

*Fall 1990*  
*Preliminary Courses Spring 1991*

# COURSE GUIDE



HAMPSHIRE COLLEGE

# Academic Year Calendar 1990-91

## Fall Term

New Faculty Orientation  
 Student Orientation Period  
     New Students Arrive and Matriculate  
     New Students Program  
     Advisor Conferences for New Students  
     Returning Students Arrive and Matriculate  
     Advisor Conferences for Returning Students  
 Classes Begin  
 Wednesday Class Schedule Followed  
 Course Selection Period  
 Five College Add Deadline  
 January Term Proposal Deadline  
 October Break  
 Planning Week  
     Advising/Exam Day  
     \*\*Division II & III Contract Filing Deadline  
 Five College Preregistration/Advising  
 Advising/Exam Day  
 Leave Deadline  
 Thanksgiving Break  
 January Term Registration  
 Last Day of Classes  
 Hampshire College Examination Period  
 Five College Examination Period  
 Winter Recess

Thursday, August 30  
 Monday, September 3  
 Tuesday, September 4 - Wednesday, September 5  
 Tuesday, September 4  
 Tuesday, September 4  
 Wednesday, September 5  
 Thursday, September 6  
 Friday, September 7  
 Tuesday, September 4 - Friday, September 14  
 Wednesday, September 19  
 Friday, September 21  
 Saturday, October 13 - Tuesday, October 16  
 Wednesday, October 24 - Wednesday, October 31  
 Thursday, October 25  
 Wednesday, October 31  
 Thursday, November 8 - Friday, November 16  
 Wednesday, November 14  
 Friday, November 16  
 Wednesday, November 21 - Sunday, November 25  
 Monday, November 26 - Friday, November 30  
 Friday, December 7  
 Monday, December 10 - Friday, December 14  
 Saturday, December 15 - Friday, December 21  
 Friday, December 14 - Wednesday, January 2

## January Term

Students Arrive  
 January Term Classes Begin  
 Commencement  
 Martin Luther King Day (no classes)  
 Last Day of Classes  
 Recess Between Terms

Wednesday, January 2  
 Thursday, January 3  
 Saturday, January 19  
 Monday, January 22  
 Wednesday, January 23  
 Thursday, January 24 - Saturday, January 26

## Spring Term

New Students Arrive and Matriculate  
 New Students Program  
 Returning Students Arrive and Matriculate  
 Advisor Conferences for All Students  
 Classes Begin  
 Course Selection Period  
 Five College Add Deadline  
 Planning Week  
     Advising/Exam Day  
     \*Division II & III Contract Filing Deadline  
 Spring Break  
 Leave Deadline  
 Five College Preregistration/Advising  
     Advising/Exam Day  
 Last Day of Classes  
 Hampshire College Examination Period  
 Five College Examination Period  
 Commencement

Sunday, January 27  
 Sunday, January 27 - Tuesday, January 29  
 Monday, January 28  
 Tuesday, January 29  
 Wednesday, January 30  
 Wednesday, January 30 - Friday, February 8  
 Tuesday, February 12  
 Monday, March 11 - Friday, March 15  
 Wednesday, March 13  
 Friday, March 15  
 Saturday, March 16 - Sunday, March 24  
 Friday, April 12  
 Monday, April 8 - Wednesday, April 17  
 Thursday, April 11  
 Friday, May 3  
 Monday, May 6 - Friday, May 10  
 Friday, May 10 - Friday, May 24  
 Saturday, May 18

\*Deadline to file for completion in May 1990  
 Div II deadline applies to students entering during or after Fall 86; Div II deadline; entering during or after

\*\*Deadline to file for completion in Dec 1990

# Table of Contents

---

Calendar for Academic Year 1990-1991	inside cover
Registration Information	2
Courses of Instruction	3
Proseminars	4
FALL CURRICULUM STATEMENTS AND COURSE DESCRIPTIONS	
School of Communications and Cognitive Science	4
School of Humanities and Arts	14
School of Natural Science	28
School of Social Science	41
Special Programs	52
Business and Society	52
Civil Liberties and Public Policy Program	52
Computer Studies	53
Cultural Studies	53
Educational Studies	53
Feminist Studies	54
Law Program	55
Luce Program	55
Population and Development Program	55
Public Service and Social Change Program	56
Third World Studies	56
Writing/Reading Program	58
Foreign Languages	58
Five College Offerings	61
Outdoors and Recreational Athletics Program	
SPRING 1991 PRELIMINARY COURSES	66
School of Communications and Cognitive Science	71
School of Humanities and Arts	84
School of Natural Science	95
School of Social Science	104
Five College Offerings	105
Outdoors and Recreational Athletics Program	105
Faculty Biographies	110

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

## Registration

---

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

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

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

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

### Note:

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

There is a preregistration period for Five College courses from Wednesday, April 11 through Friday, April 18. You may also register for Five College courses in the fall, until Friday, September 19. No Five College courses may be added after this date. Familiarize yourself with all the rules, regulations, and penalties associated with Five College Interchange. They are all listed in the Student Handbook, and it is your responsibility to be aware of them.

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

### Note for Five College Students:

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

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

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

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

## Courses of Instruction

---

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

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

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

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

## Statement on Affirmative Action

---

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

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

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

## Proseminars

---

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

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

## Proseminar Course List

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

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

HA 117 (proseminar)  
**AFRO-AMERICAN POETRY**  
Robert Coles

HA 118 (proseminar)  
**READING SHORT STORIES**  
Lee Heller

HA 119 (proseminar)  
**AMERICAN LANDSCAPES:  
BIG WOODS, BIG DESERT**  
David Smith

HA/WP 126 (proseminar)  
**WRITING FICTION/  
WRITING ABOUT FICTION**

Ellie Siegel  
HA 160 (proseminar)  
**SIX SOUTHERN WRITERS:  
SENSE OF PLACE?**  
L. Brown Kennedy

NS 119 (proseminar)  
**FITNESS, EXERCISE AND  
YOUR HEART**  
Merle Bruno

NS 122 (proseminar)  
**HOW PEOPLE MOVE**  
Ann McNeal

NS 135 (proseminar)  
**PREHISTORIC AMERICAN  
INDIAN HEALTH**  
Debra Martin  
Alan Goodman

NS 175 (proseminar)  
**SCIENCE OF  
DISARMAMENT**  
Allan Krass

NS 198 (proseminar)  
**EVER SINCE DARWIN**

Lynn Miller

SS 102 (proseminar)  
**POVERTY AND WEALTH**  
Laurie Nisonoff

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

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

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

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

## School of Communications and Cognitive Science

### CURRICULUM STATEMENT

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

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

The field of *communications* focuses on knowledge and information on a larger scale than the individual mind--it is concerned with the production and control of information in society at large. Communications specialists explore the way in which the form and content of the mass media shape our beliefs; they are interested in the effects that media and information technology (such as printing, radio, television, or the computer) have on our lives, our educations, and our human nature. Some of our communications faculty are deeply and directly involved in the production of the media--the School has special strengths in television

production, both in documentary and studio formats. Others are concerned with a wide range of questions that surround the media: Who controls the media? How would we know if television incites children toward violence, or causes them to read less or less well? How do ideas about press freedom differ in this country and the Third World?

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

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

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

Courses numbered 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 105 (proseminar)

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

CCS 115

**HUMAN LANGUAGE  
LABORATORY**  
Mark Feinstein  
Steven Weisler

CCS 117

**INTRODUCTION TO  
ANCIENT PHILOSOPHY**  
Tsenay Serequeberhan

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

CCS 123  
CRITICAL JOURNALISM  
Mark Alleyne

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

CCS 138  
MORAL KNOWLEDGE  
Jane Braaten

CCS 140  
VIDEO PRODUCTION I  
Joan Braderman

CCS 143  
INTRODUCTION TO MEDIA  
CRITICISM  
Gregory Jones

CCS 147  
THE RISE OF MASS MEDIA  
Susan Douglas

CCS 156  
COMPUTER ANIMATION  
Patricia Colson

200 LEVEL  
CCS 202  
SOULS, SUBJECTS, SELVES,  
AND PERSONS  
Meredith Michaels

CCS 204  
INTRODUCTION TO  
NEUROPSYCHOLOGY  
Christopher Chase

CCS 216  
DATA STRUCTURES  
Patricia Colson

CCS 228  
THE SOCIAL HISTORY OF  
BROADCASTING IN THE  
U.S.  
Susan Douglas

CCS 235  
HEIDEGGER AND  
HERMENEUTICS  
Tsenay Serequeberhan

CCS/NS 243  
BRAIN AND BEHAVIOR  
Christopher Chase  
Michelle Murrain

CCS 248  
U.S. JOURNALISM AND THE  
DEBATE OVER  
IMPERIALISM  
David Kerr

CCS 252  
THE CONSTRUCTION OF  
KNOWLEDGE  
Mark Feinstein  
Neil Stillings

CCS 259  
CHILDREN'S NUMBERS  
Catherine Sophian

CCS 261  
POLITICAL SYMBOL,  
POLITICAL ACTION  
James Miller

CCS 262  
DOCUMENTARY  
PRODUCTION: HISTORY,  
THEORY, PRACTICE  
Gregory Jones

CCS 287  
SEMINAR FOR  
CONCENTRATORS IN  
VIDEO PRODUCTION  
Joan Braderman

CCS 296\*  
PSYCHOLOGY RESEARCH  
PRACTICUM  
Christopher Chase  
Catherine Sophian

300 LEVEL  
CCS 320  
INTERNATIONAL  
POLITICAL ECONOMY AND  
COMMUNICATIONS  
Mark Alleyne

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

## Course Descriptions

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

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

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

**CCS 115**  
**HUMAN LANGUAGE**  
**LABORATORY**  
 Mark Feinstein  
 Steven Weisler

Linguistics is the science which investigates the properties of human language. Like scientists in any field, linguists have developed an array of special methods for collecting and analyzing data. Participants in the course will learn and use these methods as we collectively undertake to study the structure of an unfamiliar language. This semester we expect to look at Khmer, the language of Cambodia (Kampuchea). Working intensively with a native-speaker informant, we will collect data bearing on the syntactic structure of Khmer sentences, and on the phonetic, phonological and morphological (word-structure) properties of the language. Contemporary linguistic theory makes a rich set of claims about the nature of particular natural languages, all of which are hypothesized to follow certain general principles of structure which allow them to be readily and naturally learned by very young children. We will explore these claims, and see whether the data from Khmer supports or disconfirms them. Students will learn how to elicit data, how to use data-recording and analysis technology, and how to formulate and test linguistic hypotheses.

Students are expected to attend all lab sessions, to work outside class times with our informant, and (in addition to periodic homework exercises) to write a final paper presenting an analysis of some aspect of Khmer. Class will meet twice a week for one and one-half hours each time.

Enrollment is limited to 25.

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

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

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

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

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

Our readings will include "insiders" articles from current periodicals and books like Hertsgaard's On Bended Knee and Hess's The Washington Reporters. We will analyze Washington news on television and in newspapers, view films and tapes on related issues, and perhaps visit with a guest. Students will write several short papers. Class will meet twice a week for one and one-half hours each time. The enrollment limit is 20.

**CCS 123**  
**CRITICAL JOURNALISM**  
Mark Alleyne

This will be a very practical exercise in developing and honing skills in various forms of writing, specifically the "straight news" story, the column, the personality profile, the interview, the travel piece, the business feature, the sports report, the review, and the editorial. We will critically examine published examples of these journalistic forms, as well as produce articles of our own for our collection A Life in the Day of Hampshire College. A major goal is to unleash our own creative styles and for that reason we will have no set text or manual, even though we will all subscribe to a national daily newspaper.

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

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

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

The course will be team-taught by faculty members from Humanities and Arts, Natural Sciences, and Social Sciences. Class will meet twice a week, once as a group for one hour and one-half and a second time for one hour and one-half in smaller sections. Deborah Berkman of the Writing Center will offer a section for students who want intensive work on writing.

Class will meet twice a week for one and one-half hours each time.  
Enrollment is limited to 80.

**CCS 138**  
**MORAL KNOWLEDGE**  
Jane Braaten

In this course students will be posed with the question: Is there such a thing as moral knowledge? Since the question is being posed to you, rather than to some third person, it brings with it the question of whether there can be moral knowledge for someone born, in the 1970s, into the world such as it was then and has been since. Relativism has, by now, established itself as a legitimate position in ethics. It is even arguable that the existence of moral knowledge is compatible with relativism. So, whether or not you are a relativist probably doesn't itself decide whether there is or isn't moral knowledge, unless you insist that moral knowledge is absolute. But if there is moral knowledge, what is it like and how is it justified or supported? How does a person acquire it? How does moral knowledge enable a person to cope with the issues that arise when he or she realizes others with very different convictions are involved in making an ethical choice?

The principal texts are by Friedrich Nietzsche and Alisdair MacIntyre. There will be a series of short assignments and short papers. Students will also be expected to participate in class discussions. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 20.

**CCS 140**  
**VIDEO PRODUCTION I**  
 Joan Braderman

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

A background in film/video theory, history, or criticism is preferred for entry into the course. The class will meet twice a week for four and one-half hours, with an additional two-hour workshop to be scheduled each week. Enrollment is limited to 20 by instructor permission.

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

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

Students will apply various critical theories toward the completion of a research paper. There will be a heavy emphasis on writing skills with additional assignments in syntax, style, and revision.

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

**CCS 147**  
**THE RISE OF MASS MEDIA**  
 Susan Douglas

The purpose of this course is to analyze the economic, political, and cultural forces that interacted between 1870 and 1930 to produce America's mass media systems. The course will examine the rise of various popular culture genres such as dime novels, magazines, movies, and radio, and study the consolidation and centralization of mass media production and distribution. The rise of popular culture will be placed within the broader historical context of rapid urbanization, immigration, industrialization, and declining political participation. We will also look at the intellectual and elite response to the rise of what came to be called "mass culture" and consider the criticisms of popular culture content.

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

**CCS 156**  
**COMPUTER ANIMATION**  
Patricia Colson

High quality, three-dimensional computer animation is achievable on the Macintosh. Students will begin this course by becoming familiar with state-of-the-art animation software packages. The creation and manipulation of three-dimensional objects, rendering techniques, storyboarding, and keyframing will be covered. Several short, independent projects will be assigned during this period. Once comfortable with the tools, students will work as a group to create a video production.

Class will meet twice a week for one and one-half hours each time.  
Enrollment is limited to 16.

**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 from classical and contemporary sources in philosophy, psychology, and anthropology.

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

**CCS 204**  
**INTRODUCTION TO  
NEUROPSYCHOLOGY**  
Christopher Chase

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

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

**CCS 216**  
**DATA STRUCTURES**  
Patricia Colson

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

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

CCS 228

**THE SOCIAL HISTORY OF  
BROADCASTING IN THE  
U.S.**

Susan Douglas

This course will review and analyze the rise of radio and television broadcasting in the United States, beginning with the invention of wireless telegraphy at the turn of the century and ending with the current role of broadcasting in contemporary life. Special emphasis will be placed on the relationship between broadcasting and politics, on the evolution of programming, and on the role of advertising in shaping the form and substance of the broadcast media. We will listen to and view a selection of different programs over the past sixty years, and will read a variety of books and articles analyzing broadcasting's evolution.

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

CCS 235

**HEIDEGGER AND  
HERMENEUTICS**

Tsenay Serequeberhan

The main concern of this course will be to examine the importance of Heidegger for contemporary hermeneutics. We will thus engage in a systematic reading of Being and Time along with other relevant texts on the contemporary development in hermeneutics.

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

CCS/NS 243

**BRAIN AND BEHAVIOR**

Christopher Chase  
Michelle Murrain

How do birds learn to sing? Why in some species is the song innate and in others it is learned? In this course we will explore the diverse and complex world of specific structures in the nervous system and how they relate to behavior. We will study in depth the nervous systems of several different species and specific mammalian perceptual systems or motor structures, such as vision or the cerebellum. In the case of each system students will learn detailed information about how the neurophysiological functions at the microscopic level of neurons control and regulate complex perceptual and behavioral functions.

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

CCS 248

**U.S. JOURNALISM AND  
THE DEBATE OVER  
IMPERIALISM**

David Kerr

"The ripe apple falls into our hands, and we would be very foolish if we should throw it away."—from an editorial in the New York Independent, February 4, 1893, advocating the annexation of the Hawaiian Islands.

From the early 1890s until World War I, the terms and substance of the debate over U.S. imperialism were strongly influenced by the American press. The nature and degree of this influence is complex and has been obscured by a focus on near-mythic press lords such as Hearst and Pulitzer. In this course we will attempt to look beneath the myths to determine how U.S. journalism interpreted its responsibility to inform the U.S. public about the prospect of building an empire beyond our shores.

Two brief critical essays and one long research paper will be required.  
Class will meet twice a week for one and one-half hours each time.  
Enrollment is limited to 20.

CCS 252  
**THE CONSTRUCTION OF  
KNOWLEDGE**  
Mark Feinstein  
Neil Stillings

By what processes do people arrive at their beliefs and knowledge about the world? This course is concerned with ideas about the nature of human knowing that have emerged from recent work in cognitive psychology, linguistics, biology, and the philosophy of science. We will explore the following topics: To what degree has evolution fitted us to acquire certain kinds of knowledge? In what ways do language and culture influence the formation of beliefs and knowledge? In what cases do learning and thinking violate the criteria of logic and statistical validity, and why do such situations arise? What cognitive processes are characteristic of scientific inquiry, and do these processes shed any light on debates about the objectivity of scientific knowledge?

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

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

What does a number mean to a young child? How do children learn to count, to do arithmetic, and to understand mathematical relationships? What makes mathematics intriguing to some children but alarming to others? This course will address these issues, primarily by studying research on children's knowledge about numbers and related concepts. Students are expected to attend class regularly and to write several short essays and a major paper over the course of the semester.

Class will meet twice a week for one and one-half hours each time.  
Enrollment is limited to 25 by instructor permission at the first meeting of the class.

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

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

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

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

Students will carry out several small projects, including essays and oral presentations. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 25.

**CCS 262**  
**DOCUMENTARY**  
**PRODUCTION: HISTORY,**  
**THEORY, PRACTICE**  
 Gregory Jones

This course will give students an historical and functional introduction to documentary or "nonfiction" production. Issues of class, gender, race, age, religion, politics, and war will be explored through a comparative analysis of the work of various directors who have used film or video for the purposes of education, investigation, advocacy, or protest. Reading and discussion will also center around issues of objectivity, media ethics, and the public's "right to know."

Students will complete a documentary journal and/or a term paper on documentary issues. The course will also include a practical component on documentary techniques with an emphasis on preproduction planning, research, interviewing, visualization, and editing. Students will have the option of developing a documentary proposal and/or enrolling in video workshops in preparation for introductory exercises in field production.

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

**CCS 287**  
**SEMINAR FOR**  
**CONCENTRATORS IN**  
**VIDEO PRODUCTION**  
 Joan Braderman

This is a course for Division II and Division III students in video production and media studies. Weekly screenings and readings will augment ongoing work on student productions. Students will be expected to complete at least one video project in the course as well as crewing for other students. They will be expected to show rough-cuts of their own works in progress as well as participating in the critiques of work by other students. Students will also be expected to present and lead a discussion on assigned readings in visual arts, film and media criticism and theory. We will look at the work of contemporary artists in the field. Students working in nonfiction as well as fiction, video art and other studio formats are welcome. In addition to the regular class meeting time, there will be a workshop session as well as some required outside screenings. Depending on demand, some students concentrating in writing, scriptwriting or literary studies, who are interested in collaborating with visual artists, may be accepted in the course. Their course requirements will be scripts.

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

**\*CCS 296**  
**PSYCHOLOGY RESEARCH**  
**PRACTICUM**  
 Christopher Chase  
 Catherine Sophian

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

Students will take on major research responsibilities and must be reliable and willing to make a substantial time commitment to the course. Preference will be given to those who have previous course work in the area. Interested students should talk to the instructor they want to work with before classes begin. Class will meet on Friday afternoons for two and one-half hours. Enrollment is limited to 6 by instructor permission.

CCS 320  
INTERNATIONAL  
POLITICAL ECONOMY  
AND COMMUNICATIONS  
Mark Alleyne

This will be a course (for advanced students) of detailed readings and analysis of literature in the two newest areas of international relations: international political economy and international communication. Developments in the 1970s and 1980s produced a gradual decline in the prominence of "high" politics (e.g., strategic and superpower studies) and other areas of concern to scholars of international relations have got more attention (e.g., protectionism, the debt crisis, telecommunications policy, and technology transfer). The search for solutions to world economic problems frequently involves the study of communications because communications (e.g., computers, telecommunications services, and advertising) now accounts for a substantial part of world production and trade. Should the GATT be reformed to cover trade in telecommunications services? Is the international telecommunications structure fostering interdependence or reinforcing dependence? What are the strategic implications of present arrangements for technology transfer? In exploring these questions, we will endeavor to be as non-Eurocentric as possible by reading literature from sources and scholars as diverse as Robert Gilpin, the Caribbean Economic Community, UNESCO, Susan Strange, Hamid Mowlana and others.

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

## SCHOOL FOR HUMANITIES AND ARTS

### CURRICULUM STATEMENT

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

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

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

Successful completion of two courses at the 100 level will fulfill the course-based Division I examination in Humanities and Arts. Some students may wish to use one 100 level and one 200 level course, which may also fulfill the two-course Division I requirement. Instructors may exempt particular courses which essentially stress technical skill acquisition.

**NOTE**

The Film/Photography faculty would like students to engage in ONE critical issues class (film, photography, art history) prior to taking Film/Video I or Still Photography Workshop I. Enrollment method for introductory film and photography courses will be by means of a modified lottery system. Students will be asked to fill out an information sheet at the first class. They will list their academic level, previous history of H&A classes, future academic plans, and reason for wanting to take the course. There will be space provided for indicating the number of times a student has tried to take the course and whether or not the student is a transfer. 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.

**Course List**100 Level

HA 104

**DRAWING I**

Denzil Hurley

HA 106

**SCULPTURE FOUNDATION**

Bill Brayton

HA 110

**FILM/VIDEO WORKSHOP I**

Jerome Liebling

HA 111a

**STILL PHOTOGRAPHY  
WORKSHOP I**

Sandra Matthews

HA 111b

**STILL PHOTOGRAPHY  
WORKSHOP I**

TBA

HA 113\*

**MODERN DANCE I**

TBA

HA 114\*

**MODERN DANCE II**

TBA

HA 117 (proseminar)

**AFRO-AMERICAN POETRY**

Robert Coles

HA 118 (proseminar)

**READING SHORT STORIES**

Lee Heller

HA 119 (proseminar)

**AMERICAN LANDSCAPES:  
BIG WOODS, BIG DESERT**

David Smith

HA/WP 126 (proseminar)

**WRITING  
FICTION/WRITING ABOUT  
FICTION**

Ellie Siegel

HA 127

**HIGH AND LOW**

Susan Felleman

HA 128

**INTRODUCTION TO  
ANCIENT EAST  
MEDITERRANEAN WORLD**

Robert Meagher

HA/NS/SS 129

**WOMEN'S  
BODIES/WOMEN'S LIVES**

Lynne Hanley

Michelle Murraine

Margaret Cerullo

HA 160 (proseminar)

**SIX SOUTHERN WRITERS:  
SENSE OF PLACE?**

L. Brown Kennedy

HA 165

**PLACES AND SPACES:  
PERCEPTION AND  
UNDERSTANDING OF  
HUMAN ENVIRONMENT**

Norton Juster

Earl Pope

HA 193

**THE DESIGN RESPONSE**

Sabrina Hamilton

HA 194

**INTRODUCTION TO  
ACTING**

Rhonda Blair

HA 195

**THEATRE THREE:  
RECONSIDERING RUSSIAN  
THEATRE**

Rhonda Blair

Ellen Donkin

Sabrina Hamilton

200 Level

HA 209

**MAKING PLACES: THE  
EXPERIENCE OF DESIGN**

Norton Juster

Earl Pope

HA 210

**FILM/VIDEO WORKSHOP  
II**

Abraham Ravett

HA 211

**STILL PHOTOGRAPHY  
WORKSHOP II**

Sandra Matthews

HA 216\*

**MODERN DANCE  
TECHNIQUE IV**

TBA

HA 221  
CRITICAL ISSUES IN  
PHOTOGRAPHY AND FILM  
TBA

HA 228  
LOVE TEXTS  
Jill Lewis  
John Hodge  
Jill Rembetski  
Karl Schooner  
Fiona Smith

HA 229  
MYTH AND CULTURAL  
TRANSFORMATION: THE  
MODERNIZATION OF OLD  
RUSSIA  
Joanna Hubbs

HA 230  
WRITING  
Nina Payne

HA 233  
TOLSTOI  
Joanna Hubbs

HA 239  
JAZZ PERFORMANCE  
SEMINAR  
Yusef A. Lateef

HA 245  
BLACK EXPATRIATES: A  
STUDY OF BLACK  
AMERICAN WRITERS IN  
EXILE  
Robert Coles

HA 253  
LITERARY CULTURE IN  
EARLY AMERICA  
Lee Heller

HA 255  
ANCIENT GREEK DRAMA  
Robert Meagher

HA 281  
MUSIC III: ADVANCED  
TONAL AND NON-TONAL  
MUSIC SYSTEMS  
Daniel Warner

HA/SS 283  
LITERATURES OF  
COLONIALISM  
Lynne Hanley  
Jill Lewis  
Carolee Bengelsdorf

HA 290  
ELECTRONIC MUSIC  
COMPOSITION  
Daniel Warner

HA 294  
NEW LATIN AMERICAN  
NOVEL  
Norman Holland

300 Level  
HA 303  
ADVANCED DRAWING  
Bill Brayton

HA 305  
ADVANCED PAINTING  
Denzil Hurley

HA 312  
SURREALISM  
Susan Felleman

HA 313  
PHOTOGRAPHY III  
Jerome Liebling

HA 314  
FILM/VIDEO WORKSHOP  
III  
Abraham Ravett

HA 320  
SHAKESPEARE SEMINAR  
L. Brown Kennedy

HA 321  
COMPARATIVE  
LITERATURE SEMINAR  
Norman Holland  
Mary Russo

HA 399c  
ART TUTORIAL  
Leonard Baskin

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

## Course Descriptions

HA 104  
DRAWING I  
Denzil Hurley

Using basic materials, we will thoroughly explore basic problems of representation. Our problems will include still life, interiors, self-portrait, and some limited time doing figure work. Our aim will be to produce competent works in which a viewer may recognize not simple skills or techniques, but evidence of ability to analyze and structure, light, space, and surface. There will be constant emphasis upon issues of accuracy and interpretation as the difference emerges and develops, both through the assigned problems, and in slide discussions and criticism. The nature of the experience requires continuous class attendance and participation. There may be an average of two or three hours a week spent outside of class, and the course materials may cost \$50 to \$75.

