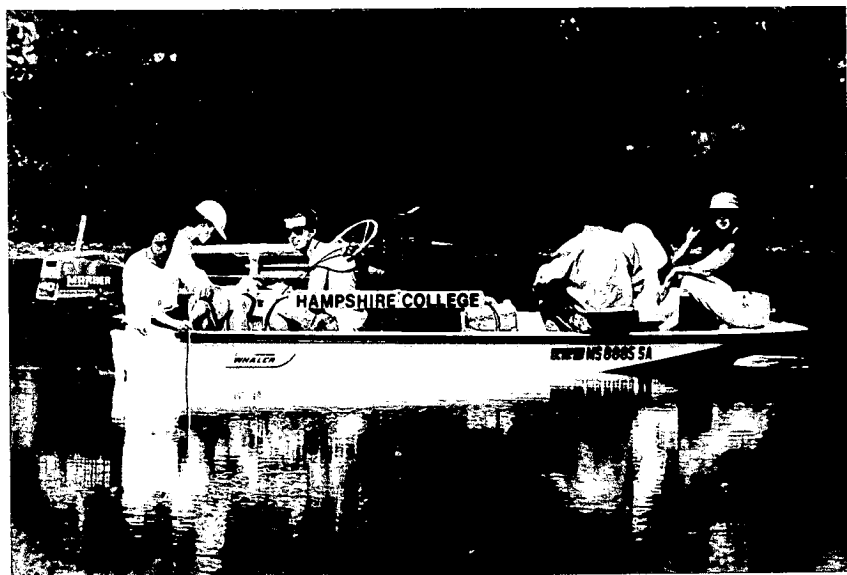


SPRING 1989  
COURSE GUIDE



HAMPSHIRE COLLEGE

# Calendar for January Term and Spring 1988

## January Term

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

## Spring Term

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

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

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*Please note: A supplement to this Course Guide will be issued in January, 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.

### **Note:**

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

There is a preregistration period for Five College courses from Monday, November 4 through Friday, November 18. You may also register for Five College courses in the spring, until Tuesday, February 14. 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 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 February. 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.

# School of Communications and Cognitive Science

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## CURRICULUM STATEMENT

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

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

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

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

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

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

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

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

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

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

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

## COURSE LIST

### 100 Level

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

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

CCS 116  
**NATURAL LANGUAGE  
 PROCESSING**  
 David Kramer

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

CCS 139  
**DOCUMENTARY  
 FILM/VIDEO: HISTORIES  
 AND THEORIES**  
 Ernest Larsen

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

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

CCS 148  
**WOMEN AS SUBJECT  
 AND AUTHOR IN FILM  
 AND VIDEO**  
 Sherry Millner

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

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

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

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

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

CCS 212  
**PLATO SEMINAR**  
 Tsenay Serequeberhan

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

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

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

CCS 234  
**GRAPHICS  
 PROGRAMMING**  
 Patricia Colson

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

CCS 249\*  
**DOCUMENTARY VIDEO  
 PRODUCTION**  
 Sherry Millner

CCS 266  
**THEORIES AND  
 PRACTICES OF  
 "EVERYDAY LIFE"**  
 Ernest Larsen

CCS 270  
**LOOKING INTO THE  
 MIND: THE  
 PSYCHOLOGY LAB**  
 Jacob Reider  
 Neil Stillings

CCS 291  
**OPERATING SYSTEMS**  
 Patricia Colson

CCS 296\*  
**PSYCHOLOGY  
 RESEARCH PRACTICUM**  
 Catherine Sophian  
 Neil Stillings

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

The following courses which appear in the Preliminary Spring 1989 Course Guide have been cancelled:

CCS 113  
**ROBOTS AND AUTOMATA**  
 David Kramer

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

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

CCS 339  
**GRAPHICS/PROGRAMING**

CCS 340  
**TRANSLATOR DESIGN**

CCS 399  
**VIDEO PRODUCTION  
 SEMINAR**  
 Gregory Jones

## Course Descriptions

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

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

The class will meet twice a week, once for one hour, once for two hours. Enrollment is limited to 40.

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

One of the most exciting ways of learning about contemporary linguistic theory, and about the diversity (and unity) of human language, is to explore firsthand the structure of an unfamiliar language. In this course we will work closely with a native speaker of such a language (an East or South Asian language is the most likely candidate) and develop methods of data collection and analysis. We will also discuss the implication of this work for theories of language learning and general cognition.

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

CCS 116  
**NATURAL LANGUAGE  
 PROCESSING**  
 David Kramer

If you speak a language, then you have the qualifications to take this course, in which we will examine the ways in which natural human languages, like English, might be used to interact with computers. In so doing we will explore the perspectives of computer scientists, workers in artificial intelligence, linguists, and other cognitive scientists. Is it possible for a machine to understand and use language? How is language related to general knowledge? Can we design computers that recognize and process spoken language? We will examine some actual "language-understanding" systems in computer as well as current research on the nature of language knowledge and use in humans. Students will become familiar with the computer language PROLOG, which is widely used in language research.

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

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

The main focus of this course will be to undertake a systematic study of the social and political thought of Hobbes, Locke, Rousseau, Kant, Hegel, and Marx. The purpose of the course will be to introduce the student to these thinkers' and present him or her with the opportunity to read and explore some of the thinkers' work. I emphasize some precisely because this is an introductory course, and thus, our efforts will be aimed at exploring in depth a few essential and basic themes. The approach the course will follow is that of the close examination and discussion of the above thinkers focused on specific texts. In so doing the course will explore the ways in which these thinkers are present in contemporary issues and concerns and the central arguments in political philosophy. In this context questions of rights-duties, international legality, morality, law, economics, politics, etc. will be queried and discussed.

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

CCS 139  
**DOCUMENTARY  
 FILM/VIDEO: HISTORIES  
 AND THEORIES**  
 Ernest Larsen

This course will provide a general history of the documentary film and an analytical "deconstruction" of the documentary's use of photographic realism. We will examine contemporary theory and practice of documentary filmmaking through extensive readings and screenings. Topics to be explored include: the historical bases of the main documentary traditions in film, especially Vertov, Eisenstein, Flaherty, Grierson; what constitutes objectivity in documentary; the changed role of the documentary-maker from objective recorder to committed participant or interventionist; the limitations and potentials of cinema verite and talking head style documentary;



the influence of feminism on the form of documentary; documentary film and photo in the 30's; the newsreel and its supposed commitment to objective truth versus contemporary politicized versions of the newsreel; the documentarian as witness, etc.

The class will meet twice a week for a two and one-half hour session and a two-hour session. Enrollment is limited to 20.

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

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

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

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

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

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

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

**CCS 148**  
**WOMEN AS SUBJECT**  
**AND AUTHOR IN FILM**  
**AND VIDEO**  
Sherry Millner

This course will examine the representation and self-representation of women in film and video within a series of specific social, economic, aesthetic, and political contexts. For example, the construction of gender in the classical Hollywood film and its reconstruction in feminist film and video-making since the 60's will afford one key contrast. Readings will be drawn largely from the extensive theoretical work of women writers and directors in the past two decades.

The class will meet twice a week for a two and one-half hour session and a two-hour session. Enrollment is limited to 20.

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

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

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

**CCS/SS 172**  
**ACQUIRING**  
**CHILDREN:**  
**PERSPECTIVES ON**  
**ADOPTION AND**  
**SURROGACY**

Marlene Fried  
 Meredith Michaels  
 Barbara Yngvesson

By focusing on adoption and surrogacy, this course will investigate cultural conceptions of reproductive practices. We will explore the ways in which these practices--legal, contested, and clandestine--are shaped by ethics, law, and lineage in various cultural contexts. Among the questions to be addressed are these: How does women's status affect their relation to reproductive alternatives? What are prevailing and countervailing conceptions of mother? Of father? Of child? Are women and children owned either by individual men or by the community?

Class will meet twice a week for one and one-half hours each time. Enrollment limit is 60. In addition to the regular meeting times we will sometimes use the period 12:30-1:30 on Tuesdays.

**CCS/NS 187**  
**ANIMAL BEHAVIOR**  
**RESEARCH**  
**LABORATORY**

Raymond Copping  
 Mark Feinstein

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

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

David Kerr

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

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

There will be two research papers required in the course. A few short exercises will also be assigned. The class will meet twice a week for one and one-half hours each time. Enrollment is open.

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

Meredith Michaels

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

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

**CCS 212**  
**PLATO SEMINAR**

Tsenay Serequeberhan

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

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

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

Richard Muller

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

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

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

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

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

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

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

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

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

**CCS 234  
GRAPHICS  
PROGRAMMING**  
Patricia Colson

This course covers computer graphics programming techniques and problems. We will investigate display technology, algorithms for graphics primitives, interactive techniques, geometric transformations in two and three dimensions, object modeling, the quest for visual realism, hidden line removal.

Students will be expected to complete several assigned programming exercises as well as an individual programming project.

Prerequisites are CCS 215 and CCS 216 or equivalent background. Concurrent or prior registration in NS 316 (Linear Algebra) is also required.

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

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

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

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

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

**CCS 249\*  
DOCUMENTARY  
VIDEO PRODUCTION**  
Sherry Millner

The documentary tradition has always encouraged its practitioners to engage in ongoing social reality, to understand the terms of a social issue while simultaneously engaged in recording it. This course will encourage students similarly to link recent theoretical and practical work in the tradition with their own current and developing social and artistic concerns as imagemakers. Among the topics to be examined in extensive readings and discussions are: the problematic nature of subjectivity, realism, truth telling, the situation of *continued on next page*

the documentary, advocacy and propaganda, the camera as weapon, etc. This will form the basis for students' own documentary video projects.

The class will meet twice a week for one and one-half hours each time. Enrollment is limited to 15 by instructor permission.

**CCS 266**  
**THEORIES AND**  
**PRACTICES OF**  
**"EVERYDAY LIFE"**  
 Ernest Larsen

Consumer society's erasure of distinctions between public and private spheres has made the social production and reproduction of everyday existence increasingly problematic. This course will examine the emergence of a series of critiques of everyday life within the context of consumer society and modern communications. Key moments and movements within the development of such critiques include the Paris Commune, Dada-Surrealism, and the May-June Events in Paris '68, among others. In addition to extensive reading from such theorists as Marx, Henri Lefebvre, the Situationists, Foucault and Sennett, the class will research such concepts/topics as: leisure, urban space, communications technologies and the human body, and representations of everydayness in art and the media.

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

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

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

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

**CCS 291**  
**OPERATING SYSTEMS**  
 Patricia Colson

This course will investigate problems and techniques involved in designing operating systems. Topics covered will include file management, input/output devices, CPU scheduling, memory management, virtual memory, deadlock, concurrent processes and their management.

Prerequisites are CCS 215, CCS 216, and a course in computer structures and assembly language programming.

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

**CCS 296\***  
**PSYCHOLOGY**  
**RESEARCH PRACTICUM**  
 Catherine Sophian  
 Neil Stillings

This course offers students an opportunity to learn firsthand how professional psychological research is done, by working closely with one of the professors on a full-scale research project in cognitive development (Sophian) 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.

Enrollment is by instructor permission only. Preference will be given to those who have previous coursework in the area. Interested students should talk to the instructor they want to work with before classes begin. Enrollment is limited to 6.

# School of Humanities and Arts

## CURRICULUM STATEMENT

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

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

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

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

## Course List

### 100 Level

HA 103

#### INTRODUCTION TO PAINTING

Judith Mann

HA 104

#### DRAWING I

Judith Mann

HA 110

#### FILM/VIDEO WORKSHOP I

Jerome Liebling

HA 110b

#### FILM/VIDEO WORKSHOP I

Charles Meyer

HA 111

#### STILL PHOTOGRAPHY WORKSHOP I

Sandra Matthews

HA 113\*

#### MODERN DANCE I

TBA

HA 120

#### SYMBOLIST ART

Sura Levine

HA 130

#### THREE RUSSIAN WRITERS:

PUSHKIN, GOGOL AND DOSTOEVSKY

Joanna Hubbs

HA 133

#### THE DETECTIVE STORY: EXERCISES IN READING

Norman Holland

Jeffrey Wallen

HA 137

#### U. S. SHORT FICTION

Richard Lyon

HA 165

#### PLACES AND SPACES: THE PERCEPTION & UNDERSTANDING OF HUMAN ENVIRONMENT

Norton Juster

Earl Pope

HA 193

#### THE DESIGN RESPONSE

Wayne Kramer

200 Level

HA 201

#### ADVANCED DRAWING

Denzil Hurley

HA 202

#### DRAWING, SCULPTURE & THE FIGURE

Bill Brayton

HA 210

#### FILM/VIDEO WORKSHOP II

Ann Fischel

HA 211

#### STILL PHOTOGRAPHY WORKSHOP II

Carrie Weems

HA 215

#### MODERN DANCE III

Rebecca Nordstrom

HA 218  
CENTERS OF ANCIENT  
CIVILIZATION: ATHENS IN  
THE 5TH CENTURY B.C.  
Robert Meagher

HA 223  
AESTHETICISM AND  
DECADENCE  
Jeffrey Wallen

HA/SS 225  
THE OTHER SOUTHS:  
WOMEN, BLACKS AND  
POOR WHITES IN  
SOUTHERN HIST & LIT  
L. Brown Kennedy  
Susan Tracy

HA 226  
20TH CENTURY FRENCH  
LIT: SUBJECTIVITY,  
SEXUALITY &  
SUBVERSION  
Jill Lewis

HA 229\*  
REHEARSAL &  
PERFORMANCE  
Rhonda Blair  
Wayne Kramer

HA 231  
POETRY WRITING  
WORKSHOP  
Andrew Salkey

HA 237  
FICTION WRITING  
WORKSHOP  
Andrew Salkey

HA 239  
JAZZ PERFORMANCE  
SEMINAR  
Yusef Lateef

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

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

HA 250  
INTRODUCTORY POETRY  
WRITING WORKSHOP  
Paul Jenkins

HA 257  
MUSIC IV: SEMINAR IN  
COMPOSITION  
Daniel Warner

HA 265  
MUSIC II: LINES &  
CHORDS  
Margo MacKay-Simmons

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

HA 273  
PROBLEMS IN  
ENVIRONMENTAL DESIGN  
Norton Juster  
Earl Pope

HA 288  
CULTURAL CRITICISM:  
CROSS-DRESSING  
Norman Holland  
Mary Russo

HA 289  
SHAKESPEARE & WOOLF  
L. Brown Kennedy

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

HA/SS 296  
MAKING SPACE:  
ENVIRONMENTAL DESIGN  
& SOCIAL CHANGE  
Myrna Breitbart

300 Level  
HA 302  
IMPROVISATION FOR THE  
THEATRE  
Rhonda Blair

HA 305  
ADVANCED PAINTING  
Denzil Hurley

HA 307  
ADVANCED CREATIVE  
WRITING SEMINAR  
Elinor Lipman

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

HA 317\*  
MODERN DANCE  
TECHNIQUE V  
Daphne Lowell

HA 321  
COMPARATIVE  
LITERATURE SEMINAR  
Mary Russo

HA 338  
COMPUTER MUSIC  
COMPOSITION  
Daniel Warner

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

HA 346  
TOLSTOI  
Joanna Hubbs

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

HA 353  
ADVANCED DANCE  
COMPOSITION  
Daphne Lowell

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

HA 397i  
LIFE AS WE SEE IT:  
MOVEMENT  
OBSERVATION  
Rebecca Nordstrom

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

HA 399c  
ART TUTORIAL  
Leonard Baskin

The following courses which appeared in the Preliminary Spring 1989 Course Guide have been cancelled:

HA 102  
BEGINNING 2 & 3  
DIMENSIONAL DESIGN

HA 151  
ELEMENTARY  
COMPOSITION  
Peggy Schwartz

HA 203  
INTRODUCTION TO  
PAINTING  
Denzil Hurley

HA 205  
FIGURE WORKSHOP  
Judith Mann

HA 248  
INTERMEDIATE ACTING  
Rhonda Blair

HA 295  
LITERATURE AND  
SOCIETY BETWEEN THE  
WARS  
Reinhard Sander

HA 306  
ADVANCED WRITING  
Nina Payne

HA 343  
ADVANCED PLAYWRITING  
Ellen Donkin

HA 386  
LABAN MOVEMENT  
ANALYSIS II  
Rebecca Nordstrom

HA 399A  
DIVISION III  
STUDIC CRITIQUE  
Art Faculty

TECHNICAL WORKSHOP  
FILM/PHOTO INTERN

## COURSE DESCRIPTIONS

### NOTE

The Film/Photo faculty would like students to engage in ONE critical issues class (film, photography, art history) prior to taking film/video Workshop 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. 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 103  
INTRODUCTION TO  
PAINTING  
Judith Mann

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

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

HA 104  
DRAWING I  
Judith Mann

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

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

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

HA 110b  
**FILM/VIDEO  
 WORKSHOP I**  
 Charles Meyer

This course is an additional section of HA 110 for Amherst College students. There is a very limited number of spaces for Hampshire students. Come to the first class.

