper's front page and many of the big stories on television's evening news are devoted to events datelined Washington. This course will explore relations between the Washington press corps and federal officials. We will examine the routines of reporters that bring them into regular, even ritualized, contact with White House staff, members of Congress, executive officers, and others. We will also investigate the elaborate public-relations machinery maintained by political figures that helps to ensure nearly continuous and, whenever possible, friendly news coverage.

Our readings will include "insiders" articles from current periodicals and books like Hess's The Washington Reporters. We will analyze Washington news on television and in newspapers, view films and tapes on related issues, and perhaps visit with a guest. Students will write several short papers.

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

CCS 125
**MEDIA
PRODUCTION/
CRITICISM I**
TBA

A course in this area is planned to be offered by a new faculty member who had not been hired when this Course Guide was published. More details will be available in later Supplements, or from the CCS office in late May.

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

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

Students taking this course may not take NS 186 Animal Behavior. The class will meet twice a week for one and one-half hours each time. Enrollment is limited to 35.

CCS 136
**INTERNATIONAL
 COMMUNICATIONS I**
 TBA

A course in this area is planned to be offered by a new faculty member who had not been hired when this Course Guide was published. More details will be available in later Supplements, or from the CCS office in late May.

CCS 143
**INTRODUCTION TO
 MEDIA CRITICISM**
 Gregory Jones

This course will introduce students to critical frameworks which will help them describe, interpret, and evaluate the ways in which advertising, television, and film reflect and influence our lives. Historical, formalist, sociocultural, and psychological approaches will be utilized in analyzing the impact of mass communication. We will explore the debate concerning television and the socialization of children and consider the ways in which stereotypes of race, gender, and age can be perpetuated or counteracted by the media.

Students will apply critical theory toward the completion of a guided learning exercise and a research paper. There will be a heavy emphasis on writing skills.

Class will meet twice a week for two hours each time. Enrollment is limited to 20.

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

This course will examine the origins and evolution of America's mass media systems and will introduce students to the various analytical approaches that have emerged to assess the media's impact on American life. The course will also explore how the media interpreted political, social, and cultural issues and events during the first half of this century. We will begin by studying critical interpretations of how the media perform their tasks and the forces that shape the way the public is informed. Using these readings as research tools, the students will study those events and trends in American history such as muckraking, World War I, the Harlem Renaissance, the changing images of women from the Flapper to Rosie the Riveter, and World War II that redefine the media's role in American society. Students will analyze newspapers, magazines, radio broadcasts, newsreels, films, and other media sources.

The course will meet twice a week for one and one-half hours each time. One meeting will be in a lecture format and one in small discussion groups. Enrollment is limited to 35.

CCS 149
**COMPUTER
 GRAPHICS**
 Patricia Colson

This course is an introduction to computer graphics which requires no prior background in computers. Students will be introduced to the computer through experimentation with a paint program. Once comfortable with the basics, students will go on to explore turtle graphics. They will investigate topics including animation, user interaction, recursion, and fractals. Weekly assignments on the computer will emphasize the algorithmic problem solving done by computer scientists.

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

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

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

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

**CCS 204
INTRODUCTION TO
NEUROPSYCHOLOGY**
Christopher Chase

Can a college professor, who has suffered a stroke, really mistake his wife for a hat? In this course, the complex relationship between the brain and cognitive functions will be introduced. Students will learn about what parts of the brain are involved in different aspects of psychological functions, such as facial recognition, language, emotions, or memory. Clinical cases of patients who suffered different types of brain damage will be discussed along with the study of neuroanatomy and neurophysiology. Assignments include several short essays and a research paper on a selected neuropsychological disorder.

The class will meet twice a week for one and one-half hours each time. Enrollment is limited to 35.

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

This course will be an introduction to narrative video production. Students will work on a series of dramatic scenes and improvisational exercises while they gain experience in videography, sound, lighting, editing, script analysis, rehearsal techniques, and preproduction planning. We will focus on studio-based, single-camera, theatrical and filmic production approaches with an emphasis on naturalistic acting and microblocking within the intimacy of the television frame.

This course is designed for concentrators in video, theatre, or film who have completed a basic course in acting and/or directing for the stage. Eight directors and ten actors will work as an ensemble and function in all crew positions. A course registration form must be picked up in the CCS office; course entry will be by instructor permission. Class will meet once a week for four hours with additional hours scheduled for rehearsals. Enrollment is limited to 18.

**CCS 213
INTERNATIONAL
COMMUNICATIONS
II**
TBA

A course in this area is planned to be offered by a new faculty member who had not been hired when this Course Guide was published. More details will be available in later Supplements, or from the CCS office in late May.

**CCS 216
DATA STRUCTURES**
Patricia Colson

This course is a continuation of CCS 114. It will begin with an investigation of the notion of abstract data type focusing on Pascal sets. Students will go on to explore stacks, queues, linked lists, trees, and graphs. The programming tool, recursion, will be covered. Problems in sorting and searching will also be discussed.

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

CCS 217
**MEDIA
 PRODUCTION/
 CRITICISM II**
 TBA

A course in this area is planned to be offered by a new faculty member who had not been hired when this Course Guide was published. More details will be available in later Supplements, or from the CCS office in late May.

CCS 223
**IDEALISM AND
 REALISM**
 Jay Garfield

This is a seminar on the history of the concept of mental representation from early modern philosophy to the present, with special attention to the epistemological and metaphysical problems arising from the view that our knowledge of the external world and of ourselves is always mediated by mental representations. We will trace the development of this view and its associated puzzles both with a view to understanding its historical development and its importance for contemporary philosophy of mind and cognitive science. We will read Berkeley's Dialogues, Descartes' Meditations, much of Kant's The Critique of Pure Reason, Schopenhauer's The Fourfold Root of the Principle of Sufficient Reason, Wittgenstein's Tractatus, and Rorty's Philosophy and the Mirror of Nature.

Prerequisite is at least one course in philosophy or a strong background in cognitive science. Instructor permission is required. Class will meet twice a week for one and one-half hours each time.

CCS 225
**VIDEO
 PRODUCTION I**
 Joan Braderman

This intensive course will introduce students to basic video production techniques for both location and studio work. In conjunction with technical minicourses offered by the Library staff, we will look at the production process piece by piece, giving attention to preproduction, fundraising, and distribution, as well as formal elements like color, light, sound, composition, camera movement, and editing techniques. We will look at tapes and films which are particularly relevant to each facet of our work to ground our discussions. No one form or style will be stressed, though much in-field work will be assigned. "Video art," new narrative, "documentary," compilation tapes, cable shows, and other forms of video practice will be considered. Students will work on projects and exercises in rotation crews throughout the term, as well as a final project. While several short writing assignments will be made, students will be engaged in consistent practical work.

A background in film/video theory, history, or criticism is preferred for entry into the course. The class will meet once a week for four and one-half hours, with an additional two-hour workshop to be scheduled each week. Enrollment is limited to 15 by instructor permission.

CCS 227
**THEORY OF
 LANGUAGE**
 Mark Feinstein
 Steven Weisler

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

This course will investigate the sound system, the syntactic structure, and the logical form of natural language within the framework of Chomsky's generative grammar.

The class will meet twice a week for two hours each time. Enrollment is limited to 35.

**CCS 241
AFRICAN
PHILOSOPHY:
DISCOURSE AND
HORIZON**
Tsenay Serequeberhan

The basic concern of this course is to examine the contemporary development of African philosophy. This is a body of texts produced both by Africans and non-Africans whose concern is to articulate an African philosophical perspective or examine the possibility of such an undertaking. The central discussion thus far has been of an exploratory meta-philosophical nature which simultaneously harbors and articulates substantive philosophical issues and concerns around which various tendencies and orientations have been formed.

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

**CCS 250
JOURNALISM: ITS
PRACTICE AND
PRACTITIONERS**
James Miller

This course offers an introductory, critical overview of contemporary journalism, mostly as we know it in the United States but also with some references abroad. Emphasis is on exploring several sets of issues that determine the nature of "the news." These include the social background and training of journalists, racism and sexism in the news business, changing technologies of news production and dissemination, professional norms and ethics in journalism, routines of "objective" reporting, and the concentrated pattern of news media ownership.

Students will read books and excerpts from books, reports in publications by and for journalists, and stories in the trade and general press. We will screen documentary accounts of newswork, and we may visit a local news operation. There will probably be a journalistic guest or two. Students will be responsible for short papers and a longer report to be based on field observations or library research.

Class will meet twice weekly for one and one-half hours each time. The enrollment limit is 50.

**CCS 296*
PSYCHOLOGY
RESEARCH
PRACTICUM**
Gloria Patti+
Neil Stillings

This course offers students an opportunity to learn firsthand how professional psychological research is done, by working closely with one of the instructors on a full-scale research project in cognitive development (Patti) or cognitive psychology (Stillings). This research experience will be valuable preparation for graduate school and for Division III work. Available projects involve studying children's number concepts; the development of logical reasoning, psycholinguistics, or visual cognition; or developing laboratory software for Macintosh II and SE computers.

Students will take on major research responsibilities and must be reliable and willing to make a substantial time commitment to the course. Preference will be given to those who have previous course work in the area. Interested students should talk to the instructor they want to work with before classes begin. Class will meet on Friday afternoons for two and one-half hours. Enrollment by instructor permission.

+Gloria Patti is Senior Research Assistant in the Cognitive Science Laboratory at Hampshire.

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

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

The class will meet once a week for three hours. Enrollment is limited to 20 by instructor permission at the first meeting of the class.

**CCS/SS 327
ISSUES IN
CONTEMPORARY
PSYCHOANALYTIC
THEORY**

Maureen Mahoney
Neil Stillings

This advanced seminar will provide a forum for discussion of recent literature and debates in psychoanalytic theory. Interest in psychoanalysis ranges across disciplines, methodologies, and political perspectives. This semester, we will address topics such as the debate between the hermeneutic and the scientific approach to Freud's work, the relationship between current cognitive psychology and psychoanalytic theory, implications of contemporary infancy research for Freud's differentiation model of development, and feminist perspectives on the theory. The course is intended for advanced students who make use of psychoanalytic theory in their studies.

**Instructor permission is required. Class will meet once a week for three hours.
Enrollment is limited to 20.**

SCHOOL OF HUMANITIES AND ARTS

CURRICULUM STATEMENT

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

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

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

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

COURSE LIST

100 Level

HA 104

DRAWING I

Bill Brayton

HA 110

FILM/VIDEO WORKSHOP I

Jerome Liebling

HA 111

STILL PHOTOGRAPHY WORKSHOP I

Abraham Ravett

HA 111a

STILL PHOTOGRAPHY WORKSHOP I

Carrie Weems

HA 113*

MODERN DANCE I

Rebecca Nordstrom

HA 114*

MODERN DANCE II

Rebecca Nordstrom

HA 116 (proseminar)

READING POETRY

Jeffrey Wallen

HA 117 (proseminar)

THE FICTIONAL CHILD

L. Brown Kennedy

HA/SS 119

LITERATURES OF COLONIALISM

Jill Lewis

Lynne Hanley

Carol Bengelsdorf

HA 120 (proseminar)

IDEAS OF ORDER: AN INTRODUCTION TO LITERARY STUDY

L. Brown Kennedy

HA 127

READING WITH GENDER IN MIND

Jill Lewis

HA 128

INTRODUCTION TO THE ANCIENT EAST MEDITERRANEAN WORLD

Robert Meagher

HA/NS/SS 129

WOMEN'S BODIES/WOMEN'S LIVES

Lynne Hanley

Ann McNeal

Margaret Cerullo

HA 134 (proseminar)

LATIN AMERICAN "BIG HOUSE" NOVEL

Norman Holland

HA 138

RUSSIA: FILM AND LITERATURE OF THE REVOLUTION

Joanna Hubbs

HA 139
**THE EMERGENCE OF
 MODERNISM**
 Sura Levine

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

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

HA 159
**THE MAN-MADE
 ENVIRONMENT: THE
 PHYSICAL DETERMINANTS
 OF FORM**
 Norton Juster
 Earl Pope

HA 163 (proseminar)
**REAL AND IMAGINARY
 WORLDS**
 Nina Payne
 Barbara Yngvesson

HA 175
**MUSIC I: AN INTRODUCTION
 TO THE LANGUAGE AND
 PRACTICE OF MUSIC**
 Margo MacKay-Simmons

HA/SS 181
READING POLITICS
 Mary Russo
 Joan Landes

HA 195
**THEATRE THREE: SPLIT
 BRITCHES/THE ALCESTIS
 PROJECT**
 Rhonda Blair
 TBA

200 Level
 HA 201
ADVANCED DRAWING
 Denzil Hurley

HA 203
INTRODUCTION TO PAINTING
 Judith Mann

HA 205
FIGURE WORKSHOP
 Judith Mann

HA 210
FILM/VIDEO WORKSHOP II
 Abraham Ravett

HA 211
**STILL PHOTOGRAPHY
 WORKSHOP II**
 Sandra Matthews

HA 216*
**MODERN DANCE
 TECHNIQUE IV**
 Daphne Lowell

HA 221
**CRITICAL ISSUES IN
 PHOTOGRAPHY AND FILM:
 IMAGE AND TEXT**
 Sandra Matthews
 Carrie Weems

HA/SS 227
ART AND REVOLUTION
 Sura Levine
 Joan Landes

HA 231
**POETRY WRITING
 WORKSHOP**
 Andrew Salkey

HA 233
TOLSTOI
 Joanna Hubbs

HA 237
**FICTION WRITING
 WORKSHOP**
 Andrew Salkey

HA 234
BEGINNING PLAYWRITING
 K. Douglas Anderson

HA 235
THE POWER OF THE NOVEL
 Jeffrey Wallen

HA 239
JAZZ PERFORMANCE SEMINAR
 Yusef Lateef

HA 241
THE HARLEM RENAISSANCE
 Robert Coles

HA 242
THE PICARESQUE
 Norman Holland

HA 250
**INTRODUCTORY POETRY
 WRITING WORKSHOP**
 Paul Jenkins

HA 252
**INTERMEDIATE DANCE
 COMPOSITION**
 Daphne Lowell

HA 254
**TUTORIALS IN MUSIC
 COMPOSITION AND
 THEORY**
 Daniel Warner

HA 255
ANCIENT GREEK DRAMA
 Robert Meagher

HA 260
**NORTH AMERICAN
 LANDSCAPES**
 David Smith

HA 281
**MUSIC III: ADVANCED TONAL
 AND NON-TONAL MUSIC
 SYSTEMS**
 Margo MacKay Simmons

HA 290
**ELECTRONIC MUSIC
 COMPOSITION**
 Daniel Warner

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

HA 296
ADVANCED ENVIRONMENTAL
DESIGN STUDIO
Norton Juster
Earl Pope

300 Level
HA 305
ADVANCED PAINTING
Denzil Hurley

HA 321
COMPARATIVE LITERATURE
SEMINAR
Mary Russo

HA 297*
DANCE CONCENTRATORS'
SEMINAR
Rebecca Nordstrom

HA 313
PHOTOGRAPHY III
Jerome Liebling

HA 399c
ART TUTORIAL
Leonard Baskin

COURSE DESCRIPTIONS

NOTE

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

HA 104
DRAWING I
Bill Brayton

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

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

HA 110
FILM/VIDEO
WORKSHOP I
Jerome Liebling

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

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

HA 111
STILL
PHOTOGRAPHY
WORKSHOP I
 Abraham Ravett

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.

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

HA 111a
STILL
PHOTOGRAPHY
WORKSHOP I
 Carrie Weems

This is a second section of HA 111 Still Photography Workshop I.

HA 113*
MODERN DANCE I
 Rebecca Nordstrom

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

Class will meet twice weekly for one and one-half hours. Enrollment is limited to 25 on a first-come basis. This course cannot be used as part of the two-course option.

HA 114*
MODERN DANCE II
 Rebecca Nordstrom

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

The class will meet twice a week for one and one-half hour sessions. Enrollment method is open, space considerations limit enrollment to 25. This course can not be used as part of the two-course option.

HA 116 (proseminar)
READING POETRY
 Jeffrey Wallen

In this course we will examine how poetry differs from other uses of language. Through the close study of a wide range of English and American poems, we will discuss the complexities and difficulties of interpreting poetry. The formal and rhetorical conventions of poetry will be emphasized, but the aim will be to explore the ways in which poets constantly rework traditional forms and devices for their own purposes. This class is not an historical survey; an exploration of the particular problems of reading twentieth-century poetry, in which many of the established boundaries of poetic language have lost their force, will form a major part of the course. Poets to be read include Shakespeare, Donne, Pope, Wordsworth, Keats, Dickinson, Yeats, Hughes, Williams, Stevens, Frost, and Plath.

Enrollment is limited to 20. The class will meet twice a week for one and one-half hours. There will be frequent short written assignments.

**HA 117 (proseminar)
THE FICTIONAL
CHILD**

L. Brown Kennedy

We will use the methods of two fields, literary criticism and cultural history, to look at the imagining of childhood in literature written both for and about children. The way a culture sees its children and what it says, implicitly and explicitly about them in the art which it produces for their consumption tells us important things about the culture; at the same time, a close, critical look at tales told or "stories" written to be read to or by children may tell us things about the structure and function of narrative. We will begin with the texts traditionally considered important in European and American "adult" literature and then look at a group of nineteenth-twentieth century "classic" Anglo-American "boys" and "girls" books. Interwoven with this is what might be called children's canon, we will examine another thread--native American and black traditional tales and the increasing body of twentieth century literature which depicts childhood and/or speaks to children from the black and native American points of view. As a proseminar, this course will have a strong independent research component and group projects will be encouraged.

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

**HA/SS 119
LITERATURES OF
COLONIALISM**

Jill Lewis

Lynne Hanley

Carolee Bengelsdorf

This course will look at how the experience of colonialism is framed by writers differently positioned in the contrasting histories of colonial exploitation. It will draw on three different experiences of colonialism: British, French and American. We will examine contemporary narratives in which writers from countries radically reshaped by colonialism seek to claim a voice and restructure the space in which they live. We will contrast these with the constructions of the colonized in narratives from the domination cultures. Writers will include: Isabelle Allende, Joan Didion, Assia Djebar, Marie Cardinal, Chinua Achebe, H.G. Wells, Zoe Wicomb, Lewis Nkosi.

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

**HA 120 (proseminar)
IDEAS OF ORDER:
AN INTRODUCTION
TO LITERARY
STUDY**

L. Brown Kennedy

Francis Bacon asserts that "The human understanding is of its own nature prone to suppose the existence of more order and regularity in the world than it finds." The group of texts proposed for discussion during this semester might allow us to examine Bacon's hypothesis as we consider the kinds of order that works of art create as well as the differing orders--personal, social and philosophic-- that they reflect.

Though the selections from classical, renaissance and modern periods will provide possibilities for drawing comparisons among them, the focus of this course will not be specifically historical, nor will it be narrowly thematic. Rather, since a book and a reader can be said in some definite ways "to order" each other, our primary purpose will be to read and discuss this group of texts with close attention to method--to what it is we do when we read. Readings may include texts by Homer, Sophocles, Plato, Shakespeare, Donne, Woolf, Hurston, Stevens.

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

**HA 127
READING WITH
GENDER IN MIND**

Jill Lewis

Note: Enrollment for this course will be 20 women and men.

This course will explore what is at stake in the representation of gender and sexuality in literature. The aim is to question how cultural assumptions about masculinity and femininity, about sexuality and desire, about values and power, are present in the texts we read--and also in our processes of interpreting the world. In the era of AIDS these issues affect us all.

(continued on next page)

A selection of novels, short stories, critical texts and articles will be read. Authors will include: Toni Morrison, James Baldwin, Assia Djebar, Virginia Woolf, Krista Woolf, Marilyn French and Angela Carter. Students will be expected to write regularly and work collaboratively on class presentations.

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

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

Robert Meagher

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

**HA/NS/SS 129
WOMEN'S
BODIES/WOMEN'S
LIVES**

Lynne Hanley
Ann McNeal
Margaret Cerullo

An introduction to feminist studies, this course will explore the representation of the female body from the perspectives of three of the schools. Beginning with the social history of the female body and the political struggles around its control, the course will go on to look at scientific views of female biology, at literary and media representations of the female body, and at differences in cultural attitudes toward the bodies of white and third world women.

The course will be taught by a faculty member from each of the listed schools, and students will be encouraged to begin a Division I project in one of them arising out of issues and materials presented in the course. Class will meet twice a week, once as a group for one and one-half hours and a second time for two hours in smaller sections. Enrollment is 60.

**HA 134 (proseminar)
LATIN AMERICAN
"BIG HOUSE" NOVEL**
Norman Holland

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

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

**HA 138
RUSSIA: FILM AND
LITERATURE OF THE
REVOLUTION**
Joanna Hubbs

A number of Russia's most prominent artists greeted the Revolution of 1917 as the dawn and unlimited freedom for experimentation. Art, they hoped, would play a central role in the transformation of society. We will explore the nature of the artist's engagement by looking at the literary works and films predicting, celebrating, and denouncing the revolutionary upheaval.

Readings include: Chekov, "The Cherry Orchard," Bilyi, St. Petersburg; Blok, "The Twelve"; Mayakovsky, "Lenin," Zamiatin, We; Bulgakov, The Master and Marguerita; and Trotsky's Literature and Revolution. Films: Pudovkin, Mother; Dovzhenko, Earth; Vestov, The Man With a Camera; Eisenstein, The Battleship Potemkin.

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

HA 139
THE EMERGENCE OF
MODERNISM
Sura Levine

This course will focus on several European artistic movements which formed a bridge between the naturalist tendencies of late nineteenth-century art and the development of abstraction in the early twentieth century. Beginning with the Impressionists (Monet, Renoir, Degas) and ending with Cubism (Picasso, Braque, Gris), this course will examine the stylistic, thematic and philosophical bases for each movement as a means of developing a vocabulary and analytical skills for the discussion of visual representation. Documents from the period along with recent criticism will introduce students to various art historical "positions." Students will be expected to give presentations on objects in local museums and to write several papers.

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

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

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

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

Class will meet for one and one-half hours twice weekly; enrollment is 35.

HA 153
DANCE AS AN ART
FORM
Peggy Schwartz

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

The class will meet twice a week for one and one-half hours. Class is limited to 20 and enrollment is open.

HA 159
THE MAN-MADE
ENVIRONMENT: THE
PHYSICAL
DETERMINANTS OF
FORM
Norton Juster
Earl Pope

This course will be concerned with structures and form--that is, the external determinants which give form to our environment. More specifically, it will deal with intuitive approaches to structure, the nature of building materials, and environmental systems. The material will be structured around design projects within a studio format. Visual presentations, both two-dimensional and three-dimensional models, will be required but no prior technical knowledge or drawing skills are necessary.

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

HA/SS 163 (proseminar)
**REAL AND
 IMAGINARY
 WORLDS**
 Nina Payne
 Barbara Yngvesson

How does a writer see the world and give it form? How does an anthropologist represent it? In this course we will consider the question of narrative point of view from the separate perspective of each of our disciplines, in order to explore the ways in which they illuminate one another. We will consider traditional anthropological approaches which assume a standpoint "outside" that which is studied and described; and we will discuss the limitations of this approach, focusing on the ways in which ethnographic writing is fashioned and on the concept of ethnography as fiction. As prose writers, we will explore the significance of narrative point of view with the intention of expanding the boundaries of "personal" writing to include a broader, more complex, and imaginative view.

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

HA 175
**MUSIC I: AN
 INTRODUCTION TO
 THE LANGUAGE AND
 PRACTICE OF MUSIC**
 Margo MacKay-Simmons

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

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

HA /SS 181
READING POLITICS
 Mary Russo
 Joan Landes

This course will introduce "politics" as it is constituted within the tradition of Western social and political thought. Drawing from 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 is the issue of interdisciplinarity. The boundaries between literature, history, philosophy, rhetoric, and political theory have been historically unstable. A Renaissance text such as Machiavelli's The Prince, for instance, is as interesting for its use of figurative language and its historical narratives as it is for its practical advice to rulers. We will follow the traces of other texts, genres, and authors within a given work, and thereby question its authority. Reading will include selections from Aristotle, Machiavelli, Rousseau, Marx, and Freud... Students are expected to complete the assigned reading and to write a short paper on each of the authors.

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

HA 195
**THEATRE THREE:
 SPLIT
 BRITCHES/THE
 ALCESTIS PROJECT**
 Rhonda Blair
 TBA

Through a three-phase process, students in this course will study theatre making processes by working with the Split Britches Theatre Company, developing a production based loosely on Euripides' Alceste. Phase One is an interdisciplinary, integrative exploration of feminist and alternative theatre practices, and a revisioning of Euripides' classical text. Phase Two is an applied study of production skills required to mount a production. In Phase Three, Split Britches and class members will mount a production utilizing skills acquired in the first phases.

This is a core course recommended for theatre concentrators. It is designed to meet the needs of beginning and advanced students. Upper-Division students may serve as teaching assistants, and should interview with theatre faculty about doing so.

There is no prerequisite for this course and enrollment is limited to 36. Class will meet twice each week for two hours.

**HA 201
ADVANCED
DRAWING**
Denzil Hurley

This course is a continuation of Drawing I. 3-dimensional aspects of drawing, collage, and color problems as specific to individual needs will be explored. There will be slide lectures and group discussions. Students interested in printmaking are welcome to further their interests here. Class will meet for two and one-half hours twice a week. Enrollment is limited to 15 by instructor permission. Drawing I is a prerequisite.

**HA 203
INTRODUCTION TO
PAINTING**
Judith Mann

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

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

**HA 205
FIGURE WORKSHOP**
Judith Mann

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

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

**HA 210
FILM/VIDEO
WORKSHOP II**
Abraham Ravett

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

Students will have the opportunity to screen seminal film and video works in documentary, narrative, and experimental genre. Additional out-of-class screenings and readings in the history and theory of film/video will also be assigned. There will be six assigned workshops with John Gunther in video editing and the use of the TV studios throughout the semester. There is a \$40 lab fee for this course, which entitles the student to the use of camera and recording equipment, transfer and editing facilities, plus video production equipment. Students must purchase their own film and pay their own processing fees.

The class will meet once a week for three hours. Enrollment is limited to 15 by permission of the instructor. In general, Film/Video Workshop I will be considered a prerequisite for this course.

**HA 211
STILL
PHOTOGRAPHY
WORKSHOP II**
Sandra Matthews

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

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

**HA 216*
MODERN DANCE
TECHNIQUE IV**
Daphne Lowell

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

Class will meet twice each week for two hours. Enrollment is by audition first day of class.

**HA 221
CRITICAL ISSUES IN
PHOTOGRAPHY AND
FILM: IMAGE AND
TEXT**
Sandra Matthews
Carrie Weems

In this course we will examine the various ways that words and photographs have been used together throughout the history of photography, including photojournalism, contemporary photo/text combinations, artists' books, combinations of poetry and photographs, and more. We will also study films and videotapes that use verbal soundtracks in interesting ways. Questions we will address will include whether or not there is a visual language, what happens to point of view and voice when words and images are combined, how words and images affect each other and how the combinations alter the experience of the viewer. We will attempt to distinguish between the different ways that words and images can function. Readings will be drawn from a variety of sources. Enrollment is open. This course is suitable for first year students as well as those who are more advanced.

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

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

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

**HA 231
POETRY WRITING
WORKSHOP**
Andrew Salkey

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

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

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

**HA 233
TOLSTOI**
Joanna Hubbs

In What is Art? Tolstoi writes: "Art is a human activity consisting of this, that one man(sic) consciously, by means of certain external signs, hands on to others feelings he has lived through, and that others are infected by these feelings and also experience them."

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

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

**HA 234
BEGINNING
PLAYWRITING**
K. Douglas Anderson

This course will focus on the creation of believable characters, speakable and actable dialogue and compelling dramatic structure. Representative modern plays will be read and analyzed and each student will be expected to complete a one-act play. In-class writing exercises will be stressed to develop individual voice. Class will meet once each week for three hours. Permission of instructor required.

**HA 235
THE POWER OF THE
NOVEL**
Jeffrey Wallen

In the middle of the nineteenth century, the novel became the dominant literary form. In this class, we will explore the forms of power in the novel (the attempts to "rise" in the world, the struggles for authority), and of the novel (the attempt to represent the world, the subjection of all thoughts and actions to the artist's scrutiny). In particular, we will question how these "great" novels still continue to exercise their power today. Readings will include works by Dickens, Stendhal, Eliot, and Flaubert.

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

HA 237
**FICTION WRITING
 WORKSHOP**
 Andrew Salkey

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

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

We will try to demonstrate that the practice of fiction ought to be manifestly about the creative description of human relationship in society. We will encourage both on-the-spot oral critical analysis and writing and lively analytical discussion of all forms of literary composition within the genre of fiction, and our writers will be encouraged to take any literary risk they may feel to be important to their development.