**Please note:** most high school classes and/or independent work do not involve such extensive amounts of time to develop ideas and competence. It is expected that those interested in studying art here would benefit from a Drawing I course.

Class will meet twice a week for three hours each session. Enrollment is by preregistration or instructor permission.

**HA106  
SCULPTURE  
FOUNDATION  
Bill Brayton**

This course will provide a basis for thinking and working in 3 dimensions. Assignments will be structured to develop greater perceptual and technical skills, as well as the forming of a vocabulary for discussing sculptural issues. Using clay, cardboard, wood, plaster, and metal, students will work through representational and non-representational approaches in the articulation of form. Historical and contemporary sculptors will be discussed to enrich the student's understanding of this field.

Class will meet twice each week for three hours each session. Enrollment is limited to 20 students by lottery.

**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 \$50 lab fee is charged for this course, and provides access to equipment and editing facilities. Students are responsible for providing their own film and supplies.

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

**HA 111a  
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.

A \$50 lab fee is charged for this course. The lab fee provides access to darkroom facilities, laboratory supplies and chemicals, and special equipment and materials. Students must provide their own film, paper, and cameras. The class will meet once a week for three hours. Enrollment is limited to 15, which will be determined at the first class session.

**HA 111b  
STILL PHOTOGRAPHY  
WORKSHOP I  
TBA**

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

**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 114\***  
**MODERN DANCE II**  
TBA

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

The class will meet twice a week for one and one-half hour sessions. Enrollment method is open, space considerations limit enrollment to 25. This course is not suitable for one-half a Division I.

**HA 117 (proseminar)**  
**AFRO-AMERICAN POETRY**  
Robert Coles

This course is an examination of African-American poets from the eighteenth to the twentieth centuries. We will begin by looking at Phyllis Wheatly (and other formalist poets), and then the Orator School of poets (e.g. George Moses Horton), tracing major threads of individual poet's works as well as those who are part of a movement (e.g. Harlem Renaissance, Black Arts Movement). Although we will focus explicitly on well-known poets such as P.L. Dunbar, L. Hughes, and Gwendolyn Brooks, special attention will be given to those poets who are important but less well-known (e.g., Fenton Johnson, Georgia Douglass Johnson, Melvin Tolson). We will also look at the influences and intellectual currents that have affected black American poetry. As such, we will look at the Beat Movement, The Negritude movement in France as well as Latin American and Caribbean Poets, that is Nicolas Guillen and Jacques Roumain—writers who have affected black American poetics.

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

**HA 118 (proseminar)**  
**READING SHORT STORIES**  
Lee Heller

Why do we read fiction? What are the cultural uses of story telling? How does literary structure reflect differently in those cultural uses? We will read a variety of short stories with these questions in mind.

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

**HA 119 (proseminar)**  
**AMERICAN LANDSCAPES:**  
**BIG WOODS, BIG DESERT**  
David Smith

In this proseminar we will examine the image in literature, painting, and photography of the American wilderness and those who inhabited it, experienced it, or destroyed it. We will learn enough about the background of cultural and environmental history to gain perspective on the image. Writers for the "big woods" segment of the course will include Hawthorne, William Byrd, Cooper, John Muir, Faulkner, Margaret Atwood, John McPhee. For the "desert" we'll read Mary Austin, Edward Abbey, Georgia O'Keeffe, Barry Lopez, and Leslie Marmon Silko. Required: short papers, one long project.

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

**HA/WP 126 (proseminar)**  
**WRITING**  
**FICTION/WRITING**  
**ABOUT FICTION**  
 Ellie Siegel

This introductory workshop will explore analytical and creative issues in the reading and writing of short stories. What can we bring from our knowledge as readers to the act of creating short stories? How does writing stories shape the way we approach fiction as readers? The workshop will focus on the structuring of fiction through the handling of elements such as character, setting, time, plot, and language. We will approach the analysis of short stories as writers rather than as literary critics, learning from the choices authors make in telling their stories.

Workshop participants will be expected to read and write short stories on a regular basis, although they are not expected to have previous experience in fiction writing. In addition there will be frequent assignments in critical writing, and students will keep an ongoing journal. Students will be asked to share examples of their written work in class. The importance of attentive and sensitive listening and the crucial role of revising will be emphasized.

Enrollment is limited to fifteen. Selection will be made after the first class, by questionnaire and interview with the instructor. Class will meet twice weekly for one and one-half hours, and participants will also be expected to meet in tutorial with the instructor on a regular basis.

**HA 127**  
**HIGH AND LOW**  
 Susan Felleman

This course will examine the paradoxical relationship in Modern art and architecture between the perennially distinguished modes of culture, high and low. Briefly reviewing the impact of growing mass-cultural phenomena on Western art during the nineteenth century, the course will focus on the materials and references to popular culture in the synthetic cubism of Picasso and Braque. In addition to charting the assimilation of so-called "low" art into "high", students will examine the pervasive appropriation of high by low forms of culture, including popular cinema and advertising. The very notion of separate domains of culture will be critically examined, with special consideration of the boundaries between the two (as tested by the "high" art of Duchamp, Warhol or Holzer, as well as the "low" art of Hollywood or Madison Ave.). Finally, attention will be given architectural debates between Modernist "purists" (i.e. Philip Johnson) and post-modernist populists (esp. Robert Venturi). Readings will include works by early critical advocates and adversaries of mass-culture. The class will visit the Museum of Modern Art, New York to see its exhibition, "High and Low: Modern Art and Popular Culture" (October 7, 1990-January 15, 1991).

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

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

An introduction to the mythologies, religions, languages, literatures, arts, and political institutions of Greece and the ancient Near East (most notably Egypt, Mesopotamia, and Israel) beginning with the earliest dynastic and civic foundations five thousand years ago.

Class will meet two days each week for one and one-half hour. Enrollment is open.

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

An introduction to feminist studies, this course will explore the representation of the female body from the perspectives of three of the schools. Beginning with literary representations of the female body, the course will go on to look at scientific views of female biology, the social history of the female body and political struggles around its control, and differences in cultural attitudes towards the bodies of white and Third World women. Readings and other materials considered in the course will include: A Proper Marriage, Myths of Gender, "Stella Dallas", A Restricted Country, "Listening", "The Two", selections from Zami and The Pure and the Impure, "Sex Hormones in Lesbian and Heterosexual Women", The Autobiography of Ida B. Wells, and Meridian.

The course will be team-taught by faculty members from Humanities and Arts, Natural Sciences, and Social Sciences. Class will meet twice a week, once as a group for one hour and one-half and a second time for one hour and one-half in smaller sections. Deborah Berkman of the Writing Center will offer a section for students who want intensive work on writing.

HA 160 (proseminar)  
**SIX SOUTHERN WRITERS:  
SENSE OF PLACE?**  
L. Brown Kennedy

This is a working seminar on the fiction of Hurston, Welty, O'Connor, McCullers, Faulkner, and Walker. How does a literature seminar define itself? Often, the teacher selects a reading list with some unity of historical period, genre, or theme in mind and the texts then are read principally to exemplify this a priori assumption. Obviously, the act of selecting a group of authors, as I have done, implies a point of view. But the goal of the seminar will not be to test whether my conclusion about these writers is accurate, but rather to learn how an approach to a body of literary work can be evolved inductively and refined critically.

As for my point of view--the possible questions or kinds of unity I had in mind in choosing these particular writers--How do sex or race shape the segment of human experience they choose to depict? Of what importance is it that they are all Southern? Is regionalism a useful criterion in thinking about literature? If not, in what other ways can one talk about the sense of place--of land, of history and of community they evoke in their writing? What can one make of the insistence one finds in many of their works on isolation, loneliness or violence and on the physically and psychologically grotesque.

REGULAR WRITING--Short bi-weekly essays and a longer research paper will be expected. Enrollment is limited to 20 students. Class meets twice weekly for one and one-half hours.

HA 165  
**PLACES AND SPACES:  
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. Class will meet twice a week for two hours. Enrollment is open.

**HA 193**  
**THE DESIGN RESPONSE**  
Sabrina Hamilton

A study of theatrical design modes and concepts, this course will emphasize the formation of the creative design response to dramatic material and the translation of that response into scenery, lighting and costumes. We will study the development of images that communicate with other theatre artists and the audience to convey feeling and meaning.

The course will aim to develop overall visual design skills, study the techniques employed in devising set, costume and lighting designs, as well as ways in which they can interrelate to form a unified design. To this end, we will stress the development of verbal and visual communication skills to convey design ideas, and study process as well as result.

The course will combine lecture and lab formats and will meet twice a week for two and one-half hours. Enrollment is limited to 15 students by instructor permission.

**HA 194**  
**INTRODUCTION TO**  
**ACTING**  
Rhonda Blair

This course provides an elementary foundation in acting for the stage, giving the student an acquaintance with 1) basic techniques in freeing the imagination, body, and voice, 2) analysis of character and action, and 3) applying those techniques to both improvisations and scripted scenes. Initial work will emphasize concentration, observation, sense memory, transformations, vocal production, tumbling, and improvisation. Later, students will present scenes from selected scripts, first in a "diagnostic" rehearsal and then for a final performance.

Because this is a studio course, attendance and participation are central to a student's work. Class will meet for two hours twice a week. Students interested in the course should attend the first class meeting. Enrollment is limited to 16.

**HA 195**  
**THEATRE THREE:**  
**RECONSIDERING**  
**RUSSIAN THEATRE**  
Rhonda Blair  
Ellen Donkin  
Sabrina Hamilton

Theatre Three is a course in which students take part in the making of a production. It utilizes a three-phase process to study the way in which theatre is made. Phase One is devoted to an integrative, interdisciplinary exploration of textual sources and theatrical techniques. Phase Two is an applied study of production skills required to mount a production. In Phase Three we mount the production, applying the skills acquired in the first phases.

This fall, Theatre Three will investigate Russian theatre, the work of the great acting teacher Stanislavsky, and the way in which Russian Theatre has been interpreted and misinterpreted in English-speaking countries. Under faculty supervision, the students will learn how to generate and construct non-traditional production out of traditional materials. We will be exploring theatrical concepts such as "bricolage", non-linear dramatic structure, and alternative rehearsal technique. This course will serve as an introduction for new students to Hampshire College in general, and Hampshire College Theatre in particular.

This is a core course recommended for all theatre concentrators. It will meet as a class for two hours, three times a week, but students should expect to devote extensive time to the production outside of class meeting times. Course enrollment is limited to 40.

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

This is a design course. It concerns itself with the making of architectural form and the design of the built environment. It is a design studio course organized to provide a broad overview of design issues and skills necessary for the engagement of environmental design problems. Students will have the opportunity to explore and investigate the experience and methodology of environmental design. A series of design projects, varied in scope and complexity, will be given and student work will be rigorously critiqued. Class discussion will center on approach, design analysis, functional response, expression and symbolism.

The course will provide an intense design experience for those seriously interested in environmental design, or interested in defining their interest. It is a logical extension of the 100 level courses and builds upon them. Interested students should have some background (which need not be extensive) in this area. Enrollment is 18. Class will meet twice a week for two hours.

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

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

Students will have the opportunity to screen seminal film and video works in documentary, narrative, and experimental genre. Additional out-of-class screenings and readings in the history and theory of film/video will also be assigned. There will be six assigned workshops with John Gunther in video editing and the use of the TV studios throughout the semester. There is a \$50 lab fee for this course, which entitles the student to the use of camera and recording equipment, transfer and editing facilities, plus video production equipment. Students must purchase their own film and pay their own processing fees.

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

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

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

**\*HA 216  
MODERN DANCE  
TECHNIQUE IV  
TBA**

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 \$50 entitles the student to darkroom facilities, lab supplies, and chemicals. Students must supply their own film and paper.

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

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

This course's description will appear in the course guide supplement.

**HA 221  
CRITICAL ISSUES IN  
PHOTOGRAPHY AND FILM  
TBA**

**HA 228  
LOVE TEXTS  
Jill Lewis  
John Hodge,  
ill Rembetski  
Karl Schooner  
Fiona Smith**

This course will be a Gay Studies/Feminist Studies course that will look at the representation of love, desire and sexuality in a range of literary, historical and critical texts. A more complete description will appear in the course guide supplement.

**HA 229  
MYTH AND CULTURAL  
TRANSFORMATION: THE  
MODERNIZATION OF OLD  
RUSSIA  
Joanna Hubbs**

In many respects the transformation of Old Russian society presents us with a vivid prototype for the problems associated with contemporary "Third World" nationalisms. Traditional Russia's response to the social and religious disruption, brought on by confrontation with Western institutions and culture, led to fundamentalist revolt, political schism, intense chauvinism, and individual alienation.

In this course we will explore the disintegration and the reformulation of identity, both national and individual in Russian society. We will pay particular attention to the critical role of myth in this process.

Readings from Russian folk tales, rituals, epics, chronicles, religious texts and emerging (17th century) secular writings will be placed within the context of interpretations of Russian culture which deal with the issue of mythological paradigms: Cherniavsky, Tsar and People; Billington, The Icon and the Axe; Hubbs, Mother Russia. Films: Tarkovsky, Andrei Rublev; Eisenstein, Ivan the Terrible.

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

HA 230  
**WRITING**  
Nina Payne

By means of exercises that draw on autobiographical and imaginative materials, students will spend some class time in the process of writing. This approach will give way to more formal assignments in fiction writing as the semester goes on, with the aim of developing competence, range, and boldness. There will be readings from a variety of sources.

This class is designed for a broad range of second year students, including those who do not necessarily think of themselves as "writers." Class will meet once a week for two and one-half hours and enrollment is limited to 16. Interested students would be advised to sign up on a class list to be posted during the week of April 16-20, 1990. A final list of students will be drawn from this group, by lottery, on the first day of classes in the fall.

HA 233  
**TOLSTOI**  
Joanna Hubbs

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

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

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

HA 239  
**JAZZ PERFORMANCE SEMINAR**  
Yusef Lateef

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

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

HA 245  
**BLACK EXPATRIATES: A STUDY OF BLACK AMERICAN WRITERS IN EXILE**  
Robert Coles

Since the beginning of the anti-slavery movement, Black writers in the U.S. have sought to express their protest and outrage against slavery and racial oppression. Oftentimes they had to flee their native land as fugitives to escape retribution for their attempted expression, or they left to seek a more liberating environment elsewhere. In this course we will therefore attempt to locate who left, why they left, and examine what impact exile had upon their literary careers. We will look at such writers as F. Douglass (Life and Times), William Wells Brown and Ellen Craft in Great Britain; L. Hughes (I Wonder as I Wander) and C. McKay (A Long Way From Home) in Europe and the Soviet Union; James Baldwin (Notes of a Native Son) and Richard Wright in Paris; W.E.B. DuBois and Maya Angelou (Singin' and Swingin'...Like Christmas) in Africa. Enrollment is limited to 20 students by instructor permission. Class will meet twice weekly for one and one-half hours.

HA 253  
LITERARY CULTURE IN  
EARLY AMERICA  
Lee Heller

The primary question informing this course centers on what was being written and read in early North America. We will explore the relationship between gender, class and ethnicity and the uses of theme and genre. In addition, the course will examine the literary representation of America from a variety of cultural perspectives.

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

HA 255  
ANCIENT GREEK DRAMA  
Robert Meagher

An introduction to the dramatic traditions and texts of classical Athenian theatre, tragedy and comedy. Selected tragedies by Aeschylus, Sophocles, and Euripides, as well as comedies by Aristophanes, will be considered in depth.

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

HA 281  
MUSIC III: ADVANCED  
TONAL AND NON-TONAL  
MUSIC SYSTEMS  
Daniel Warner

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

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

HA/SS 283  
LITERATURES OF  
COLONIALISM  
Lynne Hanley  
Jill Lewis  
Carolee Bengelsdorf

This course will look at how the experience of colonialism is framed by writers differently positioned in the contrasting histories of colonial exploitation. It will draw on three different experiences of colonialism: the British in Southern Africa, the French in Northern Africa, and the American in Central America. We will examine contemporary narratives in which writers from countries radically reshaped by colonialism seek to claim a voice and restructure the space in which they live. We will contrast these with the construction of the colonized in narratives from the dominant cultures. Readings will include novels by Chinua Achebe, Joseph Conrad, Sergio Ramirez, Joan Didion, Assia Djebar, Albert Camus, Doris Lessing and Lewis Thomas, Aime Cesaire, Jan Carew, Frantz Fanon, Roberto Retamar and Sander Gilman. Readings will be supplemented by films and videos: Burn, The Other Francisco, The Battle of Algiers, Maids and Madams, and Black and White and Color.

Class will meet for an hour and one-half twice a week. To receive an evaluation, students must do the assigned readings and keep a reading journal, attend classes and films, lead one class discussion, and submit three five page essays and a self-evaluation.

Prerequisite: HA 176 or equivalent Five College music course or instructor's permission.

HA 290  
**ELECTRONIC MUSIC  
COMPOSITION**  
Daniel Warner

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

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

HA 294  
**NEW LATIN AMERICAN  
NOVEL**  
Norman Holland

The course focuses on the "Boom" novels of the sixties and their sequels. The "Boom" is now dead, killed by politics, economics and its own narrative strategies. The course will explore the limits of master plots in an attempt to see what the Boom left unsaid and what its aftermath has said. Works to be read are Cortazar's Hopscotch and 62: A Model Kit; Lispector's The Apple in the Dark; Molloy's Certificate of Absence; and Garcia Marquez's Chronicle of a Death Foretold and Love in the Age of Cholera.

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

HA 303  
**ADVANCED DRAWING**  
Bill Brayton

This course will focus on the dynamics of form, light, and meaning within the context of drawing media. Students will develop a mastery of a specific approach, and employ this process in the development of their chosen subject matter. Historical and contemporary artists will be discussed and investigated through readings, independent research, and field trips. Group and individual critiques will be used to evaluate progress and to articulate goals. Admission to the class is by lottery. Enrollment is limited to 15. Class will meet twice each week for three hours each session.

HA 305  
**ADVANCED PAINTING**  
Denzil Hurley

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

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

HA 312  
**SURREALISM**  
Susan Felleman

This seminar for advanced students will study Surrealism both as a movement and as a popular phenomenon. It will focus on visual aspects, but deal also with literary Surrealism, since Surrealist practice often blurred these (and other) categories. Background in Art History, French literature or Psychoanalysis (history or theory) is highly recommended.

Class will meet once each week for three hours. Instructor's permission is required. Enrollment is limited to 15 students.

HA 313  
**PHOTOGRAPHY III**  
Jerome Liebling

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

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

HA 314  
**FILM/VIDEO WORKSHOP**  
 III  
 Abraham Ravett

An advanced seminar for those Division II and Division III students who have completed Film/Video Workshop II and are now in the process of completing another project. The workshop will combine technical instruction, field trips, selected readings and discussions on contemporary debates in the visual arts.

Enrollment is limited to 12 Film/Video concentrators. Class will meet once each week for three hours.

HA 320  
**SHAKESPEARE SEMINAR**  
 L. Brown Kennedy

Practice in the critical reading of major Shakespearian texts. In the first part of the course we will read nine plays with primary attention to problems of interpretation and method, secondary to issues of cultural context and theatrical performance. Particular topics for 1990 include: 1) the representation of power, authority and sexuality ("The Body Politic"); 2) the role of character in this drama. During the final segment of the course we will focus, collectively or in small groups, on the careful rereading of one play and may do work on the translation of text to action.

This course presumes no specific background in Shakespeare. Reading for the course (plays, historical and theoretical material) will be substantial. Texts will include a comedy and a history; but primary emphasis this year will be on the tragedies and the late romances.

Enrollment is limited to 15 and instructor permission is required. Class will meet once weekly for two and one-half hours.

HA 321  
**COMPARATIVE**  
**LITERATURE SEMINAR**  
 Mary Russo  
 Norman Holland

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 36 students with instructor permission required.

HA 399c  
**ART TUTORIAL**  
 Leonard Baskin

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

**CHORUS**  
 Ann Kearns

The Fall season for the Hampshire College Chorus will include, for Parents' Weekend, a program of Music for Chorus and Brass, featuring FANFARE FOR PEACE by Ann Kearns (premiere) and GLORIA by John Rutter. In December we will present A SERMON FROM THE MOUNTAIN: MARTIN LUTHER KING by Alice Parker, for chorus, string quintet, and jazz ensemble. Membership in the Chorus is by short, painless audition. Sign up at the Chorus Office in the Music Building. Rehearsals are Monday and Wednesdays, 4-6 p.m., in the Recital Hall in the Music and Dance Building. Faculty and staff are welcome.

## THEATRE BOARD

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

## School of Natural Science

---

### CURRICULUM STATEMENT

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

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

Courses at the 200 level are usually intensive surveys designed to introduce students to the traditional scientific disciplines. Physiology, physics, general 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 activities.

**AGRICULTURAL STUDIES PROGRAM** 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 farmers; (3) we connect issues in agriculture to the broader political, historical, and social framework in which agriculture takes place, in this country and in the Third World.

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

nitrogen fixation, plant and fish physiology, and passive solar energy. A farm manager, animal caretaker, research associate for the dog project, and a bioshelter technician support these facilities. Several faculty members lead courses and research projects related to agriculture, often joining with faculty from other Schools to merge social or cognitive science perspectives with natural science. The principal faculty involved with the program are animal behaviorist Ray Coppinger, ecologist Charlene D'Avanzo, reproductive physiologist Kay Henderson, entomologist Brian Schultz, plant physiologist Lawrence Winship, and geographer Ben Wisner. The Luce Foundation Program in Food, Resources and International Policy 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.

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

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

**PHYSICAL SCIENCES** The physical sciences at Hampshire College are structured to integrate their philosophical and social implications directly into the curriculum. Faculty interests reflect this integration. They combine physics with philosophy, technology, or disarmament studies, chemistry with environmental and economic development, and geology with ecology. Students begin with a variety of introductory courses on Quantum Mechanics, Appropriate Technology, Evolution of the Earth, or Science and Disarmament. Students concentrating in the physical sciences, including entering students, take higher numbered courses, such as General Physics, General Chemistry, the Calculus, and Evolution of the Earth II. In addition, advanced courses (such as this year's Electricity and Magnetism) book seminars/reading courses and Five College courses are available. Upper level projects are often supplemented by exposure to current research programs through summer study and internships. National Science Foundation grants have supported research in theoretical physics (neutron interferometry), geology, and mathematics education.

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

## Course List

### 100 LEVEL

NS 107

#### EVOLUTION OF THE EARTH

John Reid

NS/SS 109

#### HEALTH ISSUES FOR MINORITY COMMUNITIES

John Foster

Robert von der Lippe

NS 119 (Proseminar)

#### FITNESS, EXERCISE AND YOUR HEART

Merle Bruno

NS 122 (Proseminar)

#### HOW PEOPLE MOVE

Ann McNeal

NS 124

#### THE BIOLOGY OF WOMEN

Kay Henderson

NS/CCS/HA/SS 129

#### WOMEN'S BODIES/WOMEN'S LIVES

Michelle Murrain

Meredith Michaels

Lynne Hanley

Margaret Cerullo

NS 135 (Proseminar)  
**PREHISTORIC AMERICAN  
 INDIAN HEALTH**  
 Debra Martin  
 Alan Goodman

NS 147  
**PESTICIDE ALTERNATIVES**  
 Brian Schultz

NS 151  
**WORLD FOOD CRISIS**  
 Lawrence Winship  
 New Faculty Member

NS 168  
**COLLEGE COUNTING**  
 David Kelly

NS/SS 174  
**WAR, REVOLUTION AND  
 PEACE**  
 Allan Krass  
 Michael Klare

NS 175 (proseminar)  
**THE SCIENCE OF  
 DISARMAMENT**  
 Allan Krass

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

NS 182  
**APPROPRIATE  
 TECHNOLOGY**  
 Frederick Wirth  
 Kathleen Dugan

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

NS 198 (Proseminar)  
**EVER SINCE DARWIN**  
 Lynn Miller

200 LEVEL  
 NS 202  
**BASIC CHEMISTRY**  
 Dula Amarasiriwardena

NS/CCS 243  
**BRAIN AND BEHAVIOR**  
 Michelle Murrain  
 Christopher Chase

NS 247  
**CELL BIOLOGY**  
 John Foster  
 Lynn Miller

NS 251  
**HUMAN ORIGINS**  
 Debra Martin

NS 255  
**BIOLOGY OF DOMESTIC  
 ANIMALS**  
 Kay Henderson

NS 260  
**CALCULUS I**  
 David Kelly  
 NS 265

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

NS 267  
**OCEANOGRAPHY**  
 Charlene D'Avanzo  
 John Reid

NS 276  
**INTRODUCTION TO  
 COMPARATIVE SCIENTIFIC  
 TRADITIONS**  
 Kathleen Dugan

NS 282  
**GENERAL PHYSICS A**  
 Frederick Wirth

NS 297  
**NUTRITIONAL  
 ANTHROPOLOGY**  
 Alan Goodman  
 R. Brooke Thomas (UMass,  
 Anthropology)

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

NS 317  
**MODERN ALGEBRA**  
 Kenneth Hoffman

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

NS 398i  
**THIRD WORLD HEALTH**  
 Ann McNeal  
 Joe Amon  
 Shira Robbins

## Course Descriptions

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

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

**NS/SS 109**  
**HEALTH ISSUES FOR**  
**MINORITY COMMUNITIES**  
 John Foster  
 Robert von der Lippe

Are there different health issues for different sectors of American Society? If high blood pressure is common among African-Americans, is that a matter of genetics or a result of stress and socioeconomic factors? Could the same questions be asked about infant mortality, low birth weight, and diabetes? Some other diseases such as AIDS, sickle-cell anemia, and osteoporosis have been said to afflict different sectors differentially. What are the "facts" as they are known? What are the decisions being made about health care in light of this knowledge? What impact does such knowledge have on decisions about health care? From the perspectives of social and natural science, we will try to address these and other questions in this course.