Class will be taught once each week for three hours.

HA 111  
**STILL PHOTOGRAPHY  
 WORKSHOP I**  
 Sandra Matthews

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

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

HA 113\*  
**MODERN DANCE I**  
 TBA

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

Class will meet twice weekly for one and one-half hours. Enrollment is limited to 25 on a first-come basis. This course is not suitable for one-half a Division I.

HA 120  
**SYMBOLIST ART**  
 Sura Levine

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

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



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

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

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

The class will meet twice weekly for one and one-half hours. Enrollment is open, limit 30.

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

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

Class will meet twice each week for one and one-half hours. Enrollment is limited to 40.

HA 137  
**U.S. STORT FICTION**  
 Richard Lyon

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

Class will meet for one hour three times a week. One or two stories will be assigned for each class period, and students will write brief interpretive or analytical comments on one of the stories each week. Enrollment is limited to 21.

HA 165  
**PLACES AND SPACES:  
 THE PERCEPTION &  
 UNDERSTANDING OF  
 HUMAN ENVIRONMENT**  
 Norton Juster  
 Earl Pope

This course deals with perception and awareness of the man-made environment and the problems of recording and communicating it. We will be concerned with developing a sensitivity to surroundings, spaces and forms--an understanding of place and the effects of the environment on people.

This is primarily a workshop course, using direct investigation, research, and design projects of a non-technical nature to confront and expose environmental problems and to understand the approaches and creative processes through which environment is made.

Much of the work will require visual presentation and analysis; however, no prior technical knowledge or drawing skills will be necessary. (Ability to use a camera would be helpful.) The student must provide his own drawing tools. Projects and papers will be due throughout the term. This course demands significant time and commitment.

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

**HA 193**  
**THE DESIGN**  
**RESPONSE**  
 Wayne Kramer

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

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

**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 202**  
**DRAWING, SCULPTURE**  
**& THE FIGURE**  
 Bill Brayton

This course will explore the dialogue between drawing and sculpture in the context of the figure. The shift in focus will allow students who have taken 3 Dimensional Form to develop an understanding of form from a more discrete perspective.

Class will meet once each week for five and one-half hours. Drawing I is a prerequisite and enrollment is limited to 20 students.

**HA 210**  
**FILM/VIDEO**  
**WORKSHOP I I**  
 Anne Fischel

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

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

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

**HA 211**  
**STILL PHOTOGRAPHY**  
**WORKSHOP I I**  
 Carrie Weems

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

HA 223  
**AESTHETICISM AND DECADENCE**  
 Jeffrey Wallen

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

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

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

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

This course is open to students who have had some previous work in social science or humanities. Because of its substantial writing component, enrollment will be limited.

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

HA 226  
**TWENTIETH CENTURY FRENCH LITERATURE: SUBJECTIVITY, SEXUALITY, & SUBVERSION**  
 Jill Lewis

This course will move from three focal literary articulations of the early twentieth century in France--texts by Marcel Proust, Andre Gide and work of surrealists--to explore questions concerning the construction of subjective consciousness, the significance of sexuality, and approaches to the subversion of social order which all resound throughout the "literary canon" of twentieth-century France. Discussion beginning from the work of these two "eminent" writers and The surrealist movement in general will open discussion of the history and rethinking of literary genres and the literary production of "meaning" and "order"; art and political awareness and struggle: realism and attempts to revolutionize literary practice; different attempts to challenge and subvert codes of sexual "normality"; shifting definitions of subjectivity and the functioning of the literary text.

Other texts studies will be by Collette, Beauvoir, Robbe-Grillet, Foucault, Barthes, Beckett, Lacan, Irigaray, Cessaire, Fanon

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

**HA 229\***  
**REHEARSAL AND**  
**PERFORMANCE**  
 Rhonda Blair  
 Wayne Kramer

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

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

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

**HA 231**  
**POETRY WRITING**  
**WORKSHOP**  
 Andrew Salkey

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

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

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

**HA 237**  
**FICTION WRITING**  
**WORKSHOP**  
 Andrew Salkey

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

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

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

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

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

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

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

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

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

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

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

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

As our culture has become increasingly urbanized, a corresponding literature has evolved in which nature is viewed as our true home, a place where a profound serenity of a kind unavailable in the human world may be experienced. In the expression of the native Americana tradition, the integration of the natural with the culture has typically been more complete. Historically, this has not always been the case. In earlier times, nature may have had a forbidding, even threatening aspect, or the natural world may have appeared to be something needing to be totally under the control of human forces.

In reading the works of Muir, Emerson, Thoreau, Burroughs from the last century up through contemporary writers such as Krutch, Ammons, Lopez, Momaday, McPhee, Dillard, Ehrlich, Eiseley, and Piercy we will explore this transition from earlier views of nature. Four papers required.

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

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

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

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

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

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

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

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

This course will provide a working understanding of the basic contrapuntal and harmonic techniques of tonal music. Examples will be drawn from classical music, popular music, and jazz. Topics to be covered will include voice-leading diatonic chord progressions, tonal regions, modulation, and secondary dominant structures. Students will be expected to complete weekly composition assignments and readings.

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

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

The history of Afro-Americans is a story of despair and hope, fear and determination, tears and laughter. It is a story which takes three continents and three centuries to tell and centers on the struggle of people for freedom and identity in a society which would deny both to them.

This course is offered as an introduction to Afro-American history and literature and will focus on: the African heritage and the diaspora; slavery and the first black liberation movement; Reconstruction of the South and the reinstitutionalization of white power; the Harlem Renaissance; and the Civil Rights and Black Power Movements.

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

**HA 273**  
**PROBLEMS IN**  
**ENVIRONMENTAL**  
**DESIGN**  
 Norton Juster  
 Earl Pope

This course concerns itself with analysis and design of the built environment. It will be organized around particular environmental problems (actual and theoretical) chosen by the instructors, and the class will allow for the students' engagement in a broad range of concerns in the definition, conception, and development of these projects. As a more advanced course, its objectives are to: (1) assist the student in further defining his/her interest and commitment to environmental studies; (2) reveal (through active involvement) the demands and responsibilities in the professional engagement of an environmental design problem; (3) increase understanding of the scope and complexity of environmental problems; (4) further build conceptual and communication skills; (5) develop methodologies for approaching and analyzing environmental problems; and (6) by dealing with problems of real concern, produce work of value and relevance to the community.

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

**HA 288**  
**CULTURAL CRITICISM:**  
**CROSS-DRESSING**  
 Norman Holland  
 Mary Russo

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. A substantial reading list will be available from the instructors in early January.

Enrollment is limited to 40 students by instructors' permission. Class will meet twice each week for one and one-half hours.

HA 289  
**SHAKESPEARE &  
 WOOLF**  
 L. Brown Kennedy

"Lovers and mad men have such seething brains, Such shaping phantasies, that apprehend more than cool reason ever comprehends." (A Midsummer Night's Dream)

In the first part of the course we will read Shakespeare (five plays) and in the latter part Virginia Woolf (four novels and selected essays).

Our main focus will be on the texts, reading them from several perspectives and with some attention to their widely different literary and cultural assumptions. However, one thread tying together our work on these two authors will be their common interest in the ways human beings lose their frames of reference and their sense of themselves in madness, lose and find their selves in love or in sexuality, and find or make both self and world in the shaping act of the imagination.

The method of the course will include directed close reading, discussion, and periodic lectures. Three to four pieces of student writing are expected; course is open to second semester students by permission. Class will meet twice each week for one and one-half hours. Enrollment limit 30.

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

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

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

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

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

Attempts have been made in real life and fiction to partly effect social change and create a better world through the planned design of alternative living and working environments. We will examine the effectiveness of these efforts, focusing on the intended and unintended consequences. Examples may include utopian socialist, garden city, and other planning/Community Architecture movements: contemporary feminist design alternatives; and continuing debates about "democratic" vs. "repressive" environmental forms

Class meets two and one-half hours weekly.

HA 302  
**IMPROVISATION FOR  
 THE THEATRE**  
 Rhonda Blair

This course is for concentrators in theatre performance. We will focus on the study and practice of a range of improvisational techniques, for application both scripted and non-scripted projects. Course goals include expanding the actor's range of flexibility and spontaneity, providing the actor with new ways of seeing dramatic action and character, and providing the actor with a range of tools for approaching performance for the stage. We will draw primarily on techniques developed by Keith Johnston (Impro) and Viola Spolin (Improvisation for the Theatre).

Enrollment is limited to 10; admission is by audition/interview. Class will meet twice each week for two hours.

HA 305  
**ADVANCED PAINTING**  
 Denzil Hurley

This course will emphasize studio work and dialogue 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 307  
**ADVANCED CREATIVE  
 WRITING SEMINAR**  
 Elinor Lipman

For students who are ready to write without coaxing, to revise happily and to criticize graciously in a workshop setting. Student manuscripts will be discussed in every class as well as in private conferences with the instructor; lectures will address common problems. Participants will also dissect the work of established writers to see where and how they succeed and to apply these techniques to their own works in progress. Guest writers will visit during the semester to read their work and to answer questions. The course is appropriate for upper-level students heading toward Division III exams, who have completed a 200-level creative writing course.

Limit: 15 students. Consent of instructor required. Class will meet twice each week for one and one-half hours.

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 studies with me previously.

Class will meet twice each week for one and one-half hours. Enrollment limit 20; by audition.

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 15 students with instructor permission required.

HA 338  
**COMPUTER MUSIC  
 COMPOSITION**  
 Daniel Warner

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

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

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

A comparative study of three great literary texts of the ancient East Mediterranean world: the Mesopotamian Epic of Gilgamesh, the Iliad of Homer, and the Pentateuch, the first five books of the Hebrew Bible.

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



HA 346  
**TOLSTOI**  
 Joanna Hubbs

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

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

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

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

This course will have two primary purposes: (1) A museum studies seminar in preparation for the exhibition "Representing Revolution" in fall 1989. (2) An advanced seminar on revisionist studies of visual representation in the age of the French Revolution. Works by Bryson, Crow, Fried and Paulson will be considered. Preference is given to students who have completed "Art and Revolution," and/or background in French and British art, history, and political theory.

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

HA 353  
**ADVANCED DANCE  
 COMPOSITION**  
 Daphne Lowell

The goals of this course are: (1) to integrate compositional skill with purpose, desired effect or message in order to create viable and complete concert dances; (2) to further discover and develop one's own choreographic style; (3) to address advanced issues in composition such as: composing for more than one dancer; the influences of style; varieties of structures; relationship to the audience; complex rhythms; motivation; and literal dance; "pure" or abstract dance; experimental forms.

Students will compose short studies in class and create a full length dance outside of class. Attendance is mandatory. Some assignments will be tailored to the individual's special needs.

Prerequisites: Satisfactory completion of two full semesters of college level composition or permission to the instructor. Class is limited to 10 students and will meet twice a week for two hours each session.

HA 388i  
**THE CREATIVE  
 PROCESS & THE  
 REAL WORLD**  
 Sally Allen Livingston

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

It will focus on two principal areas:

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

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

Through readings on the lives of artists who have pondered these problems and on the nature of the creative process, visits from professionals in these fields (agents, publicists, successful artist), and hands-on work (creating one's own publicity packet, keeping tax records for the semester, etc), we will hope to ease the transition from school to the "real" world. Class will meet once a week for two hours. Enrollment is limited to 20 by instructor permission.

**HA 397i**  
**LIFE AS WE SEE IT:**  
**MOVEMENT**  
**OBSERVATION**  
 Rebecca Nordstrom

This course is designed to help students improve their observation skills and appreciate the complexity of everyday perceptual experiences. Drawing on principles of Laban Movement Analysis and observation techniques developed by Carol-Lynne Moore (Action Profilers International) we'll explore the meaning of movement in a variety of situations and contexts. This course is for Division III students working in areas such as the visual and performing arts, education, physical education, communication, psychology and cross cultural studies.

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

**HA 399b**  
**FILM/PHOTOGRAPHY**  
**STUDIES: INDIVIDUAL**  
**PROBLEMS IN**  
**FILMMAKING,**  
**PHOTOGRAPHY AND**  
**RELATED MEDIA**  
 Jerome Liebling  
 Sandra Matthews  
 Carrie Weems

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

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

**HA 399c**  
**ART TUTORIAL**  
 Leonard Baskin

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

**HA 306**  
**ADVANCED WRITING**  
**SEMINAR**

"Note: Nina Payne will offer a Division III Concentrators Tutorial in Writing which will met weekly by arrangement with participating students. Method of enrollment is by permission of the instructor."

**CHAMBER MUSIC**  
**ENSEMBLE**  
 Music Faculty

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

**CHORUS**  
 Ann Kearns

Chorus meets on Mondays and Wednesdays, 4 to 6 p.m., in the Recital Hall of the Music Building. Admission is by short, painless audition--sign up at the Chorus Office in the Music Building. Faculty and staff are welcome. During the Spring semester the Chorus will prepare Handel's oratorio 'Israel in Egypt' for a collaborative performance with the Amor Artis Chamber Choir, professional soloists, and an all Baroque Orchestra in New York City.

**THEATRE BOARD**

The Theatre Board is a committee of seven students (five voting members and two alternates) who are elected to facilitate Hampshire's theatre program. Responsibilities include representing the theatre community in questions of curriculum, monitoring the performance spaces and equipment, and scheduling the production for each season, among others. It is a wonderful way for students with an interest in theatre to gain valuable hand-on experience and have a voice in decision making. Elections are held at the beginning of each semester. Non-voting members of the community are always welcome to attend the weekly meeting. For further information, contact a current Theatre Board member. The board meets each Thursday from 4:00 to 5:30 p.m. in Emily Dickinson Hall.