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

HA 239
**JAZZ PERFORMANCE
 SEMINAR**
 Yusef Lateef

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

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

HA 241
**THE HARLEM
 RENAISSANCE**
 Robert Coles

This is an advanced course focusing on the Harlem Renaissance as an aesthetic movement in American (and international) literary history. Primarily, our approach should be critical and theoretical, drawing upon concepts from literature and history (cultural, intellectual, history). Here, we should argue the idea of the Renaissance and to articulate why so. Is the term appropriate? Why or why not? What are some of the social and artistic forces that produced the Renaissance? Equally, how did the Renaissance affect future literary and artistic expression? Second, we should try and keep the racial perspective in mind in that the Renaissance was created, in part, by race consciousness. How does this factor contribute to our understand of the Harlem Renaissance? Third, we will examine carefully those individual artists and writers who were involved. What did they say? How did they say it? Some secondary readings (criticism) will be assigned as well.

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

HA 242
THE PICARESQUE
Norman Holland

The course will study the picaresque as a literary genre. It will begin by discussing the origins of the genre in Spain, trace its development into Europe via translations of Spanish originals and conclude by looking at contemporary American works which belong to this tradition. We will consider the cultural conventions that structure both the world of the picaro and his/her writings.

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

HA 250
**INTRODUCTORY
POETRY WRITING
WORKSHOP**
Paul Jenkins

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

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

HA 252
**INTERMEDIATE
DANCE
COMPOSITION**
Daphne Lowell

The structural aspects of composition will be studied through class exercises, assigned studies and critical analysis of professional masterworks, including non-Western works. Emphasis will be placed on formal organizing factors such as: ABA, theme and narration, motif and development, ground bass, canon. Students will compose a 3-5 minute final project with music. Elementary composition is a prerequisite. Class will meet twice each week for two hours.

HA 254
**TUTORIALS IN
MUSIC
COMPOSITION AND
THEORY**
Daniel Warner

Individual and small-group instruction in composition and theory designed for music concentrators engaged in Division II and III projects. Enrollment is limited to ten with meeting times to be arranged with the instructor.

HA 255
**ANCIENT GREEK
DRAMA**
Robert Mcagher

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

**HA 260
NORTH AMERICAN
LANDSCAPES**

David Smith

Through the use of texts--fiction, poetry, essay, analysis--slides, film, and class discussion, North American Landscapes looks at ways in which our cultural/historical understanding of land and landscape has powerfully affected national self-understanding. The land as historically encountered, first by native Americans, then by the Spanish, French, and English explorers--and subsequently by Canadians and Americans--is the prevailing subject of study.

While thematic material (e.g. "wilderness" themes) informs the course, this semester we will choose a regional approach, with emphasis on New England, the South, the Midwest, the Southwest, and Alaska in the choice of texts. In each region studied, we'll match a "classic" with a modern writer, and be deliberately receptive to women and native American writers. Expect to write papers in this class, and to participate actively in discussions of texts.

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

**HA 281
MUSIC III:
ADVANCED TONAL
AND NON-TONAL
MUSIC SYSTEMS**

Margo MacKay-Simmons

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

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

**HA 280
ELECTRONIC MUSIC
COMPOSITION**

Daniel Warner

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

Enrollment is limited, and there is sometimes a waiting list for this class. Class will meet twice each week for one and one-half hours.

**HA/SS 295
LITERATURE AND
SOCIETY BETWEEN
THE WARS: EUROPE,
USA, THIRD WORLD**

Reinhard Sander

James Wald

The years between the two World Wars were characterized by a complex of interlocking global crises. Two antagonistic ideologies, fascism and international communism, gained ascendancy in several parts of the world and challenged the social and political status quo at a time when the capitalist system plunged into a worldwide depression. In addition, the various crises brought forth powerful new anti-colonial movements. These tragic years were also a time of great cultural flowering. We will consider the ways in which literary figures and intellectuals in Europe, the United States, and the Third World responded to the challenges of their era and engaged in political debate.

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

**HA 296
ADVANCED
ENVIRONMENTAL
DESIGN STUDIO**

Norton Juster

Earl Pope

Building on experiencing design for committed environmental design students with graphic skills, this course will present a series of design projects in architectural, interior design and planning.

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

HA 297*
DANCE
CONCENTRATORS'
SEMINAR

Rebecca Nordstrom

This course is for dance concentrators at the Division II and III level (Division I students with instructor permission) and will focus primarily on faculty-student discussion of divisional work. It will serve as a forum for meaningful exchange, criticism and exploration of creative works in progress. Students will be expected to participate in the fall dance concert as technical crew, choreographers and/or performers.

This class will meet once each week for two hours. This course is not satisfactory for one-half a Division I exam. Enrollment is by instructor permission and is limited to 20.

HA 305
ADVANCED
PAINTING
Denzil Hurley

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

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

HA 313
PHOTOGRAPHY III
Jerome Liebling

A continuation of work from Photography Workshop II, Photography II or equivalent experience is a necessary prerequisite for this course. Assignments in contemporary practices in photography, and readings in history and criticism will be made. Expectations are to further develop students' concerns in practice and criticism in preparation for concentration.

Class will meet once each week for three hours and enrollment is limited to 15 with instructor permission.

HA 321
COMPARATIVE
LITERATURE
SEMINAR
Mary Russo

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

Class will meet once a week for three hours. Enrollment is limited to 18 students with instructor permission required.

HA 399c
ART TUTORIAL
Leonard Baskin

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

CHAMBER MUSIC
ENSEMBLE
Music Faculty

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

To register, contact Daniel Warner.

CHORUS
Ann Kearns

The Fall Chorus season will include our annual Bach Cantata Festival with professional orchestra and soloists and a major concert in December. Admission to the Chorus is by short, painless audition. Rehearsals are Monday and Wednesdays, 4-6 p.m., in the Recital Hall in the Music and Dance Building. Faculty and staff are welcome.

THEATRE BOARD

The Theatre Board is a committee of seven students (five voting members and two alternatives) who are elected to facilitate Hampshire's theatre program. Responsibilities include monitoring the performance spaces and equipment, and scheduling the production for each season, among others. It is a wonderful way for students with an interest in theatre to gain valuable hands-on experience and have a voice in decision making. Elections are held at the beginning of each semester. Non-voting members of the community are always welcome to attend the weekly meeting. For further information, contact a current Theatre Board member. The board meets each week for one and one-half hours.

SCHOOL OF NATURAL SCIENCE

CURRICULUM STATEMENT

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

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

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

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

Most students will complete their Natural Science Division I examination through projects they begin in courses or through independent projects. To complete the Natural Science examination using the two-course option, students must successfully complete any 100-level Natural Science course and the course called Project (NS 199).

AGRICULTURAL STUDIES

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

The Program centers around laboratory facilities which include the Hampshire College Farm Center and the Bioshelter as well as field studies. The Farm Center is located on 200 acres adjacent to the campus and includes pastures, fields, three barns, and a kennel/research facility. Student projects focus on the land, soil, crops, trees, insects, horses, and/or sheep. Field research on annual and perennial crops is conducted on Hampshire land and at nearby farms. There are also livestock-guarding dogs which are part of a nationwide program initiated at Hampshire in a major effort to develop nonlethal, nontoxic alternatives for protecting livestock from predators. The dogs are also subjects for studies of canine behavior, vocalization, and nutrition. The Bioshelter is a 2000-square-foot laboratory for the study of hydroponics, solar aquaculture, nitrogen fixation, plant and fish physiology, and passive solar energy. A farm manager, animal caretaker, research associate for the dog project, and a bioshelter technician support these facilities.

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

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

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

COASTAL AND MARINE STUDIES Coastal and Marine Sciences is a growing program within the Five Colleges. Students can complete programs of study through courses, participation in field studies and research, and training in oceanographic techniques. Hampshire and the Five Colleges have cooperative arrangements with the Woods Hole Consortium of Colleges, Duke University Marine Program, the Northeast Marine Environmental Institute, Inc., a biological field station on Cape Cod, and in Belize, Central America

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

PHYSICAL SCIENCES

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

Students who are preparing for concentrated disciplinary study go on to upper division courses supplemented by Five College Offerings. For 1989-90 the Hampshire courses include: General Physics, Hazardous Wastes, Evolution of the Earth II, and The Calculus. At the advanced level, book seminars and advanced courses in chemistry, physics, geology, and mathematics will be available as needs arise. Projects focusing on topics as diverse as technological design, philosophy of science, military policy, and geological ecology can be supported as well as more traditional disciplinary studies.

WOMEN AND SCIENCE

Women and Science is an informal program in which faculty, students, and staff are involved in seminars, courses, and project advising in issues important to women: scientific theories about women and the impact of these theories on women's lives, women's biology, nutrition, women's health, women's role in human evolution, biological issues concerning gender. We are also concerned with the participation of women 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 Merle Bruno..

Courses and other offerings:

- Women's Roles in Health & Healing (Debra Martin)
- Health Issues for Minority Communities (Michelle Murrain and John Foster)
- Elementary School Science Workshop (Merle Bruno)
- Clinical Studies (John Foster)
- Human Skeleton (Alan Goodman & Debra Martin)
- Drugs in the Nervous System (Ann McNeal & Michelle Murrain)
- Neurobiology Lab (Michelle Murrain)
- Physiology (Merle Bruno & Ann McNeal)
- Biology of Women (Kay Henderson)
- Reproductive Physiology (Kay Henderson)
- Women's Bodies/Women's Lives (Ann McNeal et al)
- Advanced Anatomy (Kay Henderson & Alessia Ortolani)
- Biology of the Nervous System (Michelle Murrain)
- Human Nutrition (Alan Goodman)
- Health Science Integrative Seminar (Kay Henderson)
- Women & Minorities in Science (Merle Bruno & Ann McNeal)

Consult course guide for specific semesters and times.

COURSE LIST

100 Level

NS 107
EVOLUTION OF THE
EARTH
John Reid

NS 115 (proseminar)
CLINICAL PROJECTS
John Foster

NS 117
HEALTH ISSUES FOR
MINORITY COMMUNITIES
Michelle Murrain
John Foster

NS 124
THE BIOLOGY OF WOMEN
Kay Henderson

NS 127 (proseminar)
HUMAN GENETICS
Lynn Miller

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

NS/CCS 130
LEARNING-BEHAVIOR
Raymond Coppinger
Steven Weisler

NS 135 (proseminar)
THE HUMAN SKELETON:
BONES, BODIES AND
DISEASE
Alan Goodman
Debra Martin

NS 145 (proseminar)
GROWING FOOD
Lawrence Winship

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

NS/SS 151
WORLD FOOD CRISIS
Brian Schultz
Ben Wisner

NS 169
MATHEMATICS AND THE
OTHER ARTS
Kenneth Hoffman

NS 180
AQUATIC ECOLOGY
Charlene D'Avanzo

NS 182 (proseminar)
APPROPRIATE
TECHNOLOGY
Frederick Wirth

NS 183
QUANTUM MECHANICS
FOR THE MYRIAD
Herbert Bernstein

NS 186
ANIMAL BEHAVIOR
Raymond Coppinger

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

NS 195
POLLUTION AND OUR
ENVIRONMENT
Dula Amarasiriwardena

NS 199
PROJECT COURSE
Merle Bruno

200 Level
NS 202
BASIC CHEMISTRY I
Dula Amarasiriwardena

NS 220
PHYSIOLOGY
Merle Bruno
Ann McNeal

NS 225
THE BIOLOGY OF THE
NERVOUS SYSTEM
Michelle Murrain

NS 248
WOMEN'S ROLES IN
HEALTH AND HEALING:
CROSS-CULTURAL
PERSPECTIVES
Debra Martin

NS 258
COMPUTATION
STRUCTURES
Albert Woodhull

NS 260
THE CALCULUS
Kenneth Hoffman

NS 265
INTRODUCTION TO
STATISTICS AND
EXPERIMENTAL DESIGN
Brian Schultz

NS 269
HUMAN NUTRITION
Alan Goodman

NS 277 (mini-course)
CHINESE MEDICINE
Weihang Chen

NS 278 (mini-course)
COMPARATIVE MEDICAL
TRADITIONS
Kathy Dugan

NS 282
GENERAL PHYSICS A:
PHYSICS WITH
APPLICATIONS TO
PHYSIOLOGY, BIOLOGY,
AND MEDICINE
Frederick Wirth

300 Level
NS 320
BOOK SEMINARS IN
MATHEMATICS
David Kelly

NS 324
ADVANCED CALCULUS
David Kelly

NS 390i
HEALTH SCIENCES
INTEGRATIVE SEMINAR
Kay Henderson

COURSE DESCRIPTIONS

NS 107
**EVOLUTION OF THE
 EARTH**
 John Reid

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

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

NS 115 (proseminar)
CLINICAL PROJECTS
 John Foster

A new cream appears on the market which the manufacturer says works wonders and is perfectly safe. Then a newspaper reports a study which claims the cream is potentially hazardous. Who's right? This course will introduce students to some of the concepts and techniques of clinical studies by designing and carrying out one or more such studies over the course of the semester. Students will also learn basic statistical techniques and the use of the computer to analyze the data.

Class will meet one and one-half hours twice a week plus a four hour lab/field session. Enrollment 20: 15 new students and 5 returning students.

NS 117
**HEALTH ISSUES FOR
 MINORITY
 COMMUNITIES**
 Michelle Murrain
 John Foster

Are there different health issues for different sectors of American society? If high blood pressure is common among African-Americans, is that a matter of genetics or a result of stress and socioeconomic factors? Some other diseases such as AIDS, sickle-cell anemia, and osteoporosis have been said to afflict different sectors differentially. What are the "facts" as they are known? What are the decisions being made about health care in light of this knowledge? What impact does such knowledge have on decisions about health care?

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

NS 124
**THE BIOLOGY OF
 WOMEN**
 Kay Henderson

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

Course work will culminate in individual and group projects on a question related to the course content.

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

NS 127 (proseminar)
HUMAN GENETICS
Lynn Miller

There is a habit of thought, perhaps as old as the language itself, that keeps getting in the way of our understanding of the history and nature of life. This is our tendency to think in terms of static types. The Darwin-Wallace theory of natural selection shattered the basis of typological thinking over a century ago, but many students of life are still unaware of the profound implications of thinking about populations rather than types.

In this seminar we will explore what little we know about the genetic diversity within the human species. We will see how this limited knowledge has been used (and misused) in selected cases of education, politics, and social policy.

Students in this seminar will be asked to write short essays and to give oral presentations.

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

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

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

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

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

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

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

Students taking this course may not take NS 186 Animal Behavior. Enrollment is limited to 35. The class will meet for one and one-half hours twice a week.

NS 135 (proseminar)
**THE HUMAN
SKELETON: BONES,
BODIES AND
DISEASE**
Alan Goodman
Debra Martin

Suppose you found a skeleton in your basement...what types of information could this anatomical system provide concerning the individual? While seemingly static and inert, bones and teeth are actually part of a dynamic interconnected system which is in direct communication with many other body systems. By understanding the form and function, growth and development, and the pathological processes which can affect the skeleton, one can reconstruct the age, sex, stature, health, diet, and lifestyle of the individual.

(continued on next page)

Skills learned in this course are fundamental to the study of anatomy, nutrition, biology, medicine, and evolution. An emphasis will be placed on hands-on experience with skeletal material in the lab. A project utilizing skeletal or dental material is required. No prior science background is necessary.

Class will meet for one hour three times a week. Enrollment is limited to 30.

NS 145 (proseminar)
GROWING FOOD
Lawrence Winship

From the cold, short growing season north latitudes to the tropics, the major activity of most of the world's people is growing food. A wide diversity of food production systems have been developed to cope with the challenges of soil and climate. In this course we will examine some of the common and some of the not so common ways in which people grow food. The emphasis will be on the first step in the conversion of solar energy to a form useful to people-plants. We will consider the physiology and ecology of shifting cultivation, grazing and pastoralism, hydroponics, aeroponics, agroforestry, rice paddies, and other food production systems. Our approach will be intensive rather than extensive and will focus on developing ways to look critically at crop production.

Class will meet for one and one-half hours twice a week for lecture and discussion and for one afternoon for laboratory. We will read primary literature about food production systems and evaluate a few of them in the Bioshelter. Students will make a class presentation. Each student will write a paper analyzing a particular food production system and complete a laboratory research project.

Enrollment is limited to 20 students because of limited lab and Bioshelter space.

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

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

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

Class will meet one and one-half hours twice per week for discussion of readings and one afternoon per week for lab. Requirements include active class attendance and participation, a short literature-based paper, and a semester lab project and complete write-up.

NS/SS 151
WORLD FOOD
CRISIS
Brian Schultz
Ben Wisner

Hunger in the midst of plenty has been called an absurdity and an obscenity. How can we understand it? What can we do about it? Using case studies, readings, and student projects, this course will combine natural science and social science perspectives for understanding and combating world hunger. What are the political, economic, and ecological sources of famine; are they natural disasters or human folly? Is overpopulation really a problem or just a political smokescreen? How is food actually produced and at what cost to the environment? Are pesticides and other chemical inputs really necessary?

Class will meet for one and one-half hours twice a week. Enrollment limited to 40 (first come, first served).

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

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

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

NS 180
AQUATIC ECOLOGY
Charlene D'Avanzo

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

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

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

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

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

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

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

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

The course has three themes: quantitative approximations to interesting phenomena; formal use of mathematics to describe observations; the philosophical and cultural significance of interpretations of physical theory. Students contact course material in

(continued on next page)

ways parallel to physicians approaching nature. How to formulate questions, including how to make them into solvable puzzles, how to work cooperatively--utilizing both learned and created concepts, and how to master formal reasoning are all learned by experience.

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

NS 186
ANIMAL BEHAVIOR
Raymond Coppinger

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

In addition to doing the readings and participating in class discussions, students will be expected to complete several short writing assignments and to develop an experimental design for a behavioral study.

Students taking this course may not take NS/CCS 130 Learning-Behavior. Enrollment is limited to 20. Class will meet for one and one-half hours twice a week.

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

This course introduces scientific and political-economic analyses of environmental problems and policies. We will focus on conflict over water resources and land use. Specific topics will include contamination of ground water, the impact of development of wetlands, and acid rain. The social science analysis will cover the political, economic, and historical questions dealing with land and water resources. This will include analysis of government policies, business practices, and the environmental movement. The scientific focus will include hydrology, surficial geology, and plant ecology. Students should be prepared to undertake analysis and writing which integrates--as in real life--the political-economic and scientific aspects of environmental study.

Enrollment is limited to 30. Class will meet for one and one-half hours twice a week plus an afternoon lab/field trip.

NS 195
**POLLUTION AND
OUR ENVIRONMENT**
Dula Amarasingwardena

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.

Class participation and satisfactory work on the required problem sets, literature critiques, and class projects are required for evaluation. Class will meet one and one-half hours twice a week.

NS 199
PROJECT COURSE
Merle Bruno

Students who have started projects in another 100 level Natural Science course or who have ideas for projects that grew out of those courses will meet as a group with the instructor weekly. These meetings will engage the students in two types of activities: 1) seminars on research methods, data presentation and analysis, and research writing techniques, and 2) presenting progress reports and a final report. The instructor will also consult individually with students to help them focus their questions and develop their projects.

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

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

NS 202
BASIC CHEMISTRY I
Dula Amarasiriwardena

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

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

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

NS 220
PHYSIOLOGY
Merle Bruno
Ann McNeal

Physiology is the study of how organisms work. This course will review the physiology of the body systems: cardiovascular, respiratory, neuromuscular, excretory, gastrointestinal, hormone, and reproductive. Such knowledge is basic to understanding health and disease in humans and animals and also the adaptation of organisms to their environments.

The course will consist of lectures, discussions, laboratory work, and textbook readings. A series of five laboratory studies will teach students a variety of techniques including electrophysiology, spectrophotometric assays, and statistical data analysis. There will be short assignments on the readings and all laboratory work will be written up in scientific form.

Students are expected to have passed their Natural Science examinations and to have background in mathematics and chemistry at least at a high school level. This course is intended for biology concentrators and other students interested in health, human performance, and animal biology.

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

**NS 225
THE BIOLOGY OF
THE NERVOUS
SYSTEM**

Michelle Murrain

The nervous system is a highly complex and dynamic group of cells whose role is to keep an animal informed about its environment and to accomplish specific behaviors such as running, eating, etc. We will discuss the basic mechanisms of nervous system function and what makes nerve cells unique. In addition, we will discuss ways that the nervous systems of animals across the phylogenetic spectrum work and how these animals have different strategies for coding and processing information from the environment. We will also explore the mechanisms of learning and memory and the evolution of nervous systems.

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

**NS 248
WOMEN'S ROLES IN
HEALTH AND
HEALING: CROSS-
CULTURAL
PERSPECTIVES**

Debra Martin

This course provides a theoretical and descriptive overview of women and health from a comparative and cross-cultural perspective. Two trends in anthropological scholarship will form the basis of the readings. The first is on studies which focus on multiple dimensions of health and healing cross-culturally. The second is the redirecting of anthropological inquiry to include issues of gender, sexual asymmetry, class, and political economy.

The objectives of the course will be to 1) examine the biological and cultural determinants of women's health, and 2) trace the relationship of women's health to the cultural constructions of gender. A project is required which will involve some aspect of hands-on data collection either in a "field" setting (such as in the city of Holyoke or in housing for homeless or battered women) or in a "clinical" setting (such as data collection from hospital records or interviews of pregnant women belonging to different socio-economic classes). Group projects are encouraged.

Class will meet for one and one-half hours twice a week with five Fridays reserved for field trips, movies, and labs.

**NS 258
COMPUTATION
STRUCTURES**
Albert Woodhull

In this course we will explore the many levels of organization in a computer, ranging from digital logic circuitry through assembly languages up to high level programming languages such as LIST or Pascal. Hierarchy and modularity will emerge as key principles or organization. These concepts provide powerful tools for designing and understanding modern computers.

We will explore relationships between levels of organization in computer systems, and we will do projects designed to produce familiarity with key elements of each level. There will be a considerable amount of laboratory work, mostly programming, but also introducing some principles of digital electronics.

The primary pre-requisite is a good working knowledge of at least one programming language. The intended audience of this course is students whose concentrations will include computer science, but who cannot fit entire courses in computer architecture, operating systems, and language design into their schedules.

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

NS 260
THE CALCULUS
Kenneth Hoffman

The calculus provides the language and some powerful tools for the study of change. As such it is an essential subject for those interested in growth and decay processes, motion, and the determination of functional relationships in general. We will cover these topics. Particular attention will be paid to the analysis of dynamical systems (ecosystems, economic systems, weather)--collections of mutually interacting agents whose values change over time. Computers have become essential tools in the exploration of such processes and will be used throughout the semester. No previous programming experience is required.

Topics will include 1) Computer programming, simulation, and approximation; 2)Basic concepts of calculus--rate of change, differentiation, limits; 3)Differential equations; 4)Dynamical systems; 5)Exponential and circular functions.

While the course is self-contained, students are strongly urged to follow it up by taking NS 316 Linear Algebra or the Calculus Continued workshop to further develop their facility with the concepts.

Class will meet for one and one-half hours three times a week. Optional evening problem sessions will be available. Regular substantial problem sets will be assigned and will constitute the heart of the student's course work.

NS 265
INTRODUCTION TO
STATISTICS AND
EXPERIMENTAL
DESIGN
Brian Schultz

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

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

NS 269
HUMAN NUTRITION
Alan Goodman

Food and nutrition intersect with a wide variety of disciplines, interests, and human concerns. The purpose of this course is to examine some of these intersections while providing an introduction to the fundamentals and principles of nutritional science. The majority of course time in the beginning of the semester will be spent learning nutritional principles and becoming familiar with the fundamentals of essential nutrients (requirements, sources, metabolism, problems of deficiency, and excess). The second half of the course will focus on a variety of issues and problems in such areas as the evolution of diets/paleonutrition, ecology of malnutrition, nutrition-infectious disease interactions, nutritional epidemiology, and nutrition and development. Also included will be a lab component geared to provide students with the main techniques for analysis of dietary intake and nutritional status. The lab part of this course will function as pre-trip preparation for a January Term (1990) course in nutritional anthropology in Mexico.

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

NS 277 (mini-course)
CHINESE MEDICINE
 Weihang Chen*

Both China and the West have a long history of medical practice which has produced empirically effective medical technologies combined with sophisticated theoretical systems which explain their efficacy. An examination of the differences and similarities between these two medical systems can reveal the relationships among medical beliefs, practices, and institutions to the social structures and to the larger cultural systems.

This course which begins September 7th complements the mini-course NS 278 Comparative Medical Traditions that begins October 24.

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

*Weihang Chen is a Fulbright Scholar from China visiting Hampshire.

NS 278 (mini-course)
COMPARATIVE MEDICAL TRADITIONS
 Kathy Dugan

All cultures have developed methods of explaining, preventing, and curing diseases. However, different cultures have very different theoretical explanations of the causes of disease, methods of prevention and treatment, and social institutions which determine who has access to medical knowledge and technology. This course will examine these differences with reference to preliterate, Indian, and Islamic cultures. By examining alternatives to Western medicine, we will be able to identify more clearly the distinctive features of Western medicine and the function of alternative medical traditions within Western culture.

This course which begins October 24 complements the mini-course NS 277 Chinese Medicine which will be taught the first six weeks of the Fall Term.

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

NS 282
GENERAL PHYSICS A: PHYSICS WITH APPLICATIONS TO PHYSIOLOGY, BIOLOGY, AND MEDICINE
 Frederick Wirth

Two main branches of physics will be considered: mechanics and thermodynamics. Course material--examples, problems, laboratory work, application--will be based extensively on physiological and biological processes.

The course is less mathematically sophisticated than physics with geology and earth science. Students should know (or have known) algebra and trigonometry or be studying these topics currently. There will be an emphasis on computer modeling of complex systems.

Class will meet for one and one-half hours twice a week and have one two and one half-hour laboratory per week. Enrollment is limited to 20.

**NS 320
BOOK SEMINARS IN
MATHEMATICS**

David Kelly

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

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

Possible topics for book seminars include:

Modern Algebra: The study of algebraic structures such as groups and fields, with applications to number theory, geometry, physics, and puzzles.

DIV. GRAD. CURL: Basic tools and results of multivariable calculus useful for the study of electric and magnetic fields.

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

Complex Variables

Differential Equations

**NS 324
ADVANCED
CALCULUS**

David Kelly

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

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

**NS 390i
HEALTH SCIENCES
INTEGRATIVE
SEMINAR**

Kay Henderson

This seminar is intended to give Division III students working in the Health Sciences an opportunity to present their own research and to discuss current research literature of interest to the group. Each participant will give two seminars--the first will be on a health science topic from the research literature and the second on their Division III work. It is hoped that the group will include students working in both the natural sciences and the social sciences.

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

**ASTFC 13
THE SOLAR SYSTEM**

Judith Young+
University

Introductory, similar to Astron 100, but more detailed and slightly more advanced. Topics include: physical characteristics of the earth, moon, planets, asteroids, and comets--their motions and gravitational interactions. Recent discoveries of space probes relative to formation of the solar system and origin of life. Prerequisite: high school algebra.

Class meets Tuesday and Thursday 9:30-10:45 am.

**ASTFC 20
COSMOLOGY**

Tom Dennis+
Mount Holyoke

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

Class meets Tuesday and Thursday, time TBA.

**ASTFC 37
OPTICAL
OBSERVATIONS**

Suzan Edwards+
Karen Strom+
Smith

An introduction to the techniques of gathering and analyzing astronomical data. The optics of telescopes and spectrographs. Error analysis. Astrometry, photometry, spectroscopy, and their use to determine the positions, motions, brightness, temperatures, radii, masses, and chemical compositions of stars. Prerequisites: ASTFC 21 and 22.

Class meets Monday and Wednesday 2:30 - 3:45 pm.

**ASTFC 43
ASTROPHYSICS I**

Edward Harrison+
University

Basic topics in astronomy and astrophysics. Gravitational equilibrium configurations, virial theorem, polytropes, hydrodynamics, thermodynamics, radiation transfer, convective and radiative equilibrium, stellar and planetary atmospheres, the equations of stellar structure. Physics of stellar and galactic structure. Undergraduates admitted with consent of instructor.

Class meets Monday, Wednesday, and Friday 1:25 - 2:45 pm.