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

**NS 119 (Proseminar)**  
**FITNESS, EXERCISE AND**  
**YOUR HEART**  
 Merle Bruno

How much exercise will keep me fit? Should I be eating lots of oat bran? How can I tell how fit I am? Fitness and cardiovascular health are of concern to everyone and heart disease is still the major cause of death in the United States. In this class students will learn about how the cardiovascular system works, how to measure and improve fitness, and how to find and read research literature about exercise and cardiovascular fitness.

Some issues to be addressed through student lab and library projects include the incidence of hypertension among black populations, the "training effect" of exercise, "good" and "bad" cholesterol, and the treatment of heart disease through medication, by-pass surgery, and laser angioplasty.

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

**NS 122 (Proseminar)**  
**HOW PEOPLE MOVE**  
 Ann McNeal

This course is for dancers, athletes, and others who want to know how their bodies move. We will not attempt to survey all of human anatomy and physiology. Rather, by reading scientific papers we will look closely at how scientists try to obtain information on muscle use and in fitness. In the lab we will do our own experiments to study muscle activity and energy use.

The course work will culminate in individual and group projects on topics such as measuring muscle use in certain movements, measuring changes due to fatigue, studying energy use during different activities, and so forth.

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

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

Daily pressures by our society encourage women to be consumers of services and products claimed to make them feel healthier and to look and feel young longer. A better understanding of women's anatomy and physiology will enable a woman to sort out the myths. In this course we will study relevant systems of women's bodies and learn ways in which women can play active roles in maintaining their own health. No scientific background is necessary for this course. Reading assignments are from primary research papers and the text. Course work will culminate in individual projects on a question related to the course content.

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

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

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

The course will be team-taught by faculty members from Humanities and Arts, Natural Sciences, and Social Sciences. Class will meet twice a week, once as a group for one hour and one-half and a second time for one hour and one-half in smaller sections. Deborah Berkman of the Writing Center will offer a section for students who want intensive work on writing.

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

NS 135 (proseminar)  
**PREHISTORIC AMERICAN  
INDIAN HEALTH**  
Debra Martin  
Alan Goodman

This course explores patterns of health and disease of American Indians prior to European contact. The primary source of information regarding prehistoric American Indians is in the archaeological record. Biological anthropologists interested in disease in the past must use techniques from the disciplines of medicine, nutrition, forensics, and skeletal biology to reconstruct how humans long ago lived and why they died. By understanding the form and function, the growth and development, and the pathological processes of human osteological remains, questions concerning the age, sex, disease and nutrition status, and health and lifestyle of individuals living long ago can be answered. The course will emphasize laboratory skills for the analysis of bones and teeth. No prior science background is necessary.

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

NS 147  
**PESTICIDE ALTERNATIVES**  
Brian Schultz

The use of synthetic chemical pesticides has created environmental and health problems throughout the world, from the contamination of water supplies in Western Massachusetts to the poisoning of farm workers in Southeast Asia. This course will examine how problems associated with pesticides arise. We will then review in detail various methods for the "biological control" of pests, such as the use of predatory insects to control insect pests or the use of their own sex attractants to confuse them. The politics of pesticide use will also be an important component, such as who really benefits from the overuse of pesticides and how they are often "dumped" in the Third World.

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

NS 151  
**WORLD FOOD CRISIS**  
 Lawrence Winship  
 New Faculty Member

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

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

NS 168  
**COLLEGE COUNTING**  
 David Kelly

The search for efficient computer algorithms and for ways to measure their complexity has focussed attention on several branches of mathematics which are accessible to the novice, useful, and fun. Starting with puzzles, paradoxes, proofs, programs, and pretty patterns, we'll explore problems in combinatorics (fancy counting), elementary number theory (primes), and graph theory (maps, networks, and trees). Topics will include permutations, derangements, Pascal's triangle, Fibonacci numbers, binary arithmetic, mathematical induction, recursion, the pigeonhole principle, and logic, but the emphasis will be on developing approaches to solving problems rather than on the mere accumulation of results. Applications will include searches, sorts, knapack stuffing, and unbreakable codes. Students will be expected to work on regularly assigned problems and there will be many opportunities for projects. We'll make some use of the computer, but prior experience is not needed.

Class will meet three times a week for one hour.

NS/SS 174  
**WAR, REVOLUTION AND  
 PEACE**  
 Allan Krass  
 Michael Klare

An introduction to the dynamics of international conflict in the contemporary world, and an assessment of traditional and innovative approaches to international peacemaking. We will examine the full spectrum of possible conflict types--nuclear war, conventional conflict, and revolutionary warfare--along with the evolution and structure of the modern world military order. We will also examine an array of peacemaking strategies, including arms control and disarmament, international mediation and peacekeeping, and citizen activism. Intended for students with an interest in pursuing peace and world security studies.

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

NS 175 (proseminar)  
**THE SCIENCE OF  
 DISARMAMENT**  
 Allan Krass

Nuclear disarmament is a reality. Since 1988 the US and USSR have been eliminating their intermediate-range nuclear forces, and it seems increasingly likely that by the end of 1990 they will begin reductions in their long-range strategies arsenals. Disarmament presents both political and technical problems, but this course will focus on technical issues. How are nuclear weapons "eliminated"? How do we verify that new ones are not created in secret? How do we clean up the environmental mess the nuclear weapons industry has left behind? And how do we decide how many and what kinds of weapons must be kept to ensure "stable deterrence"? Each student will propose a research project suitable for a Natural Science Division I exam dealing with a specific aspect of one of these questions. No student who is unwilling to make such a commitment should take this course. Class will meet for one and one-half hours twice a week.

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

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

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

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

The use of wood as an energy source is increasing and has led to serious ecological and medical problems in some parts of the world (such as rural India and Boulder, Colorado). This course will examine the science and technology of wood burning and its effects on health (e.g., in the highlands of New Guinea 78% of all people over 40 suffer from emphysema) and the environment (e.g., 40 million acres of forest disappear each year). We will also consider the ways in which wood burning technologies are linked to the social structure and beliefs about the natural world in a variety of cultures.

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

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

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

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

NS 198 (Proseminar)  
**EVER SINCE DARWIN**  
Lynn Miller

"Getting tired of being human is a very human habit." R. Dubois. In the last few years a number of authors have attempted to reduce human history to genetic principles or biologically fixed sexual differences in human behavior which keeps men and women in separate groups. These simplistic arguments were invented over one hundred years ago by those who misread or misinterpreted Darwin's ideas. To think about these arguments, we will read and discuss a small sample of the literature of the past 120 years on the explanations of the behavior of *Homo sapiens*. Most of our readings will be essays by Stephen J. Gould. Students are expected to write three short essays or one extended essay during the term for an evaluation.

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

**NS 202**  
**BASIC CHEMISTRY**  
 Dula Amarasiriwardena

In this course we will learn the fundamental chemical concepts of composition and stoichiometry, atomic structure, chemical bonding and molecular structure, chemical reactions, properties of matter including gases, solids, and liquids. Other topics will include nuclear chemistry, oxidation-reduction reactions, energy changes in chemical reactions and introduction to organic chemistry. We will also put emphasis on applications of chemical principles to environmental, industrial and day-to-day life situations. No previous background in chemistry is necessary. However, a working knowledge of algebra is essential since students will be expected to develop skill in solving a variety of numerical problems and for understanding some of the subject matter.

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

Class will meet for one and one-half hours three times a week, and laboratory will meet for two and one-half hours one afternoon per week. Five College students will be graded on a pass-fail basis.

**NS/CCS 243**  
**BRAIN AND BEHAVIOR**  
 Michelle Murrain  
 Christopher Chase

How do birds learn to sing? Why in some species the song is innate and in others it is learned? In this course we will explore the diverse and complex world of specific structures in the nervous system and how they relate to behavior. We will study in-depth the nervous systems of several different species and specific mammalian perceptual systems or motor structures, such as vision and the cerebellum. In the case of each system, students will learn detailed information about how the neurophysiological functions at the microscopic level of neurons control and regulate complex perceptual and behavioral functions.

This course will meet for one and one-half hours twice a week. Enrollment is limited to 35.

**NS 247**  
**CELL BIOLOGY**  
 John Foster  
 Lynn Miller

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

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

NS 251  
**HUMAN ORIGIN**  
Debra Martin

This course will critically examine the research strategy, data base, hypotheses and interpretations which various scientists have used concerning the biological basis for human behavior and human evolution. The biases which permeate the scientific literature concerning the role of males and females in the evolutionary process will be specifically addressed. Replicas of fossil remains, non-human primates, and skeletal remains from the prehistoric past will be used in examining and evaluating the biological evidence supporting various claims concerning human behavior and evolution.

No prior science background is necessary. Natural Science Division I examinations may be carried out in this advanced survey course. The course will meet twice a week for one and one-half hours.

NS 255  
**BIOLOGY OF DOMESTIC ANIMALS**  
Kay Henderson

This course will survey the biology of livestock animals. We will discuss how genetics, physiology, and nutrition are used in formulating management practices. Specific topics which will be covered include: the application of qualitative and quantitative genetics to livestock improvement; mechanisms of reproduction; how animals convert feed into milk, meat, and fiber; how animals adapt to environmental changes; and how we can manipulate biological processes to maximize production. The laboratories will focus on the birth, growth and development, behavior, nutrition, and management of laboratory and agricultural species.

Class will meet for one and one-half hours twice a week plus a three hour lab or field trip on alternate weeks. Reading assignments include both text and primary research sources. An individual class project is required. Students are expected to do an independent project and present their findings to a class symposium.

NS 260  
**CALCULUS I**  
David Kelly

The calculus provides the language and some powerful tools for the study of change. As such it is an essential subject for those interested in growth and decay processes, motion, and the determination of functional relationships in general. We will investigate dynamical systems from economics, ecology, weather and physics. Computers are essential tools in the exploration of such processes and will be integral to the course. No previous programing experience is required.

Topics will include 1) computer programing, simulation, and approximation, 2) basic concepts of calculus--rate of change, differentiation, limits, 3) differential equations, 4) dynamical systems, 4) exponential and circular functions. While the course is self-contained, students are strongly urged to follow it up by taking NS 316 Linear Algebra or the Calculus II to further develop their facility with the concepts.

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

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

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

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

**NS 267**  
**OCEANOGRAPHY**  
 Charlene D'Avanzo  
 John Reid

This course is both an overview of basic principles in physical/geologic oceanography and an introduction to several new ideas in the field of biological oceanography. The geologic topics will include tides, currents, coastal geomorphology and sea floor formation. In the ecological section we will discuss recent developments concerning marine food chains, the deep sea and coastal wetlands. The laboratory component of the course will be a series of research investigations including the biological and geological development of salt marshes, salinity/oxygen dynamics of a coastal lagoon and seafloor basalt evolution. Students with no course work in geology or ecology must obtain instructor permission.

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

**NS 276**  
**INTRODUCTION TO**  
**COMPARATIVE**  
**SCIENTIFIC TRADITIONS**  
 Kathleen Dugan

If we broadly define science as a means of observing, explaining and predicting nature, then it is obvious that all cultures practice science. However, cultures differ in specific beliefs about how nature behaves, in methods of acquiring new knowledge, and in the role of scientific knowledge in the social structure. The course will survey the scientific traditions within pre-literate, Chinese, Indian, Arabic and Western societies with the aim of exploring the relationship between science and culture.

By comparing various scientific traditions and examining the response of non-Western peoples to the introduction of Western science, we will explore the way beliefs about nature have been used to defend or attack the existing social structure. (For example, beliefs about witchcraft or astrology serve different social functions in African tribes communities, imperial China, seventeenth-century Europe and the U.S. today.) An examination of alternative scientific traditions and their cultural contexts can reveal much about the assumptions and values inherent in Western science and its relation to Western culture.

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

**NS 282**  
**GENERAL PHYSICS A**  
Frederick Wirth

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

The course is more mathematically sophisticated than physics with applications to physiology, biology, and medicine. Students should know (or have known) algebra and geometry. The calculus is a co-requisite. Computer modeling will be incorporated as an experimental feature.

Class will meet for one and one-half hours twice a week plus an afternoon lab. Students will be expected to maintain careful records of their laboratory work, do one extensive laboratory investigation on a topic of their choice, and work substantial weekly problem sets.

Enrollment is limited to 20 on a first come, first served basis.

**Note:** General Physics will alternate: in odd-numbered academic years (like 1991-92) it will have applications in bioscience; on even-numbered years (1992-93) we will focus on earth sciences.

**NS 297 (UMass Anthro #397)**  
**NUTRITIONAL**  
**ANTHROPOLOGY**  
Alan Goodman  
R. Brooke Thomas (UMass,  
Anthropology)

Food is the "stuff" of life. We eat for sociocultural reasons, and we eat because foods contain nutrients. In this course biological and cultural aspects of food and nutrition are integrated in order to provide a comprehensive understanding of the anthropology of eating. Topics covered will include the evolution of the human diet and its significance for contemporary humans, the origins of food taboos, factors determining food selection and avoidance, and the epidemiology of overnutrition and obesity. Special attention will be given to the biological and social consequences of starvation and persistent undernutrition in the US and abroad, along with a critical analysis of the political and economic determinants of these problems.

This class will meet twice a week, once at University of Massachusetts and once at Hampshire College.

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

This course develops the basic geometric, algebraic, and computational notions about vector spaces and matrices and applies them to a wide range of problems and models. The material will be accessible to students who have taken at least a semester of the calculus and useful to most consumers of mathematics.

Included will be discussions of finite dimensional vector spaces, matrix multiplication, eigenvectors and geometric transformations. Applications will be made to computer graphics, Markov processes, environmental models, differential equations, linear programming, and game theory. Computers 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 three times a week.

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

This seminar will address topics of current theoretical and political importance in anthropology through lectures, film and discussion. Possible topics include ethnographic method, the ethics of anthropological research, bio-cultural adaptation and health, research on conflict management and the politics of informal justice, colonialism and the politics of ethnography, and studies of Native Americans.

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

The class will meet one evening per week for three hours.

NS 398i  
**THIRD WORLD HEALTH**  
 Ann McNeal  
 Joe Amon  
 Shira Robbins

This advanced seminar will look at issues in world health in a multi-disciplinary, multi-level way. We will begin with case studies to inform ourselves on specific issues, such as health of migrant farm workers in California and children health in Nigeria; the two student seminar leaders have just completed Division III field work in these areas. We will then look at other issues such as the global vaccination campaign, malnutrition, and malaria from points of view ranging from the biological to the policy level. The role of women in each of these areas will be stressed.

Students at the advanced Division II and Division III level in any area related to this topic are welcome.

Seminar meets once per week for three hours.

ASTFC 13  
**THE SOLAR SYSTEM**  
 Dent  
 University

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

**ASTFC 20  
COSMOLOGY**  
Harrison  
University

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 21  
STARS**  
Arny  
Amherst

Evening labs at Mount Holyoke College. Stars and stellar evolution; quantitative introductory course. Observational data on stars; masses, radii, and the Hertzsprung-Russell diagram. The basic equations of stellar structure. Nuclear energy generation in stars; origin of the elements. The three possible ways a star can die: white dwarfs, pulsars, and black holes. Prerequisites: a semester of calculus and a semester of physics. Completion of 10 labs mandatory.

**ASTFC 37  
OPTICAL OBSERVATIONS**  
S. Edwards  
K. Strom  
Smith

An introduction to the techniques of gathering and analyzing astronomical data. The optics of telescopes and spectrographs. Error analysis. Astrometry, photometry, spectroscopy, and their use to determine the positions, motions, brightness, temperatures, radii, masses, and chemical compositions of stars. Prerequisites: ASTFC 21 and 222.

**ASTFC 43  
ASTROPHYSICS I**  
Kwan  
University

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

**MATH HELP**  
David Muehsam

Help with math and any math-related topics is now available in regular office hours and workshops. Computer workshops are also available to help students become familiar with the computer resources on campus. A GRE math review meets once a week throughout the year. Any student using math should feel free to use The Quantitative Skills resources for help solving problems, analyzing data, math review, tutoring, etc. The Quantitative Skills Office is located in Prescott House A4 X591

## **School of Social Science**

---

**CURRICULUM  
STATEMENT**

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

Our faculty come from a variety of disciplinary backgrounds--anthropology, education, economics, geography, history, law, political science, psychology, and sociology. However, the School's identity is shaped much more by emerging constellations of thematic interests and cooperative teaching than by traditional academic patterns. Most of us teach with faculty of different disciplinary backgrounds within the School of Social Science, from other Schools in the college and from outside the college, as

well as with students. As a result, faculty and students can bring a variety of perspectives to bear on issues which are not common in academic structures that are limited by the disciplinary allegiance of their members. We have begun to understand the limits of the single discipline, and can claim success in interdisciplinary teaching. We are not yet able to present all the various disciplines in a meaningful synthesis, but that is an ideal that is reflected in our efforts to develop a broad and stimulating range of courses and programs.

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

## Course List

### 100 level

SS 102 (proseminar)  
**POVERTY AND WEALTH**  
Laurie Nisonoff

SS 107  
**HISTORY OF WOMEN/FEMINISM IN THE UNITED STATES AND BRITAIN**  
Miriam Slater  
Susan Tracy

SS/NS 109  
**HEALTH ISSUES FOR MINORITY COMMUNITIES**  
Robert von der Lippe  
John Foster

SS 111  
**FROM POTSDAM TO PERESTROIKA: EAST CENTRAL EUROPE SINCE WORLD WAR II**  
Lester Mazor  
James Wald

SS 113  
**RELIGIONS IN THE AMERICAS: STUDIES IN ANTHROPOLOGY, SOCIOLOGY, AND HISTORY**  
Leonard Glick

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

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

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

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

SS 139  
**ZIONISM AND THE STRUGGLE FOR PALESTINE**  
Aaron Berman

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

SS 153  
**LATINOS IN THE UNITED STATES: LAW, POWER, AND COMMUNITY**  
Flavio Risech

SS 168  
**OTHER TONGUES: FEMINISM THROUGH THE VOICES OF THIRD WORLD WOMEN**  
E. Frances White

SS 173  
**SOCIAL DEVELOPMENT OF THE YOUNG CHILD**  
Stephanie Schamess

SS/NS 174  
**WAR, REVOLUTION, AND PEACE**  
Michael Klare  
Allan Krass

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

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

SS 184 (proseminar)  
**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 203  
**WORLD POLITICS**  
Eqbal Ahmad

SS 208  
**ISSUES IN EDUCATION**  
Frederick Weaver

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

SS 214  
UNITED STATES LABOR  
HISTORY  
Laurie Nisonoff

SS 215  
POLITICS OF THE  
ABORTION RIGHTS  
MOVEMENT  
Marlene Fried

SS 239  
ABNORMAL PSYCHOLOGY  
Patricia Romney

SS 243  
PERSONALITY, MORAL  
DEVELOPMENT, AND  
SOCIAL CHANGE  
Margaret Cerullo  
Maureen Mahoney

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

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

SS/HA 283  
LITERATURES OF  
COLONIALISM  
Carollee Bengelsdorf  
Lynne Hanley  
Jill Lewis

SS 285  
STRUGGLE FOR  
DEMOCRACY IN THE  
THIRD WORLD  
Frank Holmquist  
Kay Johnson

300 level  
SS 329  
ANOTHER COUNTRY  
Patricia Romney  
E. Frances White

SS/NS 339  
TOPICS IN  
ANTHROPOLOGY  
Barbara Yngvesson  
Debra Martin

SS 343  
READINGS IN EIGHTEENTH  
AND NINETEENTH  
CENTURY UNITED STATES  
HISTORY  
Mitziko Sawada

SS 350  
STATE AND SOCIETY IN  
THE MIDDLE EAST AND  
SOUTHWEST ASIA  
Eqbal Ahmad

SS 399a  
MAKING SOCIAL CHANGE  
Stanley Warner

## Course Descriptions

SS102 (proseminar)  
POVERTY AND WEALTH  
Laurie Nisonoff

Who gets the money in America and who doesn't? Why is there poverty in the richest country in history? Although often sanctified by economic theorists in oblique formulas, the state of poverty and character of wealth go to the heart of what it is to live in America. This course encourages inquiry into a hard accounting of this contemporary social and economic reality. Thematic units include federal income measurement, facts and fictions; the business elite; taxation; family and sexual inequality; race; health care and aging; education; and the history of social welfare programs and charity. To understand how income inequality is perceived and measured, we will also examine three paradigms in economic inquiry: radical, liberal, and conservative. Evaluation will be based on class participation and assigned problem sets and essays.

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

SS107  
HISTORY OF  
WOMEN/FEMINISM IN  
THE UNITED STATES AND  
BRITAIN  
Miriam Slater  
Susan Tracy

This course will introduce students to U.S. and British women's history in the 19th and 20th centuries. Students can expect to examine the narrative history of the period as well as to engage a series of problems. The latter will include: the formation of the industrial economy; the use of organized women's political movements; the demand for social opportunities and equality. We will pay particular attention to the ways in which race and class concerns challenged and modified women's historical possibilities.

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

SS/NS 109

**HEALTH ISSUES FOR  
MINORITY COMMUNITIES**

Robert von der Lippe

John Foster

Are there different health issues for different sectors of American society? If high blood pressure is common among African-Americans, is that a matter of genetics or a result of stress and socioeconomic factors? Could the same questions be asked about infant mortality, low birth weight, and diabetes? Some other diseases such as AIDS, sickle-cell anemia, and osteoporosis have been said to afflict different sectors differentially. What are the "facts" as they are known? What are the decisions being made about health care in light of this knowledge? What impact does such knowledge have on decisions about health care? From the perspectives of social and natural science, we will try to address these and other questions in this course.

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

SS 111

**FROM POTSDAM TO  
PERESTROIKA: EAST  
CENTRAL EUROPE SINCE  
WORLD WAR II**

Lester Mazor

James Wald

Despite their cultural differences, the peoples of East Central Europe have long been linked by their condition of political dependency. Subjugated by powerful empires, they have fought for their identities and independence, but also have tended to turn on one another. Although we will survey the history of the region, the bulk of the course will deal with the events following 1945, when these nations came under Soviet influence. In particular, we will consider some "watershed" moments: The Berlin crises of 1953 and 1961, the Hungarian "revolution" of 1956, the Prague Spring of 1968, the rise of Solidarity in Poland, and the dramatic changes that began with the Gorbachev reforms and continue to the present day. We will consider such issues as nationalism, Stalinism, the politics of culture, and the possibility of democratic socialism. Readings will include works of history, literature, and journalism.

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

SS 113

**RELIGIONS IN THE  
AMERICAS: STUDIES IN  
ANTHROPOLOGY,  
SOCIOLOGY, AND  
HISTORY**

Leonard Glick

Every kind of religion is well represented in the Americas. This course presents a cross-cultural perspective emphasizing detailed study of particular religions in historical and social context. We won't study religious texts or theological questions; rather, our focus will be on how religious beliefs and practices serve the needs of people in their everyday lives. Here are a few of the many people whose religions may be studied: Navaho, Lakota and other native people of North America; native people of the Amazon region; evangelical and pentecostal Christians; Hasidic Jews; African-Americans; Mormons; Rastafarians and other Caribbean people; peasants and villagers in Latin America. Students will write a journal and a final paper based on a cooperative research project.

Class meets for one and one-half hours twice a week. Enrollment is limited to 25; selection, if necessary will be based on a one page essay about your academic plans and interest in the course.

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

This is a course about U.S. foreign policy since the end of World War II, the moment designated by Henry Luce as the beginning of the "American Century." It is organized around the history of the four pillars of postwar U.S. foreign policy: intervention in the Third World; containment of the Soviet Union/strategic superiority; domination of the postwar "Western" alliance (NATO and Japan); and domestic consensus around foreign policy values and goals. We will examine these elements of the American Century, their progressive disintegration, the efforts, particularly by the Reagan administration, to reconstruct them, and finally, their meaning in a post-Cold War world. After this review of each of the pillars, we will explore how they played or play themselves out in two case studies: the extended United States involvement in Vietnam, and current U.S. actions in Central America.

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

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

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

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

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

In this class, we will explore the historical roots of contemporary Central America, paying particular attention to the manner in which divergent patterns of economic and political change in the five Central American nations have resulted in each nation's experiencing severe, and often repeated convulsions since World War II. Students will be introduced to the principles of economics and political economy, and the Central American experiences will be set in international contexts. Readings will include Booth and Walker, Understanding Central America, Walter LaFeber, The Inevitable Revolutions, and a couple of novels, in addition to other political economic materials.

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

SS/CCS/HA/NS 129

**WOMEN'S****BODIES/WOMEN'S LIVES**

Margaret Cerullo

Meredith Michaels

Lynne Hanley

Michelle Murrain

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

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

SS 139

**ZIONISM AND THE****STRUGGLE FOR PALESTINE**

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 a week; enrollment limit 25.

SS 144

**AFRICAN DEVELOPMENT**

Michael Ford

Frank Holmquist

The course addresses four major issues: 1) *History*: What did pre-colonial African politics and economics look like? How and why was European colonial rule imposed? How did Africans respond? What was the origin and nature of nationalist ideology, organization, and leadership in the struggle for independence? 2) *Current Difficulties*: How should we understand and explain the gathering crises in African politics and economics? 3) *Development Policy, Reform, and Recovery*: What are current development policies in different policy arenas (such as agriculture, industry, and education)? How successful are they and what changes may be needed to put Africa on the road to economic recovery? 4) *South Africa*: How did white rule and the chronic South African crisis develop historically? What are the roles of external and internal forces in the crisis? What has U.S. foreign policy toward South Africa been and what should it be? Class meets for one and one half hours twice a week; enrollment limit 35.

SS 153

**LATINOS IN THE UNITED STATES: LAW, POWER, AND COMMUNITY**

Flavio Risech

Demographers predict that Latinos will comprise the United States' largest population of people of color early in the next century. This course will examine the distinct experiences of Mexicans, Puerto Ricans, Cubans, and Central Americans in the United States, emphasizing the role of the legal system in structuring the interactions between these Latino communities and Anglo social, political, and economic institutions. Immigration, education, labor, language, and cultural issues will be explored, developing a critical approach to a variety of social science and legal literature and utilizing works by Latinos and Latinas wherever possible. Students will be asked to participate actively in and occasionally lead class discussions and to write several critical essays. Class will meet for one and one half hours twice a week; enrollment limited to 25.