## School of Natural Science

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### CURRICULUM STATEMENT

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

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

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

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

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

### AGRICULTURAL STUDIES

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

The Program centers around two laboratory facilities: the Hampshire College Farm Center and the Bioshelter. The Farm Center is located on 200 acres adjacent to the campus and includes pastures, fields, two barns, and a kennel/research facility. Student projects focus on the land, soil, trees, insects, or sheep—including a flock raised for their high-quality, colored wool. There are also a dozen or so livestock-guarding dogs, part of a nationwide program initiated at Hampshire in a major effort to develop nonlethal, nontoxic alternatives for protecting livestock from predators. The dogs are also subjects for studies of canine behavior, vocalization, and nutrition. The Bioshelter is a 2000-square-foot laboratory for the study of hydroponics, solar aquaculture, nitrogen fixation, plant and fish physiology, and passive solar energy. A farm manager, animal caretaker, research associate for the dog project, and a bioshelter technician support these facilities.

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

The new Luce Foundation Program in Food, Resources and International Policy (LFPFRIP) 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 now have cooperative arrangements with the Woods Hole Consortium of Colleges, and the Northeast Marine Environmental Institute, Inc., a biological field station on Cape Cod, whose programs and facilities may be used by our students.

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

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

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

**WOMEN AND SCIENCE**

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

For more information, contact Ann McNeal or Nancy Lowry.

**Courses and other offerings:**

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

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

**Course List**100 Level

NS 119

**CARDIOVASCULAR  
FITNESS AND DISEASE**  
Merle Bruno

NS 123

**HUMAN BIOLOGICAL  
VARIATION:  
CURRENT AND  
CONTROVERSIAL  
ISSUES IN ETHNICITY, CLASS,  
AND GENDER**

Alan Goodman  
Nancy Lowry

NS 128

**CONTRACEPTION TODAY AND  
TOMORROW**  
Kay Henderson

NS 146

**THE ECOLOGY OF  
AGRICULTURE**  
Brian Schultz

NS 166

**HOW COMPUTERS WORK**  
Albert Woodhull

NS/CCS 187

**ANIMAL BEHAVIOR RESEARCH  
LABORATORY**  
Raymond Coppinger  
Mark Feinstein

NS 199

**PROJECT COURSE**  
Lynn Miller  
David Kelly

200 Level

NS 203

**BASIC CHEMISTRY II**  
Dula Amarasiriwardena

NS 207

**ECOLOGY**  
Charlene D'Avanzo  
Brian Schultz

NS 210

**EVOLUTION OF THE  
EARTH I I**  
John Reid

NS 212

**ORGANIC CHEMISTRY I I**  
Nancy Lowry

NS/SS 216

**LAND DEGRADATION  
AND SOCIETY**  
Benjamin Wisner

NS 221

**BIOLOGY OF PLANTS &  
ANIMALS**  
Lawrence Winship  
Ann McNeal

NS 222

**REPRODUCTIVE PHYSIOLOGY**  
Kay Henderson

NS 223

**TOPICS IN EXERCISE  
SCIENCE**  
Ann McNeal

NS 230

**THE EVOLUTION & BEHAVIOR  
OF DOMESTIC ANIMALS**  
Raymond Coppinger

NS/CCS 236

**TECHNOLOGY: PHILOSOPHY,  
POLITICS, & POLICY**  
Allan Krass  
Jay Garfield

NS/HA 245

**NATURE, NATURALISTS,  
& NATURE WRITERS**  
Kenneth Hoffman  
David Smith

NS 256 (Mini-Course)

**INFORMATIONAL  
MACROMOLECULES**  
Lynn Miller

NS 257 (Mini-Course)

**THE NEW GENES:  
CLONED, MOVABLE, & SPLIT**  
Lynn Miller

NS 259

**MATH CONCENTRATORS'  
SEMINAR**  
David Kelly

NS 276

**INTRODUCTION TO  
COMPARATIVE SCIENCE**  
Kathleen Dugan

NS 283

**GENERAL PHYSICS B**  
Frederick Wirth

NS 291

**ENVIRONMENTAL  
GEOCHEMISTRY**  
John Reid

300 Level

NS 304

**TROPICAL AGROECOLOGY**  
Lawrence Winship

NS 313

**CURRENT ISSUES IN ARMS  
CONTROL**  
Allan Krass

NS 316

**LINEAR ALGEBRA & ITS  
APPLICATIONS**  
David Kelly

NS 317

**MODERN ALGEBRA**  
Kenneth Hoffman

NS 330

**DIVISION III STUDENT  
RESEARCH SEMINAR**  
Lynn Miller

NS 344

**PHYSICS & CHEMISTRY  
OF THE  
ENVIRONMENT**  
Dula Amarasiriwardena  
Frederick Wirth

NS 349

**BOOK SEMINAR IN PHYSICS**  
Herbert Bernstein

NS 388i

**COMPARATIVE SCIENTIFIC  
TRADITIONS**  
Kathleen Dugan

The following courses which appeared in the Preliminary Spring 1989 Course Guide have been cancelled.

NS 125

**TOPICS IN THE THIRD  
WORLD HEALTH**  
Ann McNeal

NS 327

**MOLECULAR BIOLOGY  
LABORATORY**  
Lynn Miller

## Course Descriptions

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

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

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

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

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

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

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

NS 128  
**CONTRACEPTION  
 TODAY AND  
 TOMORROW**  
 Kay Henderson

Choosing a form of contraception is as perplexing as selecting the best political candidate. It often boils down to the lesser of the evils. This class will explore the contraceptive methods which are currently available and those which are in stages of development. The problems of contraception for developing countries will be discussed. We will explore the mechanisms of action, efficacy, and liabilities associated with contraceptives.

Students will discuss primary research papers and complete a project suitable for a Division I examination. Class will meet one and one-half hours twice a week. Enrollment limit 20.

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 is both developed and developing countries is how cultivation to control weeds may be reduced. 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 166  
**HOW COMPUTERS WORK**  
 Al Woodhull

Modern computers are electronic devices, although in principle they could also be made of optical, hydraulic, or mechanical components. In this course we will learn how the basic components of computers work and how they are interconnected. In the laboratory we will learn to work with digital electronic components and instruments such as voltmeters, oscilloscopes, and logic probes. We will also read about the history of computers and about some of the people who made that history. Projects may include designing gadgets to connect to computers and the programs that make them run, possibly even building a small computer.

Class will meet three times weekly for one hour; in some classes laboratory project will be initiated that will require additional time in the laboratory to complete.

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

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

Class will meet for two hours twice a week.

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

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

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

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

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

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

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

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

This course is an introduction to the very different ways ecologists approach the study of natural systems. Topics covered include factors limiting populations at the community level, how plant and animal species interact, and larger scale studies, such as nutrient cycles, at the ecosystem level. A basic ecology text plus several classic papers will focus our lectures and discussions. In the laboratory section of this course, students will design and carry out three field-laboratory projects in a forested habitat, a fire community, and the aquaculture systems in our solar greenhouse.

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

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

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

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

**NS 212  
ORGANIC  
CHEMISTRY II**  
Nancy Lowry

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

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

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

This course explores physical and social causes of land degradation. We will cover basic definitions and measurements, approaches to understanding degradation, and the social/economic/political consequences of land degradation. Emphasis will be given to the role of land degradation in causing chronic hunger and food crisis. We will probe for value judgments underlying ways people have understood, measured, and attempted to mitigate land degradation. "Dust bowls" have been created in the USSR, USA, Australia, China, India, Brazil and Mexico--to mention a few cases. 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.

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

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

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

NS 222  
**REPRODUCTIVE  
 PHYSIOLOGY**  
 Kay Henderson

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

Students with no previous biology background must see the instructor. Class will meet for two hours twice a week.

NS 223  
**TOPICS IN  
 EXERCISE SCIENCE**  
 Ann McNeal

The human body adapts to exercise in many ways. This course will examine what is known about changes in various body systems with exercise: cardiovascular system, muscles, bones, etc. We will look both at short-term responses to exercise (for example, warm-up and second wind effects, lactic acid and anaerobic threshold) and long-term responses (effects of fitness on risk of heart attack, strength training and muscle development).

The readings will consist of both a text in exercise physiology and primary scientific papers. Students are expected to have previous college-level work in physiology or biology. Class is limited to 16 by instructor permission. Class will meet one and one-half hours twice a week.

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

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

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

Class will meet for one hour three times a week.



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

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

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

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

As our culture has become increasingly urbanized, a corresponding literature has evolved in which nature is viewed as our true home, a place where a profound serenity of a kind unavailable in the human world may be experienced. In the expression of the native American tradition, the integration of the natural with the culture has typically been more complete. Historically, this has not always been the case. In earlier times, nature may have had a forbidding, even threatening aspect, or the natural world may have appeared to be something needing to be totally under the control of human forces.

In reading the works of Muir, Emerson, Thoreau, Burroughs from the last century up through contemporary writers such as Krutch, Ammons, Lopez, Mcmaday, McPhee, Dillard, Ehrlich, Eiseley, and Piercy we will explore this transition from earlier views of nature. Four papers required.

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

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

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

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

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

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

Ten years ago no geneticist or molecular biologist would have predicted the state of our knowledge of genes today. Now we can determine the sequence of bases in a given piece of DNA much more easily than we can determine the amino acid sequence in the proteins enciphered in that DNA. At the same time we have learned that the DNA of multicellular organisms is arranged in much more complex ways than the dogmatists of the 1950s and 60s believed possible. What we thought were linear structures, fixed in place, and universal in information content are now thought to be interrupted, moveable, and of ten, uniquely enciphered.

Students enrolling in this six week course should have some previous background in modern cell biology or genetics. NS 256, Informational macromolecules, is a sufficient introduction. Every student is expected to participate actively in the seminar and to write an essay from the original literature. An intensive lab experience will be offered in January, 1989.

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

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 276  
**INTRODUCTION TO  
 COMPARATIVE  
 SCIENCE**  
 Kathleen Dugan

This course will examine the assumptions and values underlying Western science as they have developed since the Scientific Revolution of the 17th century. The advantages and limitations of the dominant logical positivist tradition in science both for human progress and for global ecology will be critically evaluated. Within this context, the historical and contemporary scientific traditions of other cultures, as well as alternatives within Western culture, will be compared, contrasted, and evaluated. Finally we will discuss the implications of alternative views of science, ways of knowing, and values for the future of the global commons.

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

NS 283  
**GENERAL  
 PHYSICS B**  
 Frederick Wirth

We will consider electricity and magnetism, wave motion, and optics. This is a continuation of General Physics A in the sense that together the courses form a comprehensive study of introductory physics topics. Students should have previously completed Physics A or had equivalent exposure to introductory mechanics. The course will presuppose a knowledge of algebra, vector manipulation, and the calculus, but students willing to shoulder an extra load during the first two weeks of the semester can get help with these topics. The weekly laboratory sessions will be a semester-long experimental investigation of the key phenomena involved in high temperature super conductors.

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

NS 291  
**ENVIRONMENTAL  
 GEOCHEMISTRY**  
 John Reid

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

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

NS 304  
**TROPICAL  
 AGROECOLOGY**  
 Lawrence Winship

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

Class will meet for three hours once a week.

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

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

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

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

NS 316  
**LINEAR ALGEBRA  
 AND ITS  
 APPLICATIONS**  
 David Kelly

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

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

NS 317  
**MODERN ALGEBRA**  
 Kenneth Hoffman

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

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

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

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

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

Active participation in this seminar will satisfy the Division III teaching requirement.  
 Class will meet for two and one-half hours once a week.

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

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

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

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

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

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

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

NS 388i  
**COMPARATIVE  
 SCIENTIFIC TRADITIONS**  
 Kathleen Dugan

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

ASTFC 19  
**PLANETARY SCIENCE**  
 William Dent+  
 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 20  
**COSMOLOGY**  
 David Van Blerkom+  
 UMASS

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.

ASTFC 22  
**GALACTIC & EXTRA-  
 GALACTIC ASTRONOMY**  
 Tom Dennis+  
 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**  
 Dr. Harrison+ / UMASS

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 star and galaxies; developments in modern astronomy. Nontechnical; emphasis on history and cosmology.

ASTFC 38  
**TECHNIQUES OF RADIO  
 ASTRONOMY**  
 Dr. Snell+/Dr. Goldsmith+  
 UMASS

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: Physic 422 or 162 or 283.

ASTFC 44  
**ASTROPHYSICS I I**  
 John Kwan+  
 UMASS

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 ASTFC 43. Undergraduate admitted with consent of instructor.

+Five College Astronomy Professors.

# School of Social Science

## CURRICULUM STATEMENT

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

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

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

## Course List

### 100 Level

SS 102  
POVERTY AND WEALTH  
Laurie Nisonoff

SS 117  
MASS MAN, MASS  
MOVEMENTS, MASS  
CULTURE: EUROPE,  
1890-1945  
James Wald

SS 122  
POWER AND AUTHORITY  
Robert Rakoff

SS 126  
FOLKLORE IN CULTURE  
Kirin Narayan

SS 136  
MYSTERIES, SCIENCE,  
AND PSEUDOSCIENCE  
Donald Poe

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

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

SS 165  
SOCIAL DEVELOPMENT &  
DEVELOPMENTAL  
PARADIGMS  
Maureen Mahoney

SS 170  
EDUCATION & THIRD  
WORLD DEVELOPMENT  
Michael Ford  
Frank Holmquist

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

SS 174  
WAR, REVOLUTION, AND  
PEACE  
Michael Klare

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

SS 184  
AMERICAN CAPITALISM  
Stanley Warner

### 200 Level

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

SS 206  
RELIGION: A CROSS-  
CULTURAL PERSPECTIVE  
Leonard Glick

SS 210\*  
INTRODUCTORY  
ECONOMICS  
Laurie Nisonoff

SS 212  
**CONFLICTS IN 19TH  
 CENTURY U.S. SOCIAL  
 HISTORY: RACE,  
 GENDER, AND CLASS**  
 Mitziko Sawada

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

SS 222  
**POVERTY, PATRIARCHY,  
 AND POPULATION  
 CONTROL**  
 Betsy Hartmann

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

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

SS/HA 244  
**CAPITALISM VS.  
 COMMUNITY**  
 Myrna Breitbart  
 Stanley Warner

SS 254  
**"BOOKS HAVE THEIR  
 DESTINIES": TOPICS IN  
 THE HISTORY OF  
 LITERACY & LITERARY  
 CULTURE**  
 James Wald

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

SS 260  
**THE TARNISHED DREAM:  
 ZIONISM, ISRAEL, & THE  
 MIDDLE EAST**  
 Aaron Berlan

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

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

SS/HA 271  
**ISSUES IN AFRO-  
 AMERICAN HISTORY &  
 LITERATURE**  
 Susan Tracy  
 Reinhard Sander

SS 272  
**POLITICAL THEORY,  
 SCIENCE FICTION,  
 ARTIFICIAL  
 INTELLIGENCE**  
 Theodore Norton

SS 275  
**STATE & SOCIETY**  
 Carollee Bengelsdorf  
 Margaret Cerullo  
 Lester Mazor

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

SS 293  
**THE VIETNAM WAR**  
 Anthony Lake

SS/HA 296  
**MAKING SPACE:  
 ENVIRONMENTAL DESIGN  
 & SOCIAL CHANGE**  
 Myrna Breitbart

300 Level  
 SS/HA 348  
**TOPICS IN POLITICS &  
 ART**  
 Joan Landes  
 Sura Levine

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

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

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

The following courses which appeared in the Preliminary Spring 1989 Course Guide have been cancelled:

SS 238  
**WOMEN & DEVELOPMENT**  
 Marnia Lazreg

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

SS 252  
**THE PROBLEM OF  
 SLAVERY  
 IN THE UNITED STATES  
 SOCIETY & CULTURE**  
 Susan Tracy

ts Building  
 inal Research Facility  
 le Science Center  
 ily Dickinson Hall  
 usic and Dance Building  
 otography-Film Building  
 lectronic Music Studio