+Five College Astronomy Professor

SCHOOL OF SOCIAL SCIENCE

STATEMENT BY A FACULTY

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

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

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

Course List

100-level

SS 115 (proseminar)
POLITICAL JUSTICE
Laurie Mayer

SS 116 (proseminar)
URBANT REVOLUTION
AND VILLAGES SOCIETY IN
MODERN CHINA
Ray Johnson

SS 118
LITERATURE OF
COLONIALISM
Caroline Hengstler
Lyne Hinkle
Jill Lewis

SS 121 (proseminar)
THE AMERICAN
COUNTRY: WHAT
HAPPENED?
Caroline Hengstler

SS 141 (proseminar)
SOCIAL ORDER/SOCIAL
DISORDERS
Robert Taylor Fogg

SS 11A/11B 120
WOMEN'S
BODIES/WOMEN'S LIVES
Margaret Grotto
Lyne Hinkle
Ann McNeil

SS 135
GURUS AND THE
TRANSMISSION OF
HINDUISM
Kish Nuyam

SS 146 (proseminar)
BLACK LIVES: AFRO-
AMERICAN
AUTOBIOGRAPHY
Susan Tracy
Robert Cole

SS 151
WORLD FOOD CRISIS
Ben Weiss
Robin Schulte

SS 155
MURDER AND THE
FAMILY
Patrick Rooney

SS 161
LABOR AND COMMUNITY
Myra Breitbart
Laurie Nisonoff

SS 11A 163 (proseminar)
REAL AND IMAGINARY
WORLDS
Barbara Yngvesson
Nina Payne

SS 165 (proseminar)
THE CHILD AND THE
SOCIAL WORLD
Maurice Mahoney

SS 171
ETHNOCENTRISM
Leonard Glick
Donald Fox

SS 172
HEALTH CARE: WHAT
HAPPENED, WHAT'S
NEXT?
Robert von der Lippe

SS 1A 182
READING POLITICS
Jean Lurie
Mary Russ

SS 184 (proseminar)
AMERICAN CAPITALISM
 Stanley Warner

SS 187
**CRITICAL STUDIES IN
 CULTURE, I: THE
 RENAISSANCE AND
 REFORMATION**
 Miriam Slater
 James Wald

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

SS 193
AFRICAN STUDIES
 Frank Holmquist
 E. Frances White

200 Level

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

SS 201
CAPITALISM AND EMPIRE
 Frank Holmquist
 Kay Johnson

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

SS 207*
**STATISTICS AND DATA
 ANALYSIS**
 Donald Poe

SS 212
**HISTORY OF POSTWAR
 AMERICA***
 Penina Glazer
 Miriam Slater

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

SS 221
**PROBLEMS IN
 PHILOSOPHY OF LAW
 AND JUSTICE**
 Lester Mazor

SS/HA 227
ART AND REVOLUTION
 Joan Landes
 Sura Levine

SS 233
**DYNAMICS OF
 DIVERSITY: RACE IN THE
 TWENTIETH CENTURY
 UNITED STATES**
 Micahel Ford
 Flavio Risech
 Mitziko Sawada

SS 239
PSYCHOPATHOLOGY
 Patricia Romney

SS 248
GENDERED CITIES
 Myrna Breitbart

SS 255
**HISTORY OF AFRICA TO
 THE EUROPEAN CONTACT**
 E. Jefferson Murphy

SS 273
**TRANSFORMATIONS:
 RACE, GENDER, AND
 SEXUALITY**
 Mitziko Sawada
 E. Frances White.

SS 277
**REFUGEES IN THE UNITED
 STATES: LAW AND
 POLICY IN CONFLICT**
 Flavio Risech

SS 289
**ETHNOGRAPHY AND
 DOCUMENTARY FILM**
 Leonard Glick
 Barbara Yngvesson

SS/HA 295
**LITERATURE AND
 SOCIETY BETWEEN THE
 WARS: EUROPE, UNITED
 STATES, THIRD WORLD**
 James Wald
 Reinhard Sander

SS 297
**EVER SINCE MARX,
 DURKHEIM, AND WEBER**
 Marnia Lazreg

300 Level

SS 311
**WOMEN AND WORK:
 WORKSHOP IN FEMINIST
 POLITICAL ECONOMY**
 Laurie Nisonoff

SS 319
**RITUAL, GENDER, AND
 POWER**
 Kirin Narayan

SS/CCS 327
**ISSUES IN
 CONTEMPORARY
 PSYCHOANALYTIC
 THEORY**
 Maureen Mahoney
 Neil Stillings

SS 399a
MAKING SOCIAL CHANGE
 Stanley Warner

* Does not fulfill one-half the requirement for a Division I two-course option.

Course Descriptions

SS 115 (proseminar)
POLITICAL JUSTICE
Lester Mazor

This seminar will examine the ways politics, law, and justice intersect in dramatic political trials. Our goals are to establish some familiarity with the characteristics of a trial in a court of law, to examine the functions and limits of the trial process, and to explore theories of the relation of law to politics and of both to justice. The bulk of the course will consist of close study of notable political trials, such as the Sacco and Vanzetti case, the Angela Davis case, the Hiss case, or the Eichmann case. What political ends were sought and obtained and whether justice was done will be persistent questions. Readings will include trial transcripts and news accounts; Kafka, The Trial; and Kirchheimer, Political Justice. Students will work in small groups to develop presentations on particular cases.

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

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

We will study the Chinese revolution, emphasizing the role of the peasantry and the impact of socialist development on peasant village life. The general theme will be to attempt to evaluate the Chinese revolution by tracing the major lines of continuity and change in Chinese peasant society, considering the potential and limits which peasant life and aspirations create for revolutionary change and modernization. A major focus will be on the relationship between the traditional Confucian family and revolution, and the impact of national crisis, revolution, and socialist economic development on peasant women's roles and status. There will be informal lectures (presenting general background, comparisons with other societies and material gathered in recent visits to a Chinese village) and student-led workshops based on course readings and related topics generated by students' interests.

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

SS/HA 119
**LITERATURES OF
COLONIALISM**
Carolee Bengelsdorf
Lynne Hanley
Jill Lewis

This course will look at how the experience of colonialism is framed by writers differently positioned in the contrasting histories of colonial exploitation. It will draw on three different experiences of colonialism: British, French, and American. We will examine contemporary narratives in which writers from countries radically reshaped by colonialism seek to claim a voice and restructure the space in which they live. We will contrast these with the constructions of the colonized in narratives from the dominating cultures. Writers will include: Isabelle Allende, Joan Didion, Assis Djebar, Marie Cardinale, Chinua Achebe, H. G. Wells, Zoe Wicomb, Lewis Nkosi.

Class will meet for one and one-half hours twice a week; enrollment limited to 60.

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

This is a course about U.S. foreign policy since the end of World War II, the moment designated by Henry Luce as the beginning of the "American Century." It is organized around the history of the four pillars of postwar U.S. foreign policy: intervention in the Third World; containment of the Soviet Union/strategic superiority; domination of the postwar "Western" alliance (NATO and Japan); and domestic consensus around foreign policy values and goals. We will examine these elements of the American Century, their progressive disintegration, and the efforts,
(continued on next page)

particularly by the Reagan administration, to reconstruct them. After this review of each of the pillars, we will explore how they played or play themselves out in two case studies: the extended United States involvement in Vietnam, and current U.S. actions in Central America.

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

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

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

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

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

This course will explore the representation of the female body from the perspectives of each of three Schools. Beginning with the social history of the female body and the political struggles around its control, the course will go on to look at scientific views of female biology, at literacy and media representations of the female body, and at differences in cultural attitudes towards the bodies of white and Third World women. The course will be taught by a faculty member from each of three Schools, and students will be encouraged to begin a Division I project in one of the Schools arising out of issues and materials presented in the course.

Class will meet once each week in lecture for one and one-half hours and a second time in small groups for one and one-half hours; enrollment limit 60.

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

This is an introduction to Indian history, society, and religion through the prism of a revered role: the Guru or teacher. Because of the centrality of the Guru-disciple relationship many different sects have developed through history to form what is today lumped together as "Hinduism." We will read from the writings of Indologists, anthropologists, psychologists, historians, journalists, and novelists who strive to comprehend the phenomena of Gurus, examining the ways in which these disciplines phrase their questions about Hinduism. These external commentaries will be balanced with selections of indigenous theory from Hindu scripture, religious poetry, and folklore. Beginning with a reflection on Western images of Hinduism and ending with accounts of Gurus' impact on the West, this course will also make students conscious of the historical underpinnings of their own enquiry.

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

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

We will examine several historical periods through the lives of representative Afro-Americans. In many cases we will look at the person's work as well as his or her autobiography. In some cases we will compare and contrast the individual's self-assessment with any biographies which have been written about him or her. An integral part of this course, then, will be the discussion of autobiography as a literary form and the tradition of black autobiography as a particular type of autobiography. Among the people being considered as subjects in this course are Benjamin Banneker, Frederick Douglass, Harriet Jacobs, Sojourner Truth, Harriet Tubman, W.E.B. DuBois, Booker T. Washington, Ida B. Wells, Mary McCloud Bethune, Claude McKay, Marcus Garvey, Zora Neale Hurston, Langston Hughes, Ann Moody, Martin Luther King, Jr., and Malcolm X.

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

SS/NS 151
**WORLD FOOD
CRISIS**
Ben Wisner
Brian Schultz

Hunger in the midst of plenty has been called an absurdity and an obscenity. How can we understand it? What can we do about it? Using case studies, readings, and student projects, this course will combine natural science and social science perspectives for understanding and combating world hunger. What are the political, economic, and ecological sources of famine? Are they natural disasters or human folly? Is overpopulation really a problem or just a political smokescreen? How is food actually produced and at what cost to the environment? Are pesticides and other chemical inputs really necessary?

Class will meet for one and one-half hours twice a week; enrollment limited to 40.

SS 155
**DIVORCE AND THE
FAMILY**
Patricia Romney

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

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

SS 161
**LABOR AND
COMMUNITY**
Myrna Breitbart
Laurie Nisonoff

How did the experience of work and community life change through different stages of capitalism? What struggles have workers waged in response to these changes? How does the physical design of cities and neighborhoods reflect class, race, and sexual divisions of labor? This course employs movies, novels, field trips, and articles in social history to explore the relationship between labor experiences and community life. Topics include: life in early factory towns; utopian socialist communities; the rise of mass culture; and labor/neighborhood activism. Issues facing labor today (e.g., plant closings, changing family and work relationships) are also addressed. Students work on imaginative projects and gain writing experience. Evaluation will be based on class participation and papers.

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

SS/HA 163 (proseminar)
**REAL AND
 IMAGINARY
 WORLDS**
 Barbara Yngvesson
 Nina Payne

How does a writer see the world and give it form? How does an anthropologist represent it? In this course we will consider the question of narrative point of view from the separate perspective of each of the disciplines, in order to explore the ways in which they illuminate one another. We will consider traditional anthropological approaches which assume a standpoint "outside" that which is studied and described; and we will discuss the limitations of this approach, focusing on the ways in which ethnographic writing is fashioned and on the concept of ethnography as fiction. As prose writers, we will explore the significance of narrative point of view with the intention of expanding the boundaries of "personal" writing to include a broader, more complex, and imaginative view.

The class will meet for one and one-half hours twice weekly; enrollment limited to 30.

SS 165 (proseminar)
**THE CHILD AND THE
 SOCIAL WORLD**
 Maureen Mahoney

This course explores contrasting perspectives on the origin and development of social relationship and social responsibility in children. How do children acquire the capacity to engage in social relationships? How do they gain a conception of themselves as gendered subjects? When do issues of moral judgment and moral behavior begin to concern children? We will consider major theoretical approaches to these questions, including psychoanalytic, social-learning, and cognitive developmental models, along with empirical research in developmental psychology.

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

SS 171
ETHNOCENTRISM
 Leonard Glick
 Donald Poe

Although all human beings are part of one species, we group ourselves into categories based on such characteristics as physical type, language, religion, and cultural traditions. There is abundant evidence that people are inclined to be helpful and even self-sacrificing toward members of their own group but hostile toward outsiders. This widely observed human characteristic--being centered on one's own ethnic group--is called ethnocentrism. We'll study ethnocentrism from the perspectives of anthropology, social psychology, history, and other disciplines, trying to understand its origins and thinking about how it might be overcome. Students will work in pairs to prepare case studies of ethnic conflict or conduct research in the social psychology of ethnocentrism.

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

SS 177
**HEALTH CARE:
 WHAT HAPPENED,
 WHAT'S NEXT?**
 Robert von der Lippe

Health care is not limited to the patient/practitioner relationship. It is, instead, a complex social and organizational process that involves the sick and the well, the layperson and the professional, the rich and the poor, the public and the politician. This course will look at some "snapshots" of what the health care system was like, what it is like now, and what might happen in the near future. We will be concerned with the organization of the system; the education of patients and practitioners. Where are the funds to pay for services coming from and why is that important? The role of increasing knowledge and technology and the changing demographic characteristics of the population will also play a part in our analysis.

Class will meet for one and one-half hours twice a week; enrollment limit 25

SS/HA 181
READING POLITICS
Joan Landes
Mary Russo

This course will introduce "politics" as it is constituted within the tradition of Western social and political thought. Drawing from 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 is the issue of interdisciplinarity. The boundaries between literature, history, philosophy, rhetoric, and political theory have been historically unstable. A Renaissance text such as Machiavelli's The Prince, for instance, is as interesting for its use of figurative language and its historical narratives as it is for its practical advice to rulers. We will follow the traces of other texts, genres, and authors within a given work, and thereby question its authority. Readings will include selections from Aristotle, Machiavelli, Rousseau, Marx, and Freud. Students are expected to complete the assigned reading and to write a short paper on each of the authors.

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

SS 184 (proseminar)
**AMERICAN
CAPITALISM**
Stanley Warner

This proseminar addresses the current structure and performance of American capitalism. We begin by developing the theory of alternative market structures: competition, monopoly, and oligopoly. Because the concentration of economic power is at odds with the belief in free markets, new theories have emerged which attempt to rationalize--even make a virtue of--the dominance of a few hundred multinational firms. We will critically evaluate these theories. But a wider analysis of capitalism must confront issues of class structure and consciousness, relationships of economic power to political power, and interventions by state authority to reallocate resources and incomes. Sweden and Japan will be used as points of comparison for the variety of forms capitalism may take.

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

SS 187
**CRITICAL STUDIES
IN CULTURE, I: THE
RENAISSANCE AND
REFORMATION**
Miriam Slater
James Wald

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

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

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

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

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

SS 193
AFRICAN STUDIES
 Frank Holmquist
 E. Frances White

The course will study five specific and somewhat related topics in depth. The first looks at the way that Africa has been represented historically in the West up to the present time. This demands a study of the role of racism in the expansion of the West. The second topic focuses on African women, their position in African society and their current role in politics and development. The third topic involves a close look at the politics of Africa's current economic stagnation. The fourth topic is the current crisis in South Africa. The evolving relationship between the West in general, and the United States in particular, will be emphasized. The fifth and final topic is African music. Selected forms will be studied in the context of Africa's changing culture and political economy.

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

SS 201
CAPITALISM AND EMPIRE
 Frank Holmquist
 Kay Johnson

The course examines how European contacts created the Third World and how the latter reacted. The rise of capitalism in Europe and theories of various periods of imperialist activity are examined against a background of pre-contact Third World society. The slave trade in Africa, European trade in Asia, and European intrusion into Latin America document the nature and impact of early European expansion. Colonial and semi-colonial development experience during the late 19th and first half of the 20th centuries will be studied with respect to selected countries, including capitalist and socialist experience, on each continent.

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

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

In the years between 1929 and 1952 Americans experienced a great depression, a world war, and a cold war. Massive unemployment led to the creation of the American welfare state. A militant labor movement formed in the thirties was destroyed by conservative forces in the postwar years. The Soviet Union was hailed as a great ally in the battle against fascism and then became this country's greatest adversary at the end of that conflict. We will examine the political, social, and intellectual history of the 1929-1952 period. Subjects to be examined are the New Deal, radicalism and the labor movement, McCarthyism, and the diplomacy of the cold war. Readings will include scholarly works, fiction, and primary source materials. At least one independent research project and several short essays will be required.

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

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.

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

SS 212
HISTORY OF
POSTWAR AMERICA
Penina Glazer
Miriam Slater

After World War II the United States emerged as the dominant world power. In the next two decades the society was shaken by major domestic and international changes. We will look at some of the major dimensions of U.S. society between 1945 and 1968: the onset of the Cold War, the emergence of McCarthyism, the beginning of the civil rights movement, the emergence of the New Left, and the birth of modern feminism. Students will write two papers, including one research paper.

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

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

Abortion rights have been continuously challenged since abortion became legal in 1973, and there have been significant erosions of the right to choose abortion. Legislation has been enacted making abortion less accessible to large numbers of women, especially young women and poor women. There have also been illegal and violent challenges to abortion rights. This course will focus on ways in which the abortion rights movement has responded to these and other challenges to abortion rights in particular and to broad attacks on reproductive rights. We will look at two competing ideologies within the movement: the civil libertarian and the reproductive rights perspectives. Each will be evaluated in terms of its ability to stop the opposition; implications of each for overcoming racial and class biases; their relationship to women's liberation.

Class meets for three hours once a week.

SS 221
PROBLEMS IN
PHILOSOPHY OF
LAW AND JUSTICE
Lester Mazor

What is the nature of law and the meaning of justice? This course will explore the responses to these two questions in the works of major philosophers and the writings of legal scholars. A principal object of the course will be to examine the difference one's philosophic position makes to the resolution of practical problems. After a brief introduction to the history of legal philosophy, members of the class will be asked to select the work of a particular modern philosopher for intensive study and representation in class debates on such issues as civil disobedience, equality, the sanctity of life, the capacities of international law, relationship of law and language, impact of science and technology upon law, and limits of the legal order. Previous work in philosophy or law is advantageous.

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

SS/HA 227
ART AND
REVOLUTION
Joan Landes
Sura Levine

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

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

**SS 233
DYNAMICS OF
DIVERSITY: RACE
IN THE 20TH
CENTURY UNITED
STATES**

Michael Ford
Flavio Risech
Mitziko Sawada

The twentieth century began as a period when the United States achieved hegemony as the wealthiest and strongest power of the world. Despite its newly acquired position, however, the people of the United States did not share equally in the fruits of its growth and development. In this course we will examine the experiences, struggles, and treatment of African, Hispanic, Asian, and Native Americans, as well as the historical role of the legal process in relation to minorities of color during the first eight decades of the twentieth century. Readings will emphasize works by people of color.

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

**SS 239
PSYCHOPATHOLOGY**

Patricia Romney

This course will focus on the psychopathology of individuals, both adults and children. We will begin by exploring the relationship between normal and abnormal behavior and will undertake a historical review of conceptions of mental illness. We will read critiques of various models of mental illness and examine the problem of mental illness in contemporary society. In the rest of the course, using the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM-III-R), we will look at various classifications of psychopathology. Topics covered will include disorders of childhood and adolescence, personality disorders, anxiety disorders, affective disorder, and psychoses. Requirements: assigned readings; participation in class discussions; completion of several case studies; and a final paper.

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

**SS 248
GENDERED CITIES**

Myma Breitbart

This course examines historical and contemporary urban development from the viewpoint of gender. Integrating several disciplines, we consider how ideologies of gender become embedded in the organization of urban space (e.g., the suburbs) and, along with race and class differences, differentially affect men and women's urban experience. We examine urban struggles around such issues as housing and consider women's often simultaneous experience as prisoners, mediators, and shapers of city life. Finally, we consider how feminist planners, architects, and activists have creatively reconceptualized alternative patterns of city life and space over time. This course integrates visual and scholarly materials and is targeted to students in urban and feminist studies, architecture, planning, and social theory.

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

**SS 255
HISTORY OF AFRICA
TO THE EUROPEAN
CONTACT**

E. Jefferson Murphy

This course broadly surveys the origins and development of the many variants of the basic African civilization, from pre-history to the time of substantial contact with Europe (about 1800). We will explore the relationships between environments and culture; economic and political systems; and religion, philosophy, and the arts. Geographical emphasis will be on the Nile Valley, the Sahara, and Africa south of the Sahara.

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

SS 273

**TRANSFORMATIONS:
RACE, GENDER, AND
SEXUALITY**

Mitziko Sawada
E. Frances White

Race, gender, and sexuality interact in such complex ways in our culture that they transform the meaning of each other and raise contradictions in the society. For example, during slavery, when maleness signified patriarchal control and black meant slave, what did Black Manhood stand for? In an age when men protected Womanhood, how could the lynching of black women be justified? Beginning with the premise that race, gender, and sexuality have little to do with biology and are culturally constructed concepts, this seminar will explore such questions in three historical periods: the slave era, when notions of race first crystallized; 1880 to 1920, the height of the terrorist campaigns against black people; and the contemporary period, when challenges to traditional power relations based on race, gender, and sexuality have come together.

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

SS 277

**REFUGEES IN THE
UNITED STATES:
LAW AND POLICY IN
CONFLICT**

Flavio Risech

Some who flee their homelands because of persecution or civil war are classified as "refugees" and receive asylum in other nations; most are undocumented aliens subject to deportation. How does U.S. refugee policy compare with international legal standards for determining who is a legitimate refugee? Why are refugees from Poland much more likely to win asylum in the United States than are those from El Salvador? What can be done to protect refugees to whom the United States refuses to grant asylum? We will evaluate the history of U.S. refugee policy since World War II and its relationship to foreign policy concerns. Analysis of legal materials such as statutes, court opinions, and U.N. documents will be of primary importance. Some prior study of law, public policy, or international relations is desirable but not required.

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

SS 289

**ETHNOGRAPHY AND
DOCUMENTARY
FILM**

Leonard Glick
Barbara Yngvesson

This course will examine written ethnographies and documentary films, particularly films with ethnographic content, as ways of describing and explaining cultures (including our own), and as sources for cross-cultural research. We'll focus on topic areas (e.g., women, youth culture, ritual), reading ethnographies, and viewing films on closely related subjects. Written ethnographies should broaden our perspective on what is shown in films, and films will provide complementary and perhaps alternative perspectives on what we learn from ethnographies. Hence, the course will be about cultural representation, ethnographic authority, the construction of "reality" in filming and editing, and the politics of ethnography and of film as media that shape knowledge and perception of self and others. Readings will include work by filmmakers, anthropologists, and others.

There will be two class meetings each week, one to include film viewing.

SS/HA 295

**LITERATURE AND
SOCIETY BETWEEN
THE WARS:
EUROPE, UNITED
STATES, THIRD
WORLD**

James Wald
Reinhard Sander

The years between the two world wars were characterized by a complex of interlocking global crises. Two antagonistic ideologies, fascism and international communism, gained ascendancy in several parts of the world and challenged the social and political status quo at a time when the capitalist system plunged into a worldwide depression. In addition, the various crises brought forth powerful new anti-colonial movements. These tragic years were also a time of great cultural flowering. We will consider the ways in which literary figures and intellectuals in Europe, the United States, and the Third World responded to the challenges of their era and engaged in political debate.

Class will meet for three hours once a week.

SS 297
**EVER SINCE MARX,
 DURKHEIM, AND
 WEBER**
 Marnia Lazreg

This course analyzes the significance of social theory in contemporary social scientists' work. It also seeks to determine the role that social theory plays in our conceptions of ourselves and the world around us. We will address the historical conditions that gave rise to the ideas elaborated by K. Marx, E. Durkheim, M. Weber, S. Freud, C. Levi-Strauss, E. Goffman, M. Foucault, and J. Derrida. We will also assess the contemporary feminist critiques of these ideas as expressed by A. Jagger, S. Harding, E. Fox-Keller, and J. Mitchell, among others.

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

SS 311
**WOMEN AND WORK:
 WORKSHOP IN
 FEMINIST
 POLITICAL
 ECONOMY**
 Laurie Nisonoff

This research workshop examines case studies of the interrelationships of gender and capital, some located in specific practice, time and place, others directed towards theoretical critique and construction. We examine issues such as: the work lives of women in the home and workplace; the relationships between "paid" and "unpaid" work; the "feminization of poverty" and of policy; the growth of new professions, the service sector, and the global assembly line. This course is organized as a seminar with students assuming substantial responsibility for discussion. Some background in feminist studies, political economy, history, or politics is expected. This course is designed for advanced Division II students and Division III students.

Class will meet once a week for two hours; enrollment limited to 20, by instructor permission.

SS 319
**RITUAL, GENDER,
 AND POWER**
 Kirin Narayan

In many cultures, gender boundaries are maintained through ritual. This class will review theories of ritual in relation to the symbolic construction of gender. We will discuss rites of passage, calendrical rituals, rituals of reversal, and the intersection of the category "ritual" with "religion" and "folklore." Is ritual a means of making sense of or obscuring social realities? Is it a vehicle for cultural domination or resistance? Do rebellious rituals let off steam so social change does not occur or do they maintain a vision of gender hierarchies as arbitrary? Does ritual action completely encode individual experience? These questions will be raised in readings emerging from a diversity of ethnographic contexts. A previous exposure to anthropology, religion, or gender studies is required.

Class will meet for one and one-half hours twice a week; enrollment limited to 20, by instructor permission.

SS/CCS 327
**ISSUES IN
 CONTEMPORARY
 PSYCHOANALYTIC
 THEORY**
 Maureen Mahoney
 Neil Stillings

This advanced seminar will provide a forum for discussion of recent literature and debates in psychoanalytic theory. Interest in psychoanalysis ranges across disciplines, methodologies, and political perspectives. This semester we will address topics such as the debate between the hermeneutic and the scientific approach to Freud's work, the relationship between current cognitive psychology and psychoanalytic theory, implications of contemporary infancy research for Freud's differentiation model of development, and feminist perspectives on the theory. The course is intended for advanced students who make use of psychoanalytic theory in their studies.

The class will meet for three hours once a week; enrollment limited to 20, by instructor permission.

SS 399a
**MAKING SOCIAL
CHANGE**
Stanley Warner

We will form a collective of sixteen Division III students working for social change, who will be responsible for (1) presenting one's own current research, and (2) engaging a common core of theoretical readings. Consider the following words: Apartheid, Gandhi, Greenpeace, Black Panthers, Vietnam, Harvey Milk, Abortion, Free Schools, Terrorism. Within specific arenas and behind particular tactics and strategies lie explicit or implicit theories of social change. Caught in the middle are questions of violence or nonviolence, incrementalism or revolution, centralism or decentralism, cooptation or boring from within. In this seminar we will work backward from the individual experience of participants and the discussion of specific historical cases to uncover another level of thinking about defining morally defensible and politically effective strategies for social change.

Class will meet for three hours once a week; enrollment limit 20. Prior permission of the instructor is required.

Special Programs

BUSINESS & SOCIETY

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

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

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

CIVIL LIBERTIES AND PUBLIC POLICY

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

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

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

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

COMPUTER STUDIES

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

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

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

CULTURAL STUDIES Cultural Studies is an inter-School program focusing on the definition, production, and dissemination of culture.

Breaking with the traditional dichotomies of high and low culture, art and criticism, history and textuality, theory and practice, this program is committed to an understanding of culture as a broad and radically diverse process, a constitutive human activity involving the various modes or representation within which meaning is socially constructed and historically transformed. The definition of culture through practices and debate should be seen as one of the key activities of Cultural Studies.

Faculty members of the program from the disciplines of art history, theatre, philosophy, video, music, literature, media studies and politics offer core courses, seminars and public colloquia. First-year students are encouraged to pursue the seminar on *Discovering Difference: Definitions of Culture*. Students contemplating Division II concentrations in Cultural Studies should enroll in the Foundations of Cultural Criticism courses. This sequence will help students formulate a concentration topic and prepare them to do advanced work in their respective areas of interest. For advice on the program, contact Sura Levine or Norman Holland.

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

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

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

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

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

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

(continued on next page)

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

LAW PROGRAM

The Law Program examines issues in law and society from a variety of perspectives.

Law is a phenomenon that touches every aspect of our existence. The study of law, legal processes, legal ideas, and events provides a focus for many kinds of inquiry, and the range of activities possible within the scope of our Law Program is as broad as the interests of those participating in it. We seek to organize and support activity across School, divisional, and other boundaries within the college. The activity of the program includes courses, independent studies, concentrations, Division III projects, public events, field study support and supervision, and development of library and other resources.

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

Students have designed concentrations which draw very largely upon Law Program courses or which include some contribution of the Law Program to their plan of study. These have included concentrations in law and education, prisons, law and inequality, environmental law, juvenile courts, and relevant portions of concentrations in philosophy, politics, history, economics, sociology, psychology, environmental studies, women's studies, urban studies, and a number of other fields.