SS 168

**OTHER TONGUES:  
FEMINISM THROUGH THE  
VOICES OF THIRD WORLD  
WOMEN**

E. Frances White

This course will focus on the feminisms developed by women of color in the United States. It will examine the way that African-American, Asian-American, Native American, and Latina women have developed feminist discourses that challenge the narrowness of the mainstream feminism and the sexism of their own communities. In order to understand these discourses, we will also study the various contexts out of which each feminist discourse grows.

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

SS 173

**SOCIAL DEVELOPMENT OF  
THE YOUNG CHILD**

Stephanie Schamess

All of us were once children; we came into the world biologically "preprogrammed" to engage in social interactions, and although our life experiences may differ, we all become social and *socialized* members of families, peer groups, and the larger society in which we live. This course will examine the ways in which this comes about, through readings in developmental psychology, psychoanalytic theory, social cognition, and cross-cultural studies. Field trips to child care facilities, movies, and videotapes will be used to supplement the readings. Areas to be covered include mother/infant interactions; attachment; peer culture, social play, and friendship; moral development; the child's acquisition of gender knowledge; and the influence of culture and social class on development. Class meets for one and one-half hours twice a week; enrollment limit 25.

SS/NS 174

**WAR, REVOLUTION, AND  
PEACE**

Michael Klare

Allan Krass

An introduction to the dynamics of international conflict in the contemporary world, and an assessment of traditional and innovative approaches to international peacemaking. Will examine the full spectrum of possible conflict types—nuclear war, conventional conflict, and revolutionary warfare—along with the evolution and structure of the modern world military order. Will also examine an array of peacemaking strategies, including arms control and disarmament, international mediation and peacekeeping, and citizen activism. Intended for students with an interest in pursuing peace and world security studies.

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

SS 176

**DOING HISTORY: JEWS  
AND CHRISTIANS IN  
MEDIEVAL EUROPE**

Leonard Glick

A study of Christians and Jews in medieval Western Europe from the sixth to fifteenth centuries, particularly how their images of themselves and of each other influenced their actions and interactions. The course has two main goals: first, to help you to understand why this subject is essential to understanding the role of Jews in European history; second, to show you what history is by having you do it. Each week you'll write a short essay based on a set of translated primary sources—material written by people who were personally involved in the events being studied. Our second class each week will be devoted to critical discussion of your essays, which will be read anonymously and identified by a code number known only to you and me.

Class meets for one and one-half hours twice a week. Enrollment is limited to 25; selection, if necessary, will be based on a one page essay about your academic plans and interest in the course. Firm commitment to regular attendance and weekly writing is the essential prerequisite.

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

SS 184 (proseminar)

**AMERICAN CAPITALISM**

Stanley Warner

This proseminar addresses the current structure and performance of American capitalism. We begin by developing the theory of alternative market structures: competition, monopoly, and oligopoly. Because the concentration of economic power is at odds with the belief in free markets, new theories have emerged which attempt to rationalize—even make a virtue of—the dominance of a few hundred multinational firms. We will critically evaluate these theories. But a wider analysis of capitalism must confront issues of class structure and consciousness, relationships of economic power to political power, and interventions by state authority to reallocate resources and incomes. Sweden and Japan will be used as points of comparison for the variety of forms capitalism may take. Class meets for one and one-half hours twice a week; enrollment limit 20.

SS 203

**WORLD POLITICS**

Eqbal Ahmad

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

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

SS 208

**ISSUES IN EDUCATION**

Frederick Weaver

This seminar is designed for students with little or no background in education studies, and it will address some of the most pressing issues and debates about schooling in the United States. We will focus on the continuing struggle for control of the structure and content of U.S. education, examining race, class, and gender issues, the back-to-basic movement, the economic rationales for schooling, and the cultural production of knowledge. Readings will include Cremin, Ravitch, Apple, Finn, Bowles and Gintis, Giroux, and others.

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

SS 212

**HISTORY OF POSTWAR AMERICA**

Penina Glazer

Miriam Slater

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

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

This course will explore the history of the American working class from the mid-nineteenth century to the present. We will use traditional historical concepts such as industrialism and trade unions, immigration, and organization; integrate the insights of the "new social and labor history" to focus on unionization, strikes, and development of working-class communities, consciousness and culture; and work to understand a working class divided along race, ethnic, and gender lines. Strategies employed by industrialists and the state to mold and control the working class will be considered, along with responses and strategies employed by the working class to gain political and economic power. An introduction to and essential component of concentrations in labor studies, political economy, American studies, and feminist studies. Required: participation in class discussion and completion of several papers or projects.

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

SS 215  
**POLITICS OF THE  
ABORTION RIGHTS  
MOVEMENT**  
Marlene Fried

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

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

SS 239  
**ABNORMAL PSYCHOLOGY**  
Patricia Romney

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

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

SS 243

**PERSONALITY, MORAL  
DEVELOPMENT, AND  
SOCIAL CHANGE**

Margaret Cerullo  
Maureen Mahoney

This course examines social theory and personality theory for their assumptions about the relationship between the individual and society. Using theorists such as Freud, Rousseau, Durkheim, Foucault, Winnicott, Chodorow, and Butler, we compare assumptions about the nature of motivation in relation to developing social behavior. Reading emphasizes classical theory as well as recent feminist work which underlines the importance of gender in the process of socialization. Questions to be considered include: How does the theorist define the relationship between innate motivation and learned values? What role does rationality play? How does social cohesion come into being? Is societal conflict inevitable? What is self-interest? Why do certain theorists stress communication and meaning in the creation of social order, while other theories give more importance to self-preservation?

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

SS 276

**THE LEGAL PROCESS:  
WOMEN AND CHILDREN  
UNDER THE LAW**

Lester Mazor

A course for those seeking a general introduction to legal institutions and processes. It will examine the changing legal status of women and children in America, both as a subject of interest in its own right and as a vehicle for the exploration of the roles of law in society. The greater part of the course will trace the history of law in the United States concerning issues of sex discrimination in employment. To do this, students will be introduced to basic techniques of case analysis and reading of statutes, as well as fundamentals of legal research. Other topics may include women in the criminal law and the penal system; the law concerning marriage, divorce, child custody, and adoption; child abuse and parental authority; the juvenile court process; political and civil rights of women and children.

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

SS 277

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

Flavio Risec

Why are some migrants classified as "refugees" entitled to asylum in other nations while most are mere "illegal aliens" subject to deportation to the very places they fled? How do the race, class, religion, and political persuasion of particular refugees affect this determination? How does U.S. refugee policy compare with international legal standards established by the United Nations for determining who is a legitimate refugee? We will use the legal process as the major lens through which to examine the history of U.S. refugee policy during and after World War II, evaluating its complex relationship to strategic, economic, social, moral, and ideological concerns. Analysis of legal materials such as statutes, court opinions, and U.N. documents will be of prime importance; students will also be introduced to issues in the practice of asylum law. Three short critical papers will be required.

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

SS/HA 283  
**LITERATURES OF  
COLONIALISM**  
Carollee Bengelsdorf  
Lynne Hanley  
Jill Lewis

This course will look at how the experience of colonialism is framed by writers differently positioned in the contrasting histories of colonial exploitation. It will draw on three different experiences of colonialism: British, French, and American. We will examine contemporary narratives in which writers from countries radically reshaped by colonialism seek to claim a voice and restructure the space in which they live. We will contrast these with the constructions of the colonized in narratives from the dominating cultures. Writers will include: Joan Didion, Assia Djebar, Chinua Achebe, Zoe Wicomb, Lewis Nkosi, Sergio Ramirez, Joseph Conrad, Doris Lessing, Albert Camus. Class will meet for one and one-half hours twice a week; enrollment limit 60.

SS 285  
**STRUGGLE FOR  
DEMOCRACY IN THE  
THIRD WORLD**  
Frank Holmquist  
Kay Johnson

It is often assumed that democratic forms of rule are not appropriate for the Third World. The reasons given are several: problems of nation-building, external threats, rapid development, the alleged absence of an appropriate political culture, etc. At the same time, it is clear that democratic forms of rule are popular. Issues examined in this course include: the relationship between democracy and capitalism/socialism; why democracy in the Third World is so rare; why transitions to democratic rule have occurred in certain cases; and what difference democracy makes for economic development, political stability, social cohesion, and civil rights. Particular attention will be paid to—but not limited to—China, including the tragedy of Tiananmen Square in June 1989, and examples from Sub-Saharan Africa. Students are expected to have some relevant background. Division III students may use this as an advanced course with permission of their committees.

The class will be conducted in seminar format and will meet for one and one-half hours twice a week.

SS 329  
**ANOTHER COUNTRY**  
Patricia Romney  
E. Frances White

This seminar is designed for domestic Third World Studies students who are working on their Division IIIs. The first part of the course will focus on issues of power and race in the United States. We will analyze this topic using three themes: power dynamics in the psychology of oppression; James Baldwin's writings on power relations between black and white peoples and within the black community; and power relations between Third World communities. In the second half of the course, students will present their Division III work.

The readings and discussions in the first part of the course are intended to provide a framework for the analysis and discussion of students' Division III works-in-progress.

Class will meet for two and one-half hours once a week; enrollment limit 15.

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

This seminar will address topics of current theoretical and political importance in anthropology through lectures, film, and discussion. Possible topics include ethnographic method, the ethics of anthropological research, biocultural adaptation and health, research on conflict management and the politics of informal justice, colonialism and the politics of ethnography, and studies of Native Americans. While the class is oriented particularly towards students with concentrations in anthropology, it should also be of interest to other upper division students who want to include a cross-cultural perspective in their concentrations.

The class will meet for three hours once a week.

SS 343  
**READINGS IN  
 EIGHTEENTH AND  
 NINETEENTH CENTURY  
 UNITED STATES HISTORY**  
 Mitziko Sawada

The course will focus on interpretations of history, examining works which have informed how people view the United States' past. Is history objective? How do Americans learn about their history? What do they learn about their history? The early part of the semester will focus on historiographic literature. This will be followed by presentations in depth and group critiques of student work.

Class meets for two and one-half hours to three hours once a week. Enrollment is limited to 15; preference given to students working on Division III projects in U.S. history.

SS 350  
**STATE AND SOCIETY IN  
 THE MIDDLE EAST AND  
 SOUTHWEST ASIA**  
 Egbal Ahmad

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

The class will meet for three hours once a week.

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

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

Class will meet for three hours once a week; enrollment limit 16. Prior permission of the instructor is required.

## Special Programs

---

### **BUSINESS & SOCIETY**

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

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

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

### **CIVIL LIBERTIES AND PUBLIC POLICIES PROGRAM**

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, Franklin Patterson Hall, G5.

### **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 include a variety of centrally-located timesharing systems and widely-dispersed workstations and personal computers. Three public computing laboratories are located in Cole Science Center, the Library, and Simmons Hall. These are linked by data networks to

each other, to the timesharing systems, and to other campuses in the area. Campus systems are accessible by modem from student rooms and off-campus locations. Members of the Hampshire community have access to international electronic mail and other wide-area network services through BITNET. The College uses equipment from a variety of manufacturers, including Digital Equipment Corporation, Apple, IBM and Zenith.

Students at Hampshire can purchase personal computers through the College at deeply discounted prices; for compatibility with existing College facilities, those bringing their own machines to campus would be well advised to bring either an Apple Macintosh or an IBM PC-compatible MS-DOS system.

### 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 (X393) or Laurence Beede (X479) for advice about the Education Studies Program.

### 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. The Feminist Studies Steering Committee is: Laurie Nisonoff, SS; Margo MacKay-Simmons, HA; Ann McNeal, NS; and Sherry Millner, CCS.

## LAW PROGRAM

The Law Program examines issues in law and society from a variety 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 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 Risch 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.)

### THE 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 social sciences and the natural sciences. "Food" issues are raised in the context of broader "basic needs" for safe water, domestic energy (be it wood fuel abroad or utility connections here), access to healthcare, 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.

Students who are interested in the Luce Program in Food Resources and Public Policy should contact the Director, Ben Wisner at Prescott D-2, X 624.

### POPULATION AND DEVELOPMENT PROGRAM

The Population and Development Program was created in 1986 to provide students with a multi-disciplinary framework within which to comprehend population dynamics and reproductive rights issues internationally. It examines the ways in which fertility, mortality and migration issues are shaped by colonialism, gender inequality, the organization of economic production, and the international division of labor. The program also explores the relationship between population growth and the environment and offers a critical assessment of the impact of international population control policies on women and children's health and lives.

Program activities include teaching, guest lectures, conferences for the larger Five College community, and encouragement of student involvement in the international reproductive rights field. As part of a broader reproductive rights initiative, the Program works closely with the Civil Liberties and Public Policy Program to coordinate efforts. Beginning this academic year, both programs will sponsor a semester-long visit by a Third World reproductive rights activist. Course offerings and student internship possibilities will also be expanded.

The Program is also linked to Hampshire's Third World Studies, Feminist Studies and Luce Programs, as well as to programs in the other Five College and international women's health networks. Program Director is Betsy Hartmann, Franklin Patterson Hall, G16, X506.

### PUBLIC SERVICE AND SOCIAL CHANGE PROGRAM

The Public Service and Social Change program was created to and 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  
(continued on next page)

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

The program will provide students with viable opportunities and incentives at various points in their undergraduate careers to increase social awareness and action, including paid and volunteer internships, curriculum development, career counseling, power structure analysis, scholarships for entering students with interests in or commitment to public service and opportunities to join with others in developing creative programs. Students interested in the Public Service/Social Change program should contact Ada Sanchez at extension 395.

### THE THIRD WORLD STUDIES PROGRAM

Third World Studies Program focuses on issues concerning the peoples and social structures of Africa, Asia, Latin America, the Caribbean, and the Pacific region as well as the "minorities" of North America (i.e. the Third World Regions). We in the Program continue to

Native Americans and those with a heritage in Third World Regions). We in the Program continue to debate the meaning of the "Third World" as an analytical and political term, acknowledging that its definition must appropriately reflect the nature of particular projects.

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

We highly value studies that are informed by historical, comparative, and theoretical perspectives; We are engaged in a collaborative effort to explore

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

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

## Writing/Reading Program

### CURRICULUM STATEMENT

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

varied student needs.

Individual tutorials comprise a major part of the program. In brief, our strategy is to use the work in which the student is presently engaged. Generally, this means course work, divisional exams, proposals, Division II and III papers. From this writing we address the issues of organization, effective analysis, clarity, voice, and development of an effective composing process. Our concern also is to help students to understand their

problems with starting and/or finishing work, and to develop strategies for overcoming writing anxiety and procrastination. Further, we regard reading and writing as inseparable from each other, and thus, also provide assistance in such areas as research skills.

Writing help includes classes as well as individual tutorials. (See below for class descriptions.)

Appointment for tutorials may be made by calling the Writing Center at X646 or X531 or X577. Classes are run each semester and are open to all students.

**WP 101**  
**BASIC WRITING**  
Will Ryan

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

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

**HA/WP 126 (proseminar)**  
**WRITING**  
**FICTION/WRITING**  
**ABOUT FICTION**  
Ellie Siegel

This introductory workshop will explore analytical and creative issues in the reading and writing of short stories. What can we bring from our knowledge as readers to the act of creating short stories? How does writing stories shape the way we approach fiction as readers? The workshop will focus on the structuring of fiction through the handling of elements such as character, setting, time, plot, and language. We will approach the analysis of short stories as writers rather than as literary critics, learning from the choices authors make in telling their stories.

Workshop participants will be expected to read and write short stories on a regular basis, although they are not expected to have previous experience in fiction writing. In addition there will be frequent assignments in critical writing, and students will keep an ongoing journal. Students will be asked to share examples of their written work in class. The importance of attentive and sensitive listening and the crucial role of revising will be emphasized.

Enrollment is limited to fifteen. Selection will be made after the first class, by questionnaire and interview with the instructor. Class will meet twice weekly for one and one-half hours, and participants will also be expected to meet in tutorial with the instructor on a regular basis.

**HA/CCS/NS/SS 129**  
**WOMEN'S**  
**BODIES/WOMEN'S LIVES**  
Deborah Berkman  
Lynne Hanley  
Michelle Murrain  
Margaret Cerullo  
Meredith Michaels

An introduction to feminist studies, this course will explore the representation of the female body from the perspectives of three of the schools. Beginning with literary representations of the female body, the course will go on to look at scientific views of female biology, the social history of the female body and political struggles around its control, and differences in cultural attitudes towards the bodies of white and Third World women. Readings and other materials considered in the course will include: A Proper Marriage, Myths of Gender, "Stella Dallas", A Restricted Country, "Listening", "The Two", selections from Zami and The Pure and the Impure, "Sex Hormones in Lesbian and Heterosexual Women", The Autobiography of Ida B. Wells, and Meridian.

*(continued on next page)*

The course will be team-taught by faculty members from Humanities and Arts, Natural Sciences, and Social Sciences. Class will meet twice a week, once as a group for one hour and one-half and a second time for one hour and one-half in smaller sections. Deborah Berkman of the Writing Center will offer a section for students who want intensive work on writing.

## Foreign Languages

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

For further information on French and Spanish, contact the International Language Institute, 586-7569, or Gabriel Rabu/ Caroline Gear at Prescott A5, 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 105 ELEMENTARY ARABIC I Mohammed Mossa Jiyad

This class will consist of lecture and class recitation, with extensive use of the language lab. Introduction to the Modern Standard Arabic Language: reading, writing, and speaking. There will be daily written assignments, frequent recitations, dictations, quizzes and exams. Text: Elementary Modern Standard Arabic I. A computer program will be used to teach the Arabic script, and perhaps a program to teach vocabulary will be used later in the course. Some handouts of practical use will be distributed. Four class meetings per week, plus individual work in the language lab.

## Five College Offerings

### FIVE COLLEGE STATEMENT

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

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.

## Course List

### SMITH

Dance 143a

COMPARATIVE CARIBBEAN  
DANCE

Yvonne Daniel

### UNIVERSITY

Dance 272

HISTORY OF DANCE  
Yvonne Daniel

### HAMPSHIRE

Foreign Languages 105

ELEMENTARY ARABIC I  
Mohammed Mossa Jiyad

### MOUNT HOLYOKE

Asian 130f

ELEMENTARY ARABIC I  
Mohammed Mossa Jiyad

### UNIVERSITY

Arabic 326

INTERMEDIATE ARABIC  
Mohammed Mossa Jiyad

### HAMPSHIRE

SS 174

WAR, REVOLUTION AND  
PEACE  
Michael Klare

### SMITH

Government 248a

THE VIETNAM WAR  
Anthony Lake

### MOUNT HOLYOKE

International Relations 273f

CASE STUDIES IN AMERICAN  
FOREIGN POLICY  
Anthony Lake

### SMITH

History 258a

TWENTIETH CENTURY  
AFRICA: A MODERN HISTORY  
E. Jefferson Murphy  
AMHERST  
History 72  
TWENTIETH CENTURY  
AFRICA: A MODERN HISTORY  
E. Jefferson Murphy

### UNIVERSITY

Geology 591G

ANALYTICAL GEOCHEMISTRY  
J. Michael Rhodes

## Course Descriptions

### SMITH

Dance 143a

COMPARATIVE  
CARIBBEAN DANCE  
Yvonne Daniel

This course is designed to give flexibility, strength and endurance training within Caribbean dance styles. We will focus on Katherine Dunham (African-Haitian) and Teresa Gonzalez (Cuban) techniques; including Haitian, Cuban and Brazilian traditional dances. The cultural contexts of secular and religious dance forms are emphasized.

### UNIVERSITY

Dance 272

HISTORY OF DANCE  
Yvonne Daniel

Primal Cultures, traditional and contemporary will be studied, with an investigation of the scope and use of dance as an instrument of ritual, entertainment, social interaction, and education. The class will be a combination of lectures, reading and research, and movement experience.

The class will meet on Tuesdays and Thursdays from 11:30 - 1:30.

### UNIVERSITY

Arabic 326

INTERMEDIATE ARABIC  
Mohammed Mossa Jiyad

This class will consist of lecture, recitation, and introduction to defective verbs. There will be reading from Arabic newspapers, magazines, and original texts; writing and aural comprehension of taped materials and songs. Daily written assignments and frequent quizzes and exams. Text: Intermediate Modern Standard Arabic I, II, and III. Prerequisite: Arabic 126, 146, 226, 246 or consent of instructor.

### MOUNT HOLYOKE

Asian 130f

ELEMENTARY ARABIC I  
Mohammed Mossa Jiyad

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

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

**HAMPSHIRE**  
Foreign Languages 105  
**ELEMENTARY ARABIC I**  
Mohammed Mossa Jiyad

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

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

**HAMPSHIRE**  
Social Science 174  
**WAR, REVOLUTION AND PEACE**  
Michael Klare

An introduction to the dynamics of international conflict in the contemporary world, and an assessment of traditional and innovative approaches to international peacemaking. Will examine the full spectrum of possible conflict types—nuclear war, conventional conflict, and revolutionary warfare—along with the evolution and structure of the modern world military order. Will also examine an array of peacemaking strategies, including arms control and disarmament, international mediation and peacekeeping, and citizen activism. Intended for students with an interest in pursuing peace and world security studies.

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

**SMITH**  
Government 248a  
**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. Enrollment limited.

**MOUNT HOLYOKE**  
International Relations 273f  
**CASE STUDIES IN AMERICAN FOREIGN POLICY**  
Anthony Lake

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

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

This is a general survey of the African continent from a historical perspective, covering the period from the colonial conquest to the present. It is based on lectures and discussion, with an infusion of films and videotapes (including several of the Ali Mazrui productions, *The Africans*).

**AMHERST**  
History 72  
**TWENTIETH CENTURY AFRICA: A MODERN HISTORY**  
E. Jefferson Murphy

This is a general survey of the African continent from a historical perspective, covering the period from the colonial conquest to the present. It is based on lectures and discussion, with an infusion of films and videotapes (including several of the Ali Mazrui productions, *The Africans*).

UNIVERSITY  
Geology 591G  
**ANALYTICAL  
GEOCHEMISTRY**  
J. Michael Rhodes

A review of modern analytical techniques that are widely used for the analysis of major and trace elements in geological samples. Topics to be covered will include optical emission and absorption spectrometry, X-ray fluorescence and diffraction analysis, neutron activation analysis and mass-spectrometric isotope dilution analysis. Emphasis will be on the principles of these analytical techniques, the sources of error associated with each, and the role they play in analytical geochemistry. Prerequisite: Petrology or Introductory Geochemistry recommended.

## Outdoors and Recreational Athletics Program

---

### CURRICULUM STATEMENT

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

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

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

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

During January term and spring break, major trips and a variety of courses are offered. Trips have included climbing in North Carolina, ski-touring in Yellowstone National Park, and kayaking in the Grand Canyon. Course offerings include intensive Shotokan Karate, as well as American Red Cross Lifeguard Training.

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

### Course List

OPRA 101  
**BEGINNING SHOTOKAN  
KARATE**  
Marion Taylor

OPRA 102  
**INTERMEDIATE  
SHOTOKAN  
KARATE**  
Marion Taylor

OPRA 104  
**ADVANCED SHOTOKAN  
KARATE**  
Marion Taylor

OPRA 111  
**AIKIDO**  
Paul Sylvain

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

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

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

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

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

OPRA 149  
OPENWATER SCUBA  
CERTIFICATION  
Project Deep

OPRA 151  
BEGINNING TOP ROPE  
CLIMBING  
Glenna Lee Alderson

OPRA 153  
ADVANCED TOP ROPE  
CLIMBING  
Kathy Kyker-Snowman

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

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

OPRA 174  
WHAT IS WILDERNESS?  
Karen Warren

OPRA 178  
PHILOSOPHY OF  
EXPERIENTIAL EDUCATION  
Karen Warren

OPRA 185  
BEGINNING TENNIS  
TBA

OPRA 186  
INTERMEDIATE TENNIS  
TBA

## Course Descriptions

OPRA 101  
BEGINNING SHOTOKAN  
KARATE  
Marion Taylor

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

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

OPRA 102  
INTERMEDIATE  
SHOTOKAN KARATE  
Marion Taylor

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

OPRA 104  
ADVANCED SHOTOKAN  
KARATE  
Marion Taylor

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

Classes will meet Tuesday and Thursday, 6:00 to 8:00 pm, and Sunday 2:00 to 4:00 pm, in the Robert Crown Center. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars. Enrollment unlimited; instructor's permission.

OPRA 111  
AIKIDO  
Paul Sylvain

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

The class will meet on Wednesday and Friday, 1:00 to 2:15 pm in the Robert Crown Center. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

## Registration

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

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

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

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

### Note:

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

There is a preregistration period for Five College courses from Wednesday, April 11 through Friday, April 18. You may also register for Five College courses in the fall, until Friday, September 19. No Five College courses may be added after this date. Familiarize yourself with all the rules, regulations, and penalties associated with Five College Interchange. They are all listed in the Student Handbook, and it is your responsibility to be aware of them.