DH Dakin House  
 EH Enfield House  
 GH Greenwich House  
 MH Merrill House  
 PH Prescott House  
 RCC Robert Crown Center

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

SS 122	Power and Attributy	Narayan	Open	25	TTh 130-12	PPH 102
SS 126	Folklore in Culture	Poe	Open	25	TTh 130-3	PPH 101
SS 136	Mysteries/Science/Pseudosci	Rieseck	Open	25	MW 130-3	PPH 105
SS 153	Law/Power/Community	von der Lippe/Beede	Open	35	WF 9-1030	PPH 106
SS 160	Social Sci./Public Health	Manoney	Open	35	MW 1030-12	PPH 103
SS 170	Educ & Third World Develop	Ford/Holmquist	Open	60	TTh 130-3	PPH ELH
SS 172	Children: Adoption/Surgogy	Fried et al	Open	50	MW 130-3	PPH WLH
SS 174	War/Revolution/Peace	Klare	Open	40	TTh 130-3	PPH 107
SS 180	Asian/Asian-American Women	Johnson/Sawada	Open	25	TTh 130-3	PPH 108
SS 184	American Capitalism	Warner	Open	None	PH A-1	PPH 107
SS 206	Religion: Cross-Cultural Presp	Glick	Seebesc	None	40/Dav II	PPH 106
SS 210	Introductory Economics	Nisonoff	Open	None	M 3-6	PPH 106
SS 212	Conflicts 19C Social History	Sawada	Open	None	TTh 130-3	PPH 108
SS/NS 216	Land Degradation/Society	Wisner	Open	None	MW 9-1030	PPH 104
SS 222	Quant Methods Social Sciences	Hartmann	Open	None	F 9-12	PPH 101
SS 224	Southern History & Literature	Poe	Open	25	TTh 1-230	PPH 106
SS/HA 225	Capitalism vs. Community	Tracy/Kennedy	InstrPer	None	TTh 1030-12	PPH ELH
SS/HA 244	Hist Literacy/Culture	Warner/Breitbart	Open	None	M 930-12	PPH 103
SS 254	Lat/Labor in U.S. History	Wald	Open	None	TTh 130-3	PPH 108
SS 258	Zionism/Israel/Middle East	Berman	Open	None	TTh 9-1030	PPH 108
SS 262	Family Cross-Cult Perspective	Bengeladorf et al	Open	None	MW 3-430	PPH 108
SS 266	Europe and its Others	Glick et al	Open	None	TTh 9-1030	PPH ELH
SS/HA 271	Pol Theo/Artificial Intellig	Norton	Open	None	MW 9-1030	PPH 103
SS 272	Social and Society	Bengeladorf et al	Open	None	WF 1030-12	PPH ELH
SS 275	Currents/Reader/Self	Seebesc	Open	60	WF 1030-12	PPH 107
SS 282	Visual Arts	Lake	Open	None	TTh 1030-12	PPH WLH
SS 293	Environ Design/Social Change	Breitbart	Open	None	W 130-4	PPH ELH
SS/HA 296	Topics in Politics/Art	Landes/Levine	InstrPer	25	Tu 9-12	PH A-1
SS/HA 348	Basic Human Needs: What/How	Wisner	InstrPer	12	W 3-6	PPH 104
SS 3521	people studying people	von der Lippe	InstrPer	16	T 9-12	PH A-1

\*Course does not satisfy one-half of a Division I requirement.

## Outdoor Program and Recreational Athletics

COURSE	INSTRUCTOR	METHOD	LIMIT	TIME	PLACE
OPRA 101	Beginning Shotocan Karate I	Open	None	MF130-330/W6-8pm	RCC
OPRA 103	Inter Shotocan Karate II	InstrPer	None	MWSu 6-8pm	RCC
OPRA 104	Advanced Shotocan Karate	InstrPer	None	TWf 6-8pm	RCC
OPRA 112	Intermediate Aikido	InstrPer	None	TTh 1230-145	RCC S Lounge
OPRA 115	Aiki Ken	InstrPer	None	TTh 2-3	RCC S Lounge
OPRA 118	Beginning T'AI Chi	Open	None	W 1230-145	RCC S Lounge
OPRA 119	Continuing T'AI Chi	Open	None	W 2-315	RCC S Lounge
OPRA 123	Bag Whitewater Kayaking	InstrPer	6	See description	RCC/river
OPRA 124	Bag Whitewater Kayaking	InstrPer	6	See description	RCC/river
OPRA 156	Beyond Bag Whitewater Kayaking	InstrPer	6	See description	RCC/river
OPRA 149	Openwater Scuba Certification	Open	None	See description	RCC
OPRA 151	Openwater Scuba Certification	Open	12	See description	RCC
OPRA 157	Bag Top Rope Climbing	Open	None	T TBA	RCC
OPRA 156	Lead Rock Climbing	Open	10	W 7-930pm	RCC
OPRA 161	Zen & Art of Bicycle Maintenance	Open	12	F 12-6 pm	RCC
OPRA 181	Open Nordic Skiing	Open	None	SeeDesc	RCC
OPRA 182	Telenark Skiing	Open	None	W 12-6 pm	RCC
OPRA 218	Outdoor Leadership	Open	12	T 1-5/Th 1-3	Kiva

# SPRING 1989 SCHEDULE OF CLASSES

## School of Communications and Cognitive Science

COURSE	INSTRUCTOR	METHOD	LIMIT	TIME	PLACE
CCS 107	Code/Escher/Bach	Open	40	T 2-3/Th 1-3	CSC 114
CCS 115	Field Methods in Linguistics	Open	25	MW 1030-12	PPH 106
CCS 116	Natural Language Processing	Open	20	TTh 1030-12	PPH 107
CCS 118	Topics: Political Philosophy	Open	20	MW 1030-12	EDH 4
CCS 139	Doc Film/Video:Hist/Theories	Open	20	T 3-5/W 1-330	LIB 3rd Fl
CCS 142	Intro to Visual Production	InstrPer	20	TTh 1030-1230	PPH ELH
CCS 146	Evolution of Communication	Open	25	MW 130-3	LIB B5
CCS 148	Women Subject/Author Film/Vid	Open	25	T 3-5/W 1-330	LIB B5
CCS 153	Child Dev in the Soc/Js	Open	60	TTh 130-3	PPH 103
CCS/SS 172	Adoption and Surrogacy	Open	25	TTh 130-3	PPH ELH
CCS/MS 187	Animal Behavior Research Lab	Interview	20	MW 130-330	CSC 302
CCS 201	History Press. U.S.	Open	None	MW 9-1030	PPH 107
CCS 202	Souls/Subjects/Selves/Persons	InstrPer	20	TTh 9-1030	PPH 103
CCS 212	Plato Seminar	InstrPer	20	MW 130-3	PPH 106
CCS 215	Computer Science I	Seebasc	Open	MWF 1030-12	PPH 104
CCS 227	Theory Language II/Semantics	Open	None	TTh 9-1030	PPH 107
CCS 233	Intrto Artificial Intelligence	Open	30	MW 9-1030	PPH 105
CCS 234	Graphics Programming	Seebasc	20	TTh 9-1030	CSC 114
CCS/MS 236	Philosophy/Politics/Policy	Open	25	TTh 9-1030	LIB B5
*CCS 249	Documentary Video Production	InstrPer	15	TTh 1-230	PPH 101
CCS 266	Theories/Practices Everyday	InstrPer	20	TTh 1-230	PPH 101
CCS 270	Psychology Lab	InstrPer	12	MW 1030-12	PPH 101
CCS 291	Operating Systems	Seebasc	20	TTh 9-1030	PPH 101
*CCS 296	Psychology Research Practicum	InstrPer	6	F 130-3	PPH Lab

\* Course does not satisfy one-half of a Division I requirement

## School of Humanities and Arts

COURSE	INSTRUCTOR	METHOD	LIMIT	TIME	PLACE
HA 103	Introduction to Painting	Open	None	MW 9-12	ARB
HA 104	Drawing I	Open	None	MW 1-4	ARB
HA 110	Film/Video Workshop I	Lottery	15	W 9-12	PTB
HA 110b	Film/Video Workshop I	Seebasc	15	T 1-4	PTB
HA 111	Skill Photo Workshop I	Lottery	15	W 7-10pm	PTB class
*HA 113	Modern Dance I	Open	25	TTh 9-1030	HDB
HA 120	Symbolist Art	Open	25	MW 1030-12	PPH MLH
HA 130	Three Russian Writers	Open	30	MW 1030-12	EDH 1
HA 133	Exercises in Reading	Open	20	TTh 1030-12	PPH 101
HA 137	U.S. Short Fiction	Open	21	MWTh 12-1	PPH 105
HA 165	Understanding the Environment	Open	None	WF 2-4	EDH 3
HA 193	The Design Response	InstrPer	15	MW 3-430	ARB
HA 201	Advanced Drawing	InstrPer	15	TTh 930-12	ARB
HA 202	Drawing/Sculpture/Figure	InstrPer	20	F 10-12/130-5	PTB class
HA 210	Film/Video Workshop II	InstrPer	15	W 9-12	PTB class
HA 211	Skill Photo Workshop II	InstrPer	15	W 2-5	PTB class
HA 215	Modern Dance III	InstrPer	15	W 2-5	HDB
HA 218	Athens Fifth Century B.C.	InstrPer	25	TTh 1030-12	HDB



CODES

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

COURSE	DESCRIPTION	W	T	Th	F	S	None	METHOD	LIMIT	TIME	PLACE
HA/SS 225	The Other Souths						None	Open	66		EDM 1
HA/SS 226	20th C. French Literature						SeeDesc	InstrPer	15	TTh 1-230	PPH 106
HA/SS 229	Rehearsal/Performance						None	InstrPer	20	MW 130-3	EDM 2
HA 231	Poetry Writing Workshop						None	Open	None	TTh 1-3	EDM 1
HA 239	Jazz Performance Seminar						16	InstrPer	16	T 130-3	EDM 4
HA 243	Nature/Practices						15	InstrPer	15	M 130-3	EDM 4
HA/NS 245	Naturalist/Nature Writers						25	InstrPer	25	M 730-1030pm	MDB Recital
HA 250	Intro Poetry Writing Workshop						None	Open	None	MW 9-1030	MDB
HA 257	Seminar in Composition						15	SecDesc	15	W 9-12	EDM 4
HA 265	Lines & Chords						15	InstrPer	15	W 130-430	MDB class
HA/SS 271	Afro-Am History/Literature						None	Open	None	MW 1030-12	MDB class
HA 273	Problems/Environmental Design						None	Open	None	TTh 9-1030	PPH ELH
HA 288	Cultural Criticism						None	Open	None	WF 1030-1230	EDM 3
HA/SS 289	Shakespeare/Woolf						40	InstrPer	40	MF 9-1030	PPH 101
HA 293	Am Philosophers: James/Santayana						30	SecDesc	30	TTh 1030-12	PPH 104
HA/SS 296	Enviro Design/Social Change						None	Open	None	TTh 1030-12	PPH 102
HA 302	Improvisation for the Theatre						66	Open	66	W 130-4	PPH ELH
HA 305	Advanced Painting						10	Aud/Intr	10	MW 1-3	EDM Studio
HA 306	Advanced Writing Seminar						15	InstrPer	15	W 2-6	ARB
HA 307	Advanced Creative Writing						15	InstrPer	15	TTh 9-1030	EDM 2
HA 311	Modern Dance Technique V						20	Audition	20	MW 1030-12	MDB Studio
HA 338	Computer Music Composition						15	InstrPer	15	M 3-6	EDM 4
HA 345	Ancient Epic						None	InstrPer	None	M 130-430	MDB/EMS
HA 346	Tolstol						None	Open	None	TTh 1030-12	EDM 4
SS/HA 348	Topics in Politics & Art						20	InstrPer	20	T 9-12	EDM 1
HA 353	Advanced Dances Composition						25	InstrPer	25	MW 130-3	PH A-1
HA 388L	Creative Process/Real World						10	InstrPer	10	MW 1-3	MDB
HA 397I	Movement Observation						None	Open	None	W 3-5	PPH 101
HA 399b	Indiv Prob Film/Photo/Media						None	Open	None	TTh 1-3	MDB studio
HA 399c	Art Tutorial						15	SecDesc	15	T 930-1230	PPH
HA 399d	Art Tutorial						15	InstrPer	15	Th am/pm	ARB

\* Course does not satisfy one-half of a Division I requirement.

Reading/Writing Program

COURSE	DESCRIPTION	W	T	Th	F	S	None	METHOD	LIMIT	TIME	PLACE
WP 101	Basic Writing						16	SeeDesc	16	WF 9-10	PH A-1
WP 105	Intro Academic Writing						20	InstrPer	20	TBA	TBA
	Learning To Work Effectively						8	InstrPer	8	W 3-430 (begin 3/8)	PPH 106

Foreign Languages

COURSE	DESCRIPTION	W	T	Th	F	S	None	METHOD	LIMIT	TIME	PLACE
FL 101	Intensive French						10	InstrPer	10	TWTh 3-530	PH A-1
FL 102	Intensive Spanish						10	InstrPer	10	TWTh 3-530	PH B-1
FL 106	Elementary Arabic I						None	InstrPer	None	MTWTh 11-12	PH A-1

# SPRING 1989 SCHEDULE OF CLASSES

## School of Natural Science

COURSE	INSTRUCTOR	METHOD	LIMIT	TIME	PLACE
NS 119 Cardiovascular Fitness/Disease	Bruno	Open	None	MF 9-1030	CSC 302
NS 123 Human Biological Variation	Goodman/Lowry	Open	None	NF 130-3	CSC 114
NS 128 Contraception/Today-Tomorrow	Henderson	Open	20	TTh 1030-12	CSC 126
NS 146 Ecology of Agriculture	Schultz	Open	None	MW 1030-12	CSC 126
NS 166 How Computers Work	Woodhull	Open	None	MWF 130-230	CSC 3rd floor
NS/CSS 187 Animal Behavior Research Lab	Coppinger/Feinstein	Interview	20	MW 130-330	CSC 302
NS 199 Project Course	Miller/Kelly	Open	None	TBA	TBA
NS 203 Basic Chemistry II	Amarasinghena	Open	None	MWF 9-1030/M130-430	CSC 126/Lab
NS 207 Evolution of the Earth II	Reid	Open	None	TTh 9-1030/Th 1-5	CSC 126/Lab
NS 210 Organic Chemistry II	Lowry	Open	None	WF 9-1030/F 1-5	CSC 202/Field
NS 212 Land Degradation/Society	Wisher	Open	None	MWF 9-1030/M130-430	CSC 114/Lab
NS/SS 216 Biology of Plants/Animals	Wiship/McNeal	Open	None	TTh 130-3	PPH 108
NS 221 Reproductive Physiology	Henderson	Open	None	TTh 1030-12/F130-430	CSC 114/Lab
NS 222 Topics in Exercise	McNeal	InstPrer	Seedesc	TTh 1-3	CSC 126
NS 223 Evol./Behavior Domestic Animals	Coppinger	Open	16	TTh 130-3	CSC 302
NS 230 Philoosophy/Politics/Policy	Krass/Garfield	Open	None	MWF 9-1030	ARF
NS/HA 245 Naturalist/Nature Writer	Hoffman/Smith	Open	None	MW 9-1030	EDH 4
NS 256 Informational Macromolecules	L Miller	Open	None	MWF 1030-12	CSC 2nd Floor
NS 257 The New Genes	L Miller	Open	None	MWF 1030-12	CSC 2nd Floor
NS 259 Math Concentrators' Seminar	Kelly	Open	None	T 4-530	CSC 126
NS 276 Intro Comparative Science	Dugan	Open	None	MW 1030-12	CSC 114
NS 283 Environmental Geochemistry	Reid	Open	None	WF 1030-12/W230-5	CSC 302/Lab
NS 304 Tropical Agroecology	Wiship	Open	None	TTh 9-1030/Th 1-5	CSC 302/Field
NS 313 Current Issues/Arms Control	Krass	Open	None	Th 7-10 pm	CSC 126
NS 316 Linear Algebra & Applications	Kelly	Open	None	MW 1030/12	PPH 105
NS 317 Modern Algebra	Hoffman	Open	None	MWF 1030-12	PPH 102
NS 330 Division III Research Seminar	L Miller	Open	None	MW 130-3	CSC 126
NS 344 Physics/Chemistry Environment	Amarasinghena/Wirth	Seedesc	None	TBA	TBA
NS 349 Book Seminar in Physics	Bernstein	Open	None	TTh 9-1030/Th130-5	CSC 302/Lab
NS 388I Comparative Science Traditions	Dugan	Open	None	TBA	TBA