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

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

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

LUCE PROGRAM IN FOOD, RESOURCES AND INTERNATIONAL POLICY

The Luce Program in Food, Resources and International Policy focuses on the intellectual and practical moral challenges produced by the failure of an increasing number of people in the United States and around the world to satisfy their basic needs. The scientific tools critically reviewed and applied by the program come from the social sciences and the natural sciences. "Food" issues are raised in the context of

broader "basic needs" for safe water, domestic energy (be it wood fuel abroad or utility connections here), access to health care, sanitation, shelter, and education. The program explores the cutting edge of actions by grassroots groups of people struggling to define and to meet their own needs. Through student internships and program services offered to such domestic and international groups, the Luce Program at Hampshire acts as "participant observer" in the historic process of empowering the basic cells of civil society. On the side of the program informed by the social sciences the key concepts are "social justice" and "the right to food." On the side informed by natural science the key concept is "sustainability" in food system design, redesign and guided evolution through policy and grassroots "popular ecology."

(continued on next page)

An advisory board for the program composed of distinguished development experts, Hampshire alums and current Hampshire students ensure an appropriate balance between natural and social science in the program and also a balance of program resources allocated to domestic vs. international food and resources issues.

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

**POPULATION
& DEVELOPMENT**

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

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

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

The Program is closely linked to Hampshire's Third World Studies, Feminist Studies, and Civil Liberties and Public Policy. 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 Betsy Hartmann.

**PUBLIC SERVICE AND
SOCIAL CHANGE
PROGRAM**

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

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

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

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

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

THE THIRD WORLD STUDIES PROGRAM

The Third World Studies Program focuses on issues concerning the peoples and social structures of Africa, Asia, Latin America, the Caribbean, and the Pacific region as well as the "minorities" of North America (i.e. Native Americans and those with a heritage in Third World Regions). We in the Program continue to debate the meaning of the "Third World" as an analytical and political term, acknowledging that its definition must appropriately reflect the nature of particular projects.

The faculty of the Third World Studies Program is drawn from the arts, humanities, communications, and social and natural sciences. The questions pursued under the auspices of the Program thus reflect a wide range of faculty and student interests and backgrounds. Despite this diversity, however, there are some important common elements:

- We highly value studies that are informed by historical, comparative, and theoretical perspectives;
- We are engaged in a collaborative effort to explore (a) the local and global forces that compel the majority of the world's population to inhabit a Third World, (b) the links between the configurations of power that operate internationally and domestically (i.e., within the U.S.) to the detriment of Third World peoples, and (c) the changes that currently are putting the industrialized nations and dominant groups within those nations on the defensive;
- Although we frequently employ such categories as state, class, race, gender and caste, we continually evaluate the implications of these categories in order to extend our analyses beyond Eurocentric conceptions; and
- We share a commitment to the aspirations of Third World peoples to achieve new social orders, greater freedom, material prosperity, and cultural autonomy.

Students in Third World Studies typically formulate a concentration while enrolled in one of the core courses, and they are expected to have a working knowledge of at least one foreign language germane to their studies. As Program faculty, we encourage students to draw upon the rich variety of course offerings and other activities in the five college community, and we strongly recommend that the concentration include direct personal experience through study and fieldwork in Third World regions and among Third World peoples.

Writing/Reading Program

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

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

Writing help includes classes as well as individual tutorials. (See below for class descriptions.) Appointment for tutorials may be made by calling the Writing Center at X646 or X531 or X577. Classes are run each semester and are open to all students.

**WP 101
BASIC WRITING**
Will Ryan

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

The class is open to first-year students, with a limit of 16. Other students may enroll if space is available. Interested students should sign up in Prescott 90 before the first class. We will meet for one hour, twice a week.

**SPRING SEMESTER
SS/WP 242***
**FORMS OF WRITING IN
THE SOCIAL SCIENCES**
Will Ryan

This writing course will study creative nonfiction, biographies, analytical essays, case studies, etc., used by historians, ethnographers, sociologists, psychologists, and economists to portray specific social realities. These readings will not only provide models for writing, but permit the class to develop some criteria for reviewing student work. There will be regular writing assignments and frequent opportunity for peer review, although this is not a course for students interested in short story writing and poetry.

Class will meet for one and one-half hours twice weekly. Enrollment limit is 16 and instructor permission is required. Sign up at the Writing Center before first class. *SPRING SEMESTER*

**COUNSELING/
SUPPORT GROUP
OVERCOMING WORK
BLOCKS**
Deborah Berkman

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

Entry into the group will be through personal interview with Deborah Berkman, the facilitator. Size is limited to ten. Interested students should call Deborah at X531 for an appointment.

The first group meeting will be Wednesday, September 27th.

WP 105

**INTRODUCTION TO
ACADEMIC WRITING**

Charles Bodhi

This class will focus on the development of expository writing skills. Emphasis will be placed on writing as a process and on varying elements of effective writing: organization, beginnings and endings, paragraph development and revision. A guiding principle will be that reading and imitating good writers enhances one's writing. There will be discussion of selected readings and writing assignments based on these readings. Additionally, through individual weekly meetings, there will be opportunity to work on outside writing projects. Interested students should contact Charles Bodhi at extension 577.

Foreign Languages

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

For further information on French and Spanish, contact the International Language Institute, 586-7569, or Gabriel Rabu/Caroline Gear at Prescott 90D, at extension 526.

FL101

INTENSIVE FRENCH

FL 102

INTENSIVE SPANISH

These courses provide interested and motivated students an in-depth exploration of language and culture. Classes will meet two and one-half hours a day, three days a week, and will cover the skill areas of listening, speaking, reading and writing with an emphasis on oral communication skills. Literature, poetry and songs are incorporated into the reading and writing sections as appropriate to the levels used. Speakers and cultural dinners are a part of each class. Classes are enrolled to 10; by instructor permission, after which time class level will be determined. Sign-up sheets at the Prescott 90D office.

ARABIC

All Arabic courses will be taught at Amherst or Smith College and the University this academic year.

Five College Offerings**FIVE COLLEGE
STATEMENT**

The following course listing includes only those courses offered by faculty appointed jointly by the Five Colleges. Hampshire students may take any course at the other four institutions as long as they meet the registration requirements for that course.

Students should consult the schools' respective catalogues available at Central Records, for complete course listings.

COURSE LIST

AMHERST
ASIAN LANGUAGE &
LITERATURE 9
ELEMENTARY ARABIC I
Mohammed Mossa Jiyad

SMITH
ARABIC 100a
ELEMENTARY ARABIC
Mohammed Mossa Jiyad

UNIVERSITY
ARABIC 326
INTENSIVE
INTERMEDIATE ARABIC
Mohammed Mossa Jiyad
(continued on next page)

Fall 64

UNIVERSITY
POLITICAL SCIENCE 397A
PROBLEMS OF NATIONAL
SECURITY
Michael T. Klare

HAMPSHIRE
SOCIAL SCIENCE 255
HISTORY OF AFRICA TO
THE EUROPEAN CONTACT
E Jefferson Murphy

MOUNT HOLYOKE
HISTORY 341F
E. Jefferson Murphy

SMITH
HISTORY 258a
TWENTIETH CENTURY
AFRICA: A MODERN
HISTORY
E. Jefferson Murphy

SMITH
BIOLOGICAL SCIENCES 226a
MARINE ECOLOGY
Paulette Peckol

SMITH
GEOLOGY 105a
VOLCANIC AND
GEOLOGICAL HAZARDS
J. Michael Rhodes

COURSE DESCRIPTIONS

AMHERST
ASIAN LANGUAGES &
LITERATURE 9
Mohammed Mossa Jiyad

Elementary Arabic I. Lecture, class recitation, extensive use of language lab. Introduction to the Modern Standard Arabic Language: reading, writing, and speaking. Daily written assignments, frequent recitations, dictations, quizzes, and exams. A proficiency-based computer program is available for students at the Computer Center. Students will be provided with diskettes and are expected to spend at least two hours a week working on this program. Text: Elementary Modern Standard Arabic I.

Class meets Monday and Friday 1:00-2:30 pm, Wednesday 1:00-2:00 pm.

SMITH
ARABIC 100a
Mohammed Mossa Jiyad

Elementary Arabic. Same description as Asian Languages and Literature 9.

Class meets Monday and Friday 10:30 am - 12:00 noon, Wednesday 10:30-11:30 am. Four credits.

UNIVERSITY
ARABIC 326
Mohammed Mossa Jiyad

Intensive Intermediate Arabic. Lecture, recitation, introduction to defective verbs. Extensive reading, writing, aural comprehension and speaking. A proficiency-based computer program is available for students. They are expected to work at least two hours a week on this program. Text: Intermediate Modern Standard Arabic I, II and III. Prerequisite: Arabic 226, 246, or consent of instructor.

Class meets Monday, Wednesday, Friday 3:00-4:30 pm.

UNIVERSITY
POLITICAL SCIENCE
397A
Michael T. Klare

Problems of National Security. U.S. Defense Policy in the 1990's: an examination of critical issues in defense, foreign policy and arms control in the years ahead. Would include the study of: strategic nuclear weapons and nuclear arms control; S.D.I.; conventional forces in Europe; low-intensity warfare and regional conflict in the Third World; arms transfers and military assistance policy..

Class meets Tuesday and Thursday 2:30-3:45 pm. Lab fee: \$4.00.

FALL 1989 SCHEDULE OF CLASSES

Registration

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

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

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

Students entering Hampshire in September will preregister for a proseminar and two other courses. Spaces will be reserved for returning students in all courses with the exception of the proseminars.

Note:

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

There is a preregistration period for Five College courses from Wednesday, April 12 through Friday, April 20. You may also register for Five College courses in the fall, until Friday, September 22. No Five College courses may be added after this date. Familiarize yourself with all the rules, regulations, and penalties associated with Five College Interchange. They are all listed in the Student Handbook, and it is your responsibility to be aware of them.

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

Note for Five College Students:

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

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

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

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

School of Communications and Cognitive Science

COURSE	INSTRUCTOR	METHOD	LIMIT	TIME	PLACE
CCS 103	Metaphysics	TBA	OPEN	20	TBA
CCS 105	Exploring the Nature of Mind	Stillings	Proseminar	25	TTh 130-3
CCS 106	Language and the Brain	Chase/Feinstein	Proseminar	35	MW 9-1030
CCS 117	Intro Ancient Philosophy	Serequeberhan	Open	20	MW 1030-12
CCS 121	Sound/Image/Music/Dance	Braderman	Open	25	MW 2-5
CCS 122	Dateline:Washington, D.C.	J. Miller	Proseminar	20	WF 1030-12
CCS 125	Media Production/Criticism I	New Faculty	TBA	TBA	TBA
CCS/NS 130	Learning Behavior	Coppinger/Weisler	Open	35	MW 1030-12
CCS 136	International Communications I	New Faculty	TBA	TBA	TBA
CCS 143	Intro to Media Criticism	Jones	Lottery	20	TTh 1030-1230
CCS 147	Rise of Mass Media in U.S.	Douglas/Kerr	Lottery	35	TTh 1030-12
CCS 149	Computer Graphics	Colson	Open	20	TTh 9-1030
CCS 151	European/Tibetan Perspectives	Garfield	Open	20	TTh 9-1030
CCS 204	Intro to Neuropsychology	Chase	Open	35	MW 130-3
CCS 209*	Directing/Acting for T.V.	Jones	InstrPer	18	W 130-530
CCS 213	Internat Communications II	New Faculty	TBA	TBA	TBA
CCS 216	Data Structures	Colson	See Descr	20	MW 9-1030
CCS 217	Media Production/Criticism II	New Faculty	TBA	TBA	TBA
CCS 223	Idealism and Realism	Garfield	InstrPer	25	TTh 1030-12
CCS 225	Video Production I	Braderman	InstrPer	15	TTh 1-3
CCS 227	Theory of Language	Feinstein/Weisler	Open	35	MW 130-3
CCS 241	African Philosophy	Serequeberhan	Open	30	MW 3-430
CCS 250	Practice/Practitioners	J. Miller	Open	50	TTh 130-3
CCS 296*	Psychology Research Practicum	Patti/Stillings	InstrPer	6	F 130-4
CCS 326	Media Criticism	Douglas	InstrPer	20	M 115-415
CCS/SS 327	Psychoanalytic Theory	Stillings/Mahoney	InstrPer	20	F 9-12

* Course does not satisfy Div I requirement

School of Humanities and Arts

COURSE	INSTRUCTOR	METHOD	LIMIT	TIME	PLACE
HA 104	Drawing I	Brayton	Open	None	TTh 9-12
HA 110	Film/Video Workshop I	Liebling	Lottery	15	T 9-12
HA 111	Still Photography Workshop I	Ravett	See Descr	15	W 9-12
HA 111a	Still Photography Workshop I	Weems	Lottery	15	TBA
HA 113*	Modern Dance I	Nordstrom	Open	25	MW 9-1030
HA 114*	Modern Dance II	Nordstrom	Open	25	MW 1030-12
HA 116	Reading Poetry	Wallen	Proseminar	20	TTh 1030-12
HA 117	Fictional Child	Kennedy	Proseminar	20	TTh 9-1030
HA/SS 119	Literatures of Colonialism	Lewis et al	Open	60	WF 9-1030
HA 120	Intro to Literary Study	Kennedy	Proseminar	20	TTh 1-230
HA 127	Reading with Gender in Mind	Lewis	Open	20	TTh 9-1030
HA 128	Intro Ancient E. Med World	Meagher	Open	None	TTh 1030-12
HA/NS/SS 129	Women's Bodies/Lives	Hanley	Open	60	WF 1030-12
HA 134	"Big House" Novel	Holland	Proseminar	20	TTh 9-1030
HA 138	Russia: Film/Lit of Revolution	Hubbs	Open	25	MW 1030-12
HA 139	Emergence of Modernism	Levine	Open	25	TTh 1030-12
HA/SS 149	Black Lives: Afro-Am Autobiog	Tracy/Coles	Proseminar	35	TTh 130-300
HA 153	Dance as an Art Form	Schwartz	Open	20	TBA
HA 159	Man-Made Environment	Juster/Pope	Open	None	WF 2-4
HA/SS 163	Real and Imaginary Worlds	Payne/Yngveason	Proseminar	30	TTh 9-1030
HA 175	Intro to Lang/Practice Music	MacKay-Simmons	Open	None	MW 1030-12
HA/SS 181	Reading Politics	Russo/Landes	Open	35	MW 3-430
HA 195	Theatre Three	Blair	Open	36	MW 10-12
HA 201	Advanced Drawing	Hurley	InstrPer	15	TTh 930-12
HA 203	Intro to Painting	Hann	See Descr	None	MW 2-5
HA 205	Film Workshop	Hann	InstrPer	15	MW 9-12
HA 210	Figure Workshop	Ravett	See Descr	15	Th 9-12/7-9pm
HA 211	Still/Video Workshop II	Matthews	InstrPer	15	M 130-430
HA 216*	Modern Dance Technique IV	Loweil	See Descr	20	TTh 1030-1230
HA 221	Issues Photography/Film	Matthews/Weems	Open	None	TTh 1-230
HA/SS 227	Art and Revolution	Levine/Landes	Open	None	MW 1030-12
HA 231	Poetry Writing Workshop	Salky	InstrPer	16	T 130-3
HA 233	Tolstol	Hubbs	InstrPer	20	MW 3-430
HA 234	Beginning Playwriting	Anderson	InstrPer	12	M 1-4
HA 235	Power of the Novel	Wallen	Open	25	MW 3-430
HA 237	Fiction Writing Workshop	Salky	InstrPer	15	Th 130-3
KJ 239	Jazz Performance Seminar	Lateef	InstrPer	15	M 730-1030pm
HA 241	The Harlem Renaissance	Coles	Open	None	TTh 9-1030
HA 242	The Picaresque	Holland	Open	None	MW 1030-12
HA 250	Intro Poetry Writing Workshop	Jenkins	See Descr	15	Th 1-4
HA 252	Intermediate Dance Composition	Loweil	See Descr	None	TTh 1-3
HA 254	Tutorial/Music Comp & Theory	Warner	InstrPer	10	TBA
HA 255	Ancient Greek Drama	Meagher	Open	None	TTh 9-1030
HA 260	North American Landscapes	Smith	Open	None	MW 9-1030
HA 281	Music III/Adv Tonal/Non-Tonal	MacKay-Simmons	See Descr	None	TTh 1030-12
HA 290	Electronic Music Composition	Warner	Open	10	MW 130-3
HA/SS 295	Europe/US/Third World Lit/Soc	Sander/Wald	Open	None	M 130-430
HA 296*	Adv Env Design Studio	Juster/Pope	Open	None	WF 1030-1230
HA 297*	Dance Concentrator's Seminar	Nordstrom	InstrPer	20	M 3-5
HA 305	Advanced Painting	Hurley	InstrPer	15	W 2-6
HA 313	Photography III	Liebling	InstrPer	15	W 130-430
HA 321	Comparative Lit Seminar	Russo	InstrPer	18	T 1230-330
HA 399c	Art Tutorial	Baskin	InstrPer	15	Th am&pm
	Chorus	Kearns	Audition	None	MW 4-6

*Course does not satisfy Div I requirement

School of Natural Science

COURSE	INSTRUCTOR	METHOD	LIMIT	TIME	PLACE
NS 107	Reid	Open	None	WF 9-1030/F 1-5	CSC 114/Field
NS 115	Foster	Proseminar	15	MW 9-1030/W130-530	CSC 2nd OPEN/2Lab
NS 117	Murray/Foster	Open	None	TTh 9-1030	CSC 126
NS 124	Henderson	Open	None	TTh 130-3/Th130-430	CSC 3rd OPEN/3Lab
NS 127	L Miller	Proseminar	None	MWF 1030-12	FPH MLH
NS/SS 129	McNeal et al	Open	None	WF 1030-12	NAB 126
NS/CCS 130	Coppinger/Weisler	Open	35	MW 330-430	CSC 2nd Lab
NS 135	Goodman/Martin	Proseminar	30	MW 1030-12/W 1-5	CSC 202/3Lab
NS 145	Winship	Proseminar	20	TTh 1030-12/Th 1-5	CSC 126/2Lab
NS 149	L Miller/Winship	Proseminar	40	TTh 130-3	FPH 108
NS/SS 151	Schultz/Wisner	Open	None	MWF 130-3	CSC 114
NS 169	Hoffman	InstrPer	15	TTh 9-1030/T 1-5	CSC 114/Field
NS 180	D'Avanzo	Proseminar	20	MW 130-3	CSC 202
NS 182	Wirth	Open	None	MWF 1030-12	FPH 102
NS 183	Bernstein	Open	20	TTh 130-3	CSC 114
NS 186	Coppinger	Open	20	TTh 130-3	CSC 114/2Lab
NS/SS 190*	D'Avanzo et al	Open	30	MW 1030-12/M130-5	CSC 202
NS 195	Amarasiriwardena	Open	None	WF 130-3	CSC 302
NS 199	Bruno	Open	None	WF 1030-12	CSC 126
NS 202	Amarasiriwardena	Open	None	MWF 9-1030/W130-4	CSC 3 OPEN/3Lab
NS 220	Bruno/McNeal	Open	None	MW 9-1030/F130-430	CSC 126
NS 225	Murray	Open	None	TTh 130-3	CSC 2nd OPEN
NS 248	Martin	Open	None	MWF 1030-12	CSC 302
NS 258	Woodhull	Open	None	MWF 9-1030	NAB 111
NS 260	Hoffman	Open	None	WF 1030-12	CSC 3rd OPEN
NS 265	Schultz	Open	None	MWF 130-3	CSC 3rd OPEN
NS 269	Goodman	Open	None	First 6 weeks	TBA
NS 277	Chen	Open	None	Second 6 weeks	TBA
NS 278	Dugan	Open	None	TTh 9-1030/T 1-330	CSC 302/3Lab
NS 282	Wirth	Open	None	TBA	TBA
NS 320	Kelly	Open	None	WF 9-1030	CSC 302
NS 324	Kelly	Open	None	M 7-930 pm	CSC 126
NS 3901	Henderson	Open	None	TTh 930-1045	University
ASTFC 13	Young (Five College Astronomy Professor)			TTh TBA	Mount Holyoke
ASTFC 20	Dennis (Five College Astronomy Professor)			TTh TBA	Smith
ASTFC 37	Edwards/Strom (5-College Astronomy Prof)			MW 230-345	University
ASTFC 43	Harrison (Five College Astronomy Prof)			MWF 125-245	University

CODES
 ARR Arts Building
 CSC Cole Science Center
 NAB New Academic Building
 PH Prescott House
 EOH Emily Dickinson Hall
 HOB Music and Dance Building
 PFB Photography and Film Building
 DNS Electronic Music Studio
 LIB Harold F. Johnson Library
 ELH East Lecture Hall
 MLH Main Lecture Hall
 PSH Pauline Patterson Hall
 TBA To Be Announced/Arranged

*Course does not satisfy Div I requirement
 #Mini-course

School of Social Science

COURSE	INSTRUCTOR	METHOD	LIMIT	TIME	PLACE
SS 115	Mazor	Proseminar	20	WF 9-1030	FPH 106
SS 116	Johnson	Proseminar	20	TTh 9-1030	FPH 105
SS/HA 119	Bengelsdorf et al	Open	60	WF 9-1030	FPH ELH
SS 121	Bengelsdorf	Proseminar	20	WF 11-1230	FPH 106
SS 123	von der Lippe	Proseminar	20	TTh 9-1030	PH A-1
SS/HA/NS 129	Cerullo et al	See Descr	60	WF 1030-12	FPH MLH
SS 135	Narayan	Open	25	TTh 130-3	FPH 104
SS/HA 149	Tracy/Coles	Proseminar	35	TTh 130-3	FPH 101
SS/NS 151	Wisner/Schultz	Open	40	TTh 130-3	FPH 108
SS 155	Romey	Open	25	WF 9-1030	FPH 104
SS 161	Breitbart/Nisonoff	Open	35	TTh 1030-12	FPH 106
SS/HA 163	Yngvesson/Payne	Proseminar	30	TTh 9-1030	EDH 4
SS 165	Mahoney	Proseminar	20	TTh 9-1030	FPH 106
SS 171	Glick/Poe	Open	35	MW 9-1030	FPH 105
SS 177	von der Lippe	Open	25	MW 130-3	PH A-1
SS/HA 181	Landes/Russo	Open	35	MW 3-430	FPH 105
SS 184	Warner	Proseminar	20	MW 130-3	FPH 103
SS 187	Slater/Wald	Open	35	TTh 130-3	CSC 114/2Lab
SS/NS 190*	Rakoff et al	Open	30	MW 1030-12/M130-5	FPH 103
SS 193	Holquist/White	Open	35	MW 130-3	FPH ELH
SS 201	Holquist/Johnson	Open	None	TTh 1030-12	FPH 101
SS 205	Berman	Open	None	MW 130-3	FPH 102
SS 207*	Poe	Open	None	TTh 9-1030	FPH 104
SS 212	Glazer/Slater	Open	None	TTh 1230-3	FPH ELH
SS 215	Fried	Open	None	TTh 130-3	FPH 105
SS 221	Mazor	InstrPer	None	TTh 130-3	FPH MLH
SS/HA 227	Landes/Levine	Open	None	MW 1030-12	FPH 107
SS 233	Ford et al	Open	None	TTh 130-3	FPH 104
SS 239	Romey	See Descr	None	WF 130-3	FPH 106
SS 248	Breitbart	Open	None	TTh 130-3	FPH 106
SS 255	Murphy	Open	None	TTh 1030-12	FPH 104
SS 273	Sawada/White	Open	None	MW 3-430	FPH 107
SS 277	Riesch	Open	None	TTh 9-1030	FPH 103
SS 289	Glick/Yngvesson	Open	None	MW 130-3	FPH MLH
SS/HA 295	Wald/Sander	Open	None	M 130-430	FPH ELH
SS 297	Litz/Society Between the Wars	Open	None	MW 1030-12	FPH 107
SS 311	Mart/Durkheim/Weber	Open	None	MW 130-3	FPH 106
SS 319	Lazreg	Open	None	W 1-3	FPH 104
SS 327	Nisonoff	InstrPer	20	MW 3-430	NAB 222
CCS/SS 327	Narayan	InstrPer	20	F9-12	PH B-1
SS 399a	Mahoney/Stillings Warner	InstrPer	20/Div III	T 9-12	

*Course does not satisfy Div I requirement

Reading and Writing Program

<u>COURSE</u>		<u>INSTRUCTOR</u>	<u>METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>
WP 101	Basic Writing	Ryan	See descr	16	WF 930-1030	PH A-1
	Overcoming Work Blocks	Berkman	InstrPer	10	W 8-5	TBA
WP 105	Intro Academic Writing	Bodhi	InstrPer	15	F 1030-1200	PH A-1

Outdoor Program and Recreational Athletics

<u>COURSE</u>		<u>INSTRUCTOR</u>	<u>METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>
OPRA 101	Beginning Shotokan Karate I	Taylor	Open	None	MMF 6-8pm	RCC
OPRA 103	Inter Shotokan Karate II	Taylor	InstrPer	None	TTh6-8pm/Sun130-330	RCC
OPRA 104	Adv Shotokan Karate	Taylor	InstrPer	None	TThSun 6-8pm	RCC
OPRA 111	Aikido	Sylvain	Open	None	TTh 1230-145	RCC
OPRA 113	Aiki Jo	Sylvain	InstrPer	None	TTh 145-3 pm	RCC
OPRA 118	Beginning T'ai Chi	Barry	Open	None	W 1230-145	RCC
OPRA 119	Continuing T'ai Chi	Varry	Open	None	W 2-315	RCC
OPRA 123	Begin Whitewater Kayaking (X)	Alderson	InstrPer	6	W130-245/F1230-6	RCC/River
OPRA 124	Beyond Begin Kayaking (Y)	Alderson	InstrPer	6	W 6-8 pm	RCC
OPRA 149	Scuba Certification	Project Deep	Open	None	M 6-730pm/730-9	RCC
OPRA 151	Beginning Top Rope Climbing	Lee	Open	12	Th 230-530	RCC
OPRA 153	Advanced Rope Climbing	Kyker-Snowman	InstrPer	None	W 1230-530	RCC/Field
OPRA 172	Exercise Training	Kyker-Snowman	SeeDescr	None	WF 830-10	RCC
OPRA 173	Maybe You Can "Feel" Better	Jackson	Open	12	TTh 8-920	RCC
OPRA 174	What is Wilderness?	Warren	Open	12	T 1-5	KIVA
OPRA 178	Philosophy of Exper Education	Warren	See Descer	12	WF 1030-1230	PH B-1

Foreign Languages

<u>COURSE</u>		<u>INSTRUCTOR</u>	<u>METHOD</u>	<u>LIMIT</u>	<u>TIME</u>	<u>PLACE</u>
FL 101	Intensive French	Rabu	InstrPer	10	TWTh 3-530	PH A-1
FL 102	Intensive Spanish	Gear	InstrPer	10	TWTh 3-530	PH B-1

HAMPSHIRE
SOCIAL SCIENCE 255
E. Jefferson Murphy

History of Africa to the European Contact. This course broadly surveys the origins and development of the many variants of the basic African civilization, from pre-history to the time of substantial contact with Europe (about 1800). We will explore the relationships between environments and culture; economic and political systems; and religion, philosophy, and the arts. Geographical emphasis will be on the Nile Valley, the Sahara, and Africa south of the Sahara.

Class meets Tuesday and Thursday 10:30-12:00 noon

MOUNT HOLYOKE
HISTORY 341f
E. Jefferson Murphy

Topics in African History. Examination of major issues in modern Africa: economic development, political systems, the military, role of women, education, Southern Africa, through seminar discussions, assigned readings, video and film, and individual research projects.

Class meets Wednesday 1:00 to 4:00 pm. Limited to 15 students.

SMITH
HISTORY 258a
E. Jefferson Murphy

Twentieth Century Africa: A Modern History. This is a general survey of the African continent from a historical perspective, covering the period from the colonial conquest to the present. It is based on lectures and discussion, with an infusion of films and videotapes including several of the Ali Mazrui productions, The Africans.

Class meets Tuesday and Thursday 3:00-4:50 pm.

SMITH
BIOLOGICAL SCIENCES
226a
Paulette M. Pecol

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

Class meets Tuesday and Thursday 9:00-10:20 am; laboratory (including two weekend field trips), Monday 1:00-4:00 pm or Tuesday 1:00-4:00 pm. Four credits.

SMITH
GEOLOGY 105a
J. Michael Rhodes

Volcanic and Geological Hazards. A review of volcanic and other geological hazards (earthquakes, landslides, meteorite impacts) and their effects on man, property and the environment. The current state of predicting such geological hazards will be covered, and the steps to be taken to minimize their impact. Intended for non-science majors; four credits.

Class meets Monday, Wednesday, and Friday 3:10-4:00 pm.

Outdoor & Recreational Athletics Program

CURRICULUM STATEMENT

The Outdoors and Recreational Athletics Program (OPRA) is a voluntary, coed alternative to compulsory physical education. We offer students extensive opportunities to learn 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.