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

### Note for Five College Students:

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

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

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

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

# Hampshire College Schedule of Classes Fall 1990

## SCHOOL OF COMMUNICATIONS AND COGNITIVE SCIENCE

Course	Instructor	Enrollment Method	Limit	Time	Place
CCS 105 Exploring the Nature of Mind	Stillings	Prosem	25	TTh 1030-12	ASH 111
CCS 115 Human Language Laboratory	Feinstein/Weisle	Open	25	TTh 130-3	ASH 111
CCS 117 Introduction to Ancient Philosophy	Serequeberhan	Open	20	MW 1030-12	ASH 222
CCS 122 Dateline: Washington, DC	Miller	%osem	20	WF 1030-12	ASH 221
CCS 123 Critical Journalism	Alleyne	Open	20	TTh 630-8 pm	ASH 222
All 129 Women's Bodies/Women's Lives	Michaels et al	Open	60	WF 1030-12	FPH WLH
CCS 138 Moral Knowledge	Braaten	Open	20	TTh 1030-12	ASH 221
CCS 140 Video Production I	Braderman	InstPer	20	TTh 130-3	TV Class
CCS 143 Introduction to Media Criticism	Jones	Open	20	MW 130-3	ASH AUD
CCS 147 The Rise of Mass Media	Douglas	Open	20	TTh 1030-12	ASH 222
CCS 156 Computer Animation	Colson	Open	16	TTh 9-1030	ASH AUD
CCS 202 Souls, Subjects, Selves, and Persons	Michaels	InstPer	20	MW 3-430	ASH 221
CCS 204 Introduction to Neuropsychology	Chase	Open	35	MW 9-1030	ASH 126
CCS 216 Data Structures	Colson	Open	20	MW 9-1030	ASH 221
CCS 228 Social History of Broadcasting in the US	Douglas	Open	25	MW 1030-12	ASH 111
CCS 235 Heidegger and Hermeneutics	Serequeberhan	Open	20	MW 3-430	ASH 111
CCS/NS 243 Brain and Behavior	Chase/Murray	Open	35	TTh 130-3	ASH 126
CCS 248 US Journalism/Debate over Imperialism	Kerr	Open	20	MW 9-1030	ASH 111
CCS 252 The Construction of Knowledge	Feinstein/Stillings	Open	30	TTh 9-1030	ASH 111
CCS 259 Children's Numbers	Sophian	InstPer	25	TTh 9-1030	ASH 222
CCS 261 Political Symbol, Political Action	Miller	Open	25	TTh 130-3	ASH 221
CCS 262 Documentary Production	Jones	Open	20	MW 1030-12	ASH AUD
CCS 287 Seminar for Video Prod. Concentrators	Braderman	InstPer	20	W 115-5	TV Class/Studio
*CCS 296 Psychology Research Practicum	Chase/Sophian	InstPer	6	TBA	ASH Lab
CCS 320 Int'l Political Economy/Communications	Alleyne	Open	20	W 2-5	ASH 222

\*course does not fulfill one-half the requirement for a Division I two-course option

## SCHOOL OF NATURAL SCIENCE

Course	Instructor	Enrollment Method	Limit	Time	Place
NS 107 Evolution of the Earth	Reid	Open	None	WF 9-1030/F1-5	CSC 202/2nd Lab
NS/SS 109 Health Issues/Minority Communities	Foster/von der Lippe	Open	None	TTh 9-1030	FPH 108
NS 119 Fitness, Exercise and Your Heart	Bruno	Prosem	20	MWF 1030-12	CSC 3rd Open
NS 122 How People Move	McNeal	Prosem	20	M 130-430/W 130-3	CSC 3rd flr/302
NS 124 The Biology of Women	Henderson	Open	20	TTh 130-3/Alt Th 130-430	CSC 114/3rd flr
All 129 Women's Bodies/Women's Lives	Murray et al	Open	60	WF 1030-12	FPH WLH
NS 135 Prehistoric American Indian Health	Martin/Goodman	Prosem	30	MW 9-1030	CSC 2nd Lab
NS 147 Pesticide Alternatives	Schultz	Open	15	MW 1030-12	CSC 302
NS 151 World Food Crisis	Winship/TBA	Open	40	TTh 1030-12	ASH 126
NS 168 College Counting	Kelly	Open	None	MWF 11-12	CSC 202
NS/SS 174 War, Revolution and Peace	Krass/Klare	See Descr	50	MW 130-3	FPH WLH
NS 175 The Science of Disarmament	Krass	Prosem	20	MW 1030-12	FPH 104
NS 180 Aquatic Ecology	D'Avanzo	InstPer	15	TTh 9-1030/Th 130-5	CSC 126/2nd Lab
NS 182 Appropriate Technology	Wirth/Dugan	Open	None	MW 9-1030	CSC 302
NS 195 Pollution and our Environment	Amarasiriwardena	Open	25	WF 1030-12/W 130-430	CSC 2nd Open
NS 198 Ever Since Darwin	Miller	Prosem	20	TTh 1030-12	CSC 126
NS 202 Basic Chemistry	Amarasiriwardena	Open	25	MWF 9-1030/M130-430	CSC 126/2nd flr
NS/CCS 243 Brain and Behavior	Murray/Chase	Open	35	TTh 130-3	ASH 126
NS 247 Cell Biology	Foster/Miller	Open	None	MWF 9-1030/W1+	CSC 2nd Open
NS 251 Human Origins	Martin	Open	None	TTh 1030-12	CSC 114
NS 255 Biology of Domestic Animals	Henderson	Open	10	TTh 1030-12/alt Th 9-12	CSC 3rd flr
NS 260 Calculus I	Kelly	Open	None	MWF 9-1030	ASH Aud
NS 265 Intro Statistics/Experimental Design	Schultz	Open	15	TTh 1030-12	CSC 202
NS 267 Oceanography	D'Avanzo/Reid	InstPer	15	MW 1030-12/M130-5	CSC 114/field
NS 276 Intro Comp Scientific Traditions	Dugan	Open	None	TTh 9-1030	CSC 202
NS 282 General Physics A	Wirth	Open	20	MW 1030-12/W230-430	CSC 126/3lab
NS 297 Nutritional Anthropology	Goodman/Thomas	Open	40	TTh 9-1030	CSC 114
NS 316 Linear Algebra and its Applications	Hoffman	Open	None	MWF 9-1030	CSC 114
NS 317 Modern Algebra	Hoffman	Open	None	MWF 130-3	CSC 126
NS/SS 339 Topics in Anthropology	Martin/Yngvesson	Open	None	W 630-930 pm	FPH ELH
NS 398i Third World Health	McNeal et al	InstPer	20	Th 130-430	CSC 126
ASTFC 13 Planetary Science	Dent				University
ASTFC 20 Cosmology	Harrison				University
ASTFC 21 Stars	Amey				Amherst
ASTFC 37 Optical Observations	Smith/S. Edwards				Smith
ASTFC 43 Astrophysics I	Kwan				University

## SCHOOL OF HUMANITIES AND ARTS

Course	Instructor	Enrollment Method	Limit	Time	Place
HA 104 Drawing I	Hurley	See Descr	20	TTh 930-12	ARB
HA 106 Sculpture Foundation	Brayton	Open	20	MW 2-5	ARB
HA 110 Film/Video Workshop I	Liebling	See Descr	15	T 9-12	PFB
HA 111a Still Photography Workshop I	Matthews	See Descr	15	M 930-1230	PFB
HA 111b Still Photography Workshop I	TBA	See Descr	15	TBA	PFB
*HA 113 Modern Dance I	TBA	Open	25	TBA	MDB Studio
*HA 114 Modern Dance II	TBA	Open	25	TBA	MDB Studio
HA 117 Afro-American Poetry	Coles	Prosem	20	TTh 9-1030	EDH 4
HA 118 Reading Short Stories	Heller	Prosem	20	MW 9-1030	EDH 4
HA 119 American Landscapes	Smith	Prosem	16	MW 1030-12	EDH 2
HA/WP 126 Writing Fiction/About Fiction	Siegel	Prosem	15	TTh 1030-12	PH A-1
HA 127 High and Low	Felleman	Open	25	TThg 130-3	ASH 222
HA 128 Intro to Ancient East Mediterranean	Meagher	Open	None	TTh 1030-12	FPH WLH
All 129 Women's Bodies/Women's Lives	Hanley et al	Open	60	WF 1030-12	FPH WLH
HA 160 Six Southern Writers	Kennedy	Prosem	20	MW 1030-12	EDH 1
HA 165 Places and Spaces	Juster/Pope	Open	None	WF 2-4	EDH 3
HA 193 The Design Response	Hamilton	InstrPer	15	MW 230-5	EDH Theatre
HA 194 Introduction to Acting	Blair	See Descr	16	TTh 130-330	EDH Studio Theatre
HA 195 Theatre Three	Blair et al	Open	40	TTh 10-12/Fri 1030-1230	EDH Main
HA 209 Making Places	Juster/Pope	InstrPer	18	WF 1030-1230	EDH 3
HA 210 Film/Video Workshop II	Ravett	See Descr	15	Th 9-12/7-9 pm	PFB
HA 211 Still Photography Workshop II	Matthews	InstrPer	15	W 930-1230	PFB
*HA 216 Modern Dance Technique IV	TBA	See Descr	20	TBA	MDB Studio
HA 221 Critical Issues in Photography/Film	TBA	Open	None	TBA	PFB
HA 228 Love Texts	Lewis et al	TBA	TBA	TBA	TBA
HA 229 Modernization of Old Russia	Hubbs	InstrPer	20	MW 1030-12	EDH 4
HA 230 Writing	Payne	See Descr	16	T 930-12	KIVA
HA 233 Tolstoi	Hubbs	InstrPer	20	MW 3-430	EDH 1
HA 239 Jazz Performance Seminar	Lateef	InstrPer	15	M 730-1030 pm	MDB Recital
HA 245 Black Expatriates	Coles	InstrPer	20	TTh 130-3	EDH 4
HA 253 Literary Culture in Early America	Heller	Open	25	MW 130-3	FPH 106
HA 255 Ancient Greek Drama	Meagher	Open	None	TTh 9-1030	FPH 107
HA 281 Music III	Warner	See Descr	None	TTh 1030-12	MDB Class
HA/SS 283 Literatures of Colonialism	Hanley et al	Open	60	WF 11-1230	FPH ELH
HA 290 Electronic Music Composition	Warner	Open	10	MW 130-3	MDB EMS
HA 294 New Latin American Novel	Holland	Open	None	TTh 9-1030	ASH 221
HA 303 Advanced Drawing	Brayton	Open	15	MW 9-12	ARB
HA 305 Advanced Painting	Hurley	InstrPer	15	W 2-6	ARB
HA 312 Surrealism	Felleman	InstrPer	15	W 3-6	EDH 1
HA 313 Photography III	Liebling	InstrPer	15	W 130-430	PFB
HA 314 Film/Video Workshop III	Ravett	See Descr	12	F 9-12	PFB
HA 320 Shakespeare Seminar	Kennedy	InstrPer	15	W 1-330	EDH 4
HA 321 Comparative Literature Seminar	Holland/Russo	InstrPer	30	T 1230-330	EDH 1
HA 399c Art Tutorial	Baskin	InstrPer	15	Th am/pm	ARB

\*course does not fulfill one-half the requirement for a Division I two-course option

## OUTDOORS AND RECREATIONAL ATHLETICS PROGRAM

Course	Instructor	Enrollment Method	Limit	Time	Place
OPRA 101 Beginning Shotokan Karate	Taylor	Open	None	MW 6-8pm	RCC
OPRA 102 Intermediate Shotokan Karate	Taylor	InstrPer	None	TTh 6-8pm	RCC
OPRA 104 Advanced Shotokan Karate	Taylor	InstrPer	None	TTh 6-8pm/Su 2-4 pm	RCC
OPRA 111 Aikido	Sylvain	Open	None	WF 1-215	RCC
OPRA 118 Beginning Tai Chi	Barry	Open	None	W 1230-145	RCC
OPRA 119 Continuing Tai Chi	Barry	Open	None	W 2-315	RCC
OPRA 123 Beginning Whitewater Kayaking	E. Alderson	Open	6	W 245-4/F 1230-6pm	RCC/River
OPRA 124 Beginning Whitewater Kayaking	G. Alderson	Open	6	W 245-4/F 1230-6pm	RCC/River
OPRA 126 Beyond Beg Whitewater Kayaking	E. Alderson	See Descr	None	Th 1230-6pm	RCC/River
OPRA 149 Openwater Scuba Certification	Project Deep	Open	None	M 6-7 pm/730-9 pm	RCC
OPRA 151 Beginning Top Rope Climbing	G. Alderson	Open	12	Th 1230-530	RCC
OPRA 153 Advanced Top Rope Climbing	Kyker-Snowman	InstrPer	None	T 1230-530	RCC
OPRA 172 Exercise Training/Theory/Practice	Kyker-Snowman	Open	None	TTh 830-10	RCC
OPRA 173 Maybe You Can "Feel" Better	Jackson	Open	15	MWF 8-930	RCC
OPRA 174 What Is Wilderness?	Warren	Open	12	T 1-5/Th 1-2	FPH 101
OPRA 178 Philosophy of Experiential Education	Warren	Open	12	WF 1030-1230	RCC/PH A-1
OPRA 185 Beginning Tennis	TBA	Open	None	TBA	MultiSport
OPRA 186 Intermediate Tennis	TBA	Open	None	TBA	MultiSport

## SCHOOL OF SOCIAL SCIENCE

SCHOOL OF SOCIAL SCIENCE		Enrollment	Limit	Time	Place	
Course	Instructor	Method				
SS 102	Poverty and Wealth	Nisonoff	Prosem	20	TTh 1030-12	FPH 103
SS 107	Feminism in US and Britain	Slater/Tracy	Open	35	TTh 130-3	FPH 104
SS/NS 109	Health Issues/Minority Community	von der Lippe/Foster	Open	35	TTh 9-1030	FPH 108
SS 111	East Central Europe Since WWII	Mazor/Wald	Open	35	WF 9-1030	FPH 101
SS 113	Religions in the Americas	Click	See Descr	25	MW 1030-12	FPH 103
SS 121	The American Century	Bengelsdorf	Prosem	20	WF 9-1030	FPH 104
SS 123	Social Order/Social Disorder	von der Lippe	Prosem	20	MW 130-3	PH A1
SS 128	Central America: Political Econ of Crisis	Weaver	Prosem	20	MW 9-1030	PH B1
All 129	Women's Bodies/Women's Lives	Cerullo, et al	Open	60	WF 1030-12	FPH WLH
SS 139	Zionism/Struggle for Palestine	Berman	Open	25	TTh 1030-12	FPH 101
SS 144	African Development	Ford/Holmquist	Open	35	TTh 130-3	FPH 108
SS 153	Latinos in US: Law/Power/Community	Risech	Open	25	MW 3-430	FPH 101
SS 168	Feminism: Voices of 3rd World Women	White	Open	25	MW 430-6	FPH 108
SS 173	Social Development of the Young Child	Schamess	Open	25	TTh 9-1030	FPH 105
SS/NS 174	War, Revolution and Peace	Klare/Krass	See Descr	50	MW 130-3	FPH WLH
SS 176	Jews/Christians in Medieval Europe	Click	See Descr	25	MW 3-430	FPH 107
SS 180	Asian/Asian-American Women	Johnson/Sawada	Open	35	TTh 130-3	FPH 107
SS 184	American Capitalism	Warner	Prosem	20	MW 130-3	FPH 105
SS 203	World Politics	Ahmad	Open	25	TTh 130-3	FPH 105
SS 208	Issues in Education	Weaver	Open	None	MW 130-3	FPH 103
SS 212	History of Postwar America	Glazer/Slater	Open	None	TTh 9-1030	ASH 126
SS 214	United States Labor History	Nisonoff	Open	None	TTh 130-3	FPH 103
SS 215	Politics of Abortion Rights Movement	Fried	Open	None	TTh 130-3	FPH 105
SS 239	Abnormal Psychology	Romney	See Descr	None	WF 9-1030	FPH 105
SS 243	Personality/Moral Development	Cerullo/Mahoney	Open	None	WF 1030-12	FPH 105
SS 276	Women/Children Under the Law	Mazor	Open	None	TTh 130-3	FPH 106
SS 277	Refugees in US: Law/Policy in Conflict	Risech	Open	None	TTh 1030-12	FPH 106
SS/HA 283	Literatures of Colonialism	Bengelsdorf et al	Open	60	WF 11-1230	FPH ELH
SS 285	Struggle for Democracy/Third World	Holmquist/Johnson	Open	None	TTh 1030-12	FPH 104
SS 329	Another Country	Romney/White	See Descr	15	W 1-330	FPH 104
SS/NS 339	Topics in Anthropology	Yngvesson/Martin	See Descr	None	W 630-930 pm	FPH ELH
SS 343	Readings in 18th/19th c US History	Sawada	See Descr	15	M 3-530	FPH 103
SS 350	State/Society in MidEast/SW Asia	Ahmad	InstrPer	22	W 7-10 pm	FPH 106
SS 399a	Making Social Change	Warner	InstrPer	16	T 9-12	PH B1

## WRITING PROGRAM

WRITING PROGRAM		Enrollment	Limit	Time	Place	
Course	Instructor	Method				
WP 101	Basic Writing	Ryan	See Descr	16	WF 930-1030	PH A-1
WP/HA 126	Writing Fiction/About Fiction	Siegel	Prosem	15	TTh 1030-12	PH A-1
WP/All 129	Women's Bodies/Women's Lives	Berkman, et al	Open	60	WF 1030-12	FPH WLH

## FOREIGN LANGUAGES

Course		Instructor	Enrollment Method	Limit	Time	Place
FL 101	Intensive French	Rabu	InstrPer	10	TWTh 3-5:30	PH A-1
FL 102	Intensive Spanish	Gear	InstrPer	10	TWTh 3-5:30	PH B-1
FL 105	Arabic I	Jiyad	InstrPer		TBA	TBA

## CODES

ARB	Arts Building	LIB	Harold F. Johnson Library	ELH	East Lecture Hall
ARF	Animal Research Building	MDB	Music and Dance Building	MLH	Main Lecture Hall
ASH	Adele Simmons Hall	PFB	Photography and Film Building	WLH	West Lecture Hall
CSC	Cole Science Center	PH	Prescott House	FPH	Franklin Patterson Hall
EDH	Emily Dickinson Hall			TBA	To Be Announced

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

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

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

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

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

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

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

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

The class will meet on Wednesdays from 1:30 to 2:45 pm for pool sessions and on Friday from 12:30 to 6:00 P. M. for river trips. To register, attend the first class. Enrollment limit, 6. Five college students will be graded on a pass/fail basis.

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

This course is the same as OPRA 123.

Class will meet Wednesdays from 2:45 to 4:00 pm for pool sessions and on Fridays from 12:30 to 6:00 P. M. for river trips. To register, attend the first class. Enrollment limit 6. Five College students will be graded on a pass/fail basis.

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

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

Class will meet on Thursdays 12:30 to 6:00 pm. Strong swimming ability is required. (Swim test will be given at the first class.) To register, attend the first class.

**OPRA 149  
OPENWATER SCUBA  
CERTIFICATION**  
Project Deep

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

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

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

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

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

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

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

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

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

This course will give students background knowledge and first-hand experience in training techniques to enable them to design an appropriate training program for themselves. We will discuss physiological, biomechanical, and neuromuscular components involved in building strength, speed, and endurance. Nutrition and common injuries will also be explored. Students will estimate their own  $VO_2$  max and body composition as well as try out a variety of exercise training methods.

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

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

This course is designed for those students who have an appreciation for physical fitness and optimum health. The instructor offers a sound program for increasing flexibility, building strength and muscular endurance through brisk walking while presenting a wealth of useful information on nutrition, motivation, and the prevention and treatment of athletic injuries. The class will provide an individualized training program for each student to meet their specific needs and to feel ALIVE!

Running shoes and sweats are required.

Meets Monday, Wednesday, and Friday, 8:00 to 9:30 am in the Robert Crown Center Enrollment limit, 15.

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

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

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

The class will meet Tuesdays from 1:00 to 5:00 pm, and on Thursdays from 1:00 to 2:00 pm. Enrollment limit, 12.

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

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

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

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

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

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

**OPRA 185**  
**BEGINNING TENNIS**  
 TBA

This course is designed for people who have had little or no experience on the tennis court. The basics of stroke and game will be taught. Come learn a new sport.

Class will meet in the Multi-Sport Center. Times to be announced.

**OPRA 186**  
**INTERMEDIATE TENNIS**  
 TBA

People who currently play recreationally and would like to improve their game should attend this class.

Class will meet in the Multi-Sport Center. Times to be announced.

# 1991 PRELIMINARY COURSES FOR SPRING

## School of Communications and Cognitive Science

---

### 100 LEVEL

CCS 107

**GODEL, ESCHER, BACH:  
EXPLORING THE NATURE  
OF MIND**

Lee Bowie  
Neil Stillings

CCS 116

**IMAGES OF AFRICA IN  
PHILOSOPHY AND MEDIA**

Mark Alleyne  
Tsenay Serequeberhan

CCS 119

**POPULAR CULTURE  
STUDIES**

James Miller

CCS 120

**LINGUISTIC VARIATION  
AND CHANGE**

Mark Feinstein

CCS 134

**DEVELOPMENTAL  
LANGUAGE AND  
LEARNING DISORDERS**

Christopher Chase

CCS 153

**CHILD DEVELOPMENT IN  
THE SCHOOLS**

Catherine Sophian

### 200 LEVEL

CCS 213

**INTRODUCTION TO  
INTERNATIONAL  
COMMUNICATION**

Mark Alleyne

CCS 227

**THEORY OF LANGUAGE:  
SEMANTICS**

Steven Weisler

CCS 230

**THE WOMEN'S  
MOVEMENT:  
HISTORY/POLITICS/  
IMAGES**

Joan Braderman  
Susan Douglas  
Sherry Millner

CCS 233

**INTRODUCTION TO  
ARTIFICIAL INTELLIGENCE**

Patricia Colson  
Neil Stillings

CCS 234

**GRAPHICS PROGRAMMING**

Patricia Colson

CCS/NS 236

**TECHNOLOGY:  
PHILOSOPHY, POLITICS,  
AND POLICY**

Jane Braaten  
Allan Krass

CCS 242

**BIOACOUSTICS**

Mark Feinstein

CCS 270

**LOOKING INTO THE MIND:  
THE PSYCHOLOGICAL  
LABORATORY**

Christopher Chase

### 300 LEVEL

CCS 310

**SEMINAR IN  
COMMUNICATIONS  
RESEARCH**

James Miller

CCS 326

**MEDIA CRITICISM:  
THEORY AND PRACTICE**

Susan Douglas

## Course Descriptions

CCS 107

**GODEL, ESCHER,  
BACH: EXPLORING  
THE NATURE OF MIND**

Lee Bowie  
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.

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

**CCS 116**  
**IMAGES OF AFRICA IN**  
**PHILOSOPHY AND**  
**MEDIA**

Mark Alleyne  
Tsenay Serequeberhan

The aim of this course is to explore the substantial contribution which Blacks have made to world civilization, particularly in the realm of philosophical and political thought. We will do this through readings of significant Black thinkers, as well as by examining the ways in which Black thought has been ignored and, unlike ideas from most other races, prevented from being given wider circulation.

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

**CCS 119**  
**POPULAR CULTURE**  
**STUDIES**

James Miller

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

In this course we will begin to address these and related questions from a critical perspective. We will review a variety of approaches to popular-culture phenomena, showing how each brings with it implicit assumptions about the subject. In addition to pieces from periodicals, we may read such books as Hebdige's Subculture: The Meaning of Style, Gans' Popular Culture and High Culture, and Radway's Reading the Romance. Students will write short papers on theoretical issues and carry out a couple of small empirical projects that draw on familiar examples of popular culture.

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

**CCS 120**  
**LINGUISTIC**  
**VARIATION AND**  
**CHANGE**

Mark Feinstein

Virtually every distinct human group--nation, class, ethnicity, geographic division--is characterized by some kind of linguistic difference. There are, roughly speaking, some 5,000 distinct languages in the world today and countless "dialects" of those languages. Moreover, languages and their varieties are apparently subject to constant change over time. In this course we will examine the causes and consequences (both cognitive and social) of this extraordinary diversity and propensity for change. In so doing, we have to pay careful attention to linguistic theories which claim that (in spite of apparent diversity) human languages all conform to a rich set of general principles that arise from a genetic capacity for language-learning common to the whole species. In the face of such a complex relationship between universality and diversity, we will consider the social, political and cultural functions of language, as well as the relationships between language learning, and the human cognitive capacity.

Students will do regular exercises in linguistic and sociolinguistic analysis and will write one substantial final paper, which can constitute the basis for further Division I work in CCS. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 25.

**CCS 134  
DEVELOPMENTAL  
LANGUAGE AND  
LEARNING  
DISORDERS**  
Christopher Chase

Why do some precocious children begin to acquire reading skills when they are two-years-old whereas others are still struggling at the age of twelve? This course will introduce students to the study of developmental dyslexia (reading impairment) and dysphasia (language delay), although other types of learning disabilities will be discussed as well. Problems of diagnosis and treatment will be reviewed in some depth; however, the major emphasis of the course will focus on the study of the biological basis for such developmental disorders.

Weekly reading and writing assignments are required. A final paper or field project (providing cooperation with Amherst public schools can be obtained) also is expected. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 25.

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

This course will look at educational issues from the perspective of child development theory and research. Readings will be drawn both from developmental psychology and from education. Assignments will focus on using theory and research to inform the design of educational programs, with a focus primarily on the elementary school level. There will be several short essays and a final project.

Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 25 by instructor permission at the first meeting of the class.

**CCS 213  
INTRODUCTION TO  
INTERNATIONAL  
COMMUNICATION**  
Mark Alleyne

What is international communication anyway? For starters it can be defined as "the study of the history, practice and theory of the flow of information of all types (e.g., news, data, propaganda and entertainment) between and among nations." The main purposes of this survey course are: to explore why it is important to study international communication; provide an introduction to the literature of international communication; and to encourage critical thought about the effects of many issues within the scope of international communication, such as the impact of telecommunications technology on international relations, the power of the Big Five international news agencies, and the imbalance of communications resources between rich and poor states.

Students will be expected to do readings each week; in addition, there will be several written assignments aimed at encouraging a better appreciation of international communication as a field of inquiry and of specific topics.

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

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

Among the many puzzles investigated by contemporary linguists and philosophers is the nature of meaning. For example, we wish to understand what meanings are, how language expresses them, the causes of ambiguity, and the relationship between meaning and message. Furthermore, 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. We will investigate these principles of language by careful linguistic and philosophical analysis.

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

**CCS 230**  
**THE WOMEN'S**  
**MOVEMENT:**  
**HISTORY/POLITICS/**  
**IMAGES**  
 Joan Braderman  
 Susan Douglas  
 Sherry Millner

This course will analyze how feminism has been represented in the news media, television programming, film, and video since 1945. We will review the evolution of radical and liberal feminisms and compare how they were cast in the dominant media. We will also explore how feminist film and videomakers sought to challenge the dominant imagery surrounding gender. Special attention will be paid to the news media's coverage of the women's movement between 1967-1975, to media and film backlash against feminism, and to the media's efforts to address and coopt various aspects of liberal feminism. The course is recommended for those interested in feminist studies, media studies, and American studies.

Class will meet twice a week for one and one-half hours each time. One session will be devoted to a large lecture format and the other to small discussion groups. Enrollment is limited to 60.

**CCS 233**  
**INTRODUCTION TO**  
**ARTIFICIAL**  
**INTELLIGENCE**  
 Patricia Colson  
 Neil Stillings

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

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

**CCS 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. Prerequisite is CCS 216 or equivalent background. Concurrent or prior registration in NS 316 (Linear Algebra) is also required.