### Mtl.-course

ASTFC 19 Planetary Science	Dent+	Umass	TTh 230-345	Amerst
ASTFC 20 Cosmology	Van Blerkom+	Umass	MW 230-345	Mt Holyoke
ASTFC 22 Galactic/Extragal Astronomy	Dennis+	Umass	TTh 230-345	Umass
ASTFC 34 History of Astronomy	Harrison+	Umass	TTh 230-345	Umass
ASTFC 38 Techniques of Radio Astronomy	Snell/Goldsmith+	Umass	MWF 125-245	Umass
ASTFC 44 Astrophysics II	Kwan+	Umass		

+Five College Astronomy Professor

## School of Social Science

COURSE	INSTRUCTOR	METHOD	LIMIT	TIME	PLACE
SS 102 Poverty & Wealth	Nisonoff	Open	25	TTh 1030-12	PPH 105
SS 117 Europe, 1890-1945	Wald	Open	25	TTh 9-1030	PPH 106
		Open		MW 1030-12	PPH 108

COD  
ARB  
ARF  
CSC  
EDH  
MDE  
PPH  
EAS

## 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 the character of wealth go to the heart of what it is to live in America. This course encourages inquiry into a hard accounting of this contemporary social and economic reality. Thematic units include federal income measurement, its facts and its fictions; the business elite; taxation; family and sexual inequality; race; health care and aging; education; and the history of social welfare programs and charity. To understand the way income inequality is perceived and measured, we will also examine three paradigms in economic inquiry: radical, liberal, and conservative. Evaluation will be based on class participation and several assigned problem sets and essays.

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

**SS 117**  
**MASS MAN, MASS**  
**MOVEMENTS, MASS**  
**CULTURE:**  
**EUROPE, 1890-1945**  
 James Wald

In late nineteenth century, a handful of European nations dominated the world, ruling over vast empires. By mid-twentieth century, however, millions of European soldiers and civilians had been killed in wars of unprecedented destructiveness, much of Europe was physically devastated, its colonial empires were on the verge of breaking up, and two new superpowers, the United States and the Soviet Union, were coming to assume a leading role in world affairs. Above all, the experience of the modern age had severely weakened, if not altogether 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 such topics as the World Wars, irrationalism, communism, the avant-garde, and particularly, the rise of fascism.

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

**SS 122**  
**POWER AND**  
**AUTHORITY**  
 Robert Rakoff

The aim of this course is to critically analyze the structure of power and authority in American politics, workplaces, and families. We will look at the institutions and practices which characterize the exercise of power, at the ways in which such institutions become legitimate in the eyes of citizens, and at the processes which might de-legitimize and radically alter existing structures of power and authority. Power relations to be examined will include rulers and ruled, masters and slaves, men and women, adults and children, bosses and workers, and experts and non-experts.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

What difference does education make in the development process? For answers, we will look at various segments of Third World society and determine what education does, or does not do, for states, governing elites, different social classes, women and men, and external interests such as aid agencies and the World Bank. Specific issues such as these will be addressed: what are the opportunities and limitations of the use of education for reform and even revolution? Why is education such a highly political topic? What is the extent, value, and impact of political education? What are proper levels of expenditure? What kind of education should be emphasized? What is the relation between education, employment, and skills needed for national development? Case studies of capitalist and socialist states in the Third World will be examined.  
 Class meets for one and one-half hours twice weekly; limit 35.

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

This course will investigate adoption and surrogacy. We will explore the ways in which these practices--legal, contested, and clandestine--are shaped by ethics, law, and lineage in various cultural contexts. Among the questions to be addressed are: What are the conceptions of mother? of father? of children? How does women's status affect their relation to reproductive alternatives? Are women and children property owned either by individual men or by the community?

Class will meet for one and one-half hours twice weekly. Enrollment is limited to 60. In addition to the regular meeting times we will sometimes use the period 12:30-1:30 on Tuesdays.

SS174  
**WAR, REVOLUTION,  
 AND PEACE**  
 Michael Klare

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

Class meets for one and one-half hours twice weekly; enrollment limit 50.

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

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

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

SS 184  
**AMERICAN  
 CAPITALISM**  
 Stanley Warner

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

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

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

We begin with studies of localized religions closely connected with the history, culture, and society of particular ethnic or "tribal" groups. For example, the religion of the Dakota, or Sioux, a Native American people, is an integral part of their Dakota identity. Then we consider Christianity: a universalist religion, implying no particular social identity, emphasizing conversion as an experience open to all. Christianity arose in explicit contrast to the localized character of Judaism--a matter to be pondered. We conclude with reintegrative religions, which often begin as "movements" or "cults" in response to European domination or rapidly changing socioeconomic conditions, and which may signify implicit rejection of the universalism introduced through conversion to Christianity. Required: two short essays and a final paper.

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

**\*SS 210  
INTRODUCTORY  
ECONOMICS**

Laurie Nisonoff

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

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

**SS 212  
CONFLICTS IN 19TH  
CENTURY U. S. SOCIAL  
HISTORY: RACE,  
GENDER, AND  
CLASS**

Mitziko Sawada

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

Class meets three hours once a week.

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

Benjamin Wisner

This course explores physical and social causes of land degradation. We will cover basic definitions and measurements, approaches to understanding degradation, and the social/economic/political consequences of land degradation. Emphasis will be given to the role of land degradation in causing chronic hunger and food crisis. We will probe for value judgments underlying ways people have understood, measured, and attempted to mitigate land degradation. "Dust bowls" have been created in the USSR, USA, Australia, China, India, Brazil and Mexico--to mention a few cases. 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 222  
POVERTY,  
PATRIARCHY, AND  
POPULATION CONTROL**

Betsy Hartmann

Is the population problem really about a surplus of human numbers--or a lack of basic rights? Is population control, as practiced by governments and international institutions, an effective or ethical response?

This course will provide a critical framework for analyzing the phenomenon of rapid population growth in the Third World and reproductive issues affecting the domestic Third World. It will cover basic demographic concepts; the causes and effects of high birth rates; women's productive and reproductive roles; the political and cultural assumptions underlying the philosophy of population control; the politics of family planning and health care; the use and abuse of contraceptive technologies, both in the Third World and the West; and alternatives to population control at the national and local levels.

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

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

Donald Poe

This course will introduce students to the various ways in which the disciplines that constitute the social sciences deal with data. We will use examples from such fields as political science, anthropology, sociology, psychology, economics, and history to understand how practitioners use data to shed light on important questions. The types of data dealt with will include political polling, observational field study data, demographics and census tract data, and questionnaire responses.

Class meets once a week for three hours; enrollment limit 25.

**SS/HA 225  
THE OTHER  
SOUTHS: WOMEN,  
BLACKS, AND POOR  
WHITES IN  
SOUTHERN HISTORY  
AND LITERATURE**

Susan Tracy  
L. Brown Kennedy

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

This course is open to students who have had some previous work in social science or humanities. Because of its substantial writing component, enrollment will be limited.  
Class meets for one and one-half hours twice weekly; by instructor permission.

**SS/HA 244  
CAPITAL VS.  
COMMUNITY**

Myrna Breitbart  
Stanley Warner

This course addresses the problem of the international movement of production by multinational corporations. It examines the social and political impact on communities in the First and Third World. How extensive are the employment and unemployment consequences generated by capital flight and what options exist? Students examine these issues using a simulation approach that focuses on a fictitious New England city and its largest employer. Techniques for predicting corporate shutdown and assessing its social, economic, and political consequences are considered, using computers as one tool for analysis. Community responses to a plant shutdown are designed in teams, with students assuming the roles of planners, workers, corporation executives, and politicians. Efforts to promote worker ownership and political regulation of capital mobility are examined as well. No computer background required, only a commitment to teamwork and imaginative problem-solving.

Class meets two and one-half hours once a week.

**SS 254  
"BOOKS HAVE THEIR  
DESTINIES": TOPICS  
IN THE HISTORY OF  
LITERACY AND  
LITERARY CULTURE**

James Wald

Even in this age of "video culture," we all deal with books every day, yet few of us stop to ponder the role of the printed word in history. Rather than treating literature as a mere reflection of social "reality" or presenting history as so much "background" to texts, this course focuses on the social character of "literary life." As such, it is intended to help bridge the gap between the social sciences and the humanities. Our concern is with the great formative phase in the history of print culture—roughly, Renaissance through Romantic era. In studying the rise of the modern literary market, we will consider in particular three major agents in the circuit of communication: authors, publishers, and readers.

Class meets for one and one-half hours twice a week; some background in history or literary studies strongly recommended.

**SS 258  
LAW AND LABOR IN  
U.S. HISTORY**

Lester Mazor  
Flavio Risech

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

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

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

Aaron Berman

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

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

SS 262

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

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

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

SS 266

**EUROPE AND ITS  
OTHERS**Leonard Glick  
Joan Landes  
Kirin Narayan

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

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

SS/HA 271

**ISSUES IN  
AFRO-AMERICAN  
HISTORY AND  
LITERATURE**Susan Tracy  
Reinhard Sander

The history of Afro-Americans is a story of despair and hope, fear and determination, tears and laughter. It is a story which takes three continents and three centuries to tell and centers on the struggle of a people for freedom and identity in a society which would deny both to them.

This course is offered as an introduction to Afro-American history and literature and will focus on \* the African heritage and the diaspora; slavery and the first black liberation movement; Reconstruction of the South and the reinstitutionalization of white power; the Harlem Renaissance; and the Civil Rights and Black Power Movements.

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

SS 272

**POLITICAL THEORY,  
SCIENCE FICTION,  
ARTIFICIAL**
**INTELLIGENCE**  
Theodore Norton

Artificial Intelligence (AI) is most often studied from the vantage points of the engineer or cognitive scientist. In this course it will be reconsidered in light of its place in modern political theory and recent science fiction. We will review the history of AI since the seventeenth century. We will then discuss AI as political theory, in work of Thomas Hobbes and Herbert Simon. Finally, we will mark the opening up of a new cultural space in which themes from AI as engineering, political thought, and science fiction begin to merge. In addition to texts by Hobbes and Simon, we will read some recent examples of "AI fiction" (Rudy Rucker, William Gibson, others) together with chronicles of AI's past and forecasts of its future.

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

SS 275

**STATE AND  
SOCIETY**Carolee Bengelsdorf  
Margaret Cerullo  
Lester Mazor

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

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



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

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

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

SS 293  
**THE VIETNAM WAR**  
 Anthony Lake

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

Class meets for one and one-half hours twice weekly; enrollment limit 60.

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

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

Attempts have been made in real life and fiction to partly effect social change and create a better world through the planned design of alternative living and working environments. We will examine the effectiveness of these efforts, focusing on the intended and unintended consequences. Examples may include utopian socialist, garden city, and other planning/Community Architecture movements; contemporary feminist design alternatives; and continuing debates about "democratic" vs. "repressive" environmental forms

Class meets two and one-half hours once a week.

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

This course will have two primary purposes: (1) a museum studies seminar in preparation for the exhibition "Representing Revolution" in fall 1989; (2) an advanced seminar on revisionist studies of visual representation in the age of the French Revolution. Works by Bryson, Crow, Fried and Paulson will be considered. Preference given to students who have completed "Art and Revolution," and/or background in French and British art, history, and political theory.

Class will meet for three hours once a week. Enrollment limited to 25; instructor permission required.

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

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

Class will meet for three hours once a week. Enrollment limited to 12; instructor permission required. Please send detailed, typewritten statement of interest.

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

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

Class will meet once a week for three hours. Enrollment limited to 16 Division III students who have begun to write their theses; prior permission of the instructor required.

## Special Programs

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**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.

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

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

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

**POPULATION  
& DEVELOPMENT**

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

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

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

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

**PUBLIC SERVICE AND  
SOCIAL CHANGE  
PROGRAM**

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

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

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

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

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

**THIRD WORLD  
STUDIES**

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

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

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

## Writing/Reading Program

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

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

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

### WP 101 BASIC WRITING Will Ryan

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

The class is open to first-year students, with a limit of 16. Other students may enroll if space is available. Interested students should sign up in Prescott 101 before the first class. We will meet for one hour, twice a week.

### LEARNING TO WORK EFFECTIVELY Deborah Berkman

This will be a "working 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. Students in the group will have as their shared goal the completion of a divisional project or of specific class papers. (The projects chosen for the group should grow out of a class in which the student is currently enrolled, or be an exam for which the student has faculty support.) We will discuss as a group strategies for overcoming work blocks and will provide support for each other in uncovering and understanding sources of blocks. Group time will also be spent discussing individual projects, and subjects pertinent to these projects, such as methods of research, analytical writing, improving reading and study skills, etc. Prior to the beginning of the group students should contact Deborah Berkman (X531) to discuss possible projects. Admission to the group is also by interview with Deborah.

The group will begin Wednesday March 8th and meet weekly on Wednesdays from 3:00 - 4:40 p.m.

### 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

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

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

FL 101  
**INTENSIVE FRENCH**  
 FL 102  
**INTENSIVE SPANISH**

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

Classes are enrolled to 10; by instructor permission, after which time class level will be determined. Sign-up sheets at the Prescott 90D office.

FL 106  
**ELEMENTARY ARABIC I**  
 Mohammed M. Jiyad

Continuation of FL 105. Lecture, class recitation, extensive use of language lab. Introduction to the Modern Standard Arabic language: reading writing, and speaking. Daily written assignments, frequent recitation, dictations, quizzes, and exams. Text: Elementary Modern Standard Arabic I. A computer program will be used to teach the Arabic script, and perhaps a program to teach vocabulary will be used later in the course. Some handouts of particular use will be distributed.

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

## Five College Offerings

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### FIVE COLLEGE STATEMENT

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

### Course List

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

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

Hampshire  
 Social Science 174  
**WAR, REVOLUTION & PEACE**  
 Michael Klare

Mount Holyoke  
 Politics 311s  
**PRINCIPLES & METHODS OF PEACE & CONFLICT RESEARCH**  
 Michael Klare

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

Mount Holyoke  
 International Relations 312s  
**THIRD WORLD REVOLUTION**  
 Anthony Lake

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

Mount Holyoke  
**FRENCH LANGUAGE COURSE**  
 Mary A Lyman

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



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

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

## Course Descriptions

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

HAMPSHIRE: Elementary Arabic I. Continuation of Foreign Languages 105.  
Foreign Language 106  
Mohammed Mossa Jiyad  
Class meets Monday thru Thursday 11 am to 12 noon in Prescott A-1.