OPRA tries to give special emphasis to integrating outdoor and physical learning experiences with the rest of college life. Programmatically that means OPRA collaborates with Hampshire faculty, staff, and students in ongoing courses.

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

OPRA seeks to enable students to experience nature personally, through local natural history explorations, as well as hiking, biking, camping, cross-country skiing, snowshoeing, canoeing, and expeditioning.

During January term and spring break, major trips and a variety of courses are offered. Trips have included climbing in North Carolina, ski-touring in Yellowstone National Park, and kayaking in the Grand Canyon. 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 (basketball, soccer, volleyball, frisbee), and a great variety of trips, activities, and special training sessions. A schedule of activities and trips is available at the Robert Crown Center. These programs are open to all full-time Five College students.

COURSE LIST

OPRA 101
BEGINNING SHOTOKAN
KARATE
Marion Taylor

OPRA 103
INTERMEDIATE
SHOTOKAN
KARATE II
Marion Taylor

OPRA 104
ADVANCED SHOTOKAN
KARATE
Marion Taylor

OPRA 111
AIKIDO
Paul Sylvain

OPRA 113
AIKI JO
Paul Sylvain

OPRA 118
BEGINNING T'AI CHI
Denise Barry

OPRA 119
CONTINUING T'AI CHI
Denise Barry

OPRA 123
BEGINNING WHITEWATER
KAYAKING (X)
Earl Alderson

OPRA 124
BEGINNING WHITEWATER
KAYAKING (Y)
Glenna Lee

OPRA 126
BEYOND BEGINNING
WHITEWATER KAYAKING
Earl Alderson

OPRA 149
OPENWATER SCUBA
CERTIFICATION
Project Deep

OPRA 151
BEGINNING TOP ROPE
CLIMBING
Glenna Lee

OPRA 153
ADVANCED TOP ROPE
CLIMBING
Kathy Kyker-Snowman

OPRA 172
EXERCISE TRAINING:
THEORY AND PRACTICE
Kathy Kyker-Snowman

OPRA 173
MAYBE YOU CAN
"FEEL" BETTER
Dennis S. Jackson

OPRA 174
WHAT IS WILDERNESS?
Karen Warren

OPRA 178
PHILOSOPHY OF
EXPERIENTIAL
EDUCATION
Karen Warren

Course Descriptions

**OPRA 101
BEGINNING
SHOTOKAN KARATE**
Marion Taylor

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

Classes will meet during Fall Term on Monday, Wednesday, and Thursday, 6:00 to 8:00 pm in the Robert Crown Center. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars. Enrollment unlimited.

**OPRA 103
INTERMEDIATE
SHOTOKAN KARATE
II**
Marion Taylor

This course is for students who have completed OPRA 101. The class will meet Tuesday and Thursday, 6:00 to 8:00 pm, and Sunday, 1:30 to 3:30 pm in the Robert Crown Center. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars. Enrollment unlimited; instructor's permission.

**OPRA 104
ADVANCED
SHOTOKAN KARATE**
Marion Taylor

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

Classes will meet Tuesday, Thursday, and Sunday 6:00 to 8:00 pm in the Robert Crown Center. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars. Enrollment unlimited; instructor's permission.

**OPRA 111
AIKIDO**
Paul Sylvain

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

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

**OPRA 113
AIKI JO**
Paul Sylvain

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

The class will meet Tuesday and Thursday 1:45 to 3:00 pm in the Robert Crown Center. To register attend the first class.

**OPRA 118
BEGINNING T'AI CHI**
Denise Barry

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

The class meets on Wednesday from 12:30 to 1:45 pm in the Robert Crown Center. Enrollment is open. Register by attending the first class. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

**OPRA 119
CONTINUING T'AI
CHI**
Denise Barry

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

The class meets on Wednesday from 2:00 to 3:15 pm in the Robert Crown Center. Enrollment is open. Register by attending the first class. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

**OPRA 123
BEGINNING
WHITEWATER
KAYAKING (X)**
Earl Alderson

No experience required except swimming ability. Learn the fundamentals of kayaking and basic whitewater skills including; strokes, rescue maneuvering, eddy turns, ferrying, bracing, river reading, surfing, equipment, and Eskimo roll. This course is the same as OPRA 124.

The class will meet on Wednesdays from 1:30 to 2:45 pm for pool sessions and on Friday from 12:30 to 6:00 P. M. for river trips. Following Fall Break, class will meet on Wednesdays only. To register, sign up on the bulletin board in the Robert Crown Center during the week of matriculation. Instructor's signature also required. Enrollment limit, 6. Five college students will be graded on a pass/fail basis.

**OPRA 124
BEGINNING
WHITEWATER
KAYAKING (Y)**
Glenna Lee

This course is the same as OPRA 123.

Class will meet Wednesdays from 2:45 to 4:00 pm for pool sessions and on Fridays from 12:30 to 6:00 P. M. for river trips. Following Fall Break, class will meet on Wednesdays only. To register, sign up on the bulletin board in the Robert Crown Center during the week of matriculation. Instructor's signature also required. Enrollment limit 6. Five College students will be graded on a pass/fail basis.

**OPRA 126
BEYOND BEGINNING
WHITEWATER
KAYAKING**
Earl Alderson

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

Class will meet on Wednesdays from 6:00 to 8:00 pm in the Robert Crown Center pool. Strong swimming ability is required. (Swim test will be given at the first class.) To register, attend the first class.

**OPRA 149
OPENWATER SCUBA
CERTIFICATION**
Project Deep

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

Classes will meet at the Robert Crown Center pool on Monday from 6:00 to 7:30 pm, and elsewhere in the RCC from 7:30 to 9:00 pm. for classroom instruction. Fee: \$184 plus mask, fins, snorkel, and text. All other equipment provided. Prerequisite: adequate swimming skills. Enrollment is open.

**OPRA 151
BEGINNING TOP
ROPE CLIMBING**
Glenna Lee

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 media as an indoor climbing wall and many of the local climbing areas. Beginners are especially welcome.

Classes will meet Thursday from 12:30 to 5:30 P. M. Enrollment limit, 12.

**OPRA 153
ADVANCED TOP
ROPE CLIMBING**
Kathy Kyker-Snowman

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

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

**OPRA 172
EXERCISE
TRAINING: THEORY
AND PRACTICE**
Kathy Kyker-Snowman

This course will give students background knowledge and first-hand experience in training techniques to enable them to design an appropriate training program for themselves. We will discuss physiological, biomechanical, and neuromuscular components involved in building strength, speed, and endurance. Nutrition and common injuries will also be explored. Students will estimate their own VO2 max and body composition as well as try out a variety of exercise training methods.

Each class will involve a half hour lecture followed by a one hour workout. Class will meet Wednesdays and Fridays from 8:30 - 10:00 am.

**OPRA 173
MAYBE YOU CAN
"FEEL" BETTER**
Dennis S. Jackson

This course is designed for those students who have an appreciation for physical fitness and optimum health. Learn a complete conditioning program composed of stretching, brisk walking, weight lifting, and the body nutritional requirements for good health. It will present a step by step instruction on how to increase flexibility, tone muscular strength, improve endurance, and feel ALIVE!

Running shoes and sweats are required.

Meets Tuesday and Thursday, 8:00 to 9:20 am in the Robert Crown Center.
Enrollment limit, 12.

**OPRA 174
WHAT IS
WILDERNESS?**
Karen Warren

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

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

The class will meet Tuesdays from 1:00 to 5:00 pm Enrollment limit, 12.

Fall 70

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

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

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

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

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

Enrollment limit, 12. Class meets Wednesday and Friday, 10:30 am to 12:30 pm.

1990 PRELIMINARY COURSES FOR SPRING

SCHOOL OF COMMUNICATIONS AND COGNITIVE SCIENCE

Course List

100 Level

CCS 102

ABORTION AND
INFANTICIDE: MORAL
AND LEGAL PROBLEMS
ARISING AT THE
BEGINNING OF LIFE
Jay Garfield

CCS 110

ANIMAL COGNITION
Mark Feinstein

CCS 114

INTRODUCTION TO
COMPUTER SCIENCE
Richard Muller

CCS 119

ANALYZING POPULAR
CULTURE
James Miller

CCS 123

INTERNATIONAL
COMMUNICATIONS I
TBA

CCS 124

NEUROPHILOSOPHY
Neil Stillings

CCS 128

MEDIA
PRODUCTION/CRITICISM I
TBA

CCS 132

EXPERIMENTS IN
JOURNALISM
David Kerr

CCS 133

INTRODUCTION TO THE
PHILOSOPHY OF PLATO
Tsenay Serequeberhan

CCS 137

LANGUAGE ACQUISITION
Steven Weisler

CCS 142

INTRODUCTION TO
VISUAL PRODUCTION
Gregory Jones

CCS 153

CHILD DEVELOPMENT IN
THE SCHOOLS
Staff

CCS 154

ANALYSIS OF TELEVISION
NEWS
Susan Douglas

200 Level

CCS 209

ETHICS
TBA

CCS 214

MATHEMATICAL
FOUNDATIONS OF
COMPUTER SCIENCE
Patricia Colson

CCS 218

INTERNATIONAL
COMMUNICATIONS II
TBA

CCS 219

COMMUNICATIONS
POLICY: THE STATE AND
THE MEDIA
James Miller

CCS 228

MEDIA
PRODUCTION/CRITICISM
II
TBA

CCS 230

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

CCS 233

INTRODUCTION TO
ARTIFICIAL
INTELLIGENCE
Patricia Colson
Neil Stillings

CCS 294

PHILOSOPHY OF MIND
Jay Garfield

300 Level

CCS 301

THINKERS OF AFRICAN
FREEDOM
Tsenay Serequeberhan

CCS 303

SEMINAR IN VIDEO
PRODUCTION AND
FILM/VIDEO THEORY
Joan Braderman

CCS 325

TRUTH AND MEANING
Steven Weisler

CCS 333*

VIDEO PRODUCTION
ENSEMBLE
Gregory Jones

CCS/NS 352

ANIMAL BEHAVIOR
RESEARCH LABORATORY
Raymond Copping
Mark Feinstein

*Does not fulfil one-half the
requirement for a Division I two-
course option.

Course Descriptions

CCS 102
**ABORTION AND
INFANTICIDE:
MORAL AND LEGAL
PROBLEMS ARISING
AT THE BEGINNING
OF LIFE**
Jay Garfield

This course examines abortion and neonatal euthanasia in legal and moral theory. We will pay particular attention to philosophical and legal questions concerning the nature of persons; the status of women, parents, fetuses, and infants in moral and legal theory; and the connection between morality and the law. We will read a number of essays by philosophers and legal theorists and some opinions and briefs from important cases concerning abortion and neonatal euthanasia.

Most class meetings will involve students' presentations of judicial opinions or essays on such topics as: the right to privacy; the status of the fetus and infant; women's and parents' rights; criteria for personhood; the distinction, if any, between passive and active euthanasia; and other questions raised by the abortion and infanticide issues. Class will meet for one and one-half hours twice weekly. Enrollment is limited to 20.

CCS 110
ANIMAL COGNITION
Mark Feinstein

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

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

CCS 114
**INTRODUCTION TO
COMPUTER SCIENCE**
Richard Muller

This is an introduction to computer science which is project- and graphics-oriented. Through a series of projects and problem sets, students will encounter the fundamental concepts of computer science and learn techniques for planning and organizing substantial projects of their own. Most (but not all) of the problems will involve generating monochrome images on a high-resolution laser printer or computer screen.

The course will use the Pascal programming language. It is intended both for students with an interest in computing as a field of concentration and for those who are simply curious. No computing background is expected, but students should have completed (and remember some of) high school algebra.

Class meets for one and one-half hours three times a week. Enrollment is limited to 25.

CCS 119
**ANALYZING
POPULAR CULTURE**
James Miller

The industrial production, mass marketing and widespread consumption of cultural commodities are a social characteristic typical of our age. Most analysts agree with this observation; beyond that there is much dispute. What exactly is the nature of contemporary culture? Can, say, the punk subculture be considered an act of symbolic rebellion? Do soap operas and romance novels enhance or debase their viewers' and readers' lives?

In this course we will begin to address these and related questions from a critical perspective. We will review a variety of approaches to popular-culture phenomena, showing how each brings with it implicit assumptions about the subject. In addition to pieces from periodicals, we may need such books as Hebdige's *Subculture: The*

(continued on next page)

Meaning of Style, Gans' Popular Culture and High Culture, and Radway's Reading the Romance. Students will write short papers on theoretical issues and carry out a couple of small empirical projects that draw on familiar examples of popular culture.

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

**CCS 123
INTERNATIONAL
COMMUNICATIONS I
TBA**

A course in this area is planned to be offered by a new faculty member who had not been hired when this Course Guide was published. More details will be available in later Supplements, or from the CCS office in late May.

**CCS 124
NEUROPHILOSOPHY
Neil Stillings**

The mental activity and complex behavior of biological organisms arises from brain activity. The study of mind and behavior is thus in some sense the study of brain. Nevertheless, in the practice of ongoing scientific research there has been only a loose relation between fields that focus on thought and behavior, such as psychology and linguistics, and fields that focus on physical structures and processes in the brain, such as the neurosciences. Recently, some cognitive scientists and philosophers have called for a much more intimate relation between the psychological and physiological approaches. They have also developed a new class of theories, often called connectionist models, which can be evaluated by simulating them on computers. This course explores arguments for and against the new approach. The primary text is Patricia Churchland's Neurophilosophy.

Class discussion and a final project will be emphasized. The class will meet twice a week for one and one-half hours each time. Enrollment is limited to 25.

**CCS 128
MEDIA
PRODUCTION/
CRITICISM I
TBA**

A course in this area is planned to be offered by a new faculty member who had not been hired when this Course Guide was published. More details will be available in later Supplements, or from the CCS office in late May.

**CCS 132
EXPERIMENTS IN
JOURNALISM
David Kerr**

What would result if the aims and methods of the Imagist and Haiku poets and the writers of economical narrative verse were studied and applied experimentally to journalism? In this course we will attempt to find out. It is conceivable that journalism in the future may make today's news stories, columns, and editorials seem bloated and overwritten. Perhaps writing that emphasizes extreme brevity, precision, and the evocation of tone and mood through a poetic intensity can serve journalistic ends as well or better.

The course will emphasize the writing, editing, rewriting, and polishing of journalistic pieces in the 100-300 word range. The student should anticipate a level of work that will have him or her writing and rewriting constantly. Readings will be chosen to provide models for writing and analysis. The class will meet twice a week for one and one-half hours each time. Enrollment is limited to 16 by instructor permission.

**CCS 133
INTRODUCTION TO
THE PHILOSOPHY
OF PLATO
Tsenay Serequeberhan**

In this seminar we will be engaged in a close reading of a few Platonic (mostly middle and late) dialogues aimed at critically exploring and understanding the philosophical issues with which Plato is concerned. In so doing we will see how the subsequent development of the Western philosophical tradition is impacted by his foundational work. We will examine specific problems and look at some of the secondary literature and in so doing focus on the larger question of Plato's significance for us today.

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

**CCS 137
LANGUAGE
ACQUISITION**
Steven Weisler

A human language is an extraordinarily complex body of knowledge; learning a foreign language as an adult is usually a major intellectual task. Yet normal children acquire their first language with astonishing rapidity and ease. We will focus on three interrelated issues: what exactly is learned in the normal course of language acquisition, what are the principal stages of linguistic development, and how is a language learned? We will study a variety of competing psychological and linguistic models of acquisition and then go on to explore the details of the sound, meaning and syntactic systems that children must acquire. Some additional topics that may be covered include language acquisition in speech/hearing-impaired children, the acquisition of sign language, and the possibility of language acquisition by other animals.

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

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

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

A course registration form should be picked up in the CCS office and completed before the first class. Class will meet twice a week for two hours each time. Enrollment limit is 20.

**CCS 153
CHILD
DEVELOPMENT
IN THE SCHOOLS**
Staff

This course will look at how the study of child development relates to educational issues. Readings will be drawn primarily from child development theory and research, although we will also read some papers that directly address educational issues. Students will also have an opportunity to observe children as part of the course. Assignments will focus on using child development theory and research to address educational issues.

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

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

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

These are some of the questions we will wrestle with in this course. We will discuss how stories are selected, where journalists get their information, what constitutes objectivity, what values are implicit in news coverage, and what economic and political pressures impinge upon the news-gathering and dissemination process. We

(continued on next page)

will apply what we've learned in the reading to an on-going analysis of the news of all three networks, comparing the way reality is presented by ABC, NBC, and CBS.

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

CCS 209
ETHICS
TBA

The course will familiarize the student with the principal texts and schools of thought in ethics. We will emphasize the relationship between one's view of human nature and the structure and form of one's ethical theory, asking questions like: What is it to be a person? What is important about persons? What is the good life? What makes an action or a person good?

Students will be expected to have some background in philosophy or the consent of the instructor. Class will meet for one and one-half hours twice a week. Enrollment is limited to 20.

CCS 214
MATHEMATICAL
FOUNDATIONS OF
COMPUTER SCIENCE
Patricia Colson

This course will cover basic mathematical concepts useful to computer science. These will include set theory, boolean algebra, propositional calculus, combinational circuits, functions, relations, and mathematical induction. Students will also be introduced to formal language, finite automata, push-down automata, Turing machines, and computability.

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

CCS 218
INTERNATIONAL
COMMUNICATIONS
II
TBA

A course in this area is planned to be offered by a new faculty member who had not been hired when this Course Guide was published. More details will be available in later Supplements, or from the CCS office in late May.

CCS 219
COMMUNICATIONS
POLICY: THE STATE
AND THE MEDIA
James Miller

Every country exerts political control over the media of public communications; a paramount means is through national policy. These days, in North America and Western Europe, the nature of this policy and the appropriate relationship of the state to cultural industries generally are in flux. Long-time, state-run media monopolies are being privatized, and regulation of communications firms is being supplanted by policies instead that count on market forces to reach certain public interest objectives. These actions have often been accompanied by heated debates about such issues as national cultural sovereignty and traditions of public service broadcasting. (*continued on next page*)

This course assesses recent policy developments for broadcasting and certain new media in North America and Europe. Our goal is to understand this volatile period in its historical context and to appreciate the dilemmas faced by national policymakers who must deal with transnational communications corporations operating on a global scale.

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

CCS 228
MEDIA
PRODUCTION/
CRITICISM II
TBA

A course in this area is planned to be offered by a new faculty member who had not been hired when this Course Guide was published. More details will be available in later Supplements, or from the CCS office in late May.

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

Joan Brademan
Susan Douglas

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

Though admission to the course is limited to 35, preregistration is not required. Bring samples of your work to the first class. Instructors will select class members based on the quality of the work. Class will meet twice a week for two hours each time.

**CCS 233
INTRODUCTION
TO ARTIFICIAL
INTELLIGENCE**

Patricia Colson
Neil Stillings

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

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

**CCS 294
PHILOSOPHY
OF MIND**

Jay Garfield

This seminar explores some of the most central issues in contemporary philosophy of mind and the foundations of cognitive science. We will explore the nature and origins of intentionality--aboutness and therefore the relationship between thought and language and the nature of meaning. We will also address the nature of human knowledge and mental representation.

One intermediate level course in philosophy or cognitive science is required along with consent of the instructor. Class will meet for one and one-half hours twice a week. Enrollment is limited to 20.

**CCS 301
THINKERS OF
AFRICAN FREEDOM**

Tsenay Serequeberhan

The African anti-Colonial struggle has produced a number of outstanding and original thinkers. The basic concern of this course is to examine in depth the work of some of these thinkers and explore the hopes and aspirations articulated by their thought. In our reading and discussion our main focus will be to explore how the process of African liberation is understood and examine what it is that it hopes to achieve. In this context questions of nationalism, history, the role of culture and violence in the struggle for emancipation, Marxism, etc. will be discussed. The central concern of the course will be to explore what is involved in African liberation on the level of theory.

The class will meet once a week for two and one-half hours. Enrollment is limited to 20.

CCS 303
SEMINAR IN VIDEO
PRODUCTION AND
FILM/VIDEO THEORY
 Joan Braderman

This is an advanced seminar for students completing Division II and III projects. Students are expected to have passed most television production mini-courses and done substantial work in film/television theory and criticism. Students will be expected to propose or be completing an independent project or take a leading role in a production by a fellow student in the class. Some reading and screening of work by major artists and theorists will be combined with intensive production work, discussion, critique sessions, and some lectures by visiting film/video artists.

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

CCS 325
TRUTH AND
MEANING
 Steven Weisler

This course provides an introduction to the theory of meaning for advanced students. We will explore topics such as ambiguity, intensionality, the nature of meaning and truth, and the relationship between psychology and meaning. We will work through An Introduction to Montague Semantics by Dowty, Wall, and Peters, and finish up by reading Montague's classic essay "The Proper Treatment of Quantification in Ordinary English." The course requires weekly problem sets and abundant class participation.

The class will meet once a week for three hours. Enrollment is on the basis of a prerequisite of a course in philosophy, logic or linguistics by instructor permission.

CCS 333*
VIDEO PRODUCTION
ENSEMBLE
 Gregory Jones

This course is designed for experienced directors, actors, videographers, and screenwriters who wish to work as an ensemble on narrative video productions. Students will produce two-camera scenes with on-line editing in addition to single-camera programs on location. Each student will have a major responsibility on at least one video project, participate on several production crews, be an active participant in class discussions, complete a production journal, and write a final project critique.

Enrollment instructions and registration forms are available in the CCS office. Each student must submit a project proposal, original script, or audition scene complete with preproduction plans in order to be in the course. Class will meet twice a week, once for two and one-half hours and once for four hours. Additional rehearsal time may be required. Enrollment is limited to 12 by instructor permission.

CCS/NS 352
ANIMAL BEHAVIOR
RESEARCH
LABORATORY
 Raymond Coppinger
 Mark Feinstein

This course will be run in the form of a research seminar that is primarily designed for those students wishing to continue or expand research in biology and cognitive science generated in earlier course work. It is open to any student with a research interest in animal behavior and communication, but enrollment will be limited to 20 by interview. The dog will be the experimental animal, and at present the two main topics of interest of the instructors are the ontogeny and phylogeny of vocalization and play. Class will meet twice a week for two hours each time.

SCHOOL OR HUMANITIES AND ARTS

COURSE LIST

100 Level

HA 104

**INTRODUCTION TO
DRAWING**

Bill Brayton

HA 110

**FILM/VIDEO WORKSHOP I
TBA**

HA 111

**STILL PHOTOGRAPHY
WORKSHOP I
TBA**

HA 124

**CONTEMPORARY FICTION
Lynne Hanley**

HA 126

**LATIN AMERICAN
NOUVELLA
Norman Holland**

HA 130

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

HA 151

**DANCE COMPOSITION I
Peggy Schwartz**

HA/WP158

**CHARACTER AND
LANDSCAPE IN
MIDWESTERN
LITERATURE
David Smith
Ellie Siegel**

HA 159

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

HA 188

**CULTURAL CRITICISM:
"CROSS DRESSING"
Norman Holland
Mary Russo
Jeffrey Wallen**

HA 193

**EXPERIMENTS IN
MODERN SHORT FICTION
Jeffrey Wallen**

200 Level

HA/SS 202

**17TH CENTURY STUDIES:
THE QUESTION OF
AUTHORITY**

Joan Landes

L. Brown Kennedy

Miriam Slater

Ruth Rinard

HA 209

**MAKING PLACES: THE
EXPERIENCE OF DESIGN**

Norton Juster

Earl Pope

HA 210

**FILM/VIDEO WORKSHOP II
Abraham Ravett**

HA 211

**STILL PHOTOGRAPHY
WORKSHOP II
TBA**

HA 212

**JAPANESE CINEMA
Abraham Ravett**

HA 215*

**MODERN DANCE III
Rebecca Nordstrom**

HA 218

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

HA 227

**THEATRE PRACTICUM
Ellen Donkin
TBA**

HA 228

**THE WORLD OF FEODOR
DOSTOEVSKY
Joanna Hubbs**

HA 231

**POETRY WRITING
WORKSHOP
Andrew Salkey**

HA 233

**SHORT STORY WRITING
WORKSHOP
Lynne Hanley**

HA 236

**PRINCIPLES OF
DIRECTING
Rhonda Blair**

HA 237

**FICTION WRITING
WORKSHOP
Andrew Salkey**

HA 239

**JAZZ PERFORMANCE
SEMINAR
Yusef Lateef**

HA 255

**MODERN AFRO-
AMERICAN FICTION
Robert Coles**

HA 272

**DANCE IN HUMAN
SOCIETY
Daphne Lowell**

300 Level

HA 304

**ADVANCED DRAWING
WITH COLOR
Judith Mann**

HA 306

**ADVANCED WRITING
SEMINAR
Nina Payne**

HA 308

**ADVANCED SCULPTURE
Bill Brayton**

HA 317*

**MODERN DANCE
TECHNIQUE V
Daphne Lowell**

HA 322

**NEW FICTIONS:
CONTEMPORARY
LITERATURE SEMINAR
Mary Russo**

HA 335

**SEVENTEENTH CENTUREY
POETS: JOHN MILTON
AND ANNE BRADSTREET
L. Brown Kennedy**

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

HA 399b
**FILM/PHOTOGRAPHY
 STUDIES: INDIVIDUAL
 PROBLEMS IN
 FILMMAKING,
 PHOTOGRAPHY AND
 RELATED MEDIA**
 Film and Photography Faculty

HA 399c
ART TUTORIAL
 Leonard Baskin

*Does not fulfill one-half of the
 requirement for a Division I two-
 course option.

COURSE DESCRIPTIONS

NOTE

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

HA 104
**INTRODUCTION TO
 DRAWING**
 Bill Brayton

This course will require that students gain a familiarity with drawing as a tool in the investigation of form and light. Perceptual skills will be honed through a compounding series of assignments designed to develop critical looking. A wide spectrum of materials will be employed in the representation of subjects to include landscape, still-life, and the figure. A grounding in history and language will be developed through slides, required readings, and critiques. Course materials cost \$50 to \$75. Please note: most high school classes and/or independent work do not involve such extensive amounts of time to develop ideas and competence. It is expected that those interested in studying art here would benefit from an introduction to drawing course.

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

HA 110
**FILM/VIDEO
 WORKSHOP I**
 TBA

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

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

HA 111
STILL
PHOTOGRAPHY
WORKSHOP I
TBA

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

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

HA 124
CONTEMPORARY
FICTION
Lynne Hanley

This course will explore the form and content of a selection of novels written in the last twenty years. Students will be exposed to a variety of narrative structures, and will encounter fictional portrayals of a number of different cultures. Readings will include Alice Walker, The Color Purple; Gloria Naylor, Linden Hills; Graham Swift, Waterland; Joan Didion, A Book of Common Prayer; Tim O'Brien, Going After Cacciato; Ghassan Kanafani, Men of the Sun; and Doris Lessing, The Marriages Between Zones Three, Four, and Five. Writing will include essays on the novels and imitations of some of their narrative structures.

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

HA 126
LATIN AMERICAN
NOVELLA
Norman Holland

Contrary to our popular image of the contemporary Latin American novel as having arisen full blown out of nowhere, these texts are deeply indebted to the various possibilities worked out in the novellas of the early forties. The course will map out these experiments and their continuations. Depending on availability, novellas by the following writers will be discussed: Bombal, Bioy Casares, Bianco, Rulfo, Garcia Marquez, Carpentier, Lispector, Ferre and Molloy.

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

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

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

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

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

HA 151
**DANCE
 COMPOSITION I**
 Peggy Schwartz

Study and improvisational exploration of elements of dance such as time, space, weight and energy. Investigation into organizing and designing movement creatively and meaningfully.

Prerequisite: one semester of dance technique. Class will meet twice a week for two hours. Enrollment is limited to 15.

HA /WP158
**CHARACTER AND
 LANDSCAPE IN
 MIDWESTERN
 LITERATURE**
 David Smith
 Ellie Siegel

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

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

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

This course deals with the analysis and design of human environment--the ways in which human activities and needs find expression in the forms and patterns that reflect and shape our lives. We will be concerned with a developed sensitivity to surroundings, an understanding of place, and the sense of the individual as an effective force in creating or altering her/his own environment. The particular focus of this course will be on the determination of human needs, meeting functional requirements, the development of program as a creative step in the design process, patterns of habitation as a generator of environment and with the way environmental form and expression is derived. This is primarily a workshop course. Much of the work will require visual presentations and analysis; however, no prior technical knowledge or drawing skills will be necessary. The student must provide her/his own drawing tools. Projects and papers will be due throughout the term. This course demands both time and commitment.