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

**CCS/NS 236**  
**TECHNOLOGY:**  
**PHILOSOPHY,**  
**POLITICS, AND POLICY**  
Jane Braaten  
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. Each student will lead at least one seminar discussion of the assigned readings.

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

**CCS 242**  
**BIOACOUSTICS**  
Mark Feinstein

Sound plays a critical role in the life of many biological organisms. In this course we will examine the physical nature of acoustic events, the anatomy and physiology of sound production and perception in a variety of species, and the functional and evolutionary significance of bioacoustic behavior. Among the special topics to be considered are the relationship of acoustic structure and behavioral function in communicative signals; neurophysiological and behavioral characteristics of ultrasonic echolocation systems (as in bats and cetaceans); information-gathering through the acoustic channel, in domains such as predation, predator-avoidance, population assessment, mate selection, and social interaction.

Class will meet once a week for a classroom session of one and one-half hours; there will also be a lab session of three hours. Students will be expected to carry out an experiment and/or instrumental analysis bearing on issues raised in the course. Enrollment is limited to 20.

**CCS 270**  
**LOOKING INTO THE**  
**MIND: THE**  
**PSYCHOLOGICAL**  
**LABORATORY**  
Christopher Chase

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 experiments. Each student in this course does an original experiment with the help and support of the instructor. Studies of readings are encouraged; however, any project that involves the manipulation of independent variables will be supported (e.g., no survey studies). This course will make use of Hampshire's psychology and cognitive science laboratories located in Simmons Hall. The laboratories are equipped with a number of instruments, including DOS- and Mac-based experimental software.

This course is a prerequisite for admission to graduate school in psychology or cognitive science. The course also is recommended for students in other social and cognitive sciences and for students in computer science who are interested in artificial intelligence or human factors in software engineering, although students are expected to conduct empirical rather than computer simulation studies.

Class will meet twice a week for one and one-half hours each time.  
Enrollment is limited to 12 by instructor permission.

**CCS 310**  
**SEMINAR IN**  
**COMMUNICATIONS**  
**RESEARCH**  
 James Miller

This course will survey the major works, both empirical studies and theoretical essays, in the field of mass communications. We will proceed mostly chronologically, beginning with studies of children and movies in the thirties, move on to the analyses of radio audiences in the forties, then to the debates between behaviorists and functionalists in the fifties and sixties concerning television's effects, coming finally to the present day when critical analysis and cultural studies have transformed the ways in which we think about, and study, public forms of communication. Our focus will be on developments in the U.S., though European works will be included as well. Wherever possible, we will read primary source material. These may be supplemented by Lowery and De Fleur's Milestones in Mass Communication Research or similar commentaries.

Students will write two or three essays. The seminar will meet once a week for three hours. Enrollment is limited to 20.

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

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

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

## SCHOOL FOR HUMANITIES AND ARTS

**100 Level**

HA 104  
**INTRODUCTION TO**  
**DRAWING**  
 Bill Brayton

HA 105  
**DRAWING I**  
 Judith Mann

HA 110  
**FILM/VIDEO WORKSHOP I**  
 Sandra Matthews

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

HA 111  
**STILL PHOTOGRAPHY**  
**WORKSHOP I**  
 TBA

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

HA 123  
**AFRICAN AMERICAN**  
**LITERATURE**  
 Robert Coles  
 Lynne Hanley  
 Ellie Siegel

HA 125  
**CHICANO**  
**AUTOBIOGRAPHY**  
 Norman Holland

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

HA/SS 167  
**PSYCHOLOGICAL**  
**DYNAMICS IN THEATRE**  
 Ellen Donkin  
 Patricia Romney

**200 Level**  
 HA 201  
**ADVANCED DRAWING**  
 Denzil Hurley

HA 203  
**INTRODUCTION TO**  
**PAINTING**  
 Judith Mann

HA 208  
**SCULPTURE IN CLAY**  
 Bill Brayton

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

HA 210  
FILM/VIDEO WORKSHOP  
II  
TBA

HA 211  
STILL PHOTOGRAPHY  
WORKSHOP II  
TBA

HA 215\*  
MODERN DANCE III  
TBA

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

HA 225  
EXPERIMENTAL FILM: ONE  
HISTORY OF THE AVANT  
GARDE CINEMA  
Abraham Ravett

HA 227  
THEATRE PRACTICUM  
Ellen Donkin  
Sabrina Hamilton

HA 231  
POETRY WRITING  
WORKSHOP  
Andrew Salkey

HA 236  
PRINCIPLES OF DIRECTING  
Rhonda Blair

HA 237  
FICTION WRITING  
WORKSHOP  
Andrew Salkey

HA 239  
JAZZ PERFORMANCE  
SEMINAR  
Yusef A. Lateef

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

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

HA 247  
IMPROVISATION  
Rhonda Blair

HA 250  
INTRODUCTORY POETRY  
WRITING WORKSHOP  
Paul Jenkins

HA 255  
DIVISION II SEMINAR IN  
WRITING  
Nina Payne

HA 263  
THE BLACK ARTS  
MOVEMENT  
Robert Coles

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

HA 270  
NINETEENTH-CENTURY  
ITALY IN NOVELS, FILM  
AND SPECTACLE  
Mary Russo

HA 288  
SHAKESPEARE & WOOLF  
L. Brown Kennedy

HA 289  
FOUNDATIONS OF  
CULTURAL CRITICISM  
Norman Holland

HA 292  
SHELLEY AND HER CIRCLE  
Mary Russo

300 Level  
HA 305  
ADVANCED PAINTING  
Denzil Hurley

HA 317\*  
MODERN DANCE  
TECHNIQUE V  
Daphne Lowell

HA 318  
THE THEATRE OF IMAGES  
Sabrina Hamilton

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

HA 399a  
ADVANCED SEMINAR IN  
WRITING  
Lynne Hanley

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

HA 399c  
ART TUTORIAL  
Leonard Baskin

## Course Descriptions

**NOTE** The Film/Photography faculty would like students to engage in ONE critical issues class (film, photography, art history) prior to taking Film/Video I or Still Photography Workshop I. Enrollment method for introductory film and photography courses will be by means of a modified lottery system. Students will be asked to fill out an information sheet at the first class. They will list their

academic level, previous history of H&A classes, future academic plans, and reason for wanting to take the course. There will be space provided for indicating the number of times a student has tried to take the course and whether or not the student is a transfer. The forms will be sorted into categories and a lottery will take place for each group. Of course, the number of spaces allotted for each group will be small, but we hope that this system will address some of the concerns raised about an undifferentiated lottery and also help to establish an accurate accounting of the demand for these courses. The list of students enrolled in the class will be posted in the Humanities and Arts office the morning following the first class.

**HA 104**  
**INTRODUCTION TO**  
**DRAWING**  
 Bill Brayton

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

Class will meet twice each week for three hours each session. Enrollment is limited to 30 and determined by lottery.

**HA 105**  
**DRAWING I**  
 Judith Mann

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

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

**HA 110**  
**FILM/VIDEO**  
**WORKSHOP I**  
 Sandra Matthews

This course teaches the basic skills of film production, including camera work, editing, sound recording, and preparation and completion of a finished work in film or video. Students will have weekly assignments, and will also produce a finished film for the class. There will be weekly screenings of student work, as well as screenings of films and video tapes which represent a variety of aesthetic approaches to the moving image. Finally, the development of personal vision will be stressed. The bulk of the work in the class will be produced in Super-8 format with an introduction to 16mm and video techniques. A \$50 lab fee is charged for this course, and provides access to equipment and editing facilities. Students are responsible for providing their own film and supplies.

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

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

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.

**HA 111  
STILL PHOTOGRAPHY  
WORKSHOP I  
TBA**

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

A \$50 lab fee is charged for this course. The lab fee provides access to darkroom facilities, laboratory supplies and chemicals, and special equipment and materials. Students must provide their own film, paper, and cameras. The class will meet once a week for three 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 cannot be used as part of the two-course option.

**HA 123  
AFRICAN AMERICAN  
LITERATURE  
Robert Coles  
Lynne Hanley  
Ellie Siegel**

In an effort to initiate a dialogue in African American literature between male and female writers, this course will pair books by men and women from several historical periods in African American literature. We will begin our analysis in the mid-nineteenth century with such authors as Harriet Wilson, William Wells Brown, Pauline Hopkins and James Weldon Johnson. Later works may include novels by Nella Larsen, Richard Wright, Ann Petry, Ralph Ellison, and Gayle Jones.

Students will write regularly in a variety of ways on the books. Writing, and revising skills will be discussed as an integral part of the course. A longer final paper may be expanded to fulfill the requirements of a Division I examination.

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

HA 125  
**CHICANO  
 AUTOBIOGRAPHY**  
 Norman Holland

Chicano Autobiography: because of its fundamental tie to themes of self and history, self and place, it is not surprising that autobiography is the form that studies of emergent racial, ethnic, and gender consciousness often take. With its capacity to articulate time and space, autobiography can be used to advance a critical attitude toward social institutions, turning what seems an inherently private form of discourse onto the public space. Mexican American literature includes in a list of its canon books that are either semi-autobiographical, such as Poncho, Autobiography of a Brown Buffalo, Victuum, or specifically autobiographical such as Barrio Boy, and Hunger for Memory. Through a close reading of these works, the course will provide significant insight into the rhetoric of autobiographical discourse as such and to its importance for understanding the features of the ideologies that surround it.

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

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

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

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

HA/SS 167  
**PSYCHOLOGICAL  
 DYNAMICS IN  
 THEATRE**  
 Ellen Donkin  
 Patricia Romney

This course is designed both for students of psychology and students of theatre. Psychology students will have an opportunity to examine the ways in which certain psychological phenomena manifest themselves in dramatic character and dramatic structure. Theatre students, including actors, designers and directors, will have a chance to re-think their approaches both to dramatic texts and to theatre as an activity. The course will primarily address Freudian and Jungian notions of the psyche, its structure and dynamics. Some of the plays to be read will include Strindberg's Dream Play, Cixous' Portrait of Dora, and Baraha's Dutchman.

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

HA 201  
**ADVANCED  
 DRAWING**  
 Denzil Hurley

The course is a continuation of Drawing I. Three-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 20 by instructor permission. Drawing I is a prerequisite.

**HA 203  
INTRODUCTION TO  
PAINTING**  
Judith Mann

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

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

**HA 208  
SCULPTURE IN CLAY**  
Bill Brayton

This course will serve as an introduction to the specific nature of clay as a sculptural medium. Using earthenware, students will be challenged with assignments that focus on the figure, still life, and abstraction. Various handbuilding and modeling techniques will be employed. The history of clay as a sculptural medium will be investigated through slide lectures, readings, gallery trips, and independent research. Acceptable work will be fired, but not glazed. There will be frequent individual and group critiques.

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

This is a design course. It concerns itself with the making of architectural form and the design of the built environment. It is a design studio course organized to provide a broad overview of design issues and skills necessary for the engagement of environmental design problems. Students will have the opportunity to explore and investigate the experience and methodology of environmental design. A series of design projects, varied in scope and complexity, will be given and student work will be rigorously critiqued. Class discussion will center on approach, design analysis, functional response, expression and symbolism.

The course will provide an intense design experience for those seriously interested in environmental design, or interested in defining their interest. It is a logical extension of the 100 level courses and builds upon them. Interested students should have some background (which need not be extensive) in this area. Enrollment is 18. Class will meet twice a week for two hours.

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

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

Students will have the opportunity to screen seminal film and video works in documentary, narrative, and experimental genre. Additional out-of-class screenings and readings in the history and theory of film/video will also be assigned. There will be six assigned workshops with John Gunther in video editing and the use of the TV studios throughout the semester.

There is a \$50 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 instructor permission. In general, Film/Video Workshop I will be considered a prerequisite for this course.

**HA 211  
STILL PHOTOGRAPHY  
WORKSHOP II  
TBA**

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

Prior photographic experience is required. Enrollment will be limited to 18 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 \$50 entitles the student to darkroom facilities, lab supplies, and chemicals. Students must supply their own film and paper.

**HA 215\*  
MODERN DANCE III  
TBA**

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

Class will meet twice weekly for one and one-half hours. Enrollment is open; limit 25.

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

Under the general heading of "Centers of Ancient Civilization" the focus of this course will fall each year on a different center of the ancient East Mediterranean world, including, for example, such centers as Egyptian Thebes and Tell-el-Amarna, Babylon, Jerusalem, Knossos, Sparta, Mycenae, Delphi, and Athens. Our study of Athens in the 5th century will encompass the history and myths, the religious rites and festivals, the political institutions and ambitions, the splendor and the shame of Athens in the century of Aeschylus, Pericles, and Socrates.

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

**HA 225  
EXPERIMENTAL FILM:  
ONE HISTORY OF THE  
AVANT GARDE  
CINEMA  
Abraham Ravett**

"Cameras do not make films; filmmakers make films. Improve your films not by adding more equipment and personnel, but by using what you have to the fullest capacity. The most important part of your equipment is yourself: your mobile body, your imaginative mind, and your freedom to use both." -- Maya Deren

Experimental Film will explore the modernist involvement with time, space, movement, the overthrow of linearity, perception, and a primary concern with the very material of and properties particular to the nature of film. Equal emphasis will be placed on more contemporary debates surrounding issues of identity and difference.

Class will meet once a week. Enrollment is open. A \$10 lab fee is required.

HA 227

**THEATRE PRACTICUM**

Ellen Donkin

Sabrina Hamilton

This practicum provides faculty and staff oversight and guidance for Hampshire College Theatre Mainstage and Studio productions. Producing agents, producers, directors, designers (set, lights, costume, sound, publicity), and technical directors for these productions will attend planning and production meetings (to be scheduled in conjunction with the instructors and staff technical director) for the particular productions in which they are involved; other interested participants in a given production may also attend. The faculty will also attend selected rehearsals, hold individual conferences with students regarding the progress of their work, and hold post mortems following the closings of each production to assess and learn from the strengths and weaknesses of the students' procedures.

All producing agents, producers, directors, designers, and technical directors should attend the first meeting of this course for orientation and scheduling. Class will meet regularly once each week for one and one-half hours with other meetings to be announced.

HA 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 selected by interview with the instructor. Bring four poems with you to this meeting.

HA 236

**PRINCIPLES OF  
DIRECTING**

Rhonda Blair

This course is an introduction to basic skills needed to organize and direct a theatrical production. Primary consideration will be given to script analysis for the director and to theory and practical application of principles of staging, i.e., meanings of scripts are studied, and then ways of translating those meanings into physical/theatrical terms will be explored. Students interested in concentrating in directing or acting for the stage are strongly encouraged to take this course.

The class will meet for two hours twice a week. Enrollment is limited to sixteen and is by instructor permission.

HA 237  
**FICTION WRITING  
 WORKSHOP**  
 Andrew Salkey

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

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

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

The class will meet once a week for one and one-half hours. Enrollment is limited to 15 students selected instructor interview. Bring two short stories with you to this meeting.

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

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

Class will meet once weekly for three hours. Prerequisite: HA 175 and HA 265 or equivalent Five College music courses. Admission is by instructor permission. Enrollment is limited to 18.

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.

*(continued on next page)*

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 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, Momaday, McPhee, Dillard, Ehrlich, Eiseley, and Piercy we will explore this transition from earlier views of nature. Four papers are required.

Class will meet for one and one-half hours twice a week. Enrollment is limited to 35 students.

HA 247  
**IMPROVISATION**  
Rhonda Blair

This course focuses on the study and practice of a wide range of improvisation techniques which can be applied to both scripted and nonscripted projects. Besides using the techniques of Keith Johnstone and Viola Spolin, the instructor will also draw on Clive Barker's theatre games and Joseph Chaikin's transformational performance techniques. Course goals are: 1) to help actors expand their range of expressiveness; 2) to provide actors with new ways of seeing dramatic action and character; 3) to provide actors with a new set of tools for approaching improvisation and the performance of material for the stage; 4) to develop and refine actors' ability to work in ensemble and collaborative situations.

Class will meet for two hours twice a week. Enrollment is limited to sixteen and is by instructor permission.

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

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

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

HA 255  
DIVISION II SEMINAR  
IN WRITING  
Nina Payne

This class is designed for Division II students whose concentration includes formal work in creative writing. Attention will be given to the initiation of new work, the development and revision of work-in-progress, and the exchange of useful criticism. There will be readings from a variety of sources.

Enrollment is limited to 15 and instructor permission is required. Please submit a writing sample during the last week of classes in December 1990. Class will meet for two and one-half hours once each week.

HA 263  
THE BLACK ARTS  
MOVEMENT  
Robert Coles

In the 1960's and 70's an African-American renaissance and cultural revolution occurred now termed the Black Arts Movement. As such, it remains the second major outpouring of artistic expression by black Americans this century, following the Harlem Renaissance. This course will explore the roots of the Black Arts Movement and trace its development from the Harlem Renaissance and through the Negritude movement in France. We will examine the major anthologies of the period, The Black Aesthetic (Fuller) and Black Fire (Neale, Banaka). As well, we will read individual authors: Larry Neale and Sonia Sanchez (poetry); John Oliver Killens (The Cotillion) and Toni Morrison (Bluest Eye) in fiction; Amini Banaka (The Dutchman) and Ed Bullins in drama. We will also read the major periodicals of the period, such journals as Black World, The Black Scholar, Freedomways.

Enrollment is limited to 20 students with 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 270  
NINETEENTH-  
CENTURY ITALY IN  
NOVELS, FILM AND  
SPECTACLE  
Mary Russo

This course will address the relationship between national identity and cultural forms. Repeatedly invaded and occupied by foreign powers, Italy struggled for national independence in the nineteenth century. Although Italy became a modern nation-state in this period, it continued to function as a cultural space and representation of "Otherness." Sometimes it served as a reminder of Classicism, other times it evoked an area of play or free-space for foreign visitors, including the new, bourgeois tourists, feminist and literary women, and sexually marginalized men. Simultaneously, the image of Italy abroad was refracted in the culture production of Italian literature and visual culture.

(continued on next page)

The novel, opera, theatre, photography, and eventually film developed the contradictory tropes of Italy as bucolic, classic, revolutionary, decadent, virile, feminine, central, and marginal. In the course, we will discuss examples from these cultural forms. Reading and viewing for the course will include works by Stendahl, Hawthorne, Stael, George Eliot, Verga, and Aleramo, as well as films, operas, and photography.

Enrollment is limited to 20 with instructor permission required.

**HA 288  
SHAKESPEARE &  
WOOLF**

L. Brown Kennedy

"Lovers and mad men have 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 289  
FOUNDATIONS OF  
CULTURAL CRITICISM**  
Norman Holland

In this course, we will study several of the works which have reshaped cultural analysis. We will usefully compare anthropology's relation to imperialism, history's to nationalism, and literary criticism's to cultural elitism. In response to these problematic relations, significant areas of all three disciplines are now attempting to redefine themselves. Latin America will be the privileged geographical space of our inquiry. Works by B. Anderson, W. Benjamin, J. Derrida, J. Franco, S. Freud, C. Levi-Strauss, M. Taussig, and R. Williams will be studied.

Class will meet twice each week for one and one-half hour

**HA 292  
SHELLEY AND HER  
CIRCLE**  
Mary Russo

The tradition of European romanticism in relation to women and especially women writers is the central topic of this course. The case of Mary Wollstonecraft Godwin Shelley, best-known as the author of *Frankenstein*, has emerged as a kind of paradigm of the difficulties of the 19th century woman writer in relation to society, cultural tradition, and family romance. Shelley's literary and social connections to her feminist mother, Mary Wollstonecraft, author of *A Vindication of the Rights of Women* (1792), her father, William Godwin, her husband Percy Bysshe Shelley and her numerous friends, including, Lord Byron, suggest the possibilities and constraints of literary culture and bourgeois ideology in the 19th century.

Questions of authority, style, and genre in the work of writers such as Shelley, Ann Radcliffe, George Sand, the Brontes and Elizabeth Barrett Browning have generated much contemporary feminist literary criticism. This course will also serve to introduce feminist literary theory and to suggest its usefulness in understanding the continuing influence of romanticism and bourgeois ideologies of art and culture in our time.

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

**HA 305  
ADVANCED PAINTING**  
Denzil Hurley

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

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

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

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

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

**HA 318  
THE THEATRE OF  
IMAGES**  
Sabrina Hamilton

This course will investigate what Bonnie Marranca, editor of Performing Arts Journal, describes as theatre "in which the painterly and sculptural qualities of performance are stressed, transforming this theatre into a spatially-dominated one activated by sense impressions, as opposed to a time-dominated one ruled by linear narrative" and text in dialogue form. The class will examine the work and methodology of some of the practitioners of this form, including Robert Wilson, Meredith Monk, Ping Chong, and Mabou Mines. This study will prepare class members to create their own short pieces, which will take a Theatre of Images approach to a specific theme, to be determined by the class.

The course will meet twice a week for two hours. Enrollment is by instructor permission, and is limited to 15.

**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 399a  
ADVANCED SEMINAR  
IN WRITING**  
Lynne Hanley

This class is designed for Division III students concentrating in fiction writing. Participants will be expected to present work-in-progress and to exchange intelligent, informed criticism.

Class will meet for two and one-half hours weekly. Enrollment is open to all concentrators with instructor permission.

HA 399b

**FILM/PHOTOGRAPHY  
STUDIES: INDIVIDUAL  
PROBLEMS IN  
FILMMAKING,  
PHOTOGRAPHY AND  
RELATED MEDIA**

Sandra Matthews  
Abraham Ravett

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 \$50.

HA 399c

**ART TUTORIAL**

Leonard Baskin

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

**CHORUS**

Ann Kearns

Our Spring season for the Hampshire College Chorus will consist of the Bach ST. MATTHEW PASSION, to be performed with the Amor Artis Chamber Choir and all-Baroque professional orchestra in New York in April. Membership is by short, painless audition: sign up at the Chorus Office in the Music Building. Faculty and staff are welcome. Rehearsals are Mondays and Wednesdays, 4-6 p.m.

**THEATRE BOARD**

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

## **School of Natural Science**

---

### **Course List**

100 LEVEL

NS 104

**OPTICS AND HOLOGRAPHY**

Frederick Wirth

NS 110

**COMPARATIVE MEDICAL  
TRADITIONS**

Kathleen Dugan  
John Foster

NS 111

**OF MICE AND WOMEN:  
SCIENTIFIC RESEARCH ON  
SEX DIFFERENCES**

Ann McNeal  
Debra Martin

NS 116

**BIOLOGY OF POVERTY**

Alan Goodman  
Michelle Murrain

NS 170

**TECHNOLOGY AND THE  
THIRD WORLD**

Albert Woodhull

200 LEVEL

NS 207

**ECOLOGY**

Charlene D'Avanzo

NS 213  
**INTRODUCTION TO  
ORGANIC CHEMISTRY**  
Nancy Lowry

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

NS 222  
**REPRODUCTIVE  
PHYSIOLOGY**  
Kay Henderson

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

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

NS/CCS 236  
**TECHNOLOGY:  
PHILOSOPHY, POLITICS,  
AND POLICY**  
Allan Krass  
Jane Braaten

NS 240  
**ELEMENTARY SCHOOL  
SCIENCE WORKSHOP**  
Merle Bruno

NS 242  
**ASSEMBLY LANGUAGE**  
Albert Woodhull

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

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

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

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

NS 260  
**THE CALCULUS**  
Kenneth Hoffman

NS 272  
**THE ANTHROPOLOGY OF  
HEALTH AND DISEASE**  
Alan Goodman

NS 281  
**INTERMEDIATE  
ELECTRICITY AND  
MAGNETISM**  
Allan Krass

NS 283  
**GENERAL PHYSICS B**  
Frederick Wirth

NS 291  
**ENVIRONMENTAL  
GEOCHEMISTRY**  
John Reid

NS 294  
**SUSTAINABLE  
AGRICULTURE**  
Lawrence J. Winship

NS 296  
**MINERALOGY**  
John Reid

300 LEVEL  
NS 319  
**CALCULUS II**  
David Kelly

NS 320  
**BOOK SEMINARS IN  
MATHEMATICS**  
David Kelly

NS 322  
**MATH CONCENTRATORS'  
SEMINAR**  
David Kelly

NS 327  
**MOLECULAR BIOLOGY  
LABORATORY**  
Lynn Miller

NS 380i  
**SEMINAR ON  
ALTERNATIVE  
AGRICULTURE**  
Lawrence J. Winship

NS 382i  
**ENVIRONMENTAL  
SCIENCE SEMINAR**  
Charlene D'Avanzo

NS 390i  
**HEALTH SCIENCES  
INTEGRATIVE SEMINAR**  
Kay Henderson

## Course Descriptions

NS 104  
**OPTICS AND  
HOLOGRAPHY**  
Frederick Wirth

An introduction to fundamental principles in optics as applied to image formation and holography. Each student will have a chance to produce two white-light visible holograms in our lab as well as to begin an individual project. Topics will include geometric and physical optics, the nature and propagation of light, vision, photography and holography. Aesthetic considerations will be part of the course as well.

Class will meet one and one-half hours twice a week plus a lab for hands-on demonstrations and holographic imaging. Advanced students wishing to help in the labs and pursue independent work should see the instructor. Enrollment limit 24.

NS 110

**ACUPUNCTURE:  
POTENT MEDICINE OR  
POINTLESS  
PROCEDURE?**

Kathleen Dugan  
John Foster

Acupuncture is a procedure which has been used in China for millennia and which has gained increasing popularity in the West. What is acupuncture? Does it work? Why? We will examine these questions from both the Eastern and Western perspectives through examination of primary and secondary literature.

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

NS 111

**OF MICE AND WOMEN:  
SCIENTIFIC RESEARCH  
ON SEX DIFFERENCES**

Ann McNeal  
Debra Martin

Our society has a tremendous economic and psychological investment in attributing certain physical and mental attributes to maleness and femaleness. These so-called sex-linked attributes are then used to define what is appropriate behavior for men and women and consequently what our social roles should be. While historically these attributes were thought to be defined by our divine creation, in the last 100 years science and biology have been increasingly used to explain "sex differences." It is interesting that there is not a body of literature that addresses the question of "sex similarities."

This course will explore how real some of these reported sex differences are, and how biological theories are used to explain them. We will read and critique some of the historical and current primary scientific literature, as well as use The Myths of Gender as a text.