HAMPSHIRE: War, Revolution and Peace. An introduction to the varieties and characteristics of warfare in the modern age, and a look at some of the methods that have been proposed for preventing or restraining armed conflict. Intended to provide students with a capsule view of the field of peace and conflict studies. We will examine the entire "spectrum of conflict," stretching from guerrilla combat and "low-intensity warfare" to all-out conventional conflict and intercontinental nuclear war. Case studies will include World War I, the Vietnam War, and nuclear war (Hiroshima and a hypothetical superpower conflict). In the area of peace, we will look at both traditional means of arms control as well as more visionary concepts of disarmament, alternative security, and citizen peacemaking. We will make extensive use of films, video, and simulations; students will also be encouraged to attend public lectures sponsored by the Five College Program in Peace and World Security Studies. Students will be required to participate in discussion sessions and to write several short papers. First- and second-year students only. Maximum enrollment: 50.

MOUNT HOLYOKE: Principles and Methods of Peace and Conflict Research. An introduction to the principles and methods of research on peace and conflict issues, stressing the acquisition of skills through directed student-research projects. Intended to expose students to current research on international security issues and the basic sources used in advanced study of international peace and security issues. We will begin with selected readings on the international war/peace system, and proceed to close examination of basic research guides and sources (e.g. Arkin's Research Guide to Current Military and Strategic Affairs). Students will prepare a major research paper during the semester on some aspect of the current debate on defense, disarmament, and international security.  
Prerequisite: eight credits in Politics including Politics 203, or permission of instructor. One two-hour meeting per week.

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

Enrollment limited. Class meets Tuesday and Thursday 10:30 a.m.

MOUNT HOLYOKE:  
International Relations 312s  
Anthony Lake

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

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

MOUNT HOLYOKE  
French Language Course  
Mary Ann Lyman

Call Registrar for details.

UNIVERSITY:  
Afro-American 254  
Pearl Primus

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

UNIVERSITY:  
Geology 512  
J. Michael Rhodes

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

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

UNIVERSITY:  
Geology 591V  
J. Michael Rhodes

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

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

UNIVERSITY:  
History 497  
Kevin M. Sweeney

**MATERIALS FOR A CULTURAL HISTORY OF THE CONNECTICUT RIVER**

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

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

## **Outdoor & Recreational Athletics Program**

### **CURRICULUM STATEMENT**

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

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

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

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

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

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

### **Course List**

OPRA 101

#### **BEGINNING SHOTOKAN KARATE I**

Marion Taylor

OPRA 103

#### **INTERMEDIATE SHOTOKAN KARATE II**

Marion Taylor

OPRA 104

#### **ADVANCED SHOTOKAN KARATE**

Marion Taylor

OPRA 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  
Glenna Lee

OPRA 124

#### **BEGINNING WHITEWATER KAYAKING**

Earl Alderson  
Glenna Lee

OPRA 126

#### **BEYOND BEGINNING WHITEWATER KAYAKING**

Earl Alderson

OPRA 149

#### **OPENWATER SCUBA CERTIFICATION**

David Stillman

OPRA 151

#### **BEGINNING TOP ROPE CLIMBING**

Glenna Lee

OPRA 156

#### **LEAD ROCK CLIMBING**

Kathy Kyker-Snowman

OPRA 161

#### **ZEN & ART OF BICYCLE MAINTANCE**

Kathy Kyker-Snowman

OPRA 181

#### **OPEN NORDIC SKIING**

Karen Warren

OPRA 182

#### **TELEMARK SKIING**

Earl Alderson

OPRA 218

#### **OUTDOOR LEADERSHIP**

Karen Warren

The following courses which appear in the Preliminary Spring 1989 Course Guide have been cancelled:

OPRA 133  
BEGINNER'S WHITE-  
WATER CANOEING  
Karen Warren

OPRA 141  
BEGINNING SWIMMING  
Donna Smyth

OPRA 145  
WATER SAFETY  
INSTRUCTION  
Donna Smyth

## Course Descriptions

OPRA 101  
BEGINNING  
SHOTOKAN  
KARATE I  
Marion Taylor

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

Class will meet during Spring Term on Monday and Friday 1:30 to 3:30 and Wednesday 6:00 to 8:00 pm on the playing floor of the Robert Crown Center. Five college students will be graded on a pass/fail basis and must negotiate credits with their registrars. Enrollment unlimited.

OPRA 103  
INTERMEDIATE  
SHOTOKAN KARATE II  
Marion Taylor

This course is for students who have completed OPRA 101 and 102. The class will meet Monday, Wednesday and Sunday from 6 to 8:00 p.m. on the playing floor of the Robert Crown Center. Enrollment unlimited, instructor's permission. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

OPRA 104  
ADVANCED  
SHOTOKAN KARATE  
Marion Taylor

This course is for students who have attained the rank of brown belt or black belt. Classes will meet Tuesday, Wednesday, and Friday from 6 to 8:00 p.m. on the playing floor of the Robert Crown Center. Enrollment limit, none; instructor's permission. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

OPRA 112  
INTERMEDIATE  
AIKIDO  
Paul Sylvain

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

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

OPRA 115  
AIKI KEN  
Paul Sylvain

Ken or wooden sword in Aikido is derived from Kihari 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 creating stamina, endurance, and vitality. The course will stress a good foundation (strength, stretching, basic standing meditation) and the first series of the T'ai Chi form.

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

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

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

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

**OPRA 123  
BEGINNING  
WHITEWATER  
KAYAKING**  
Earl Alderson  
Glenna Lee

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 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**  
Earl Alderson  
Glenna Lee

Same description as above except the class will meet on Wednesday from 1:30 to 3:30 pm 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 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**  
David Stillman

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

**OPRA 151  
BEGINNING TOP  
ROPE CLIMBING**  
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 mediums as an indoor climbing wall and many of the local climbing areas. Beginners are especially welcome.

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

OPRA 156  
LEAD ROCK  
CLIMBING  
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  
ZEN AND THE ART  
OF 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 Wednesday from 7 to 9:30 p.m. until Spring Break.

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, backcountry area, or a downhill area for an afternoon of Nordic skiing. Instruction in track, backcountry touring, and telemark skiing will be provided. Equipment for all three types of skiing can be obtained for course participants through the Equipment Room: you should check it out beforehand and be ready to leave at noon.

You may come to any number of sessions but will need to sign up initially with insurance information at the OPRA office and then show up at the open session.

There will be a lab fee for use of the telemark equipment. Credit not available. Sessions: Friday 12:00 to 6:00pm. 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 pm on Wednesdays. Register at 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 p.m. to 5 p.m. and Thursdays from 1 p.m. to 3 p.m.

## Faculty Biographies

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### School of Communications and Cognitive Science

- Joan Brademan** is an associate professor of television production. Her BA is from Radcliffe College, her MA from New York University, and she is a PhD candidate at New York University. Her video and film production has focused on a variety of social and political issues, and she has published in such journals as The Quarterly Review of Film Studies and Heresies: A Feminist Publication on Art and Politics. One of her most recent video productions was a study of contemporary Nicaragua, co-produced for the Public Broadcasting System. She will be on leave academic year 1988-89.
- Patricia Colson-Montgomery** 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. His main teaching interests are in philosophy of psychology, philosophy of mind, and ethics. His recent research compares the model of explanation used by behaviorists with that of contemporary cognitive psychologists.
- Gregory Jones** assistant professor of communication, has an AB in theatre from Dartmouth College, an MFA in theatre and speech from Smith College, and a PhD from the University of Massachusetts. He has taught at the University of Massachusetts, Fitchburg State College, and Hampshire College in the areas of television production, media criticism, interpersonal and group communication, and rhetoric. He has had professional experience as a theatre producer, social worker, and English teacher (in Torino, Italy). He has additional academic and extracurricular interests in photography, film, music, acting, directing, and educational theory.
- David Kerr** associate professor of mass communications and Master of Merrill House, has a BA from Miami University in Ohio, and an MA from Vanderbilt University. His teaching experience includes courses in communication research and journalism history. His educational interests include the radical press in America, how television affects the public, and communications law. He is currently researching the history of the Liberation News Service.
- David Kramer** assistant professor of computer studies, received a BA in mathematics from Harvard University and holds MA and PhD degrees from the University of Maryland. He taught at Lawrence University and Smith College before joining the Hampshire College faculty. His interests include number theory and computer music.

- Ernest Larsen** is a visiting assistant professor of media studies. He has a BA from New York University and an MFA from the Columbia University School of the Arts. He has taught at the University of California, San Diego and the City University of New York. He is a novelist, short story writer, scriptwriter, and video collaborator with his wife, Sherry Millner. His professional work includes reportage in addition to film, video, and literary criticism.
- Meredith Michaels** associate professor of philosophy, taught philosophy and women's studies at Mount Holyoke College before coming to Hampshire. She has a BA from the University of California, Santa Barbara, and an MA and a PhD from the University of Massachusetts. She teaches courses in metaphysics, epistemology, and ethics, and has worked extensively on a variety of issues in feminist theory and pedagogy.
- James Miller** associate professor of communications, took his PhD at the Annenberg School of Communications at the University of Pennsylvania. His interests span theoretical issues and practical problems in several areas of the social control of public communication. They include corporate and state policies toward communication technologies and the occupational, organizational, and industrial structure of communication production. He is also involved in cultural studies especially those that explore the political and ideological aspects of popular entertainment and news. He has a growing interest in the media cultures of France, Canada, and Cuba. He will be on leave academic year 1988-89.
- Sherry Millner** is a visiting assistant professor of TV production. She has an MFA from the University of California, San Diego. She has taught at Rutgers University, California Institute of the Arts, Antioch College, and UCSD. She has been the Associate Editor of *JumpCut* and has written reviews and articles on film, video, feminism, and art. Her own video and film productions have received numerous screenings and critical acclaim. She has collaborated with her husband, Ernest Larsen, and she is interested in the critical and political applications of video art.
- 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.
- Jacob Reider** adjunct instructor of psychology holds a BA from Hampshire College. After graduation from Hampshire he received a Threshold Grant to continue his Division III research in cognitive psychology, and he worked as a research associate in Hampshire's cognitive science laboratories. He has also taught psychology and computer programming in the summer program of the Northfield Mt. Herman School. During 1988-89 he will again be working in Hampshire's cognitive science laboratory and will co-teach the psychology laboratory course.
- Tsenay Serequeberhan** assistant professor of philosophy, holds a PhD from Boston College. He has taught at the University of Massachusetts at Boston and Boston College and was a research associate at the William Monroe Trotter Institute, where he studied the Eritrean Liberation Movement. He has published essays on Kant and Aquinas, Hegel, Heidegger, and Gadamer. His current research addresses hermeneutic and political topics in African philosophy as well as problems in modern political philosophy. He teaches courses in ancient philosophy, African philosophy, political philosophy, Heidegger, hermeneutics, and Marxism.
- Catherine Sophian** associate professor of psychology, received a BA from New College, and an MA and a PhD from the University of Michigan. She taught at Carnegie-Mellon University before coming to Hampshire. She is a developmental psychologist whose specialty is cognitive development.



- Neil Stillings** professor of psychology, has a BA from Amherst College and a PhD in psychology from Stanford University. Much of his research and teaching concerns the psychology of language. He also has a substantial interest in other areas of cognition, such as memory, attention, visual and auditory perception, intelligence, and mental representation.
- Steven Weisler** assistant professor of linguistics, has his main interests in semantics, syntax, language acquisition, and the philosophy of language. He has a PhD in Linguistics from Stanford University and an MA in communication from Case Western Reserve University. For the two years before coming to Hampshire he held a postdoctoral fellowship in cognitive science at the University of Massachusetts.

### School of Humanities and Arts

- Leonard Baskin** visiting professor of art is a noted sculptor and graphic artist. Professor Baskin is the proprietor of the Gehenna Press and the first art editor and designer of The Massachusetts Review.
- Rhonda Blair** assistant professor of theatre, holds a PhD in Theatre and an MA in Slavic Studies from the University of Kansas. She has expertise in both performance (as an active actor/director) and theory/criticism. Before coming to Hampshire she taught at the University of Kentucky and has actively participated in the administration of the Woman's Theatre Project of the American Theatre Association.
- Bill Brayton** assistant professor of art, received a BA in Studio Art from the University of New Hampshire and an MFA from Clairmont 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.
- Elen Donkin** assistant professor of theatre, holds a BA in drama from Middlebury College, an MA in English from the Bread Loaf School, Middlebury College, and a PhD in theatre history from the University of Washington. She has taught in the drama department of Franklin Marshall College and at the University of Washington. Her special areas of interest are playwriting, directing, and Marxist and feminist critiques of dramatic literature and praxis.
- Anne Fischel** visiting assistant professor of film/photography received a BA in English and American Literature from Brandeis, a MA in Communications from the University of Massachusetts, Amherst, and is currently completing a PhD in Communications from the University of Massachusetts. She has worked as an independent filmmaker in the Boston area for a number of years, producing, directing, writing, and editing documentary films. She has also been professionally involved in ethnographic filmmaking and in projects for public television.
- Lynne Hanley** assistant professor of literature and writing, received a BA from Cornell, MA in English from Columbia, and a PhD in English from the University of California at Berkeley. She has taught at Princeton, Douglass, and Mount Holyoke. At Hampshire, she offers courses in women writers and short story writing. She publishes both short stories and literary criticism. Most recently she has published a series of articles on women writers on twentieth century war. Lynne will be on leave spring term.
- Norman Holland** assistant professor of Hispanic literature, has taught Spanish American literature and culture at Columbia University, the University of Maine at Orono and at the College of William and Mary before coming to Hampshire. He holds a PhD from The 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** assistant professor of art, holds a BFA from the Portland Museum School and an MFA from Yale University. He has taught painting and printmaking at the Yale School of Art, and most recently at Scripps College and Claremont Graduate School. He has received a Guggenheim Fellowship, among other awards. His work has been extensively exhibited and is in the collections of major museums.
- Paul Jenkins** visiting 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 Keams** 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 Juillard. She composes choral music and edits performing editions of Renaissance choral music. At Hampshire she serves as liaison to the Five College Early Music Program and to the Five College Orchestra.
- L. Brown Kennedy** associate professor of literature, is interested mainly in the Renaissance and the seventeenth century with particular emphasis on Elizabethan and Jacobean drama, Shakespeare, the metaphysical poets, and Milton. She received a BA from Duke University and an MA from Cornell where she is a PhD candidate.
- Wayne Kramer** associate professor of theatre arts, holds a BFA and an MFA with emphasis in design work for the theatre. He has eleven-years experience in black theatre, children's theatre, and the production of original scripts, and has directed for the stage and television. His design work has been seen both in this country and in Europe. He has been a guest artist with Smith College Theatre on several occasions, and designed the New York production of Salford Road, which was later performed in Scotland.
- Yusef Lateef** Five College professor of music, holds a MA in music from the Manhattan School of Music and a PhD in education from the University of Massachusetts. He has concertized internationally, authored more than fifteen music publications and he has been extensively recorded. His interests include teaching, composing music, creative writing, symbolic logic, printmaking, ethology and linguistics.
- Sura Levine** assistant professor of art history, holds a BA from the University of Michigan, an MA from the University of Chicago, and is currently completing a PhD at that institution. She has expertise in 19th and 20th century painting and is also interested in questions of visual representation in other media such as sculpture and architecture. She has had several catalogue entries for various collections at David and Alfred Smart Gallery, University of Chicago, and the Joslyn Art Museum, Omaha, Nebraska, and has co-authored "Stuart Davis' Art and Art Theory, an Introduction for the Brooklyn Museum.
- Jill Lewis** associate professor of humanities, holds a BA from Newham College, Cambridge, England, and is presently pursuing a PhD at Cambridge University. She has been very active in the Women's Liberation Movement in Britain and France. Ms. Lewis teaches courses in literature and cultural history at Hampshire. Jill will be on leave fall semester.
- Jerome Liebling** professor of film and photography, has produced several award-winning films, and has exhibited at the Museum of Modern Art, George Eastman House, and other museums. He has taught at the University of Minnesota and State University College at New Paltz, New York.