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

HA 188
**CULTURAL
 CRITICISM: "CROSS
 DRESSING"**
 Norman Holland
 Mary Russo
 Jeffrey Wallen

The course is intended as an introduction to the contemporary debates around cultural consumerism and subjectivity. After a brief review of the development of cultural studies (Benjamin, Adorno, Gramsci, Althusser, Raymond Williams, Stuart Hall), the course will focus on social mobility. We are particularly interested in what may be called "cultural cross-dressing," the ways in which (ad)ressing matters of Otherness challenges and exacerbates the power relations of identity and social hierarchy. Works by Frida Kahlo, Arbus, Borges, Puig, and cultural icons such as the boxer, Liberace, Madonna will be discussed. A project, an annotated bibliography, and a short paper dealing with the course topic will be required.

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

HA 193
**EXPERIMENTS IN
MODERN SHORT
FICTION**
Jeffrey Wallen

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

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

HA/SS202
**17TH CENTURY
STUDIES: THE
QUESTION OF
AUTHORITY**
L. Brown Kennedy
Joan Landes
Miriam Slater
Ruth Rinard

The modern period, it can be argued, has its roots in the seventeenth century with the challenges to authority--and subsequent attempts at reformulation--which upset the scientific, religious, political and social assumptions of the late Renaissance. Using an interdisciplinary approach we will address: the emergence of the modern state; the redefinition of private and public life; the crises of certitude posed by the Reformation and the new modes of scientific thinking; the conflicting beliefs in Providence and Progress.

Our central case study will be England. Our materials include literary, philosophic, political and scientific primary texts (among them: Calvin, Shakespeare, Luther, Calileo, Newton, Donne, Hobbes, Milton, Locke, together with tracts from the Leveller and Ranter movements) and a selection of monographs from the current, interpretive debates about this period. Meetings are twice weekly. Enrollment is open.

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

This is a design course. It concerns itself with the making of architectural form and the design of the built environment. It is a design studio course organized to provide a broad overview of design issues and skills necessary for the engagement of environmental design problems. Students will have the opportunity to explore and investigate the experience and methodology of environmental design. A series of design projects, varied in scope and complexity, will be given and student work will be rigorously critiqued. Class discussion will center on approach, design analysis, functional response, expression and symbolism.

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

HA 210
**FILM/VIDEO
WORKSHOP II**
Abraham Ravett

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

Students will have the opportunity to screen seminal film and video works in documentary, narrative, and experimental genre. Additional out-of-class screenings and readings in the history and theory of film/video will also be assigned. There will be six assigned workshops with John Gunther in video editing and the use of the TV studios throughout the semester. There is a \$40 lab fee for this course, which
(continues on next page)

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 instructor permission. In general, Film/Video Workshop I will be considered a prerequisite for this course.

**HA 211
STILL
PHOTOGRAPHY
WORKSHOP II
TBA**

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

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

**HA 212
THE JAPANESE
CINEMA
Abraham Ravett**

This course will involve a comprehensive study of the traditional narrative cinema in Japan. It will highlight the work of Yasujiro Ozu, Akira Kurosawa, and Kenji Mizoguchi. The films screened will use the past to explore the meaning of the present, examine the relationships within families, and attempt to articulate broader social issues within the Japanese society.

Class will meet once a week for three hours and additional time will be set in the evening for screenings. Enrollment is open. Students will be asked to complete a series of papers or individual projects.

**HA 215*
MODERN DANCE III
Rebecca Nordstrom**

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

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

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

Under the general heading of "Centers of Ancient Civilization" the focus of this course will fall each year on a different center of the ancient East Mediterranean world, including, for example, such centers as Egyptian Thebes and Tell-el-Amarna, Babylon, Jerusalem, Knossos, Sparta, Mycenae, Delphi, and Athens. Our study of Athens in the 5th century will encompass the history and myths, the religious rites and festivals, the political institutions and ambitions, the splendor and the shame of Athens in the century of Aeschylus, Pericles, and Socrates.

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

HA 227
**THEATRE
PRACTICUM**
Ellen Donkin
TBA

This practicum provides faculty and staff oversight and guidance for Hampshire College Theatre Mainstage and Evening Studio productions. Producing agents, producers, directors, designers (set, lights, costume, sound, publicity), and technical directors for these productions will attend planning and production meetings (to be scheduled in conjunction with the instructors and staff technical director) for the particular productions in which they are involved; other interested participants in a given production may also attend. The faculty will also attend selected rehearsals, hold individual conferences with students regarding the progress of their work, and hold post mortems following the closings of each production to assess and learn from the strengths and weaknesses of the students' procedures.

All producing agents, producers, directors, designers, and technical directors should attend the first meeting of this course for orientation and scheduling. Class will meet regularly once each week for one and one-half hours with other meetings to be announced.

HA 228
**THE WORLD OF
FEODOR
DOSTOEVSKY**
Joanna Hubbs

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

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

The class will meet twice each week and enrollment is limited to 20 by instructor permission.

HA 231
**POETRY WRITING
WORKSHOP**
Andrew Salkey

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

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

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

**HA233
SHORT STORY
WRITING WORKSHOP**

Lynne Hanley

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

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

Enrollment is limited to 18, by permission of the instructor.

**HA 236
PRINCIPLES OF
DIRECTING**

Rhonda Blair

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

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

**HA 237
FICTION WRITING
WORKSHOP**

Andrew Salkey

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

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

We will try to demonstrate that the practice of fiction ought to be manifestly about the creative description of human relationship in society. We will encourage both on-the-spot oral critical analysis and writing and lively analytical discussion of all forms of literary composition within the genre of fiction, and our writer will be encouraged to take any literary risk they may feel to be important to their development.

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

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

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

Class will meet once weekly for three hours. Prerequisite: HA 175 and HA 265 or equivalent Five College music courses. Admission is by instructor permission. Enrollment is limited to 15.

HA 255
**MODERN AFRO-
AMERICAN FICTION**
Robert Coles

An advanced course to examine contemporary, Afro-American, fiction writers, the complete description for this course will appear in the Spring 1990 course guide.

HA 272
**DANCE IN HUMAN
SOCIETY**
Daphne Lowell

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

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

HA 304
**ADVANCED
DRAWING WITH
COLOR**
Judith Mann

Using various water based materials, primarily gouache and watercolor, we will explore still life, figure and possibly landscape as subjects. Explorations of light, color intensity, mark and scale will hopefully focus not on technique but towards issues such as examining materiality without reliance on surface, and color useage as a response to both representational and abstract forms.

Class will meet twice a week for three hours each session. Instructor permission is required and prerequisite of three studios, 2 drawing courses.

HA 306
**ADVANCED WRITING
SEMINAR**
Nina Payne

This class is designed for students concentrating in poetry and fiction. Participants will be expected to present work-in-progress and revisions of that work based on the exchange of intelligent, useful criticism.

Class will meet for three hours weekly. Enrollment is limited by instructor permission.

HA 308
**ADVANCED
SCULPTURE**
Bill Brayton

This course will be organized to offer advanced students in the visual arts a demanding series of projects aimed at the development of a cohesive body of work. Projects will incorporate general principles of sculpture while providing enough freedom for individual interpretations. Materials will be limited to insure that

(continued on the next page)

students gain a higher level of mastery than in the introductory courses. Advanced Sculpture will serve as a proving ground for the preparation of a division III project in sculpture.

Prerequisite: Intermediate Sculpture within the Five College system. Enrollment is limited to 12 by instructor permission.

HA 317*
MODERN DANCE
TECHNIQUE V
Daphne Lowell

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

Class will meet twice each week for one and one-half hours. Enrollment limit 20; by audition.

HA 322
NEW FICTIONS:
CONTEMPORARY
LITERATURE
SEMINAR
Mary Russo

A complete course description will appear in the spring course guide.

HA 335
SEVENTEENTH
CENTURY POETS:
JOHN MILTON AND
ANNE BRADSTREET
L. Brown Kennedy

The focus of this course is the poetry of Milton and Bradstreet; and a major undertaking during six weeks of the semester will be a very close, critical reading of Milton's *Paradise lost*. However, the fact that Milton and Bradstreet lived through the religious and political upheavals of the seventeenth century on two sides of the Atlantic will allow us to also look at the interaction of art with intellectual and social change and at the differing forms taken by Puritan thought in England and America.

Background in seventeenth century literature is not required, but students will be expected to use resources provided by the course to familiarize themselves with other major writers of the period (Donne, Herbert, Marvell, Bunyan, Edw. Johnson); and, might consider taking simultaneously HA/SS 202. Instructor permission is required.

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

A comparative study of three great literary texts of the ancient East Mediterranean world: the Mesopotamian *Epic of Gilgamesh*, the *Iliad* of Homer, and the *Pentateuch*, the first five books of the Hebrew Bible.

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

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

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

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

HA 399c
ART TUTORIAL
Leonard Baskin

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

CHAMBER MUSIC
ENSEMBLE
Music Faculty

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

CHORUS
Ann Kearns

The Chorus Spring season will include a day tour to Boston for a concert in the First Church in Cambridge, Congregational. Admission to the Chorus is by short, painless audition. Rehearsals are MW, 4-6 p.m., in the Recital Hall in the Music and Dance Building. Faculty and staff are welcome.

THEATRE BOARD

The Theatre Board is a committee of seven students (five voting members and two alternatives) who are elected to facilitate Hampshire's theatre program. Responsibilities include monitoring the performance spaces and equipment, and scheduling the production for each season, among others. It is a wonderful way for students with an interest in theatre to gain valuable hands-on experience and have a voice in decision making. Elections are held at the beginning of each semester. Non-voting members of the community are always welcome to attend the weekly meeting. For further information, contact a current Theatre Board member. The board meets weekly at a time to be announced.

SCHOOL OF NATURAL SCIENCE

Course List

100 Level

NS 131
**DRUGS IN THE NERVOUS
 SYSTEM**

Ann McNeal
 Michelle Murrain

NS 142
PLANT POISONS

Nancy Lowry
 Lawrence Winship

NS 146
**THE ECOLOGY OF
 AGRICULTURE**

Brian Schultz

NS 153
**NEW GUINEA TAPEWORMS
 & JEWISH
 GRANDMOTHERS:**

**NATURAL HISTORY OF
 INFECTIOUS DISEASE**
 Lynn Miller

NS 170
**TECHNOLOGY AND THE
 THIRD WORLD**

Albert Woodhull

NS 192
**ELEMENTARY SCHOOL
 SCIENCE WORKSHOP**

Merle Bruno

NS 199
PROJECT COURSE

John Foster

200 Level

NS 203
BASIC CHEMISTRY II

Dula Amarasirwardena

NS 207
ECOLOGY

Charlene D'Avanzo
 Brian Schultz

NS 208
PLANT PHYSIOLOGY

Lawrence Winship

NS 210
**EVOLUTION OF THE
 EARTH II**

John Reid

NS 222
**REPRODUCTIVE
 PHYSIOLOGY**

Kay Henderson

NS 224
**CHEMICAL STRATEGIES
 IN-LIVING CELLS**

John Foster

NS 226
NEUROBIOLOGY LAB

Michelle Murrain

NS 227
**HUMAN POPULATION
 GENETICS**

Kenneth Hoffman
 Lynn Miller

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

Raymond Coppinger

NS/SS 238
**PLANETARY SCIENCE
 AND DIPLOMACY: FROM
 ONE EARTH TO ONE
 WORLD.**

Ben Wisner

NS 259
**MATH CONCENTRATORS'
 SEMINAR**

David Kelly

NS 260
THE CALCULUS

David Kelly

NS 279
CHINESE SCIENCE

Kathy Dugan

NS 283
GENERAL PHYSICS B

Herbert Bernstein

NS 292
HAZARDOUS WASTES

Dula Amarasirwardena
 John Reid

300 Level

NS 302
**ADVANCED TOPICS IN
 MARINE ECOLOGY**

Charlene D'Avanzo
 Paulette Peckol

NS 316
**LINEAR ALGEBRA AND
 ITS APPLICATIONS**

Kenneth Hoffman

NS 319
**THE CALCULUS
 CONTINUED**

Kenneth Hoffman

NS 335
**ADVANCED HUMAN
 ANATOMY**

Kay Henderson
 Alessia Ortolani

NS/CCS 352
**ANIMAL BEHAVIOR
 RESEARCH LABORATORY**

Raymond Coppinger
 Mark Feinstein

NS/SS 356
**THE PUEBLO INDIANS:
 CHANGE AND
 ADAPTATION FROM
 PREHISTORY TO PRESENT**

Debra Martin
 Barbara Yngvesson

NS 386i
NEW WAYS OF KNOWING

Herbert Bernstein

NS 391i
**WOMEN AND MINORITIES
 IN SCIENCE**

Merle Bruno
 Ann McNeal

Course Descriptions

NS 131
**DRUGS IN THE
NERVOUS SYSTEM**
Ann McNeal
Michelle Murrain

For many years scientists have used drugs to explore the functions of the nervous system. Others have tried to understand what makes addictive drugs addictive and recreational drugs attractive. We will explore both of these perspectives on the interaction of drugs and the nervous system.

In order to understand drug actions we need to explore how nerve cells work. It is especially useful to know how nerves communicate with one another through synapses since many mood-altering drugs act at synapses.

No scientific background is required. Readings will consist both of introductory materials and scientific papers. Each student will complete a research paper on a topic of her/his choice, and this paper can be the draft for a Natural Science Division I exam.

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

NS 142
PLANT POISONS
Nancy Lowry
Lawrence Winship

Exotic tropical plants synthesize toxic compounds as part of their normal metabolism, but we need look no further than our own gardens or meadows or woods to find plants that have provided an arsenal of substances used by poisoners and physicians alike throughout history.

This course will explore plant-produced toxins, their manufacture and use by the plant, and their effects on the human body.

Class will meet for one and one-half hours twice a week; there is no laboratory but occasional field trips will venture forth.

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

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

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

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

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

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

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

**NS 170
TECHNOLOGY AND
THE THIRD WORLD**
Albert Woodhull

Modern technology has had and will continue to have a role in the third world. Technology's role may be positive, but technology isn't a simple solution to all the problems of poverty and under-development. Many modern technologies are being recognized as dangerous in the first world nations where they have been developed, yet are being exported to the third world even as their uses are being restricted in the countries where they originated.

We will look at many aspects of technology in the third world. We will read about new technologies that have worked and others that have caused new problems. We will explore the ways in which first world technological changes have impacted the third world. We will study patterns and examples of development of technology in the third world itself and look for ways the first world can learn from the third.

Class will meet for one hour three times weekly.

**NS 192
ELEMENTARY
SCHOOL SCIENCE
WORKSHOP**
Merle Bruno

Young children are full of questions about the natural world. They ask, watch, listen, learn, and are open to new interpretations of what they see. They are, in fact, good little scientists. Why is it that most American children (and particularly girls and children from minority groups) lose interest in science and math by junior high school and are totally alienated from science by the time they graduate high school?

In this workshop we will use materials that have been chosen to stimulate children's curiosity and to nurture their natural scientific skills. For the first few weeks you will be the students and will try to understand some of the feelings that children experience in a science class that tries to stimulate inquiry. You will be encouraged to follow up on your own questions about movements of the sun, crayfish behavior, and "mystery powders." For the last part of the semester you will be teachers and will introduce these same materials to children in elementary school classrooms.

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

**NS 199
PROJECT COURSE**
John Foster

Students who have started projects in another 100 level Natural Science course or who have ideas for projects that grew out of those courses will meet as a group with the instructor weekly. These meetings will engage the students in two types of activities: 1) seminars on research methods, data presentation and analysis, and research writing techniques, and 2) presenting progress reports and a final report. The instructor will also consult individually with students to help them focus their questions and develop their projects.

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

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

NS 203
BASIC CHEMISTRY II
Dula Amarasiriwardena

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

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

NS 207
ECOLOGY
Charlene D'Avanzo
Brian Schultz

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

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

NS 208
PLANT PHYSIOLOGY
Lawrence Winship

In this course we will study the cellular, biochemical, and physical processes which allow plants to grow, reproduce, and adapt to their physical and biotic environment. Topics we will cover include:

- carbon and energy gain: C₃, C₄, CAM photosynthesis;
- water uptake, transport and loss: transpiration and drought stress;
- mineral nutrient uptake and allocation: soil/plant interaction;
- nitrogen assimilation: symbiotic nitrogen fixation, nitrate reduction;
- plant growth and regulation: hormones and herbicides;
- flowering and reproduction: photoperiodism, seed biology;
- disease resistance.

We will use published research papers which deal with significant issues and discoveries in plant science as our primary reading material. The text will supplement and add breadth to the main readings. In the laboratory, we will gain hands-on experience in the workings of experimental plant physiology by completing projects which complement the readings.

Work for the course will include problem sets, lab write-ups, a class presentation, and an independent lab project. Class will meet for one and one-half hours twice a week plus an afternoon lab.

NS 210
EVOLUTION OF THE EARTH II
John Reid

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

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

NS 222
**REPRODUCTIVE
 PHYSIOLOGY**
 Kay Henderson

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

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

Class will meet for two hours twice a week.

NS 224
**CHEMICAL
 STRATEGIES IN
 LIVING CELLS**
 John Foster

Anyone seriously interested in biology will eventually have to learn some biochemistry. This course will try to give the student a feeling for the nature of biochemical processes by focusing on the strategies and mechanisms cells use rather than trying to "cover" this continuously expanding field even superficially. The focus will be on laboratory work--a series of extended projects designed to introduce some modern biochemical techniques for studying life processes, followed by discussion of papers from the research literature using those techniques.

Enrollment is open, but Division I students only with instructor permission. Class will meet for one and one-half hours twice a week plus a lab from 1:30 pm until the work is done (plan on spending some evenings there).

NS 226
NEUROBIOLOGY LAB
 Michelle Murrain

A "hands-on" experience in how nervous systems work. The lab will include investigations of how the nervous systems of particular animals function, especially sensory and motor systems. We will explore simple systems, with an eye toward how more complex systems (like humans) might work. In addition, recent findings in neurobiology that have significance for the work in the lab will be discussed.

Class will meet for a discussion session once a week for one and one-half hours and for a laboratory meeting once a week for three hours.

NS 227
**HUMAN
 POPULATION
 GENETICS**
 Kenneth Hoffman
 Lynn Miller

Three different theories for modern human origins are found in the literature: a) we originated in Africa; b) we originated in Asia (China, maybe); c) we originated in three separate groups, survivors of an earlier expansion of Homo. We will examine the kinds of genetic evidence used to establish these hypotheses. Along the way we will learn the basic mathematical tools needed to explore these theories and their agreement (or lack thereof) with existing data.

No prerequisites are required for this seminar. An earlier course in genetics would be useful for most students. A willingness to learn some mathematics is necessary for all.

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

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

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

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

Class will meet for one hour three times a week.

NS/SS 238
**PLANETARY
SCIENCE AND
DIPLOMACY: FROM
ONE EARTH TO ONE
WORLD**
Ben Wisner

We will study biogeochemical processes that make this planet an interdependent, dynamic system. We will also review four decades of attempts at creating supranational institutions and agreements to deal with challenges and positive potentials of the earth's global commons. Issues will include the future of Antarctica, global warming, the planet's forest cover, biosphere reserves, and genetic diversity. Diplomatic initiatives of interest include the Law of the Sea, Antarctic Treaty, UN Conference on Desertification, and the Montreal Protocol on greenhouse gases. The role of non-governmental organizations will be studied in detail. Format will be core lecture/discussions supplemented by a visiting lecturer series featuring experts on both the natural and social science issues.

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

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

This weekly gathering of students interested in mathematics and its applications will include lectures by Hampshire faculty and guests, presentations by Division III students, films, workshops, problem-solving sessions, puzzles, games, paradoxes, history, and philosophy. The seminar provides an opportunity for students to get to know each other and gain exposure to many active areas of mathematics.

NS 260
THE CALCULUS
David Kelly

The calculus provides the language and some powerful tools for the study of change. As such it is an essential subject for those interested in growth and decay processes, motion, and the determination of functional relationships in general. We will cover these topics. Particular attention will be paid to the analysis of dynamical systems (ecosystems, economic systems, weather)--collections of mutually interacting agents whose values change over time. Computers have become essential tools in the exploration of such processes and will be used throughout the semester. No previous programming experience is required.

Topics will include 1) computer programming, simulation, and approximation, 2) basic concepts of calculus--rate of change, differentiation, limits, 3) differential equations, 4) dynamical systems, 4) exponential and circular functions.

(continued on next page)

While the course is self-contained, students are strongly urged to follow it up by taking NS 316 Linear Algebra or the Calculus Continued workshop to further develop their facility with the concepts.

Class will meet three times a week for one and one-half hours. Optional evening problem sessions will be available. Regular substantial problem sets will be assigned and will constitute the heart of the student's course work.

NS 279
CHINESE SCIENCE
Kathy Dugan

This course begins with an examination of the development of Chinese science as an independent tradition with a theoretical, technological, and institutional structure different from the Western scientific tradition. We will explore why Western science, introduced by missionaries in the 17th century, was eventually rejected by the Chinese. Reintroduced in the late 19th and early 20th centuries, Western science was seized by reformers as a powerful instrument of economic, ideological, and social change. After the revolution of 1949, Communist leaders struggled to reform the institutions and ideology of science to conform to socialist Chinese conditions and goals. By examining the impact of the introduction of Western science into China, we can better understand the function of science as an instrument for reinforcing or reforming the existing social order.

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

NS 283
GENERAL PHYSICS B
Herbert Bernstein

We will consider electricity and magnetism, wave motion, and optics. This is a continuation of General Physics A in the sense that together the courses form a comprehensive study of introductory physics topics. Students should have previously completed Physics A or had equivalent exposure to introductory mechanics. The course will presuppose a knowledge of algebra, vector manipulation, and the calculus, but students willing to shoulder an extra load during the first two weeks of the semester can get help with these topics.

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

NS 292
HAZARDOUS WASTES
Dula Amarasiriwardena
John Reid

Every industry from dry cleaning to computer manufacturing generates hazardous wastes. In this course we will explore the history of hazardous waste problems and technological responses to those problems: Love Canal and Times Beach contamination, hazardous waste management techniques, regulation and compliance procedures, waste treatment, recycling, and landfills. We will also address groundwater contamination, geochemical investigations, superfund sites, and treatment of contaminated groundwater. Student research projects will include studies of heavy metal contamination in Connecticut River sediments and in local acidified streams.

Class will meet for one and one-half hours twice a week and one afternoon for field trip or lab.

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

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

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

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

This course develops the basic geometric, algebraic, and computational notions about vector spaces and matrices and applies them to a wide range of problems and models. The material will be accessible to students who have taken at least a semester of the calculus and useful to most consumers of mathematics.

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

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

**NS 319
THE CALCULUS
CONTINUED**
Kenneth Hoffman

A weekly workshop designed for those who have studied the calculus and wish to maintain and extend their skills.

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

**NS 335
ADVANCED HUMAN
ANATOMY**
Kay Henderson/Alessia
Ortolani (Division III
student)

This laboratory course is recommended for students who plan to enter advanced degree programs in medical or biological sciences. Students enrolled should have had some previous exposure to human biology, physiology, or anatomy. The course will provide a forum for the intensive review of human gross anatomy, dissection emphasizing comparative functional and structural anatomy, and exploration of current, hot topics in the area of anatomy. Controversial topics to be explored include the anatomy of malnutrition, the implications of organ transplants, the use of animals in experimental research, an examination of why autopsies are done less frequently, and other anatomical mysteries.

The weekly sessions will be divided among round-table "journal club" style discussions of current topics, intensive reviews of anatomy, and rabbit dissection. Evaluations will be based on participation in the journal club and by demonstrations of knowledge of structural and functional anatomy determined by practicals, lab notebooks, and dissections.

Laboratory fee is \$25, the enrollment limit is 10 by instructor permission, and two completed courses in the biological sciences are required.

Class will meet for four hours once a week.

**NS/CCS 352
ANIMAL BEHAVIOR
RESEARCH
LABORATORY**
Raymond Coppinger
Mark Feinstein

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

Class will meet for two hours twice a week.

NS/SS 356:
**THE PUEBLO
 INDIANS: CHANGE
 AND ADAPTATION
 FROM PREHISTORY
 TO PRESENT**

Debra Martin
 Barbara Yngvesson

In this course, we will study the Pueblo Indians of the American Southwest, starting with their origins circa A.D. 600 and tracing their biological and cultural history. We will explore the aesthetic and adaptive aspects of Pueblo society, art, and architecture, and consider how historical tradition, political pressures, and environmental forces shaped their lives. We will also consider the biological dimensions of Pueblo adaptation: how dietary, environmental, and cultural forces influenced health.

The course will include 1) a six-week period to discuss Pueblo adaptation and culture using historical, anthropological, and archaeological materials; 2) a ten-day field trip to major Pueblo sites in the southwest (during Spring break); 3) a five-week period after the field trip which will be devoted to completing projects based on library research and the field site visits.

Course is limited to 12 Division II and Division III students, instructor permission required. Class will meet for one and one-half hours twice a week.

NS 386i
**NEW WAYS OF
 KNOWING**

Herbert Bernstein

Productive knowledge work--dealing with information, framing new theories and making new "facts," or finding ways to express and explain them--forms a large fraction of the work done in modern society. Society depends on its knowledge workers to tackle all sorts of problems and activities. But the success of modern science is not impressive. Do we need NEW ways of knowing to address the personal and political problem of putting disciplinary excellence to use for the greater good of all humankind?

This course will enable participants to study reconstructive knowledge and to APPLY it to their own work. We read the instructor's (coauthored) eponymous book, certain works of Foucault, Feyerabend and other philosophers, then try to incorporate the insights into a reconstruction of the very issues and disciplines addressed by each of us as knowledge workers: to our own projects and "divs."

This advanced integrative seminar course meets once a week for three hours. Admission by instructor permission after the first class meeting.

NS 391i
**WOMEN AND
 MINORITIES IN
 SCIENCE**

Merle Bruno/Ann McNeal

Our lives are increasingly influenced by science and technology. Yet when we look at these fields, few women and minorities are represented. Why? Controversy rages over whether the reasons are psychological, sociological, historical, or even evolutionary.

We will address these issues by examining our own experiences and by reading about the roles of women and minorities in science, including biographies (A Feeling for the Organism, Black Apollo of Science), statistics on who participates in science, and historical, psychological and sociological studies. We will look at education and educational barriers, at biological analyses of race and gender differences, and at feminist critiques of the structure of science. We also will discuss career paths and choices for women and minorities in science and strategies for coping with obstacles.

This seminar is intended for Division III and advanced Division II students interested in science, education, or public policy. It will meet once a week for three hours.

**ASTFC 19
PLANETARY
SCIENCE**
Amherst

Introductory. For physical science majors. Survey of: terrestrial planets and planetary satellites; atmospheres of terrestrial and Jovian planets; asteroids; comets; planetary rings; origin of the solar system. Emphasis on results of recent spacecraft missions. Prerequisite: 1 semester of calculus and 1 semester of physical science. Some familiarity with physics essential.

**ASTFC 21
STARS AND
STELLAR
EVOLUTION**
Mount Holyoke

Evening labs at Mount Holyoke College. Stars and stellar evolution; quantitative introductory course. Observational data on stars; masses, radii and the Hertzsprung-Russell diagram. The basic equations of stellar structure. Nuclear energy generation in stars; origin of the elements. The three possible ways a star can die; white dwarfs, pulsars, and black holes. Prerequisites: a semester of calculus and a semester of physics. Completion of 10 labs mandatory.

**ASTFC 22
GALACTIC AND
EXTRAGALACTIC
ASTRONOMY**
Mount Holyoke

May be taken independently of ASTFC 21. Quantitative introductory course. Atomic and molecular spectra, emission and absorption nebulae, interstellar medium, formation of stars and planetary systems, structure and rotation of galaxies and star cluster, cosmic rays, other galaxies, exploding galaxies, quasars, cosmic background radiation, origin and expansion of the universe. Prerequisites: a semester of calculus, a semester of physics and elementary knowledge of computer programming.

**ASTFC 34
HISTORY OF
ASTRONOMY**
University

Astronomy and cosmology from earliest times, Egyptian, Babylonian, Greek, Islamic; the medieval universe; Middle Ages; Copernician revolution, the infinite universe; Newtonian universe; mechanistic universe of the 18th and 19th centuries. Gravitational theory; origin, structure, and evolution of stars and galaxies; developments in modern astronomy. Nontechnical; emphasis on history and cosmology.

**ASTFC 38
TECHNIQUES OF
RADIO ASTRONOMY**
University

With lab. May be taken independently. Introduction. Equipment, techniques, 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 sources. Prerequisites: Physics 422 or 162 or 283.