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

NS 116

**BIOLOGY OF POVERTY**

Alan Goodman  
Michelle Murrain

Unequal access to power and resource in the US has fostered poverty amidst plenty, with profound affects on the human condition. While 11% of the US's considerable GNP is spent on health care, many groups such as Native Americans and inner city Blacks and Hispanics are denied access to health resources and an adequate diet. Just one of the many effects of this process is an infant mortality rate which exceeds many Third World nations.

In this course we critically evaluate a variety of affects of poverty on human development, nutrition, and health. How does poverty perpetuate cycles of undernutrition, problem pregnancies, and low birth weight infants? Has AIDS become a disease of poverty?

Students will learn how to critique research in this field and will complete a major project. While the main focus of this course is on US poverty, comparative studies are welcome. No prior science background is required.

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

NS 170

**TECHNOLOGY AND  
THE THIRD WORLD**

Albert Woodhull

Modern technology has had and will continue to have a role in the third world. Technology's role may be positive, but technology isn't a simple solution to all the problems of poverty and under-development. Many modern technologies are being recognized as dangerous in the first world nations where they have been developed, yet are being exported to the third world even as their uses are being restricted in the countries where they originated.

We will look at many aspects of technology in the third world. We will read about new technologies that have worked and others that have caused new problems. We will explore the ways in which first world technological changes have impacted the third world. We will study patterns and examples of development of technology in the third world itself and look for ways the first world can learn from the third.

Class will meet for one hour three times weekly.

NS 207  
**ECOLOGY**  
 Charlene D'Avanzo

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 213  
**INTRODUCTION TO  
 ORGANIC CHEMISTRY**  
 Nancy Lowry

This class will introduce students to the basic principles of organic chemistry. Our focus will be on the structure of molecules and how structure influences stability and reactivity.

The class meets three times a week for one and one-half hours plus a weekly laboratory.

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

Almost all chemical changes in living cells involve the action of enzymes. What is an enzyme? What does one look like and how do you measure it? This course will be divided into two units: Enzymes as catalysts: Techniques of enzyme assay, the nature of enzyme catalysis and the properties of enzymes which can be measured without having them in the pure state. Enzymes as proteins: By purifying an enzyme from a suitable source you will learn a lot about protein chemistry and about separating large molecules from one another (salt fractionation, gel filtration, chromatography, etc.). Both units will emphasize careful and quantitative laboratory work, as theory will be developed from your own data.

The weekly laboratory session will usually last into the evening, plus some extra time on other days. In addition there will be a weekly 90-minute seminar. Prerequisites: None mandatory but some background in organic chemistry would be very helpful.

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.

(continued on next page)

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

Class will meet for two hours twice a week.

**NS 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 comprise both a text in exercise physiology and primary scientific papers. We will use computerized laboratory equipment to conduct group experiments on energy use and on muscle activity.

Class is limited to 16. Class will meet twice per week, once for one and one-half hours and once for three hours.

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

Michelle Murrain

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

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

**NS/CCS 236  
TECHNOLOGY:  
PHILOSOPHY,  
POLITICS, AND POLICY**

Allan Krass  
Jane Braaten

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.

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

**NS 240**  
**ELEMENTARY SCHOOL**  
**SCIENCE WORKSHOP**  
Merle Bruno

Young children are full of questions about the natural world. They ask, watch, listen, learn, and are open to new interpretations of what they see. They are, in fact, good little scientists. Why is it that most American children (and particularly girls and children from minority groups) lose interest in science and math by junior high school and are totally alienated from science by the time they graduate high school?

In this workshop we will use materials that have been chosen to stimulate children's curiosity and to nurture their natural scientific skills. For the first few weeks you will be the students and will try to understand some of the feelings that children experience in a science class that tries to stimulate inquiry. You will be encouraged to follow up on your own questions and conduct your own studies about movements of the sun, crayfish behavior, and "mystery powders." For the last part of the semester you will be teachers and will introduce these same materials to children in elementary school classrooms.

Class will meet for two hours twice a week and additional time will be required when you begin teaching in the schools.

**NS 242**  
**ASSEMBLY LANGUAGE**  
Al Woodhull

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

This course will teach the use of assembly language; willy nilly it will also teach about the internal operations of the computer itself. Every kind of computer has its own assembly language; we will work primarily with the 8086 microprocessor, which illustrates the principles common to all assembly languages, and is useful in its own right. For illustrative purposes there will also be a brief introduction to the assembly language of the VAX-11, a powerful minicomputer.

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

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

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

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, 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.

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

Students in this course will read about and discuss the discovery of the biological roles of DNA and RNA and the biosynthesis of proteins. Our principal text will be some of the original papers in this area. We will also read Judson's The Eighth Day of Creation. Students should have some previous knowledge of chemistry or genetics or both to get the maximum benefit from this course. One outcome of the course will be the development of some of the implications of this work for more general ideas about biology, evolution, and science.

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

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

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

Students enrolling in this six week course should have some previous background in modern cell biology or genetics. NS 256, Informational Macromolecules, is a sufficient introduction. Every student is expected to participate actively in the seminar, to lead a seminar, and to write an essay from the original literature. An intensive lab experience will be offered in January, 1991.

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

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

This course focuses on the health of women. There are 2.2 billion adult women in the world today and 75% of them live in areas of the world where access to health care is limited and controlled by others. One woman dies every minute due to pregnancy and pregnancy-related problems. Using a comparative and cross-cultural approach, we will look at how women become ill and die, but also at how some women's groups have overcome obstacles and promote health care delivery. Two perspectives in medical anthropological scholarship will form the basis of discussions. First, we will focus on the multi-dimensional and biocultural nature of women's health in a variety of cultural settings. Secondly, we will utilize material which provides analytical frameworks for incorporating issues of women's active roles in health care delivery.

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

**NS 260**  
**CALCULUS I**  
Kenneth Hoffman

The calculus provides the language and some powerful tools for the study of change. As such it is an essential subject for those interested in growth and decay processes, motion, and the determination of functional relationships in general. We will investigate dynamical systems from economics, ecology, weather and physics. Computers are essential tools in the exploration of such processes and will be integral to the course. No previous programming experience is required.

Topics will include 1) computer programing, simulation, and approximation, 2) basic concepts of calculus--rate of change, differentiation, limits, 3) differential equations, 4) dynamical systems, 4) exponential and circular functions. While the course is self-contained, students are strongly urged to follow it up by taking NS 316 Linear Algebra or the Calculus II to further develop their facility with the concepts.

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

**NS 272**  
**THE ANTHROPOLOGY**  
**OF HEALTH AND**  
**DISEASE**  
Alan Goodman

Health and disease are multifaceted phenomena. Their causes are nearly always complex, resisting simple explanation (a virus, witchcraft...), and their biological effects are intimately enveloped in sociocultural, political, and economic processes. In this course we examine health and health care systems from an anthropological perspective.

Students in this course will undertake an examination of the ethnography of health and health care. How are concepts of health integrated into society? How have indigenous health care systems been affected by the west? What can be learned from an anthropological examination of "modern medicine?" As well, we will focus on understanding the cause and consequence of health and disease. How has health evolved? Are we living longer but doing worse? What factors determine who gets sick?

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

**NS 281**  
**INTERMEDIATE**  
**ELECTRICITY AND**  
**MAGNETISM**  
Allan Krass

This course is intended for intermediate and advanced concentrators in the physical sciences and mathematics. It is an important prerequisite for further studies in atomic, molecular and solid state physics as well as engineering and applied math. It will cover electro and magneto statics in both vacuum and materials, and electrodynamics and wave phenomena based on Maxwell's equations. Essential prerequisites are at least one year of general physics and calculus. Vector calculus will be developed within the course, but some previous exposure to vector analysis and multidimensional calculus would be very helpful.

The class will meet three times per week for one and one-half hours, twice for lectures and once for problem solving.

**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 294  
**SUSTAINABLE  
AGRICULTURE**  
Lawrence J. Winship

Under many different names--organic, regenerative, biodynamic, alternative, ecological--the practice of low-input, synthetic pesticide-free agriculture has gone on for decades. Now, thanks to the failure of many "modern" agricultural technologies and to ever tightening farm budgets, farmers and even the USDA have become very interested in "sustainable" agriculture. In this course, we will examine the practices of low input, sustainable agriculture at a very detailed level, including soil chemistry and biology, crop growth and rotations, cover cropping, green manures, composting, insect pest and weed management and permaculture. We will be less concerned with the philosophical side of organic farming and more focused on laboratory and field methods used to test, develop and apply alternative practices. While this course has no prerequisites, prior completion of a biology, ecology or chemistry course, with lab, would be extremely useful.

Class will meet three times per week, twice for seminar and once for lab. Enrollment limit 25.

NS 296  
**MINERALOGY**  
John Reid

In this course we will investigate the formation of the group of natural compounds--minerals--that comprise the earth and that contain valuable clues about its evolution. We will start by considering the formation of the chemical elements of the earth's crust. The formation of a given mineral is dependent on the local abundances and behaviors of its constituent elements; the bulk of the course will be devoted to an understanding of these interrelationships. Mineral optics, essential to the microscopic identification of minerals, will combine with hand specimen studies to comprise the laboratory portion of the course.

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

NS 315  
**CALCULUS II**  
David Kelly

This course will extend the concepts, techniques, and applications of the introductory calculus course. In particular, we'll consider the differentiation and integration of functions of several variables and continue the analysis of dynamical systems. We'll approximate functions, polynomials, and enter the rich and rewarding world of Fourier analysis.

Class will meet three times a week for one hour.

NS 320  
**BOOK SEMINARS IN  
 MATHEMATICS**  
 David Kelly

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

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

Possible topics for book seminars include:

Modern Algebra: The study of algebraic structures such as groups and fields, with applications to number theory, geometry, physics, and puzzles. DIV. GRAD. CURL: Basic tools and results of multivariable calculus useful for the study of electric and magnetic fields. Probability: The mathematics of chance and the theoretical background for statistics. Complex Variables: Differential Equations

NS 322  
**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 327  
**MOLECULAR BIOLOGY  
 LABORATORY**  
 Lynn Miller

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

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

NS 380i  
**SEMINAR ON  
 ALTERNATIVE  
 AGRICULTURE**  
 Lawrence J. Winship

Interest in low input, sustainable agriculture continues to increase, with the publication of several new books and new journals. In this course, we will take a close look at the practice and promise of alternative forms of agriculture. We will evaluate new (and re-emerging) technologies scientifically and in terms of the specific social context in which they will be applied. We will investigate the potential for agroecological principles as a solution in rural development and the interrelationship between poverty, development, and the environment. We will read and discuss several of the new publications on alternative agriculture and each student will prepare a class presentation. We will use case studies from around the world to focus our considerations. Hopefully, membership in this class will represent all aspects of the food/politics/economics/environment/agrotechnology nexus.

Class will meet once per week for three hours. Enrollment is open, with all ecology, agriculture and development concentrators encouraged to join.

NS 382i  
**ENVIRONMENTAL  
SCIENCE SEMINAR**  
Charlene D'Avanzo

In this seminar we will focus on several classical papers in environmental science. The first set of topics with papers selected by the instructor, will include ecological-biological issues such as: food web accumulation of hydrocarbons, species loss and water pollution. The second set of papers will be selected by the students in the class. The format of this course is discussion-seminar; each week one or two students will be responsible for directing the seminar from carefully selected papers that we all read. In addition, each student will write a critical analysis of each of the two topics they present.

Class will meet for three hours once a week.

NS 390i  
**HEALTH SCIENCES  
INTEGRATIVE  
SEMINAR**  
Kay Henderson

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

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

ASTFC 19  
**PLANETARY SCIENCE**  
University

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 22  
**GALACTIC AND EXTRA  
GALACTIC  
ASTRONOMY**  
Amherst

May be taken independently of ASTFC 21. Quantitative introductory course. Atomic and molecular spectra, emission and absorption nebulae, inter-stellar medium, formation of stars, and planetary systems, structure and rotation of galaxies and star clusters, cosmic rays, other galaxies, exploding galaxies, quasars, cosmic background radiation, origin and expansion of the universe. Prerequisite: a semester of calculus, a semester of physics and elementary knowledge of computer programming.

ASTFC 38  
**TECHNIQUES OF  
RADIO ASTRONOMY**  
University

With lab. May be taken independently. Introduction. Equipment, techniques, nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature and the transfer of radio radiation in cosmic sources. Effects 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 40  
**TOPICS IN  
ASTROPHYSICS**  
Amherst

Devoted each year to a particular topic of current interest, i.e., star formation, galaxy evolution. Class discussions will formulate problems of significant difficulty and breadth. Solutions worked individually and in class. Topics change year to year. Oral and written presentations required. Prerequisite: ASTFC 37.

ASTFC 44  
**ASTROPHYSICS II**  
University

Introduction to broad range of general astrophysical principles and techniques, e.g., continuum and line emissions. 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. Undergraduates admitted with consent of instructor.

# School of Social Science

## Course List

### 100 level

SS 115

#### POLITICAL JUSTICE

Lester Mazor

SS 124

#### THE PROBLEM OF MOTHERHOOD AND WORK IN THE TWENTIETH CENTURY

Maureen Mahoney

Miriam Slater

SS 126

#### SUPERHEROES, MOMMIES, AND MONSTERS: CHILDREN'S PLAY

Stephanie Schamess

SS 130

#### AFRICAN HISTORY

Frank Holmquist

E. Frances White

SS/NS 154

#### THE HISTORY AND GEOGRAPHY OF FAMINES

Ben Wisner

SS 155

#### DIVORCE AND THE FAMILY

Donald Poe

Patricia Romney

SS 157

#### CUBA: REVOLUTION AND ITS DISCONTENTS

Carolee Bengelsdorf

Flavio Risch

SS/HA 167

#### PSYCHOLOGICAL DYNAMICS IN THEATRE

Patricia Romney

Ellen Donkin

SS 183

#### WORKPLACE DEMOCRACY

Stanley Warner

SS 185

#### THE SECOND WORLD WAR: POLITICS, CULTURES, AND SOCIETIES IN TIMES OF CONFLICT

Aaron Berman

James Wald

### 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 210

#### INTRODUCTORY ECONOMICS

Laurie Nisonoff

SS 211

#### ECONOMIC DECISION- MAKING THEORY

Stanley Warner

SS/NS 216

#### LAND DEGRADATION AND SOCIETY

Ben Wisner

SS 218

#### PUBLIC POLICY IN THE U.S. WELFARE STATE

Aaron Berman

Robert Rakoff

SS 228

#### PUBLIC SERVICE AND SOCIAL CHANGE: AN INTERNSHIP SEMINAR

Myrna Breitbart

Ada Sanchez

SS 231

#### IN THE NAME OF DEMOCRACY

Carolee Bengelsdorf

Margaret Cerullo

SS 233

#### RACE IN THE UNITED STATES: DYNAMICS OF DIVERSITY

Michael Ford

Flavio Risch

Mitziko Sawada

SS 244

#### CAPITAL VS. COMMUNITY

Myrna Breitbart

Stanley Warner

SS 250

#### HOMOSEXUALITY IN THE UNITED STATES: HISTORY, CULTURES, AND POLITICS: AN INTRODUCTION

Margaret Cerullo

E. Frances White

SS 257

#### THE SOCIAL AND INTELLECTUAL HISTORY OF SPANISH AMERICA

Frederick Weaver

Roberto Marquez

SS 270

#### AMERICAN INDIANS: THEIR HISTORY AND CULTURE

Leonard Glick

SS 279

#### SOCIAL CHANGE: CONCEPTS AND REALITIES

Lester Mazor

Robert von der Lippe

SS 280

#### THE STATE AND THIRD WORLD DEVELOPMENT

Frank Holmquist

Frederick Weaver

SS 281

#### THE SPIRIT OF CAPITALISM: JAPAN AND THE UNITED STATES

Mitziko Sawada

SS 290

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

SS 291

**CRITICAL STUDIES IN  
CULTURE, II: NEW  
APPROACHES TO HISTORY**  
Miriam Slater  
James Wald

300 level

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

SS 362

**HUMAN BEHAVIOR:  
INTERDISCIPLINARY  
PERSPECTIVES**  
Leonard Glick  
Donald Poe

SS 399b

**PEOPLE STUDYING PEOPLE**  
Robert von der Lippe

\*Does not fulfill one-half the  
requirement for a Division I two-  
course option in the School of  
Social Science.

## Course Descriptions

SS 115

**POLITICAL JUSTICE**  
Lester Mazor

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

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

SS 124

**THE PROBLEM OF  
MOTHERHOOD AND  
WORK IN THE  
TWENTIETH CENTURY**  
Maureen Mahoney  
Miriam Slater

Using psychological and historical studies, we will examine Western attitudes toward working mothers and the impact of work on women's public and private lives. Psychologists emphasize the importance of maternal nurturing for healthy personality development and worry about "maternal deprivation." Feminist scholars stress the importance of work for women's lives. Sociologists warn that combining roles of motherhood and work will create "role strain." All of the experts have changed their positions over time about appropriate gender roles for women and men. We will examine the shift in ideas about the family, gender, and child development in the United States from the nineteenth century to the present, paying particular attention to issues of class and race, including the debate on the black family and recent work on the feminization of poverty. Class will meet for one and one-half hours twice a week; enrollment limit 35.

SS 126

**SUPERHEROES,  
MOMMIES, AND  
MONSTERS:  
CHILDREN'S PLAY**  
Stephanie Schamess

What is play, and why is it such a compelling activity for children? What function does it serve in human development? In our examination of the play of the young child, we will take a primarily developmental approach, but we will also look at ethological research on the play behavior of both animals and children, psychoanalytic views of play, and cross-cultural studies.

Some of the specific topics to be covered include: the roots of social play in parent-infant interaction; the role of affect and the emergence of affective imagination in fantasy play; play as symbolic communication; ritual aspects in play and in the language of play; gender differences in children's play behavior; and the role of play in the development of social cognition. Videotapes and direct observations of children at play will be used to supplement the readings.

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

SS 130  
**AFRICAN HISTORY**  
Frank Holmquist  
E. Frances White

The course will focus on Sub-Saharan Africa in the period from the fifteenth century to political independence in the mid-twentieth century. We will focus on changing social relations that result from internal developments, the slave trade, and European imperialism. The cause and consequence of European colonial rule will be understood against the backdrop of industrialization and political conflict in Europe, expanding Europe-Africa trade relations, and evolving European designs on Africa. Triumphant nationalist protest ideology, organization, and leadership will be studied as necessary background for understanding the post-independence era.

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

SS/NS 154  
**THE HISTORY AND  
GEOGRAPHY OF  
FAMINES**  
Ben Wisner

Hunger in the midst of plenty has been called an absurdity and an obscenity. How can we understand it? What can we do about it? Using case studies, readings in primary literature, and student projects, this course will introduce natural and social science tools for understanding and combating hunger. We will emphasize cases of catastrophic breakdown in food systems leading to mass starvation, social disruption, and migration. We will examine the political, economic, and ecological causes and effects of famines such as the Irish Potato Famine, the Bengal Famine in India, and the Great African Famines of the last two decades. Can people prevent famines? Are they even predictable or only "an act of God"?

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

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

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

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

SS 157

**CUBA: REVOLUTION  
AND ITS  
DISCONTENTS**

Carollee Bengelsdorf

Flavio Risech

To some, the Cuban Revolution in 1959 made the island the "First Free Territory in the Americas," leading to dramatic improvements in quality of life for the bulk of the population. To others, its betrayal by Fidel Castro's turn toward Marxism-Leninism put Cuba behind the Iron Curtain, causing over one million to "flee to freedom" in the United States. This course proposes to explore the nature of Cuba's revolutionary process, the importance of the relationship between the United States and Cuba, and the development of the Cuban community in the United States in an effort to gain a critical perspective on this highly polarized and often acrimonious debate. We will end the course with an optional field visit to Miami's Little Havana, where we will meet with pro- and anti-Castro Cuban-American intellectuals and community leaders. If the current U.S. ban on travel by most Americans to Cuba should change, we would seek to visit the island as well.

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

SS\HA 167

**PSYCHOLOGICAL  
DYNAMICS IN  
THEATRE**

Patricia Romney

Ellen Donkin

This course is designed both for students of psychology and students of drama. Psychology students will have an opportunity to examine the ways in which certain psychological phenomena manifest themselves in dramatic character and dramatic structure. Theatre students, especially directors, designers, and actors, will have a chance to re-think their approach both to dramatic texts and to theatre as an activity. The course will address Freudian and Jungian notions of the psyche, its structure and dynamics. Some of the plays to be read will include Strindberg's The Dream Play, Cixous' Portrait of Dora, and Baraka's Dutchman. There will also be films and one live theatre production, and some dramatic readings in class. No prerequisite.

Class meets for one and one half hours twice a week; enrollment limit 30.

SS 183

**WORKPLACE  
DEMOCRACY**

Stanley Warner

Why isn't work more democratic? Is democratic control politically untenable or economically inefficient? We will study the evolution of the control and management of work and examine three forms of democratic participation: corporate "quality-of-worklife" programs, employee stock ownership, and worker-controlled collectives. By looking at Polaroid, Weirton Steel, the Oregon plywood cooperatives, and other case histories, we can begin to assess the possibilities for increasing the democratic control of work. Internationally, we will consider the experiments within Sweden, Yugoslavia, Tanzania, and the Mondragon region of Spain. The interconnections of culture, family life, work life, and political system produce competing visions of the future of workplace democracy on the eve of the twenty-first century.

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

**SS 184  
THE SECOND WORLD  
WAR: POLITICS,  
CULTURES, AND  
SOCIETIES IN TIMES OF  
CONFLICT**

Aaron Berman  
James Wald

The Second World War radically altered the societies and cultures of all of the belligerents. In this course, we will explore the effects of the Second World War upon Europe, the United States, and Asia. We will begin by examining the origins of World War II, and will then proceed to focus on the ways in which different societies responded to and adapted during the war. Finally, we will consider how World War II gave way to the Cold War. We will read histories of the war and primary sources, and will view a number of popular and propaganda films produced at the time. Students will be expected to complete several written assignments.

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

**\*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. We will work to set this material within the larger social and international contexts.

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

**SS 211  
ECONOMIC DECISION-  
MAKING THEORY**

Stanley Warner

Is human life "priceless"? Is "nature's beauty" beyond quantification? Should people be paid to take risks? Does discrimination pay? This course examines a variety of economic decision-making models, including cost-benefit techniques, risk and uncertainty analysis, game theory, "lesser of evils" choices, economic impact analysis, and social versus private decision-making. We will apply these theories to such topics as environmental impact assessment, valuing human life, capital investment allocation, the returns to higher education, and the economics of crime and punishment. We will also seek the extent to which such models can be stretched to cover aesthetic, ethical, and political values, especially when such values differ across groups. A prior course in introductory economics is recommended.

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

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

Ben Wisner

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

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

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

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

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

\*SS 228  
**PUBLIC SERVICE AND  
SOCIAL CHANGE: AN  
INTERNSHIP SEMINAR**  
Myrna Breitbart  
Ada Sanchez

This course enables students to develop social action skills and acquire background in some political issue areas in preparation for internships in social change organizations. It also enables returning interns to share their expertise, reflect critically about their public service experiences, and relate these to broader social questions and their liberal arts educations. Opportunities are provided to explore the methodologies and practice of social change, including: specific issue areas (e.g., homelessness, reproductive rights, ecological change, etc.); organizing strategies and the issues of class and race differences; social change work environments and internship responsibilities; the role of human service agencies in social change; and creative techniques for writing about or visually representing social change experiences in future divisional work.

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

SS 231  
**IN THE NAME OF  
DEMOCRACY**  
Carollee Bengelsdorf  
Margaret Cerullo

How is it that Bush (of the United States), Gorbachev (of the Soviet Union), and Ortega (of Nicaragua) all evoke "democracy" to describe their own systems of government and that which they desire for the rest of the world? In this course, we will examine this question by exploring the sharply contrasting variations in democratic visions put forth by the classical theorists, and the challenges to these visions as they emerge in the writings of feminists, the new right, and neo-Marxists, among others.

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

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

The experiences and struggles of African, Latino, Asian, and Native Americans in the nineteenth and twentieth centuries will be examined, using social history, legal history, and political economy as our primary frameworks for inquiry. The course will give particular attention to the ways in which changes in the racial ideologies prevailing among whites have affected the ability of persons of color to achieve some measure of equality in U.S. society. Theoretical and juridical perspectives on the meaning of race as distinct from ethnicity and class will be developed. Readings will emphasize works of persons of color. Students will be asked to write two short analytic papers and a longer research paper.

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

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

This course addresses the problem of the international movement of production by multinational corporations. It examines the social and political impact 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 problemsolving.

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

**SS 250**  
**HOMOSEXUALITY IN**  
**THE UNITED STATES:**  
**HISTORY, CULTURES,**  
**AND POLITICS**  
 Margaret Cerullo  
 E. Frances White

In this course, we will take an historical and sociological approach to the understanding of the diversity of contemporary U.S. lesbian and gay experience. We will explore the emergence of diverse and at times antagonistic lesbian and gay subcultures and identities, their relationship to the dominant cultural discourses, institutions, and practices, and to the development of lesbian and gay social and political movements. We will challenge the relative marginalization of lesbian existence, both within mainstream culture and within gay theory, culture, and political practice, by giving lesbianism a central focus in this course. We will also challenge the marginalization of people of color in the theorizing on gay and lesbian history as we focus on the relationship between the construction of homosexuality and race.

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

**SS 257**  
**THE SOCIAL AND**  
**INTELLECTUAL**  
**HISTORY OF SPANISH**  
**AMERICA**  
 Frederick Weaver,  
 Roberto Marquez (Mount  
 Holyoke)

This course will introduce students to interpretive and comparative issues in Spanish American history, especially in respect to the dialectical relationship between social and intellectual history. After a brief historical survey of the region, we will study in more depth the historical patterns of change in Argentina, Peru, and one Caribbean nation.

The course will meet twice a week at Mount Holyoke College.

**SS 270**  
**AMERICAN INDIANS:**  
**THEIR HISTORY AND**  
**CULTURE**  
 Leonard Glick

An introduction to the native peoples of what is now the United States, including their traditional ways of life, the history of their encounter with Euro-Americans, and their contemporary situation. We'll focus on a number of peoples representative of regional traditions--the Cherokee, Iroquois, Sioux, Navaho, Shoshone, and others--in order to gain some appreciation of the diversity and complexity of their cultures. Students will write two short papers during the first half of the course; then they will conduct cooperative research into topics in history, culture, and politics, to be presented in class and in final papers.