- Elmor Lipman** visiting assistant professor of creative writing holds a AB from Simmons College. She has taught at Simmons College and Lesley College before coming to Hampshire College. She has published short stories in magazines here and abroad, including Cosmopolitan, Ascent, Yankee, Ladies Home Journal, Self, New England Living, and Playgirl. Her short story collection, Into Love and Out Again, was published last year by Viking, and will appear in paperback this November. Two of her stories were included in the 1986 anthology, New Fiction from New England, and she has twice received distinguished story citations in Best American Short Stories. Her first novel will be published in 1989.
- Sally Allen Livingston** was Assistant Professor of Cultural History and Director of Cultural Affairs at Hampshire College from 1976-79. She successfully made the transition from "school" to "real world" into the area of arts administration and fundraising. She has raised over \$7 million for non-profit institutions throughout this country and in Europe and is currently a partner in Endowment Planners, a consulting company based in Springfield.
- Daphne A. Lowell** assistant professor of dance, holds a BA in cultural anthropology from Tufts University and an MFA in modern dance from the University of Utah. She toured nationally performing and teaching with The Bill Evans Dance Company, and has taught dance at Smith College, the University of Washington, and Arizona State University. She has studied "authentic movement" at the Mary Whitehouse-Institute, and is especially interested in choreography, creativity, and dance in religion.
- Richard Lyon** professor of English and American studies, holds BAs from Texas and Cambridge, and an MA from Connecticut, and a PhD in American Studies from Minnesota. He was formerly chairman of the American Studies Curriculum at the University of North Carolina at Chapel Hill, and was Hampshire's first Dean of the College.
- Margo MacKay-Simmons** assistant professor of Afro-American music, has taught at the University of Ottawa before coming to Hampshire and has studied and performed jazz and other improvisational styles of music in this country and Europe. She holds a PhD from the University of California at San Diego. Her areas of interest are rhythmic structure, static and dynamic time conditions in twentieth century works; new and significant relationships between text and music in selected twentieth century works; and the nature and practice of musical improvisation.
- Judith Mann** associate professor of art, holds a BFA from the State University of New York at Buffalo and an MFA from the University of Massachusetts. She taught at Mount Holyoke College, the University of Rochester, and the Nova Scotia College of Art and Design before coming to Hampshire. She has exhibited nationally and internationally. Her work is in several private and institutional collections.
- Sandra Matthews** assistant professor of film/photography, has a BA from Radcliffe and an MFA from SUNY at Buffalo. She has wide experience professionally and in teaching both filmmaking and photography. She has particular interest in film and photography as a cross-cultural resource.
- Robert Meagher** professor of philosophy of religion, has a BA from the University of Notre Dame and an MA from Chicago. His publications include Personalities and Powers, Beckonings, Toothing Stones: Rethinking the Political, and An Introduction to Augustine. He has taught at the University of Notre Dame and at Indiana University.
- Rebecca Nordstrom** assistant professor of dance/movement holds a BA in art from Antioch College and an MFA in dance from Smith College. She was co-founder of Collaborations Dance-Works in Brattleboro, VT and has performed with Laura Dean Dancer and Musicians in NYC. She has taught at Windham College and the University of Delaware. Areas of special interest are choreography, improvisation, and Laban Movement Analysis.
- Nina Payne** associate professor of writing and human development, received her BA from Sarah Lawrence College. A collection of her poems, All the Day Long, was published by Atheneum in 1973. Her current work has appeared in a variety of journals, most recently in the Massachusetts Review and Ploughshares. She has taught writing at Hampshire since 1976.

- Earl Pope** professor of design, holds a BArch degree from North Carolina State College and has been design and construction critic for the Pratt Institute in New York City. He has been engaged in private practice since 1962.
- Abraham Ravett** associate professor of film and photography, holds a BA in psychology from Brooklyn College, a BFA in filmmaking and photography from the Massachusetts College of Art, and an MFA in filmmaking from Syracuse University. Complementing a career in filmmaking and photography, Ravett has also worked as video tape specialist and media consultant. He will be on leave the academic year.
- Mary Russo** associate professor of literature and critical theory, earned a PhD in romance studies from Cornell. She has published widely in the fields of European culture, semiotics, and feminist studies.
- Andrew Saikey** 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. She will be on sabbatical spring term.
- David E. Smith** professor of English and American studies and dean of Humanities and Arts, holds a BA from Middlebury College and an MA and PhD from the University of Minnesota. He has been at Hampshire since it opened, and before that was director of Indiana University's graduate program in American studies. His writing and teaching reflect an interest in American social and intellectual attitudes toward land and landscape.
- Jeffrey Wallen** assistant professor of literature, received an AB from Stanford University, an MA from Columbia University, and an MA and a PhD from the Johns Hopkins University. His interests include comparative literature, critical theory, film, and psychoanalysis.
- Daniel Warner** assistant professor of music, holds an MFA and a PhD in composition from Princeton University. He has received awards and fellowships from the American Academy and Institute of Arts and Letters, the MacDowell Colony, and the New Jersey State Council on the Arts. Since 1984, he has been an associate editor of Perspectives of New Music.
- Carrie Mae Weems** visiting assistant professor of photography, received a BA from the California Institute of the Arts, an MFA from the University of California at San Diego, and an MA from the University of California at Berkeley. Her areas of specialization are Afro-American folklore, Afro-American feminist literature, history of photography, photographic practice, and Blacks in photography. Her work has been exhibited at the New Museum, the Maryland Institute of Art, New York University, and Los Angeles Center for Photographic Studies, among other galleries.

## School of Natural Science

- Dula Amarasiriwardena** is an assistant professor of environmental chemistry. He has a PhD from North Carolina State University, and his undergraduate work was completed at the University of Ceylon in Sri Lanka. He has a masters degree in chemistry from the University of Sri Lanka, and he has a post-graduate diploma in international affairs from the Bandaranaike Center for International Studies. His research interests include basic water quality, trace metal analysis, pesticide residues, and soil chemistry. He is interested in the development of low-cost analytical techniques, appropriate technology transfer to Third World nations, and activism through lobbying and education in environmental groups.
- Herbert J. Bernstein** professor of physics, received his BA from Columbia, his MS and PhD from University of California, San Diego, and did postdoctoral work at the Institute for Advanced Study at Princeton. He has taught at Technion in Haifa, Israel, and at the Instituut voor Theoretische Fysica in Belgium. He has consulted for numerous organizations including the World Bank, AAAS, NSF, and Hudson Institute. His teaching and research interests include reconstructive knowledge, neutron interferometry, theoretical physics, statistical mechanics, space relativity, and fundamental quantum mechanics.
- Merle S. Bruno** associate professor of biology, holds a BA from Syracuse University and a PhD from Harvard University. She has done research in sensory neurophysiology (especially vision) and elementary school science teaching. Her work in neurophysiology has been supported by grants from NIH and the Grass Foundation, and she is the author of several teachers' guides for elementary science studies. She has taught energy conservation analyses of homes, and recently has been working with students interested in cardiovascular health and disease. Professor Bruno is the dean of Natural Science.
- Lorna L. Coppinger** faculty associate in biology and outreach specialist in agriculture, holds an AB from Boston University and an MA from the University of Massachusetts. In addition to expertise in wildlife, dogs, Slavic languages, and writing, Lorna is also interested in photography. Lorna is involved primarily with the Farm Center.
- Raymond P. Coppinger** professor of biology, has worked at the Woods Hole Oceanographic Institution, the Smithsonian Astrophysical Observatory, the U.S. Fish and Wildlife Service, and the Beebe Tropical Research Station in the West Indies. He holds a four college PhD (Amherst, Smith, Mt. Holyoke, University of Massachusetts). His varied interests include animal behavior, birds, dogs, monkeys, ecology, evolution, forestry, philosophy, and neoteny theory (book in progress). Ray has been a past New England sled dog racing champion, and now works with rare breeds of sheepdogs. His research leads to numerous technical and popular publications in most of these fields.
- Charlene D'Avarzo** associate professor of ecology, received her BA from Skidmore and her PhD from Boston University Marine Program, Marine Biology Lab, Woods Hole. She is particularly interested in marine ecology and aquaculture, and returns to the Marine Biological Laboratory in Woods Hole each summer to continue her research on salt marsh ecology. One focus of her teaching is aquaculture research in the Hampshire bioshelter. She teaches courses in ecology, marine ecology, natural history, aquaculture, and environmental science.
- John M. Foster** professor of biology, previously taught biochemistry at the Boston University School of Medicine and was a director of the Science Curriculum Improvement Program at NSF. He holds a PhD in biochemistry from Harvard. In addition to his involvement in biochemistry and in human biology, he is interested in ecology and field biology, amateur electronics, baroque music, and white-water canoeing. John will be on sabbatical in the spring.

- Alan Goodman** assistant professor of biological anthropology and co-director of academic life in Prescott House, received his BS, MA, and PhD from the University of Massachusetts. He teaches and writes on the impact of culture on human health, nutrition, evolution and biological variation, and is particularly interested in the causes and consequences of disease and malnutrition. He is currently working on techniques for determining undernutrition in utero and infancy and studying the long-range consequences of early mild-to-moderate undernutrition in Mexico. Before coming to Hampshire he was a postdoctoral fellow in nutrition and epidemiology at University of Connecticut, a research fellow at the WHO Center for Stress Research in Stockholm, and conducted field and laboratory research on North American and Egyptian prehistory.
- Kay A. Henderson** assistant professor of reproductive physiology, did her undergraduate work in animal science at Washington State University. Her MS and PhD are from the University of California at Davis. She worked as a reproductive physiologist with the Alberta Department of Agriculture, and has done research at Cornell. Kay is an animal scientist interested in domestic animal reproduction plus women's health issues.
- Kenneth R. Hoffman** professor of mathematics, has an MA from Harvard, where he also served as a teaching fellow. He taught mathematics at Talladega College during 1965-70. In addition to population biology and mathematical modeling, Ken's interests include education, American Indians, natural history, and farming.
- David C. Kelly** associate professor of mathematics, has taught at New College, Oberlin College, and Talladega College. He holds a BA from Princeton, an MS from MIT and Dartmouth. Since 1971 he has directed the well-respected Hampshire College Summer Studies in mathematics for high-ability high school students. His interests are analysis, probability, the history of mathematics, recreational mathematics, and seventeen.
- Allan S. Krass** professor of physics and science policy was educated at Cornell and Stanford, where he received his PhD in theoretical physics. He has taught at Princeton University, the University of California at Santa Barbara, and the University of Iowa, as well as at the Open University in England. He has been a visiting researcher at the Princeton Center for Energy and Environmental Studies and the Stockholm International Peace Research Institute. He currently holds a part-time position as staff analyst for the Union of Concerned Scientists in Cambridge, MA. His interests include physics, and science and public policy, particularly dealing with nuclear weapons and nuclear energy.
- Nancy Lowry** professor of chemistry, holds a PhD from MIT. She has worked as a research associate at both MIT and Amherst College, and has taught at Smith College and at the Cooley Dickinson School of Nursing. She has coordinated women-and-science events at Hampshire and has published articles concerning the scientific education of women. Her interests include stereochemistry and organic molecules, science for nonscientists, toxic substances, cartooning, the bassoon, and nature study.
- Ralph Lutts** adjunct associate professor of environmental studies, received his BA in biology from Trinity University and his EdD from the University of Massachusetts, where he studied the theoretical foundations of environmental studies. His interests include natural history, environmental history, environmental ethics, environmental education, museum education, and nature literature. He is particularly interested in exploring ways of joining the sciences and humanities in an attempt to understand our environment and our relationship with it. He is currently the director of the Blue Hills Interpretive Centers (Trailside Museum/Chickatawbut Hill) in Milton, MA.
- Debra L. Martin** associate professor of biological anthropology and co-director of academic life in Prescott House, received a BS from Cleveland State University and a PhD at the University of Massachusetts in biological anthropology. She has done research on the evolution, growth, development, and nutrition of the human skeletal system. She is presently the curator and principal investigator of a prehistoric Amerindian skeletal population from Black Mesa, Arizona. Recently she has been exploring the effects of poor nutrition, multiple pregnancies, and long lactation periods on health. Her teaching and research interests include nutritional anthropology, skeletal biology, human growth and development, health and disease, gerontology, and human origins. She will be on leave all year.

- Ann P. McNeal** professor of physiology, received her BA from Swarthmore and her PhD from the University of Washington (physiology and biophysics). Her interests include human biology, physiology, neurobiology, and biological toxins. For the last few years, she has been increasingly fascinated by the connections between science and human movement, and she has written two articles for Contact Quarterly about the biology and physics of movement.
- Lynn Miller** professor of biology, has taught at the American University of Beirut, Adelphi University, and at The Evergreen State College. His PhD is from Stanford in fish genetics. His principal interests are genetics (human and microbial), general microbiology, and nutrition. He is especially interested in working with small groups of students in laboratory projects and tutorials.
- John B. Reid, Jr** associate professor of geology, has pursued his research with the lunar surface and the earth's interior at the Smithsonian Astrophysical Observatory, the Geochronology Laboratory at MIT, Rensselaer Polytechnic Institute, and the Los Alamos Scientific Laboratory. He received his PhD from MIT. His professional interests involve the study of granitic and volcanic rocks as a means of understanding the chemical evolution of the earth's crust; and the evolution of the flood-plain of rivers, particularly that of the Connecticut River. He is particularly interested in the geology of the Sierra Nevada, in timber-frame house construction, cabinet-making, and canoes.
- Ruth G. Rinard** associate professor of the history of science and dean of advising, received her BA, summa cum laude, from Milwaukee-Downer College, and her MA and PhD from Cornell, where she concentrated in the history of science. She taught at Kirkland College, where she also held the position of assistant dean of academic affairs. Her interests include nineteenth-century biology, science and religion, technology and society, and nineteenth-century intellectual history.
- Brian Schultz** assistant professor of entomology, received a BS in zoology, an MS in biology, and a PhD in ecology from the University of Michigan. He is an agricultural ecologist and entomologist, and most recently has spent a couple of years in Nicaragua studying methods of biological control of insect pests in annual crops. He is interested in computers, statistical analysis, world peace, and softball.
- Arthur H. Westing** adjunct professor of ecology, received his AB from Columbia and his MF and PhD degrees from Yale. He has been a forester with the U.S. Forest Service, and has taught at Purdue, the University of Massachusetts, Middlebury, and Windham where he was also the chairman of the biology department and head of the science division. He has been a trustee of the Vermont Wild Land Foundation, the Vermont Academy of Arts and Sciences, the Society for Social Responsibility in Science, and the Rachel Carson Council. He is currently at the International Peace Research Institute in Oslo, Norway and does research in cooperation with the United Nations Environment Programme (UNEP) primarily on military activities and the human environment.
- Lawrence J. Winship** assistant professor of botany, received his PhD from Stanford University, where he completed his dissertation on nitrogen fixation and nitrate assimilation by lupines on the coast of California. He continued his research on nitrogen fixation as a research associate at the Harvard Forest of Harvard University, where he investigated the energy cost of nitrogen fixation by nodulated woody plants, particularly alders. His recent research concerns the biophysics of gas diffusion into root nodules and the mechanisms of oxygen protection of nitrogenase. His other interests include the use of nitrogen-fixing trees in reforestation and agriculture, particularly in tropical Asia and developing countries and the potential for Sustainable Agriculture world wide. He has taught courses and supervised projects in organic farming, plant poisons, plant physiology, physiological ecology, soils and land-use planning, and he enjoys mountaineering, hiking, gardening, bonsai, and computers.
- Frederick H. Wirth** assistant professor of physics, holds a BA from Queens College of CUNY and a PhD from Stony Brook University of SUNY. His research interests center around low-temperature phenomena, especially the behavior of helium. One of his main goals at Hampshire is to create laboratory programs in the physical sciences and an Appropriate Technology center to help all students (regardless of their course of study) with their increasingly probable collision with technological obstacles. Fred is also a committed and experienced practitioner of meditation who periodically offers instruction in this discipline.