**ASTFC 40
TOPICS IN
ASTROPHYSICS**
Professors Edwards and
Greenstein
Smith

Devoted each year to a particular topic of current research interest, this course will commence with a few lectures in which an observational and a theoretical problem is laid out, but then quickly move to a seminar format. In class discussions a set of problems will be formulated, each designed to illuminate a significant aspect of the topic at hand. The problems will be significant in difficulty and broad in scope: their solution, worked out individually and in class discussions, will constitute the real work of the course. Students will gain experience in both oral and written presentation. The 1989-90 topic will be formation of stars and planetary systems. Requisite: Astronomy 37.

**ASTFC 44
ASTROPHYSICS II**
University

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

SCHOOL OF SOCIAL SCIENCE

Course List

100 level

SS 102

POVERTY AND WEALTH

Laurie Nisonoff

SS 126

FOLKLORE IN CULTURE

Kirin Narayan

SS 127

STRUGGLE FOR SHELTER

Myma Breitbart

Flavio Risech

SS 128

CENTRAL AMERICA: THE HISTORY AND POLITICAL ECONOMY OF CRISIS

Frederick Weaver

SS 132

MASS MAN, MASS MOVEMENTS, MASS CULTURE: EUROPE, 1890-1956

James Wald

SS 150

PEASANT POLITICS, REBELLION, AND REVOLUTION IN AFRICA

Frank Holmquist

SS 158

THE JEWS IN GERMANY AND RUSSIA: A COMPARATIVE HISTORY

Leonard Glick

SS 160

PUBLIC HEALTH IN THE UNITED STATES AND THE DEVELOPING WORLD

Laurence Beede

Robert von der Lippe

SS 164

INDIVIDUALISM AND ITS CRITICS

Margaret Cerullo

Maureen Mahoney

SS 168

THIRD WORLD FEMINISMS

E. Frances White

SS 174

WAR, REVOLUTION, AND PEACE

Michael Klare

SS 175

FERTILITY AND CHILD SURVIVAL IN THE THIRD WORLD

Marnia Lazreg

SS 178

ARRANGING AND TELLING LIVES

Kirin Narayan

200 level

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

SS/HA 202

SEVENTEENTH CENTURY STUDIES: THE QUESTION OF AUTHORITY

Joan Landes

Miriam Slater

L. Brown Kennedy

Ruth Rinard

SS 210*

INTRODUCTORY ECONOMICS

Stanley "Gradgrind" Warner

SS 213

CONTROVERSIES IN UNITED STATES ECONOMIC AND SOCIAL HISTORY

Laurie Nisonoff

Susan Tracy

SS/NS 216

LAND DEGRADATION AND SOCIETY

Ben Wisner

SS 229

INTERPRETING CULTURES: AN INTRODUCTION TO ETHNOGRAPHY

Leonard Glick

SS 231

IN THE NAME OF DEMOCRACY

Carolee Bengelsdorf

Margaret Cerullo

SS 232

PSYCHOLOGY OF OPPRESSION

Patricia Romney

SS/NS 238

PLANETARY SCIENCE AND DIPLOMACY: FROM ONE EARTH TO ONE WORLD

Ben Wisner

SS/WP 242*

FORMS OF WRITING IN THE SOCIAL SCIENCES

Will Ryan

SS 259

WORKPLACE DEMOCRACY

Stanley Warner

SS 262

FAMILY IN CROSS-CULTURAL PERSPECTIVE

Margaret Cerullo

Kay Johnson

Patricia Romney

E. Frances White

SS 272

WOMEN AND DEVELOPMENT

Marnia Lazreg

SS 274

REVOLUTION IN OUR TIMES: VISIONS AND REALITIES

Carolee Bengelsdorf

Kay Johnson

SS 278

CIVIL RIGHTS: LEGAL AND POLITICAL PERSPECTIVES

Marlene Fried

Flavio Risech

SS 280
**THE STATE AND THIRD
WORLD DEVELOPMENT**
Michael Ford
Frank Holmquist
Frederick Weaver

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

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

SS 287
POLITICS AND SPACE
Myrna Breitbart
Joan Landes

SS 294
**CRITICAL STUDIES IN
CULTURE, II: NEW
APPROACHES TO
HISTORY**
Miriam Slater
James Wald

300 Level

SS 344
**READINGS IN HISTORY:
EIGHTEENTH AND
NINETEENTH CENTURY
UNITED STATES**
Mitziko Sawada

SS 354
**POLITICS AND THE
ENVIRONMENT**
Robert Rakoff

SS /NS 356
**THE PUEBLO INDIANS:
CHANGE AND
ADAPTATION FROM
PREHISTORY TO PRESENT**
Barbara Yngvesson
Debra Martin

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

*Does not fulfill one-half the
requirement for the Division I two-
course option.

Course Descriptions

SS 102
**POVERTY AND
WEALTH**
Laurie Nisonoff

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

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

SS 126
**FOLKLORE IN
CULTURE**
Kirin Narayan

The "folk" is any group that shares at least one common factor, whether a tribe, college students, or a family. Their "lore" falls into a range of verbal and non-verbal genres: jokes, gestures, folkspeech, narratives, superstitions, proverbs, and so on. People choose to remember and repeat folklore because it is meaningful to them, and so as folklore is passed along from person to person it often expresses a society's deepest conflicts and concerns. This course is an introduction to the genres and theories of folklore, drawing on materials from cultures all over the world. Students will be required to collect and interpret instances of folklore used around them. Among topics we will cover are folklore and gender; through the life-cycle; as a medium for social control and a means of grass-roots resistance.

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

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

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

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

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

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

In this class we will explore the historical roots of contemporary Central America, paying particular attention to the manner in which divergent patterns of economic and political change in the five Central American nations have resulted in each nation's experiencing severe, and often repeated, convulsions since World War II. The Central American experiences will be set in comparative, international contexts, and students will be introduced to political economic analysis and issues in historical interpretation. Each member of the class is expected to participate actively in discussions, make class presentations, and write three short papers.

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

SS 132
**MASS MAN, MASS
 MOVEMENTS, MASS
 CULTURE: EUROPE,
 1890-1956**
 James Wald

As the twentieth century dawned, a handful of European nations dominated the globe. By mid-century, however, millions of European soldiers and civilians had been killed in wars of unprecedented destructiveness, the colonial empires were breaking up, and the United States and the Soviet Union assumed the leading role in world affairs. Above all, the western experience had shattered facile notions concerning the inevitability of "progress" and the benevolent nature of the human species. Organized around the relationship between social and intellectual change, our enquiry will include: the world wars, communism, cultural modernism, fascism, and the Holocaust. A grasp of these developments is indispensable to any understanding of the non-European regions and the modern world as a whole.

Class will meet for one and one-half hours twice a week; enrollment limit 25.

SS 150
**PEASANT POLITICS,
 REBELLION, AND
 REVOLUTION IN
 AFRICA**
 Frank Holmquist

It is often said that the modern world has been built on the backs of the peasantry. We will examine this hypothesis in the context of Africa's historical development. We will take a close look at pre-colonial and colonial Africa, the struggle for independence, post-independence development policies, and Africa's current economic stagnation. While attention is paid to non-peasant centers of power and their designs on the peasantry, the bulk of our time will be spent studying the reactions of peasants to those designs. We will study forms of everyday peasant politics, movements of local protest and rebellion, and rare occasions when peasants become part of broader coalitions intending to take power through force of arms and sometimes in the name of revolution.

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

SS 158
**THE JEWS IN
GERMANY AND
RUSSIA: A
COMPARATIVE
HISTORY**
Leonard Glick

A comparative study of the history of the Jewish communities of Western and Eastern Europe, with particular attention to Germany and Russia. Our emphasis will be not on religious or theological topics, but on the social, cultural, and economic life of the Jews within European society. We'll try to understand how Germans, Russians, and other Europeans viewed and responded to the Jews in their midst. The time span will be some fifteen hundred years: from the arrival of the Jews in Europe to our own century. Some readings will be primary sources (in translation): original documents, such as charters, decrees, and memoirs.

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

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

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

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

SS 164
**INDIVIDUALISM AND
ITS CRITICS**
Margaret Cerullo
Maureen Mahoney

Individualism, the ideal of the individual as self-sufficient and author of his (sic) own fate, is a central tenet of Western political, cultural, and psychological theory. In this course we will explore the pervasiveness of this concept in a range of disciplines, and ask what's wrong with this ideal? Why is dependence seen as so negative? Is the denial of dependence an illusion? Whose interests might such an illusion serve? Readings will include both classical and contemporary sources and draw from among the following authors and texts: Hobbes, Locke, Rousseau, Mill, Wollstonecraft, Freud, Piaget, Marx, Durkheim, Nietzsche, George Herbert Mead, Foucault, Gilligan.

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

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

This course will provide an introduction to feminist theory and practice by studying the varieties of feminism that have been developed by women of color. Half of the course will focus on women of color in the United States. Using an historical approach to the development of feminism in the nineteenth and twentieth centuries, we will explore the ways women of color have resolved the tensions between supporting feminist goals and liberation for their people. The second half of the course will look at feminism in the Third World, focusing on the tensions between feminism and national liberation.

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

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

An introduction to the field of peace and world security studies, designed to provide students with a grasp of basic concepts, concerns, and modes of analysis. We will examine the types and characteristics of conflicts in the modern era, including revolutionary warfare, conventional conflict, and nuclear war. We will also examine a wide variety of approaches to peace and peacemaking. An emphasis will be placed on peace and conflict issues facing the world in the 1990s.

Class will meet for one and one-half hours twice a week; enrollment limit 50.

**SS 175
FERTILITY AND
CHILD SURVIVAL IN
THE THIRD WORLD**
Marnia Lazreg

Some societies, like India, have had family planning programs for years yet have achieved limited success in reducing fertility. Other societies, such as South Korea, Singapore, and Costa Rica, have significantly reduced their total fertility rates. What accounts for these differences? Why do some women resist methods of fertility control and others yield to them? Why, on the other hand, is infertility so widespread in 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; discuss various family planning programs established in a number of Third World societies and evaluate the use and effectiveness of contraceptive methods; discuss health care problems associated with high fertility and use of contraceptives.

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

**SS 178
ARRANGING AND
TELLING LIVES**
Kirin Narayan

As humans move from infancy to old age, the stages they pass through involve an interplay of biology and culture. The definition and meaning of each stage in the life course varies between cultures, within societies, and across historical periods. For example, while there are children everywhere, "childhood" as a demarcated stage may be a relatively recent Western construction. Similarly, "adulthood" bears different meanings for men and women. This class examines the cultural construction of lives; how this construction is intertwined with socioeconomic and political factors; and how it shapes individual experience. We will read work by anthropologists, developmental psychologists, sociologists, and historians. To gain access to different ways individual lives are conceptualized in dialogue with cultural definitions, we will draw on narrative accounts encoded in autobiography, biography, and life history.

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

**SS/HA 202
SEVENTEENTH
CENTURY STUDIES:
THE QUESTION OF
AUTHORITY**
Joan Landes
Miriam Slater
L. Brown Kennedy
Ruth Rinard

The modern period, it can be argued, has its roots in the seventeenth century with the challenges to authority--and subsequent attempts at reformulation--which upset the scientific, religious, political, and social assumptions of the late Renaissance. Using an interdisciplinary approach we will address: the emergence of the modern state; the redefinition of private and public life; the crises of certitude posed by the Reformation and the new modes of scientific thinking; the conflicting beliefs in Providence and Progress. Our central case study will be England. Our materials include literary, philosophic, political, and scientific primary texts (among them: Calvin, Shakespeare, Luther, Galileo, Newton, Donne, Hobbes, Milton Locke, together with tracts from the Leveller and Rantier movements) and a selection of monographs from the current interpretive debates about this period.

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

SS 210*
INTRODUCTORY
ECONOMICS
Stanley "Gradgrind" 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.

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

SS 213
CONTROVERSIES IN
UNITED STATES
ECONOMIC AND
SOCIAL HISTORY
Laurie Nisonoff
Susan Tracy

This course addresses the development of the United States economy and society from the colonial period to the present. Focusing on the development of capitalism, it provides students with an introduction to economic and historical analysis. We will study the interrelationship among society, economy and the state, the transformation of agriculture, and the response of workers to capitalism. Issues of gender, race, class, and ethnicity will figure prominently in this course. This is designed to be a core course for students concentrating in economics, politics, and history. We will work on developing research skills in economics and historical methodologies. Classes will have a lecture/discussion format. Students will be expected to attend class regularly, lead occasional discussions, and write several papers.

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

SS/NS 216
LAND DEGRADATION
AND SOCIETY
Ben Wisner

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

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

SS 229
INTERPRETING
CULTURES: AN
INTRODUCTION TO
ETHNOGRAPHY
Leonard Glick

An ethnography is an organized interpretive description of a way of life, based on what is called "participant observation"--that is, living among people and learning about their culture through personal experience. Most ethnographers are anthropologists whose personal histories, professional training, and theoretical perspectives deeply influence their fieldwork and ethnographic writing. Our goal in this course will be to learn about ethnographers and about the cultures they have studied and described. We'll think about ethnographies as products of interaction between particular individuals and the people of particular societies, and we'll think critically about ethnographic methods, questions, and answers.

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

SS 231
**IN THE NAME OF
DEMOCRACY**
Carollee Bengelsdorf
Margaret Cerullo

How is it that Bush (of the United States), Gorbachev (of the Soviet Union), and Ortega (of Nicaragua) all evoke "democracy" to describe their own systems of government and that which they desire for the rest of the world? In this course, we will examine this question by exploring the sharply contrasting variations in democratic visions put forth by the classical theorists, and the challenges to these visions as they emerge in the writings of feminists, the new right, and neo-Marxists, among others.

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

SS 232
**PSYCHOLOGY OF
OPPRESSION**
Patricia Romney

This course will focus on the psychology of racism, sexism, anti-Semitism, heterosexism, ageism, and the oppression of members of the poor and working classes. The aim is to explore the commonalities of these various forms of oppression and to examine the costs and benefits to members of the dominant and subordinate groups. Emphasis will be placed on the concepts of internalized oppression, collusion, denial, benign neglect, and the development of allies. The course will encompass individual as well as group and social systems, perspectives, and dynamics. Class will be both didactic and experiential and students will be expected to participate fully. All students must make at least one presentation (either lecture, group presentation, or experiential exercise) and complete a final paper on an assigned topic.

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

SS/NS 238
**PLANETARY
SCIENCE AND
DIPLOMACY: FROM
ONE EARTH TO ONE
WORLD**
Ben Wisner

We will study biogeochemical processes that make this planet an interdependent, dynamic system. We will also review four decades of attempts at creating supra-national institutions and agreements to deal with challenges and positive potentials of the earth's global commons. Issues will include the future of Antarctica, global warming, the planet's forest cover, biosphere reserves, and genetic diversity. Diplomatic initiatives of interest include the Law of the Sea, Antarctic Treaty, UN Conference on Desertification, and the Montreal Protocol on greenhouse gases. The role of nongovernmental organizations will be studied in detail. Format will be core lecture/discussions supplemented by a visiting lecturer series featuring experts on both the natural and social science issues.

Class will meet for three hours once a week.

SS/WP 242*
**FORMS OF WRITING
IN THE SOCIAL
SCIENCES**
Will Ryan

This writing course will study creative nonfiction, biographies, analytical essays, case studies, etc., used by historians, ethnographers, sociologists, psychologists, and economists to portray specific social realities. These readings will not only provide models for writing, but permit the class to develop some criteria for reviewing student work. There will be regular writing assignments and frequent opportunity for peer review, although this is not a course for students interested in short story writing and poetry.

Class will meet for one and one-half hours twice weekly. Enrollment limit is 16 and instructor permission is required. Sign up at the Writing Center before first class.

SS 259
**WORKPLACE
DEMOCRACY**
Stanley Warner

Why isn't work more democratic? Is democratic control politically untenable or economically inefficient? We will study the evolution of the control and management of work and examine three forms of democratic participation: corporate "quality-of-worklife" programs, employee stock ownership, and worker-controlled collectives. By looking at Polaroid, Weirton Steel, the Oregon plywood cooperatives, and other case histories, we can begin to assess the possibilities for increasing the democratic control of work. Internationally, we will consider the experiments within Sweden, Wales, Yugoslavia, Tanzania, and the Mondragon region of Spain. The interconnections of culture, family life, work life, and political choice produce competing visions of the future of workplace democracy on the eve of the twenty-first century.

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

SS 262
**FAMILY IN CROSS-
CULTURAL
PERSPECTIVE**
Margaret Cerullo
Kay Johnson
Patricia Romney
E. Frances White

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

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

SS 272
**WOMEN AND
DEVELOPMENT**
Mamia Lazreg

This course examines the ways in which various strategies of economic development in a number of Third World societies have affected women's life chances and roles. Major areas of inquiry will include the feminization of poverty, the deskilling of rural women, and the invisibility of women's work. A special emphasis will be placed on the impact of the international division of labor on Third World women's access to the job market, family relations, and reproductive health. Case studies will be drawn from South East Asia, Latin America, and Sub-Saharan Africa.

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

SS 274
**REVOLUTION IN OUR
TIMES: VISIONS
AND REALITIES**
Carollee Bengelsdorf
Kay Johnson

Radical revolutions, promising total restructuring of societies and of the lives of those who compose those societies, have punctuated and, in many senses, defined this century. This course will examine three such revolutions in terms of the visions they projected and the realities they created. The Russian revolution stands as the first overthrow of an existing order in this century and, as such, played and continues to play a major role in charting the parameters--the possibilities and constraints--of all actually existing socialism. The Chinese and Cuban revolutions, decades later, challenged established models for development and political organization throughout the Third World. We will explore these revolutions, within an historical and comparative framework, to get at an understanding of the causes for their occurrence and the paths they followed.

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

SS 278

**CIVIL RIGHTS:
LEGAL AND
POLITICAL
PERSPECTIVES**

Marlene Fried
Flavio Risech

The Civil Rights Act made many forms of discrimination illegal. What forms are still practiced? By whom? Against whom? What legal remedies are available? What are their respective advantages and limitations? Using a broad definition of fundamental rights, encompassing those of racial or ethnic minorities, women, gays and lesbians, and others, we will address questions relevant to the development of civil rights in the United States, from the abolition of slavery to more recent efforts to prohibit discrimination against minorities and women in education, housing, employment, and voting. Current debates over such issues as affirmative action, mandatory HIV testing, reproductive choice, and sexual preference will be analyzed. A major focus will be on the Supreme Court's role in defining civil and individual rights and on the political context in which it functions.

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

SS 280

**THE STATE AND
THIRD WORLD
DEVELOPMENT**

Michael Ford
Frank Holmquist
Frederick Weaver

Both liberal and Marxist traditions of economic and political thought are based on similar conceptions of capitalism, which they view as relentlessly progressive in economic (material) terms and conducive to the creation of democracy in the political order. These expectations are difficult to reconcile with the historical experiences of African, Asian, and Latin American nations; consequently, scholars have attempted to reformulate both traditions. In order to do so it has been necessary to rediscover the state. In this class we explore the pervasive impact of states in Third World capitalist development, paying particular attention to competing ideas about the multiple causes of the authoritarian state in Africa and Latin America, the possibilities of its replacement by more democratic forms, and the relationship of such changes to economic growth.

The class will meet for three hours once a week. It is expected that students will have some background in the analysis of Third World societies.

SS 281

**THE SPIRIT OF
CAPITALISM:
JAPAN AND THE
UNITED STATES**

Mitziko Sawada

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

Class will meet for three hours once a week.

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

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

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

SS 287
**POLITICS AND
SPACE**
Myrna Breitbart
Joan Landes

This course will explore the intersection between space and politics in a historical and critical fashion. Drawing upon classical political theory, contemporary critical theory, fiction, architecture, and geography, we will examine how human patterns of settlement (real and imagined), as well as struggles over the control of space, contribute to social change and the emergence of democratic communities. We will counterpose urban architecture; gardens and rural landscapes; stateless and state-societies; revolutionary and counterrevolutionary settings; modern and postmodern; planned and unplanned spaces. Finally, we will ask how concerns about sexuality and gender contribute to the political structuring of space.

Class will meet for three hours once a week.

SS 294
**CRITICAL STUDIES
IN CULTURE, II:
NEW APPROACHES
TO HISTORY**
Miriam Slater
James Wald

Formerly concerned with the deeds of "great men," the nation-state, and "great ideas," historical scholarship has now become a wide-open field. Emphasis has shifted away from the elites toward the common people, from "politics" toward social structures, from "high" toward popular culture, from consensus toward conflict, and from change toward continuity. "Total histories" have integrated formerly compartmentalized areas of study. Social, economic, political, religious, and sexual "out-groups" have entered the mainstream of historical study. New insights from philosophy and literary criticism have challenged simplistic assumptions concerning the possibility of an "objective" reconstruction of the past. Drawing upon the history of Europe in the early modern era, we offer a critical consideration of historical study as a whole.

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

SS 344
**READINGS IN
HISTORY: 18TH AND
19TH CENTURY
UNITED STATES**
Mitziko Sawada

The course is geared to accommodate students who have embarked on their Social Science Division III projects with strong emphasis on the history of the United States. Two objectives will be served. One, to analyze the major historiographical debates and trends in United States history. We will examine key works which exemplify how United States history has been discussed and interpreted. Second, we will intersperse the historiographical discussions with a sharing of works in progress. Written sections or chapters of Division III examinations will be distributed for comprehensive and critical evaluation. It is expected that each student will present her/his work at least twice during the semester.

Class will meet for three hours once a week; enrollment limited to 12 Division III students.

SS 354
**POLITICS AND THE
ENVIRONMENT**
Robert Rakoff

This is an advanced seminar for students with some academic background in environmental studies. We will read and discuss recent literature in environmental policy, politics, and history as well as revisit some of the classic texts in these fields. Topics to be discussed will include capitalism, the state, and the environment; the environmental movement; and changing ideas of nature and wilderness.

Class will meet for two to three hours once a week; enrollment limited to 12, with instructor permission.

SS/NS 356
**THE PUEBLO
INDIANS: CHANGE
AND ADAPTATION
FROM PREHISTORY
TO PRESENT**
Barbara Yngvesson
Debra Martin

In this course we will study the Pueblo Indians of the American Southwest, starting with their origins circa A.D. 600, and tracing their biological and cultural history. We will explore the aesthetic and adaptive aspects of Pueblo society, art, and architecture, and consider how historical tradition, political pressures, and environmental forces shaped their lives. We will also consider the biological dimensions of Pueblo adaptation: how dietary, environmental, and cultural forces influenced health.

The course will include (1) a six-week period to discuss Pueblo adaptation and culture, using historical, anthropological, and archaeological materials; (2) a ten-day field trip to major Pueblo sites in the Southwest (during spring break); (3) a five-week period after the field trip which will be devoted to completing projects based on library research and the field site visits.

Class meets for one and one-half hours twice a week; enrollment limit 12 Division II and III students, by instructor permission.

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

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

Class will meet for three hours once a week. Enrollment is limited to 16 Division III students who have begun to write their theses; prior permission of the instructor required.

FIVE COLLEGE OFFERINGS

Course List

AMHERST

Asian Language & Literature 10
ELEMENTARY ARABIC I
 Mohammed M. Jiyad

SMITH

Arabic 100b
ELEMENTARY ARABIC
 Mohammed M. Jiyad

UNIVERSITY

Arabic 346
INTENSIVE INTERMEDIATE ARABIC
 Mohammed M. Jiyad

HAMPSHIRE

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

SMITH

French 110d
INTENSIVE ELEMENTARY FRENCH
 Mary A. Lyman

SMITH/Biological Science 364b
 HAMPSHIRE/Natural Science 302A
TOPICS IN MARINE ECOLOGY
 Paulette M. Peckol

UNIVERSITY

Geology 512
X-RAY FLUORESCENCE ANALYSIS
 J. Michael Rhodes

UNIVERSITY

Geology 591V
VOLCANOLOGY
 J. Michael Rhodes

COURSE DESCRIPTIONS

AMHERST

Asian Languages and Literature 10
 Mohammed M. Jiyad

Elementary Arabic I. Continuation of Asian Languages and Literature 9 first semester.
 Prerequisite: Asian 9 or consent of instructor.

Class meets Monday, Friday 1:-2:30 pm and Wednesday 1:00-2:00 pm.

SMITH

Arabic 100b
 Mohammed M. Jiyad

Elementary Arabic. Continuation of Arabic 100a. Prerequisite: Arabic 100a or permission of instructor.

Class meets Monday, Friday 10:30 am - 12 Noon and Wednesday 10:30-11:30 am.

UNIVERSITY

Arabic 346
 Mohammed M. Jiyad

Intensive Intermediate Arabic. Continuation from Arabic 326 first semester. Prerequisite: Arabic 326 or consent of instructor.

Class meets Monday, Wednesday, and Friday 3:00 - 4:30 pm.

HAMPSHIRE

Social Science 174
 Michael T. Klare

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

SMITH
French 110d
Mary A Lyman

Intensive Elementary French.

SMITH
Biological Sciences 364b
HAMPSHIRE
Natural Science 302A
Paulette Pechol

Topics in Marine Ecology. Student presentations, discussions and written analyses of contemporary and controversial topics in the field of marine sciences.

Prerequisites: an ecology or a marine ecology course and permission of instructors.

Taught at Hampshire College. Co-instructor: Charlene D'Avanzo.

UNIVERSITY: Geology 412
J. Michael Rhodes

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

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

UNIVERSITY
Geology 591V
J. Michael Rhodes

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

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

Outdoors and Recreational Athletics Program

Course List

OPRA 102
INTERMEDIATE
SHOTOKAN
KARATE I
Marion Taylor

OPRA 103
INTERMEDIATE
SHOTOKAN
KARATE II
Marion Taylor

OPRA 104
ADVANCED SHOTOKAN
KARATE
Marion Taylor

OPRA 112
INTERMEDIATE AIKIDO
Paul Sylvain

OPRA 115
AIKI KEN
Paul Sylvain

OPRA 118
BEGINNING T'AI CHI
Denise Barry

OPRA 119
CONTINUING T'AI CHI
Denise Barry

OPRA 123
BEGINNING WHITEWATER
KAYAKING
Earl Alderson

OPRA 124
BEGINNING WHITEWATER
KAYAKING
Glenna Lee

OPRA 126
BEYOND BEGINNING
WHITEWATER KAYAKING
Earl Alderson

OPRA 149
OPENWATER SCUBA
CERTIFICATION
Project Deep

OPRA 151
BEGINNING TOP
ROPE CLIMBING
Glenna Lee

OPRA 156
LEAD TOP ROPE
CLIMBING
Kathy Kyker-Snowman

OPRA 161
BICYCLE MAINTENANCE
Kathy Kyker-Snowman

OPRA 173
MAYBE YOU CAN
"FEEL" BETTER
Dennis S. Jackson

OPRA 181
OPEN NORDIC SKIING
Karen Warren

OPRA 182
TELEMARK SKIING
Earl Alderson

OPRA 215
OUTDOOR LEADERSHIP
Karen Warren

Course Descriptions

OPRA 102
INTERMEDIATE
SHOTOKAN KARATE
I
Marion Taylor

This course is for all white belts who have completed OPRA 101. The class will meet Monday, Wednesday, and Thursday 6:00 to 8:00 p.m. in the Robert Crown Center. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars. Enrollment unlimited, instructor's permission.

OPRA 103
INTERMEDIATE
SHOTOKAN KARATE
II
Marion Taylor

This course is for students who have completed OPRA 101 and 102. The class will meet Tuesday and Thursday 6:00 to 8:00 p.m. and Sunday 1:30 to 3:30 p.m. in the Robert Crown Center. Enrollment unlimited, instructor's permission. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

OPRA 104
ADVANCED
SHOTOKAN KARATE
Marion Taylor

This course is for students who have attained the rank of brown belt or black belt. Classes will meet Tuesday, Thursday, and Sunday from 6:00 to 8:00 p.m. in the Robert Crown Center. Enrollment limit, none; instructor's permission. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

**OPRA 112
INTERMEDIATE
AIKIDO**
Paul Sylvain

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

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

**OPRA 115
AIKI KEN**
Paul Sylvain

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

**OPRA 118
BEGINNING T'AI CHI**
Denise Barry

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

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

**OPRA 119
CONTINUING T'AI
CHI**
Denise Barry

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

The class meets on Wednesday from 2:00 to 3:15 p.m. in the Robert Crown Center. Enrollment is open. Register by attending the first class. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

**OPRA 123
BEGINNING
WHITEWATER
KAYAKING**
Earl Alderson

No experience required except swimming ability. Learn the fundamentals of kayaking and basic whitewater skills including strokes, rescue maneuvering, eddy turns, ferrying, bracing, river reading, surfing, equipment, and Eskimo roll.

The class will meet on Tuesday from 1:30 to 3:30 p.m. in the pool until March 15. After that date, class will meet on Friday from 12:30 to 6:00 p.m. for a river trip. To register, sign up at the Robert Crown Center during the week of matriculation. Enrollment limit, 6, taken at the instructor's discretion. Five College students will be graded on a pass/fail basis.