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

### School of Social Science

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

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

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

**Myrna 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, sociology of work and leisure, and European social theory.

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

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



- Penina Glazer** professor of history and dean of the faculty, has a BA from Douglass College and a PhD from Rutgers University, where she held the Louis Bevier Fellowship. Her special interests include American social history with emphasis on history of reform, women's history, and history of professionalism.
- Leonard Glick** professor of anthropology, received an MD from the University of Maryland and a PhD from the University of Pennsylvania. He has done field work in New Guinea, the Caribbean, and England. His interests include cultural anthropology, ethnography, cross-cultural study of religion, medical beliefs and practices, ethnographic film, and anthropological perspectives on human behavior. He also teaches courses on European Jewish history and culture, and is working on a history of Jews in medieval Western Europe.
- Elizabeth (Betsy) Hartmann** acting director of the Population and Development Program, received her BA from Yale University. She was awarded a Yale University Howland Fellowship for International Study and has been a fellow at the Institute for Food and Development Policy. Ms. Hartmann has lectured and written extensively on population and development matters, including a recently published book, Reproductive Rights and Wrongs: The Global Politics of Population Control and Contraceptive Choice. She will be on campus during the 1988-89 academic year and will teach a course on population issues in the spring.
- Frank Holmquist** professor of politics, received his BA from Lawrence University, and his MA and PhD from Indiana University. His interests are in the areas of comparative politics, peasant political economy, African and Third World development, and socialist systems.
- Kay Johnson** professor of Asian studies and politics, has her BA, MA and PhD from the University of Wisconsin. Her teaching and research interests are Chinese society and politics; women and development; comparative family studies; comparative politics of the Third World; international relations including American foreign policy, Chinese foreign policy and policy-making processes.
- Michael Klare** Five College associate professor of peace and world security studies, and director of the Five College Program in Peace and World Security Studies (PAWSS), holds a BA and an MA from Columbia University and a PhD from the Union Graduate School. He is also an associate fellow of the Institute for Policy Studies in Washington, D.C., and the defense correspondent of The Nation magazine. He is the author of several books, and his articles on international affairs and defense policy have been widely published. He has been a Visiting Fellow at the Center of International Studies of Princeton University, and has taught at the University of Paris, Tufts University, and Parsons School of Design.
- Anthony Lake** Five College professor of international relations, has had a varied career in foreign affairs: after serving for eight years as a Foreign Service Officer, he became Special Assistant to National Security Advisor Henry Kissinger in 1969, a post he resigned at the time of the Cambodian invasion. During the Carter administration he served as director of policy planning. He has authored numerous articles and two books on foreign affairs. He will teach in the spring term.
- Joan Landes** professor of politics and women's studies, holds a BA from Cornell University and an MA and a PhD from New York University. She has taught at Bucknell University. Her areas of interest include contemporary social and political thought; feminist theory, contemporary and historical; comparative women's history and politics; and modern political thought.
- Marnia Lazreg** associate professor of population and development studies, holds a BA from the University of Algiers (Algeria) and an MA and a PhD in sociology from New York University. She has taught at Sarah Lawrence College and the City University of New York. Her teaching and research interests include population policies, development models and the transformation or reproduction of gender relations; feminist theory and epistemology; and religion and politics in North Africa and the Middle East. She was a fellow at the Pembroke Center for Teaching and Research for Women, Brown University, in 1984-85, and at the Mary Ingraham Bunting Institute, Radcliffe College, in 1985-86. She is currently writing a book on women and socialism in Algeria. She is on leave spring semester. She will be on leave for the year.

- Maureen Mahoney** associate professor of psychology, received her BA from the University of California at Santa Cruz, and her PhD from Cornell University. Her special interests include socialization and personality development, parent-child interaction, motherhood and work, the individual and society, the psychology of women and the history of the family. She recently held a two-year visiting appointment in sex roles and mental health at Wellesley's Stone Center for Developmental Services and Studies.
- Lester Mazor** professor of law, has a BA and JD from Stanford, served as law clerk to the Hon. Warren E. Burger, and taught criminal law, legal philosophy and other subjects at the University of Virginia and the University of Utah, and as a visitor at SUNY Buffalo, Connecticut, and Stanford. He has published books and articles about the legal profession, legal philosophy, legal history, and sociology of law. He has been a Fulbright Research Scholar in Great Britain and West Germany and taught in American Studies at the Free University of Berlin. His special concerns include the limits of law, utopian and anarchist thought, and other subjects in political, social, and legal theory.
- Kirin Narayan** assistant professor of anthropology and Asian Studies, received her BA from Sarah Lawrence College and her MA and PhD from the University of California, Berkeley. She has done field work in India and has taught at Middlebury College. Her interests include anthropology of religion, South Asia, folklore, performance studies, symbolic anthropology, gender, life history and life cycle, social interaction, history of anthropology, and ethnography as text.
- Laurie Nisonoff** associate professor of economics, holds a BS from MIT, and an MPhil from Yale, where she is a doctoral candidate. She was a Woodrow Wilson Fellow at Yale and is finishing her dissertation with the aid of a Ford Foundation Fellowship in Women's Studies. Her interests include American economic history, women's studies, labor and public policy issues.
- Theodore Norton** visiting associate professor of history, holds a BA and an MA from the University of Washington and a PhD from New York University. He has taught at Vassar College, New York University, and other schools. His fields of interest include modern political and social theory, modern European history and politics, theories of language and communication, and critical theory. He will teach in the spring term.
- Donald Poe** associate professor of psychology, received his BA from Duke from Cornell University. His major areas of interest are social psychology, psychology of the law, beliefs in pseudoscience and the paranormal, human aggression, attitude change, environmental psychology, and research design and data analysis.
- Susan Pouncey** Five College instructor of law, received her BA from Mount Holyoke College and JD from Columbia University Law School. Her major areas of interest are civil rights, civil liberties law, and law and the family.
- Robert Rakoff** associate professor of politics and dean of the School of Social Science, received his BA from Oberlin College and his MA and PhD from the University of Washington. He taught at the University of Illinois-Chicago and worked for the U.S. Department of Housing and Urban Development before coming to Hampshire. His teaching and research interests include housing policy, environmental politics, and welfare policy.
- Flavio Risech** assistant professor of law, holds a BA from the University of South Florida and a JD from Boston University, and was a Community Fellow in urban studies and planning at MIT. He practiced law for eight years in the Boston area on behalf of indigent clients, and has long been a political activist in the Latino community. He has taught legal process, housing and immigration law and policy at Harvard and Northeastern law schools and at the University of Massachusetts at Boston. His interests include immigration and asylum law, urban housing policy, political economy of Latin America and the Caribbean, the Cuban Revolution, and law and politics in Hispanic communities in the United States.

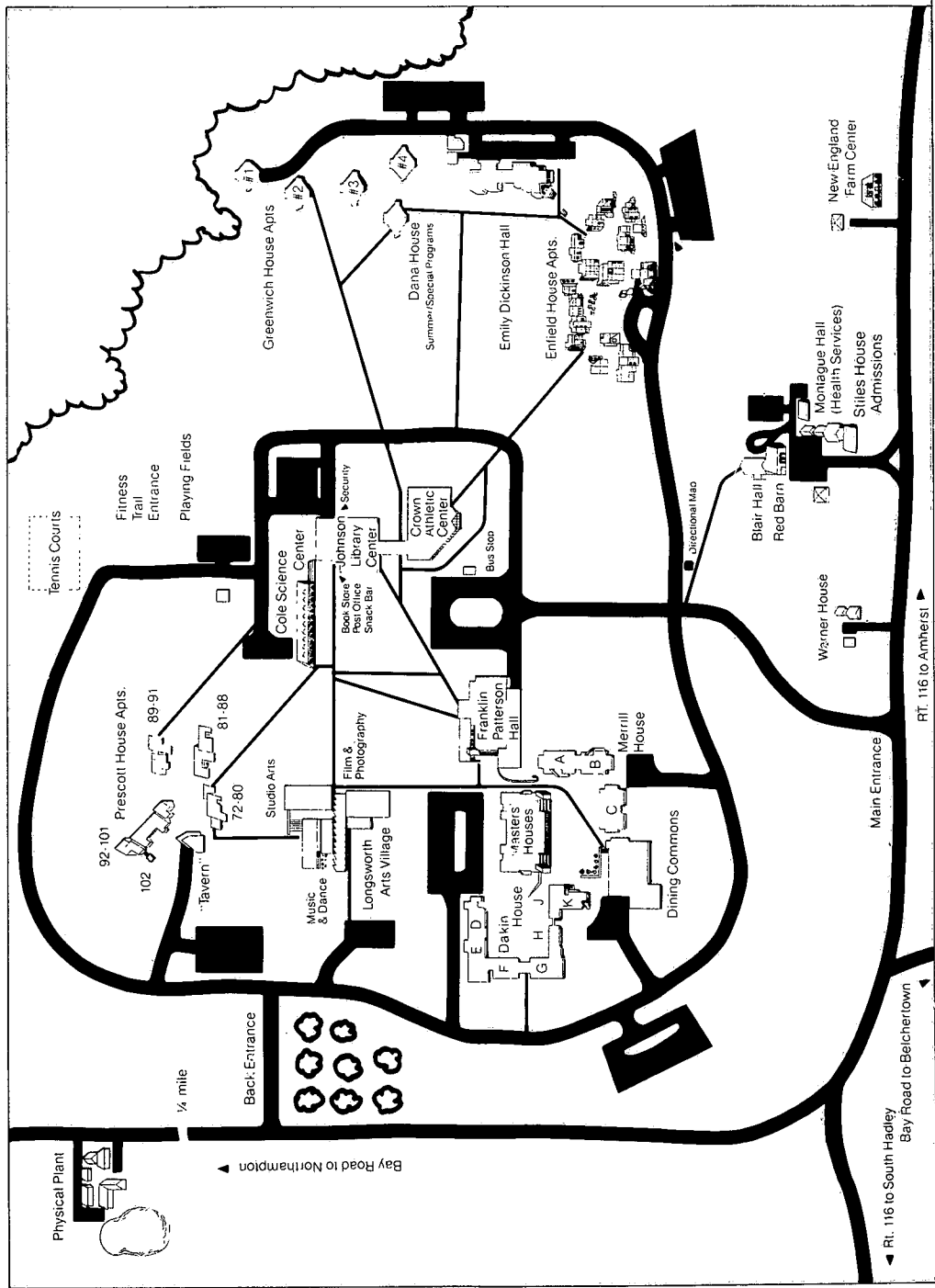
- Patricia Romney** assistant professor of psychology, did her graduate work at the City University of New York, where she received the Bernard Ackerman award for outstanding scholarship in clinical psychology. She completed her internship at the Yale University School of Medicine. She came to Hampshire after five years of clinical work at the Mount Holyoke College Health Service. Her interests include systems of family therapy, organizational diagnosis and development, and the psychology of oppression. She is currently involved in research on the environmental correlates of eating disorders in college settings. She will be on leave during the spring term.
- Mitziko Sawada** visiting assistant professor of history, received her undergraduate training at Tokyo 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 a PhD in American social history and modern Japan. Her research focuses on a comparative historical understanding of nineteenth- and twentieth-century United States and Japan. She is interested particularly in people's responses to economic and social change and how their attitudes, behavior, and view of the world were formulated. She has engaged in extensive research in Japan.
- Miriam Slater** Harold F. Johnson professor of history and master of Dakin House until 1974, received her AB from Douglass College and her MA and PhD from Princeton University, where she held the first Woodrow Wilson Fellowship designed to allow a woman with children to attend graduate school half time. Her research interests include history of higher education, history of the family, early modern Europe, Puritanism, feminism, and history of professionalism. She will be on leave for the year.
- Susan Tracy** visiting assistant professor of Afro-American and women's studies, received a BA in English and an MA in history from the University of Massachusetts at Amherst, and a PhD in history from Rutgers. Her primary interests are in American social and intellectual history, particularly labor history; Afro-American history; and women's history. She has taught United States history and women's studies courses at the University of Massachusetts at Amherst and Hampshire College.
- Robert von der Lippe** associate professor of sociology, received his BA, MA and PhD degrees from Stanford University. He was director of the National Institute of Mental Health Graduate Training Program in the Sociology of Medicine and Mental Health at Brown University and also taught at Columbia University, New York University, and Amherst College. His interests include medical sociology and issues of health care organization and delivery both in this country and elsewhere.
- 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 University, and a PhD from Harvard University. He taught previously at the University of California at Santa Cruz and Bucknell. His research and teaching interests include industrial organization, American economic history, econometric forecasting, and economic theory and development. He will be on leave during fall term.
- Frederick Weaver** professor of economics and history and director of institutional research and planning, has a BA from the University of California at Berkeley, and a PhD from Cornell University. He has done research in Chile as a Foreign Area Fellow and has taught economics at Cornell and the University of California at Santa Cruz. His special interest is the historical study of economic development and underdevelopment. He also works on issues in higher education.
- E. Frances White** associate professor of history and black studies, received her BA from Wheaton College and PhD from Boston University. She has taught at Fourah Bay College in Sierra Leone and Temple University. Her interests include African, Afro-American, and women's social history. She will be on leave for the year.

**Benjamin Wisner**

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

**Barbara Yngvesson**

professor of anthropology, received her BA from Barnard and her PhD from the University of California at Berkeley. She has carried out research in Peru and Sweden on the maintenance of order in egalitarian communities. She has also studied conflict management in urban American communities and the role of legal and informal processes in maintaining order in these settings. Her areas of teaching include cultural and social anthropology (problems of observation and interpretation, kinship and family organization, the social organization of gender, ritual and symbolism), social theory, and the anthropology and sociology of law.



Physical Plant

1/4 mile

Bay Road to Northampton

Back Entrance

92-101

Prescott House Apts.

102

89-91

Tavern

72-80

Studio Arts

81-88

Music & Dance

Longworth Arts Village

Film & Photography

Cole Science Center

Johnson Library

Bar/Snack Bar

Security

Crown Athletic Center

Bus Stop

Dana House

Summer/Social Programs

Emily Dickinson Hall

Enfield House Apts.

Franklin Patterson Hall

Merrill House

Dining Commons

Warner House

Blair Hall

Red Barn

Montague Hall (Health Services)

Siles House Admissions

New England Farm Center

Main Entrance

RT. 116 to Belcher town

RT. 116 to Amherst

Directional Map

Greenwich House Apts

#1

#2

#3

#4

Fitness Trail Entrance

Playing Fields

Tennis Courts