**OPRA 124
BEGINNING
WHITEWATER
KAYAKING**
Glenna Lee

Same description as above except the class will meet on Wednesday from 1:30 to 3:30 in the pool.

**OPRA 126
BEYOND BEGINNING
WHITEWATER
KAYAKING**
Earl Alderson

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

The class will meet on Thursday from 1:30 to 3:00 p.m. in the RCC pool through March 4. After that date, river trips will meet Thursday from 12:30 to 6:00 p.m. To register, sign up at the Robert Crown Center during the week of matriculation. Enrollment limit, 6; taken at instructor's discretion. Five College students will be graded on a pass/fail basis.

**OPRA 149
OPENWATER SCUBA
CERTIFICATION**
Project Deep

This is an N.A.U.I.-sanctioned course leading to open water SCUBA certification. One and one-half hours of pool time and one and one-half hours of classroom instruction per week. Classes will meet at the Robert Crown Center pool on Monday from 6:00 to 7:30 p.m., and elsewhere in the RCC from 7:30 to 9:00 p.m. for classroom instruction. Fee: \$184 plus mask, fins, snorkel, and text. All other equipment provided. Prerequisite: adequate swimming skills. Enrollment is open.

**OPRA 151
BEGINNING TOP
ROPE CLIMBING**
Glenna Lee

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 media as an indoor climbing wall and many of the local climbing areas. Beginners are especially welcome.

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

**OPRA 156
LEAD ROCK
CLIMBING**
Kathy Kyker-Snowman

Part I is open to people who have a background in top rope climbing but who lack a complete understanding of the aspects of climbing. Part II is open to anyone who has a thorough understanding (including firsthand experience of the areas covered in Part I). Anyone successfully completing Part I may take Part II. The goal of this course is to prepare people to be competent seconds for multipitch climbs and to provide instruction in lead climbing.

PART I. TECHNICAL INTRODUCTION

This section covers rope management, anchors, belaying the leader, and chockcraft.

PART II. TECHNICAL CLIMBING.

We will actuate the theories covered in Part I and students may start to lead climb as part of the course.

The class meets Tuesday (time to be announced) until Spring Break. After Spring Break, the class meets from 12:30 to 5:30 p.m.

**OPRA 161
BICYCLE
MAINTENANCE**
Kathy Kyker-Snowman

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

Enrollment limit, 10. No previous mechanical experience is assumed. The class meets in the RCC on Wednesdays from 7:00 to 9:30 p.m. until Spring Break.

OPRA 173
MAYBE YOU CAN
"FEEL" BETTER
Dennis S. Jackson

This course is designed for those students who have an appreciation for physical fitness and optimum health. Learn a complete conditioning program composed of stretching, brisk walking, weight lifting, and the body nutritional requirements for good health. It will present a step by step instruction on how to increase flexibility, tone muscular strength, improve endurance, and feel **ALIVE!**

Running shoes and sweats are required.

Meets Tuesday and Thursday, 8:00 to 9:20 a.m. in the Robert Crown Center.
Enrollment limit, 12.

OPRA 181
OPEN NORDIC
SKIING
Karen Warren

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

Each week we travel to a local ski touring area, or a downhill area for an afternoon of Nordic skiing. Instruction in track, backcountry touring, and telemark skiing will be provided. Equipment for all three types of skiing can be obtained for course participants through the Equipment Room: you should check it out beforehand and be ready to leave at noon.

You may come to any number of sessions but will need to sign up initially with insurance information at the OPRA office and then show up at the open session.

There will be a lab fee for use of the telemark equipment. Credit not available.
Sessions: Friday 12:00 noon to 6:00 p.m. Limit: 12 people each session.

OPRA 182
TELEMARK SKIING
Earl Alderson

Do you enjoy the peacefulness of cross-country skiing but also want the excitement of downhill? The telemark turn is the technique used to ski cross-country down hill. This course will focus on teaching people to "link tele-turns." There is no prior skiing experience necessary.

Class will meet at the RCC from 12:00 to 6:00 p.m. on Wednesdays. Register at the first class.

OPRA 218
OUTDOOR
LEADERSHIP
Karen Warren

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.

The course is designed for those with a desire to teach in the outdoors. Leadership experience is helpful, and outdoor experience is required. 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 Tuesdays from 1:00 to 5:00 p.m. and Thursdays from 1:00 to 3:00 p.m.

Faculty Biographies

School of Communications and Cognitive Science

Joan Braderman is an associate professor of television production. Her BA is from Radcliffe College, her MA from New York University, and she is a PhD candidate at New York University. Her video and film production has focused on a variety of social and political issues, and she has published in such journals as The Quarterly Review of Film Studies and Heresies: A Feminist Publication on Art and Politics. One of her most recent video productions was a study of contemporary Nicaragua, co-produced for the Public Broadcasting System.

Christopher Chase assistant professor of Cognitive Science, received his BA from St. Johns College and a PhD in neuroscience from the University of California at San Diego. He has done research on reading development in children and dyslexia. He is also interested in neurophysiology, learning disabilities, and brain-oriented models of cognitive processes.

Patricia Colson is a visiting assistant professor of computer studies, and has a BS in biology from the University of Massachusetts, and MED in reading from Westfield State College, and an MS in computer and information sciences from the University of Massachusetts. She taught computer science at Smith College for five years. Her special interest is in computer graphics.

Susan Douglas associate professor of media and American studies, took her MA and PhD at Brown University in American civilization, and has a BA in history from Elmira College. Before coming to Hampshire, she was a historian on the staff of the Museum of History and Technology at the Smithsonian Institution, and she is co-producer of a television documentary entitled "Reflections: The Image of Women in Popular Culture." Her interests include the relationships between mass media and American culture, technology and culture, and the literary response to industrialization.

Mark Feinstein associate professor of linguistics, holds a PhD in linguistics from the City University of New York and a BA from Queens College, where he has also taught. He is a phonologist whose main research interest is currently in syllable structure. He has done extensive research on the sound system of Sinhala, a language of Sri Lanka. Among his other teaching and research interests are sociolinguistics, neurolinguistics, and animal communication and behavior.

Jay Garfield associate professor of philosophy, received his BA from Oberlin College and his PhD in philosophy at the University of Pittsburgh. He teaches and pursues research in the philosophical foundations of cognitive science, the philosophy of mind, artificial intelligence, philosophy of language, epistemology, semantics, ethics, and social and political philosophy, including biomedical ethics and the philosophy of technology. He is particularly interested in the ontological and epistemological issues raised by cognitive science, and in abortion, affirmative actions, and the moral foundations of technology assessment.

Gregory Jones assistant professor of communication, has an AB in theatre from Dartmouth College, an MFA in theatre and speech from Smith College, and a PhD from the University of Massachusetts. He has taught at the University of Massachusetts, Fitchburg State College, and Hampshire College in the areas of television production, media criticism, interpersonal and group communication, and rhetoric. He has had professional experience as a theatre producer, social worker, and English teacher (in Torino, Italy). He has additional academic and extracurricular interests in photography, film, music, acting, directing, and educational theory.

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

David Kramer assistant professor of computer studies, received a BA in mathematics from Harvard University and holds MA and PhD degrees from the University of Maryland. He taught at Lawrence University and Smith College before joining the Hampshire College faculty. His interests include number theory and computer music. He will be on leave the academic year 1989-90.

Meredith Michaels associate professor of philosophy, taught philosophy and women's studies at Mount Holyoke College before coming to Hampshire. She has a BA from the University of California, Santa Barbara, and an MA and a PhD from the University of Massachusetts. She teaches courses in metaphysics, epistemology, and ethics, and has worked extensively on a variety of issues in feminist theory and pedagogy. She will be on leave the academic year 1989-90.

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

Richard Muller associate professor of communication and computer studies and dean of the School of Communications and Cognitive Science, holds a BA from Amherst College and a PhD from Syracuse University. He has been director of Instructional Communications at the SUNY Upstate Medical Center in Syracuse and associate director of the Hampshire College Library Center. He is interested in the use of personal computers in education and in the home, the social and cultural consequences of the dissemination of information technology, computer programming languages and techniques, and outdoor education.

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

Catherine Sophian associate professor of psychology, received a BA from New College, and an MA and a PhD from the University of Michigan. She taught at Carnegie-Mellon University before coming to Hampshire. She is a developmental psychologist whose specialty is cognitive development. She will be on leave the academic year 1989-90.

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

Steven Weisler associate professor of linguistics, has his main interests in semantics, syntax, language acquisition, and the philosophy of language. He has a PhD in Linguistics from Stanford University and an MA in communication from Case Western Reserve University. For the two years before coming to Hampshire he held a postdoctoral fellowship in cognitive science at the University of Massachusetts.

School of Humanities and Arts

K. Douglas Anderson visiting assistant professor of playwriting, received a BFA in Theatre Production at the University of Arizona and a MA in playwriting from that university; He has been a professional actor and director and his play "Short-timers" was produced in New York City in 1981. He has been a story analyst for United Artists and has published poetry, fiction and journalism.

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

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

Bill Brayton assistant professor of art, received a BA in Studio Art from the University of New Hampshire and an MFA from Claremont Graduate School. He has taught ceramics at the University of New Hampshire, and drawing at Scripps College. His sculpture, drawing, and ceramics have been exhibited in New York, Los Angeles, and New England. Bill is currently exploring ideas about form in wood, steel, concrete, and clay.

Robert Coles assistant professor of Afro-American literature, received a BA from Lincoln University, a MA from Arizona State University and his PhD from the State University of New York at Buffalo. He has taught at Fordham University, Howard University and Berea College before coming to Hampshire College. His areas of interest include creative writing as well as American and Afro-American literature.

Ellen Donkin assistant professor of theatre, holds a BA in drama from Middlebury College, an MA in English from the Bread Loaf School, Middlebury College, and a PhD in theatre history from the University of Washington. She has taught in the drama department of Franklin Marshall College and at the University of Washington. Her special areas of interest are playwriting, directing, and Marxist and feminist critiques of dramatic literature and praxis. Ellen will be on sabbatical Fall term.

Lynne Hanley associate professor of literature and writing, received a BA from Cornell, MA in English from Columbia, and a PhD in English from the University of California at Berkeley. She has taught at Princeton, Douglass, and Mount Holyoke. At Hampshire, she offers courses in women writers and short story writing. She publishes both short stories and literary criticism. Most recently she has published a series of articles on women writers on twentieth century war.

Norman Holland assistant professor of Hispanic literature, has taught Spanish American literature and culture at Columbia University, the University of Maine at Orono and at the College of William and Mary before coming to Hampshire. He holds a PhD from The John Hopkins University. Professor Holland's areas of specialization include nineteenth and twentieth century Spanish American prose and poetry, modern critical theory, introduction to Hispanic literature and language instruction.

Joanna Hubbs is an associate professor of Russian cultural history. She has written on topics ranging from alchemy to Russian folklore and literature. Her book, Mother Russia: The Feminine Myth in Russian Culture, is an interpretive study of Russian history from the prehistoric to the present era. She has supervised divisional exams in European cultural history, literature, film and art history, and in approaches to the study of mythology.

Denzil Hurley associate 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. Denzil will be on sabbatical Spring term.

Paul Jenkins visiting associate professor of Poetry, holds an MA and a PhD from the University of Washington, Seattle. He has taught at Elms College and the University of Massachusetts and has been a Fulbright Lecturer in American literature at Federal University of Santa Catarina, Florianopolis, Brazil. His work has been widely published and he is an associate editor of the Massachusetts Review.

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

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

L. Brown Kennedy associate professor of literature, is interested mainly in the Renaissance and the seventeenth century with particular emphasis on Elizabethan and Jacobean drama, Shakespeare, the metaphysical poets, and Milton. She received a BA from Duke University and an MA from Cornell where she is a PhD candidate.

Wayne Kramer associate professor of theatre arts, holds a BFA and an MFA with emphasis in design work for the theatre. He has eleven-years experience in black theatre, children's theatre, and the production of original scripts, and has directed for the stage and television. His design work has been seen both in this country and in Europe. He has been a guest artist with Smith College Theatre on several occasions, and designed the New York production of *Salford Road*, which was later performed in Scotland. Wayne will be away all year.

Yusef Lateef Five College professor of music, holds a MA in music from the Manhattan School of Music and a PhD in education from the University of Massachusetts. He has concertized internationally, authored more than fifteen music publications and he has been extensively recorded. His interests include teaching, composing music, creative writing, symbolic logic, printmaking, ethology and linguistics.

Sura Levine assistant professor of art history, holds a BA from the University of Michigan, an MA from the University of Chicago, and is currently completing a PhD at that institution. She has expertise in 19th and 20th century painting and is also interested in questions of visual representation in other media such as sculpture and architecture. She has had several catalogue entries for various collections at David and Alfred Smart Gallery, University of Chicago, and the Joslyn Art Museum, Omaha, Nebraska, and has co-authored "Stuart Davis' Art and Art Theory, an Introduction" for the Brooklyn Museum. Sura will be on sabbatical Spring term.

Jill Lewis associate professor of humanities, holds a BA from Newham College, Cambridge, England, a PhD at Cambridge University. She has been very active in the Women's Liberation Movement in Britain and France. Ms. Lewis teaches courses in literature and cultural history at Hampshire.

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

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

Richard Lyon professor of English and American studies, holds BAs from Texas and Cambridge, and an MA from Connecticut, and a PhD in American Studies from Minnesota. He was formerly chairman of the American Studies Curriculum at the University of North Carolina at Chapel Hill, and was Hampshire's first Dean of the College. He is on sabbatical Fall 1989.

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

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

Sandra Matthews assistant professor of film/photography, has a BA from Radcliffe and an MFA from SUNY at Buffalo. She has wide experience professionally and in teaching both filmmaking and photography. She has particular interest in film and photography as a cross-cultural resource.

Robert Meagher professor of philosophy of religion, has a BA from the University of Notre Dame and an MA from Chicago. His publications include Personalities and Powers, Beckonings, Toothing Stones: Rethinking the Political, and An Introduction to Augustine. He has taught at the University of Notre Dame and at Indiana University.

Rebecca Nordstrom associate professor of dance/movement holds a BA in art from Antioch College and an MFA in dance from Smith College. She was co-founder of Collaborations Dance-Works in Braintree, VT and has performed with Laura Dean Dancer and Musicians in NYC. She has taught at Windham College and the University of Delaware. Areas of special interest are choreography, improvisation, and Laban Movement Analysis.

Nina Payne associate professor of writing and human development, received her BA from Sarah Lawrence College. A collection of her poems, *All the Day Long*, was published by Atheneum in 1973. Her current work has appeared in a variety of journals, most recently in the *Massachusetts Review* and *Ploughshares*. She has taught writing at Hampshire since 1976.

Earl Pope professor of design, holds a BArch degree from North Carolina State College and has been design and construction critic for the Pratt Institute in New York City. He has been engaged in private practice since 1962.

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

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

Andrew Salkey professor of writing, has published widely in the field of fiction, nonfiction, and poetry. A Jamaican national, he has also worked as a broadcaster, journalist, teacher, and lecturer. He received his education at St. George College and Munro College in Jamaica and graduated from the University of London with a degree in English Literature.

Reinhard Sander Five College associate professor of comparative literature (1987-1990), holds the equivalent of an MA from the Free University of Berlin, German, and a PhD from the University of Texas at Austin. He has taught at the University of Bayreuth, West Germany; the University of the West Indies, Jamaica; University of Sussex, England; and the University of Nigeria. Professor Sander specializes in African, Afro-American, and Caribbean literature and has published several books, articles, and reviews.

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

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

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

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

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

School of Natural Science

Dula Amarasiwardena 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 Bandaranaiake Center for International Studies. His research interests include basic water quality, trace metal analysis, pesticide residues, and soil chemistry. He is interested in the development of low cost analytical techniques, Third World environmental issues, and in 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 been a Mina Shaughnessy Scholar (Department of Education), a Kellogg National Leadership Fellow, and recipient of the Sigma Xi Science Honor Society "Procter" Prize. He has consulted for numerous organizations including MIT, the World Bank, AAAS, NSF, and Hudson Institute. His teaching and research interests include reconstructive knowledge, neutron interferometry, theoretical physics, and fundamental quantum mechanics.

Merle S. Bruno associate professor of biology, holds a BA from Syracuse University and a MA and PhD from Harvard. She has done research in sensory neurophysiology (especially vision) and elementary school science teaching. Her work in neurophysiology has been supported by grants from NIH and the Grass Foundation, and she is the author of several teacher's guides for elementary science studies. She has taught energy conservation analyses of homes and recently has been working with students interested in cardiovascular health and disease and with elementary school teachers who want to teach inquiry-based science.

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

Raymond P. Coppinger professor of biology, has worked at the Woods Hole Oceanographic Institution, the Smithsonian Astrophysical Observatory, the US Fish and Wildlife Service, and the Beebe Tropical Research Station in the West Indies. He holds a Four College PhD (Amherst, Smith, Mt. Holyoke, University of Massachusetts). Varied interests include animal behavior, birds, dogs, monkeys, ecology, evolution, forestry, philosophy, and neoteny theory (book in progress). Ray has been a past New England sled dog racing champion, and now works with rare breeds of sheepdogs. His research leads to numerous technical and popular publications in most of these fields.

Charlene D'Avanzo associate professor of ecology, received her BA from Skidmore and her PhD from Boston University Marine Program, Marine Biology Lab Woods Hole. She is particularly interested in marine ecology and aquaculture, and returns to the Marine Biological Laboratory in Woods Hole each summer to continue her research on saltmarsh ecology. One focus of her teaching is aquaculture research in the Hampshire bioshelter. She teaches courses in ecology, marine ecology, natural history, aquaculture, and environmental science.

Kathleen G. Dugan associate professor of history of science and director of the Ford Foundation Program in Comparative Scientific Traditions, was educated at Harvard and the University of Kansas where she received her PhD in history of science. She has taught at the Royal Melbourne Institute of Technology, the University of Papua New Guinea, and the Graduate School of the Chinese Academy of Sciences. Her major field of interest is the social, political and cultural context of scientific knowledge and research. Her current research focuses on the history of science in modern China.

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

Alan Goodman assistant professor of biological anthropology, received his BS, MA, and PhD from the University of Massachusetts. He teaches and writes on the impact of culture on human health, nutrition, evolution and biological variation, and is particularly interested in the causes and consequences of disease and malnutrition. He is currently working on techniques for determining undernutrition in utero and infancy and studying the long-

range consequences of early mild-to-moderate undernutrition in Mexico. Before coming to Hampshire he was a postdoctoral fellow in nutrition and epidemiology at University of Connecticut, a research fellow at the WHO Center for Stress Research in Stockholm, and conducted field and laboratory research on North American and Egyptian prehistory. Alan will be on sabbatical in the Spring.

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

Kenneth R. Hoffman professor of mathematics, has an MA from Harvard, where he also served as a teaching fellow. He taught mathematics at Talladega College during 1965-70. In addition to population biology and mathematical modeling, Ken's interests include education, American Indians, natural history, and farming.

David C. Kelly associate professor of mathematics, has taught at New College, Oberlin, and Talladega College. He holds an AB from Princeton, an SM from MIT, and an AM from Dartmouth. He has since 1971, directed the well-respected Hampshire College Summer Studies in mathematics for high ability high school students. His interests include analysis, probability, the history of mathematics, recreational mathematics, and 17..

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. Allan will be away all year.

Nancy Lowry professor of chemistry and Dean of Natural Science, holds a PhD from MIT in organic chemistry, she has taught at Hampshire since the Fall of 1970. She has coordinated women and science events at Hampshire and has published articles concerning the scientific education of women. Her interests include organic molecules, stereochemistry, science for non-scientists, cartooning, the bassoon, and toxic substances. Professor Lowry is Dean of Natural Science.

Ralph Lutts adjunct associate professor of environmental studies, received his BA in biology from Trinity University and his EdD from the University of Massachusetts where he studied the theoretical foundations of environmental studies. His interests include natural history, environmental history, environmental ethics, environmental education, museum education, and nature literature. He is particularly interested in exploring ways of joining the sciences and humanities in our attempt to understand our environment and our relationship with it. He is currently the director of the Blue Hills Interpretive Centers (Trailside Museum/Chickatawbut Hill) in Milton, MA.

Debra L. Martin associate professor of biological anthropology, received a BS from Cleveland State University and her PhD at the University of Massachusetts in biological anthropology. She conducts research on the evolution, growth, development, and nutrition of the human skeletal system. She is presently the curator and principal investigator of a prehistoric Amerindian skeletal population from Black Mesa, Arizona. Her teaching and research interests include nutritional anthropology, skeletal biology, human growth and development, health and disease, women's health, gerontology, and human origins.

Ann P. McNeal professor of physiology, received her BA from Swarthmore and her PhD from the University of Washington (physiology and biophysics). Her interests include human biology, physiology, exercise, neurobiology, and women's issues. She is currently doing research on human posture and how it changes as people age. Ann is also interested in Third World health issues, especially in Africa.

Lynn Miller professor of biology, has taught at the American University of Beirut, Adelphi University, and at The Evergreen State College. His PhD is from Stanford in fish genetics. His principal interests are in genetics (human and microbial), general microbiology, and in nutrition. He is especially interested in working with small groups of students in laboratory projects and tutorials.

Michelle Murrain assistant professor of biology, received her BA from Bennington College and her PhD from Case Western Reserve University. She has done postdoctoral work in the Program of Neuronal Growth and Development at Colorado State University. In addition to her work on the neuronal basis of behavior in invertebrates, she is interested in the role of science and medicine in society and the underrepresentation of women and minorities in science.

John B. Reid, Jr 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, the evolution of the flood-plains of rivers, particularly that of the Connecticut River in the evolution of coastal salt marshes, and in acid rain impacts on the New England landscape..

Ruth G. Rinard associate professor of the history of science and dean of advising, received her BA, summa cum laude, from Milwaukee-Downer College, and her MA and PhD from Cornell, where she concentrated in the history of science. She taught at Kirkland College, where she also held the position of assistant dean of academic affairs. Her interests include nineteenth century biology, science and religion, technology and society, and nineteenth century intellectual history.

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

Arthur H. Westing adjunct professor of ecology, received his AB from Columbia and his MF and PhD degrees from Yale. He has been a forester with the US Forest Service, and has taught at Purdue, the University of Massachusetts, Middlebury, and Windham where he was also the chairman of the biology department and head of the science division. He has been a trustee of the Vermont Wild Land Foundation, the Vermont Academy of Arts and Sciences, the Society for Social Responsibility in Science, and the Rachel Carson Council. He is currently at the International Peace Research Institute in Oslo, Norway and does research primarily on military activities and the human environment in cooperation with the United Nations Environment Programme (UNEP).

Lawrence J. Winship associate professor of botany, received his PhD from Stanford University, where he completed his dissertation on nitrogen fixation and nitrate assimilation by lupines on the coast of California. He continued his research on nitrogen fixation as a research associate at the Harvard Forest of Harvard University, where he investigated the energy cost of nitrogen fixation by nodulated woody plants, particularly alders. His recent research concerns the biophysics of gas diffusion into root nodules and the mechanisms of oxygen protection of nitrogenase. His other interests include the use of nitrogen fixing trees in reforestation and agriculture, particularly in tropical Asia and developing countries and the potential for Sustainable Agriculture world-wide. He has taught courses and supervised projects in organic farming, plant poisons, plant physiology, physiological ecology, soils and land use planning, and he enjoys mountaineering, hiking, gardening, Bonsai, and computers.

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

Albert S. Woodhull associate professor of computer studies and biology, received his PhD from the University of Washington. He has taught in Nigeria (with the Peace Corps), and at the University of Washington, University of Massachusetts, Smith College, and the National Engineering University of Nicaragua. He is interested in computer hardware/software interactions (computer architecture, real-time programming, operating systems), and in the uses of technology (including computers) in the third world. He also maintains an interest in the physiological bases of behavior.

School of Social Science

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

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

Aaron Berman associate professor of history and Greenwich House director of academic life, received his BA from Hampshire College, an MA and PhD in United States history from Columbia University. He is particularly interested in the dynamics of ideology and politics, the development of the American welfare state, American ethnic history, American Jewish history, and the history of Zionism and the Arab-Israeli conflict. He will be on leave during spring term.

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

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

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

Marlene Gerber Fried visiting associate professor of philosophy and director of the Civil Liberties and Public Policy Program, has a BA and an MA from the University of Cincinnati and a PhD from Brown University. She previously taught 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 and reproductive rights movements. She is currently writing a book on the abortion rights movement. Her research and teaching attempt to integrate her experiences as an activist and a philosopher.

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

Leonard Glick professor of anthropology, received an MD from the University of Maryland and a PhD from the University of Pennsylvania. He has done field work in New Guinea, the Caribbean, and England. His interests include cultural anthropology, ethnography, cross-cultural study of religion, medical beliefs and practices, ethnographic film, and anthropological perspectives on human behavior. He also teaches courses on European Jewish history and culture, and is working on a history of Jews in medieval Western Europe.

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

Kay Johnson professor of Asian studies and politics, has her BA, MA, and PhD from the University of Wisconsin. Her teaching and research interests are Chinese society and politics; women and development; comparative family studies; comparative politics of the Third World; international relations, including American foreign policy, Chinese foreign policy, and policy-making processes.

Michael Klare Five College associate professor of peace and world security studies, and director of the Five College program in Peace and World Security Studies (PAWSS), holds a BA and MA from Columbia University and a PhD from the Union Graduate School. He is also an associate fellow of the Institute for Policy Studies in Washington, D.C., and the defense correspondent of The Nation magazine. He is the author of several books, and his articles on international affairs and defense policy have been widely published. He has been a visiting fellow at the Center of International Studies of Princeton University, and has taught at the University of Paris, Tufts University, and Parsons School of Design.

Joan Landes professor of politics and women's studies, holds a BA from Cornell University and an MA and PhD from New York University. She has taught at Bucknell University. Her areas of interest include: contemporary social and political thought; feminist theory, contemporary and historical; comparative women's history and politics; and modern political thought.

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

Maureen Mahoney associate professor of psychology, received her BA from the University of California, Santa Cruz, and her PhD from Cornell University. Her special interests include socialization and personality development, parent-child interaction, motherhood and work, the individual and society, the psychology of women and the history of the family. She recently held a two-year visiting appointment in sex roles and mental health at Wellesley's Stone Center for Developmental Services and Studies.

Lester Mazor professor of law, has a BA and JD from Stanford, served as law clerk to the Hon. Warren E. Burger, and taught criminal law, legal philosophy and other subjects at the University of Virginia and the University of Utah, and as a visitor at SUNY Buffalo, Connecticut, and Stanford. He has published books and articles about the legal profession, and on topics in legal philosophy, legal history, and sociology of law. He was a Fulbright Research Scholar in Great Britain and West Germany and taught in American Studies at the Free University of Berlin. His special concerns include the limits of law, utopian and anarchist thought, and other subjects in political, social, and legal theory. He will be on leave during spring term.

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

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

Donald Poe associate professor of psychology, received his BA from Duke and his PhD from Cornell University. His major areas of interest are social psychology, psychology of the law, beliefs in pseudoscience and the paranormal, human aggression, attitude change, environmental psychology, and research design and data analysis. He will be on leave during the spring term.

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

Flavio Risech assistant professor of law, holds a BA from the University of South Florida and a JD from Boston University, and was a Community Fellow in urban studies and planning at MIT. He practiced law for eight years in the Boston area on behalf of indigent clients and has long been a political activist in the Latino community. He has taught legal process, housing and immigration law and policy at Harvard and 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.

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

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

Miriam Slater Harold F. Johnson professor of history and master of Dakin House until 1974, received her AB from Douglass College and her MA and PhD from Princeton University, where she held the first Woodrow Wilson Fellowship designed to allow a woman with children to attend graduate school half time. Her research interests include history of higher education, history of the family, early modern Europe, Puritanism, feminism, and history of professionalism.

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

Robert von der Lippe associate professor of sociology, received his BA, MA and PhD degrees from Stanford University. He was director of the National Institute of Mental Health Graduate Training Program in the Sociology of Medicine and Mental Health at Brown University and also taught at Columbia University, New York University, and Amherst College. His interests include medical sociology and issues of health care organization and delivery, both in this country and elsewhere.

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

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

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

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

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

Barbara Yngvesson professor of anthropology, received her BA from Barnard and her PhD from the University of California at Berkeley. She has carried out research in Peru and Sweden on the maintenance of order in egalitarian communities. She has also studied conflict management in urban American communities and the role of legal and informal processes in maintaining order in these settings. Her areas of teaching include cultural and social anthropology (problems of observation and interpretation, kinship and family organization, the social organization of gender, ritual and symbolism), social theory, and the anthropology and sociology of law.