Class meets for one and one-half hours twice a week. Enrollment is limited to 35; selection, if necessary, will be based on a one page essay describing your Division II program.

SS 279

**SOCIAL CHANGE:  
CONCEPTS AND  
REALITIES**

Lester Mazor  
Robert von der Lippe

Change seems to be taking place very rapidly around the world. In the politics of Eastern Europe and in economic and political relations between Eastern and Western industrialized nations vast changes have occurred. The rates of change within and among less industrialized nations has been less impressive. Within our own society behavioral changes have occurred. In some instances the changes seem related to human revolution. In other instances, changes may have taken place because of social changes in gender relations, health issues, changing demographic factors, or physical disasters. What is known about these changes? What theories have been developed to explain them? Have the theories themselves changed over time? We will use case studies of change to present the realities and review the concepts that have been developed to explain them.

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

SS 280

**THE STATE AND  
THIRD WORLD  
DEVELOPMENT**

Frank Holmquist,  
Frederick Weaver

Both liberal and Marxist traditions of economic and political thought are based on similar conceptions of capitalism, which they view as relentlessly progressive in economic (material) terms and conducive to the creation of democracy in the political order. These expectations are difficult to reconcile with the historical experiences of African, Asian, and Latin American nations; consequently, scholars have attempted to reformulate both traditions. In order to do so it has been necessary to rediscover the state. In this class we explore the pervasive impact of states in Third World capitalist development, paying particular attention to competing ideas about the multiple causes of the authoritarian state in Africa and Latin America, the possibilities of its replacement by more democratic forms, and the relationship of such changes to economic growth.

The class will meet for three hours once a week in a seminar format. It is expected that students will have some background in the analysis of Third World societies.

SS 281

**THE SPIRIT OF  
CAPITALISM: JAPAN  
AND THE UNITED  
STATES**

Mitziko Sawada

This course examines the development of the capitalist spirit--the ethos which moves people to engage in acquisitive enterprises--by focusing on the United States and Japan. By tracing the growth and power of the Rockefeller and Mitsui dynasties, we will evaluate Weber's interpretation of the spiritual essence necessary for the pursuit of wealth in the West. We also will critique the popular understanding among Westerners regarding the high value placed on Japan's traditional work ethic as the reason for its ascendance as an economic world power. Readings will include works by Max Weber, John G. Roberts, Peter Collier and David Horowitz, Daniel Rodgers, Fumiko Enchi, Edith Wharton, Ezra Vogel, Satoshi Kamata and Shotaro Ishinomori.

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

SS 290

**FROM WOMB TO TEST  
TUBE: FEMINIST  
ISSUES RAISED BY  
NEW REPRODUCTIVE  
TECHNOLOGIES**

Marlene Fried

Reproduction is a central feature of women's lives. Historically and today, women's social roles and options, their health, and their sexuality has been socially defined and circumscribed by their role as reproducers. In this course we will examine the specific forms that this has taken in different historical periods and the ways in which it is mediated by race and class. We will focus on new reproductive technologies, including artificial insemination, in vitro fertilization, surrogate motherhood.

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

**SS 294  
CRITICAL STUDIES IN  
CULTURE, II: NEW  
APPROACHES TO  
HISTORY**

Miriam Slater  
James Wald

Formerly concerned with the deeds of "great men," the nation-state, and "great ideas," historical scholarship has now become a wide-open field. Emphasis has shifted away from the elites toward the common people, from "politics" toward social structures, from "high" toward popular culture, from consensus toward conflict, and from change toward continuity. "Total histories" have integrated formerly compartmentalized areas of study. Social, economic, political, religious, and sexual "out-groups" have entered the mainstream of historical study. New insights from philosophy and literary criticism have challenged simplistic assumptions concerning the possibility of an "objective" reconstruction of the past. Drawing upon the history of Europe in the early modern era, we offer a critical consideration of historical study as a whole.

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

**SS 355i  
GENDER, RACE, AND  
CLASS IN UNITED  
STATES HISTORY AND  
SOCIETY**

Laurie Nisonoff  
Susan Tracy

This course will examine the social structures and ideologies of gender, race, and class. For instance, when we consider the situation of battered women, we see that all women confront gendered social structures and prejudice. Yet, the experiences of those women and their options vary depending on their race and class. Through the use of examples as the one above, drawn from both history and public policy, we will work to hone our critical skills in analyzing gender, race, and class in American society. This course is designed for advanced Division II and Division III students. Students will have the opportunity to develop comprehensive research projects and to present their own work for class discussion.

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

**SS 362  
HUMAN BEHAVIOR:  
INTERDISCIPLINARY  
PERSPECTIVES**

Leonard Glick  
Donald Poe

This seminar is intended for advanced students who are in or about to enter Division III. We'll begin with selected topics--e.g., spacing behavior, altruism, aggression and violence, "body language"--approached from the perspectives of psychology, anthropology, sociology, and other disciplines. Then students will present their own work on aspects of human behavior for discussion and critique. Students completing Division III papers will be expected to present their work to the class; others will write final papers preparatory for their Division III projects.

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

**SS 399b  
PEOPLE STUDYING  
PEOPLE**

Robert von der Lippe

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

*The course will be limited to Division III students who have begun to write their thesis. The class will meet once a week for three hours. Enrollment is limited to 15; advance permission of instructor required.*

## Five College Offerings

---

### Course List

SMITH  
Dance 143b  
COMPARATIVE CARIBBEAN  
DANCE  
Yvonne Daniel

SMITH  
Dance 553  
CHOREOGRAPHY AND  
MUSIC  
Yvonne Daniel

UNIVERSITY  
Arabic 346  
INTERMEDIATE ARABIC  
Mohammed Mossa Jiyad

MOUNT HOLYOKE  
Asian 131s  
ELEMENTARY ARABIC I  
Mohammed Mossa Jiyad

HAMPSHIRE  
Foreign Languages 106  
ELEMENTARY ARABIC I  
Mohammed Mossa Jiyad

UNIVERSITY  
Political Science 255  
CASE STUDIES IN AMERICAN  
FOREIGN POLICY  
Anthony Lake

MOUNT HOLYOKE  
International Relations 312s  
THIRD WORLD  
REVOLUTIONS  
Anthony Lake

UNIVERSITY  
Geology 512  
X-RAY FLUORESCENCE  
ANALYSIS  
J. Michael Rhodes

UNIVERSITY  
Geology 591V  
VOLCANOLOGY  
J. Michael Rhodes

### Course Descriptions

Dance 143b  
COMPARATIVE  
CARIBBEAN DANCE  
Yvonne Daniel

This course is designed to give flexibility, strength and endurance training within Caribbean dance styles. We will focus on Katherine Dunham (African-Haitian) and Teresa Gonzalez (Cuban) techniques; including Haitian, Cuban and Brazilian traditional dances. The cultural contexts of secular and religious dance forms are emphasized.

SMITH  
Dance 553  
CHOREOGRAPHY AND  
MUSIC  
Yvonne Daniel

Exploration of the relationship between music and dance with attention to the form and content of both art forms. Prerequisites: three semesters of choreography, familiarity with basic music theory, and permission of instructor.

Class will meet Mondays and Wednesdays from 2:30 - 4:00 p.m.

HAMPSHIRE  
Foreign Languages 106  
ELEMENTARY ARABIC  
I  
Mohammed Mossa Jiyad

Continuation of Foreign Languages 105.

MOUNT HOLYOKE  
Asian 131s  
ELEMENTARY ARABIC  
I  
Mohammed Mossa Jiyad

Continuation of Asian 130f.

UNIVERSITY  
Political Science 255  
CASE STUDIES IN  
AMERICAN FOREIGN  
POLICY  
Anthony Lake

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.

UNIVERSITY  
Geology 51  
**X-RAY FLUORESCENCE  
ANALYSIS**  
J. Michael Rhodes

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

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

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

## **Outdoors and Recreational Athletics Program**

---

### **Course List**

OPRA 102  
**INTERMEDIATE  
SHOTOKAN  
KARATE**  
Marion Taylor

OPRA 104  
**ADVANCED SHOTOKAN  
KARATE**  
Marion Taylor

OPRA 112  
**INTERMEDIATE AIKIDO**  
Paul Sylvain

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

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

OPRA 123  
**BEGINNING WHITEWATER  
KAYAKING**  
Earl Alderson

OPRA 124  
**BEGINNING WHITEWATER  
KAYAKING**  
Glenna Lee Alderson

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

OPRA 149  
**OPENWATER SCUBA  
CERTIFICATION**  
Project Deep

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

OPRA 156  
**LEAD TOP ROPE  
CLIMBING**  
Kathy Kyker-Snowman

OPRA 161  
**BICYCLE MAINTENANCE**  
Earl Alderson

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

OPRA 181  
**OPEN NORDIC SKIING**  
Karen Warren

OPRA 182  
**TELEMARK SKIING**  
Earl Alderson

OPRA 185  
**BEGINNING TENNIS**  
TBA

OPRA 186  
**INTERMEDIATE TENNIS**  
TBA

OPRA 218  
**OUTDOOR LEADERSHIP**  
Karen Warren

## Course Descriptions

OPRA 102  
INTERMEDIATE  
SHOTOKAN KARATE  
Marion Taylor

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

OPRA 104  
ADVANCED  
SHOTOKAN KARATE  
Marion Taylor

This course is for students who have attained the rank of brown belt or black belt. Classes will meet Tuesday, Thursday, from 6:00 to 8:00 p.m., and Sunday from 2:00 to 4:00 p.m. in the Robert Crown Center. Enrollment limit, none; instructor's permission. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

OPRA 112  
INTERMEDIATE  
AIKIDO  
Paul Sylvain

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

Classes will be held on Wednesday and Friday from 1:00 to 2:15 p.m. in the Robert Crown Center. The course may be taken at the discretion of the instructor. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

OPRA 118  
BEGINNING T'AI CHI  
Denise Barry

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

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

OPRA 119  
CONTINUING T'AI CHI  
Denise Barry

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

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

**OPRA 123  
BEGINNING  
WHITEWATER  
KAYAKING**  
Earl Alderson

No experience required except swimming ability. Learn the fundamentals of kayaking and basic whitewater skills including strokes, rescue maneuvering, eddy turns, ferrying, bracing, river reading, surfing, equipment, and Eskimo roll.

The class will meet on Wednesday from 1:30 to 2:45 p.m. in the pool until March 14. After that date, class will meet on Friday from 12:30 to 6:00 p.m. for a river trip. To register, sign up at the Robert Crown Center during the week of matriculation. Enrollment limit, 6, taken at the instructor's discretion. Five College students will be graded on a pass/fail basis.

**OPRA 124  
BEGINNING  
WHITEWATER  
KAYAKING**  
Glenna Lee Alderson

Same description as above except the class will meet on Wednesday from 2:45 to 4:00 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 3. After that date, river trips will meet Thursday from 12:30 to 6:00 p.m. To register, sign up at the Robert Crown Center during the week of matriculation. Enrollment limit, 6; taken at instructor's discretion. Five College students will be graded on a pass/fail basis.

**OPRA 149  
OPENWATER SCUBA  
CERTIFICATION**  
Project Deep

This is an N.A.U.I.-sanctioned course leading to open water SCUBA certification. One and one-half hours of pool time and one and one-half hours of classroom instruction per week. Classes will meet at the Robert Crown Center pool on Monday from 6:00 to 7:30 p.m., and elsewhere in the RCC from 7:30 to 9:00 p.m. for classroom instruction. Fee: \$184 plus mask, fins, snorkel, and text. All other equipment provided. Prerequisite: adequate swimming skills. Enrollment is open.

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

This course is for people with little or no climbing experience. It will cover basic safety techniques, rope work, knots, and climbing techniques. Enjoy the opportunity to exercise your body and mind through such media as an indoor climbing wall and many of the local climbing areas. Beginners are especially welcome. The climbing wall will open the first Thursday after January Term ends from 3:30 to 5:30. All persons interested in taking Beginning Climbing are encouraged to attend these sessions.

Enrollment limit, 12. Class meets Thursday 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.

*(continued on next page)*

#### **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 1:00-3:30 PM until Spring Break. After Spring Break, the class meets from 12:30 to 5:30 p.m.

**OPRA 161  
BICYCLE  
MAINTENANCE**  
Earl Alderson

While the weather is still too bad to ride, why not put a few hours a week into fixing up and fine tuning your bicycle? We'll start with a "Scientific American" look at the efficiency of the bicycle as a machine and then tear our bikes all the way down and build them back up clean, greased, tuned, and ready for the fair weather.

Enrollment limit, 10. No previous mechanical experience is assumed. The class meets in the RCC on Wednesdays from 7:00 to 9:30 p.m. until Spring Break.

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

This course is designed for those students who have an appreciation for physical fitness and optimum health. The instructor offers a sound program for increasing flexibility, building strength and muscular endurance through brisk walking while presenting a wealth of useful information on nutrition, motivation, and the prevention and treatment of athletic injuries. The class will provide an individualized training program for each student to meet their specific needs and to feel ALIVE!

Running shoes and sweats are required.

Meets Tuesday and Thursday, 8:00 to 10:00 a.m. in the Multi-Sport Facility. Enrollment limit, 15.

**OPRA 181  
OPEN NORDIC SKIING**  
Karen Warren

This open session will allow any skier from beginner to advanced to get some exercise or to enjoy the winter woods.

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

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

Credit not available. Sessions: Friday 12:00 noon to 6:00 p.m. Limit: 12 people each session.

**OPRA 182**  
**TELEMARK SKIING**  
Earl Alderson

Do you enjoy the peacefulness of cross-country skiing but also want the excitement of downhill? The telemark turn is the technique used to ski cross-country down hill. This course will focus on teaching people to "link tele-turns." There is no prior skiing experience necessary.

Class will meet at the RCC from 12:00 to 6:00 p.m. on Tuesdays. Register at the first class.

**OPRA 185**  
**BEGINNING TENNIS**  
TBA

This course is designed for people who have had little or no experience on the tennis court. The basics of stroke and game will be taught. Come learn a new sport!

Class will meet in the Multi-Sport Center. Time to be announced.

**OPRA 186**  
**INTERMEDIATE**  
**TENNIS**  
TBA

People who currently play recreationally and would like to improve their game should attend this class.

Class will meet in the Multi-Sport Center. Times to be announced.

**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, nutrition, hygiene, minimum impact camping, equipment repair, and the instruction of specific wilderness activities.

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

Enrollment is limited to 12. Class meets Tuesdays from 1:00 to 5:00 p.m. and Thursdays from 1:00 to 3:00 p.m.

## Faculty Biographies

---

### School of Communications and Cognitive Science

Mark Alleyne

is assistant professor of international communication. A professional journalist, he gained his BA in journalism and history from Howard University and his MPhil in international relations from Oxford University where he was a Rhodes Scholar. He is now completing his Oxford doctoral thesis on the political economy of international communication. He has worked as freelance broadcaster at the BBC World Service, London, and as a columnist and editor for Caribbean publications.

Jane Braaten

is visiting assistant professor of philosophy. She has a PhD from the University of Minnesota. Her areas of specialization are critical theory (Frankfurt School), feminist philosophy, and philosophy of the behavioral sciences. Ms. Braaten has a two-year joint appointment with Mount Holyoke College.

Joan Braderman

associate professor of video production and media theory, has a BA from Radcliffe College and an MA and MPhil from New York University. Her award-winning documentaries and art videos have been shown on PBS, in many galleries, festivals, cable stations, and universities internationally and are in the permanent collections of such museums as the Stedelijk in Amsterdam, the Centre Pompidou in Paris, and the Institute of Contemporary Art in London. She has written and spoken widely on the politics of representation in video and film and was a founding member of Heresies, A Feminist Journal on Art and Politics. Writing about her work has appeared in such places as The Village Voice, The Independent, Afterimage, Contemporanea, and The Guardian (London). She has taught at the School of Visual Arts, N.Y.U., etc., and her teaching interests continue in video production in a variety of genres and in film, video, art, and media history and theory.

Christopher Chase

assistant professor of cognitive science, received his BA from St. John's College and a PhD in neuroscience from the University of California at San Diego. He has done research on reading development in children and dyslexia. He is also interested in neurophysiology, learning disabilities, and brain-oriented models of cognitive processes.

Patricia Colson

is a visiting assistant professor of computer studies. She has a BS in biology from the University of Massachusetts, an 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

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. He is on leave academic year 1990-91.

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.

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.

Sherry Millner

is assistant professor of television production. She has an MFA from the University of California, San Diego. She has been a visiting assistant professor at Hampshire College and 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 is interested in the critical and political applications of video art. She is on leave for fall 1990.

**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. He is on leave academic year 1990-91.

**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**

associate professor of linguistics and acting dean of the School of Communications and Cognitive Science for 1990-91, 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**

associate professor of theatre, holds a PhD in Theatre and an MA in Slavic Studies from the University of Kansas. She has expertise in both performance (as an active actor/director) and theory/criticism. Before coming to Hampshire she taught at the University of Kentucky and has actively participated in the administration of the Woman's Theatre Project of the American Theatre Association.

**Bill Brayton**

assistant professor of art, received a BA in Studio Art from the University of New Hampshire and an MFA from Claremont Graduate School. He has taught ceramics at the University of New Hampshire, and drawing at Scripps College. His sculpture, drawing, and ceramics have been exhibited in New York, Los Angeles, and New England. Bill is currently exploring ideas about form in wood, steel, concrete, and clay.

- Robert Coles** assistant professor of Afro-American literature, received a BA from Lincoln University, a MA from Arizona State University and his PhD from the State University of New York at Buffalo. He has taught at Fordham University, Howard University and Berea College before coming to Hampshire College. His areas of interest include creative writing as well as American and Afro-American literature.
- Ellen Donkin** associate 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.
- Susan Felleman** visiting assistant professor of Art History, received her B.A. from Cornell University and is presently a Ph.D. candidate in Art History at City University of New York. Professor Felleman has taught at College of Staten Island and at Hunter College. Her dissertation research involves the functions of modern art and visual experience in a particular domain of the classical Hollywood cinema. Issues concerning feminism, psychoanalysis and cinema inform her work.
- Sabrina Hamilton** visiting assistant professor of theatre, is an alumna of Hampshire College who has also taught at Trinity College in Hartford, C.W. Post College of Long Island University, and the Experimental Theatre Wing at New York University as well as workshops in Berlin, Florence, Paris and Brussels. She has toured with American and European companies throughout the U.S. and Europe as a director, designer and performer. Special interests include multi-media performance, contemporary European theatre and political theatre. Recent work includes the direction of SATURDAY NIGHT SPECIAL—a multi-media piece about guns in America, and the lighting for TANZ MARATHON, a Berlin theatre piece about the dance marathons of the '30's that will be shown on German television.
- Lynne Hanley** associate professor of literature and writing, received a BA from Cornell, MA in English from Columbia, and a PhD in English from the University of California at Berkeley. She has taught at Princeton, Douglass, and Mount Holyoke. At Hampshire, she offers courses in women writers and short story writing. She publishes both short stories and literary criticism. Most recently she has published a series of articles on women writers on twentieth century war.
- Lee Heller** assistant professor of American Literature/American Studies, received her BA in English and American Literature from Scripts College, Claremont, CA, her MA and Ph.D. in English and American Literature from Brandeis University. She has taught American literature, literary theory and criticism at Mercer University and is currently finishing a year as a National Endowment for the Humanities Research Fellow at the American Antiquarian Society in Worcester, MA.
- 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**

professor of Russian cultural history. She has written on topics ranging from alchemy to Russian folklore and literature. Her book, Mother Russia: The Feminine Myth in Russian Culture, is an interpretive study of Russian history from the prehistoric to the present era. She has supervised divisional exams in European cultural history, literature, film and art history, and in approaches to the study of mythology.

**Denzil Hurley**

associate professor of art, holds a BFA from the Portland Museum School and an MFA from Yale University. He has taught painting and printmaking at the Yale School of Art, and most recently at Scripts College and Claremont Graduate School. He has received a Guggenheim Fellowship, among other awards. His work has been extensively exhibited and is in the collections of major museums.

**Paul Jenkins**

visiting associate professor of Poetry, holds an MA and a PhD from the University of Washington, Seattle. He has taught at Elms College and the University of Massachusetts and has been a Fulbright Lecturer in American literature at Federal University of Santa Catarina, Glorianopolis, Brazil. His work has been widely published and he is an associate editor of the Massachusetts Review.

**Norton Juster**

professor of design, is a practicing architect, designer, and writer whose books include The Phantom Tollbooth, a children's fantasy; The Dot and the Line, a mathematical fable made into an Academy Award-winning animated film; and So Sweet to Labor, a book on the lives of women in the late nineteenth century. He has a BArch is from the University of Pennsylvania, and he studied at the University of Liverpool on a Fulbright scholarship.

**Ann Kearns**

associate professor of music, is director of the Hampshire College Chorus. She holds a MM in music history from the University of Wisconsin and studied choral conducting at Juilliard. She composes choral music and edits performing editions of Renaissance choral music. At Hampshire she serves as liaison to the Five College Early Music Program and to the Five College Orchestra.

**L. Brown Kennedy**

associate professor of literature, is interested mainly in the Renaissance and the seventeenth century with particular emphasis on Elizabethan and Jacobean drama, Shakespeare, the metaphysical poets, and Milton. She received a BA from Duke University and an MA from Cornell where she is a PhD candidate.

**Wayne Kramer**

associate professor of theatre arts, holds a BFA and an MFA with emphasis in design work for the theatre. He has eleven-years experience in black theatre, children's theatre, and the production of original scripts, and has directed for the stage and television. His design work has been seen both in this country and in Europe. He has been a guest artist with Smith College Theatre on several occasions, and designed the New York production of Salford Road, which was later performed in Scotland. Wayne will be away all year.

**Yusef Lateef**

Five College professor of music, holds a MA in music from the Manhattan School of Music and a PhD in education from the University of Massachusetts. He has concertized internationally, authored more than fifteen music publications and he has been extensively recorded. His interests include teaching, composing music, creative writing, symbolic logic, printmaking, ethnology and linguistics.

- Sura Levine** assistant professor of art history, holds a BA from the University of Michigan, an MA from the University of Chicago, and is currently completing a PhD at that institution. She has expertise in 19th and 20th century painting and is also interested in questions of visual representation in other media such as sculpture and architecture. She has had several catalogue entries for various collections at David and Alfred Smart Gallery, University of Chicago, and the Joslyn Art Museum, Omaha, Nebraska, and has co-authored "Stuart Davis' Art and Art Theory, an Introduction" for the Brooklyn Museum. Sura will be on leave Fall term.
- Jill Lewis** associate professor of humanities, holds a BA from Newham College, Cambridge, England, a PhD at Cambridge University. She has been very active in the Women's Liberation Movement in Britain and France. Ms. Lewis teaches courses in literature and cultural history at Hampshire.
- Jerome Liebling** professor of film and photography, has produced several award-winning films, and has exhibited at the Museum of Modern Art, George Eastman House, and other museums. He has taught at the University of Minnesota and State University College at New Paltz, New York.
- Daphne A. Lowell** associate professor of dance, holds a BA in cultural anthropology from Tufts University and an MFA in modern dance from the University of Utah. She toured nationally performing and teaching with The Bill Evans Dance Company, and has taught dance at Smith College, the University of Washington, and Arizona State University. She has studied "authentic movement" at the Mary Whitehouse Institute, and is especially interested in choreography, creativity, and dance in religion.
- 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. Margo will be on sabbatical Fall term
- 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. Judith will be on sabbatical Fall term.
- Sandra Matthews** associate professor of film/photography, has a BA from Radcliffe and an MFA from SUNY at Buffalo. She has wide experience professionally and in teaching both filmmaking and photography. She has particular interest in film and photography as a cross-cultural resource.
- Robert Meagher** professor of philosophy of religion, has a BA from the University of Notre Dame and an MA from Chicago. His publications include Personalities and Powers, Beckonings, Toothing Stones: Rethinking the Political, and An Introduction to Augustine. He has taught at the University of Notre Dame and at Indiana University.

- Rebecca Nordstrom** associate professor of dance/movement holds a BA in art from Antioch College and an MFA in dance from Smith College. She was co-founder of Collaborations Dance-Works in 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. Rebecca will be the Chair of the Five College Dance Department this year.
- 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 a video-maker and media consultant. He has received fellowships from the National Endowment for the Arts, Massachusetts Council on the Arts and Humanities, and The Artists Foundation, among other awards. His films have been screened internationally including The Museum of Modern Art and Anthology Film Archives in NYC, Innis Film Society, Toronto, Canada and Image Forum, Tokyo, Japan.
- Mary Russo** professor of literature and critical theory, earned a PhD in romance studies from Cornell. She has published widely in the fields of European culture, semiotics, and feminist studies.
- Andrew Salkey** professor of writing, has published widely in the field of fiction, nonfiction, and poetry. A Jamaican national, he has also worked as a broadcaster, journalist, teacher, and lecturer. He received his education at St. George College and Munro College in Jamaica and graduated from the University of London with a degree in English Literature. Andrew will be on sabbatical Fall term.
- Peggy Schwartz** adjunct associate professor of dance and Five College associate professor of dance, holds a BA from the University of Rochester, an MA from the State University of New York at Buffalo, and an MALS from Wesleyan University. She has developed a dance education program for dance certification. Her teaching includes creative studies in dance, dance education, and modern dance technique. She is a member of the Congress on Research in Dance, the American Association for Physical Education, Recreation and Dance, and the National Dance Association.
- David E. Smith** professor of English and American studies and dean of Humanities and Arts, holds a BA from Middlebury College and an MA and PhD from the University of Minnesota. He has been at Hampshire since it opened, and before that was director of Indiana University's graduate program in American studies. His writing and teaching reflect an interest in American social and intellectual attitudes toward land and landscape.

- Jeffrey Wallen** assistant professor of literature, received an AB from Stanford University, an MA from Columbia University, and an MA and a PhD from the Johns Hopkins University. His interests include comparative literature, critical theory, film, and psycholanalysis. Jeffrey will be on leave all year.
- 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** 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. Carrie will be on leave all year.

### School of Natural Science

- Dula Amarasinghe** assistant professor of environmental chemistry. He has a PhD from North Carolina State University and his undergraduate work was completed at the University of Ceylon in Sri Lanka. He has a masters in chemistry from the University of Sri Lanka, and 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, Third World environmental issues, and in activism in environmental groups through lobbying and education. Dula will be on sabbatical spring term.
- Herbert J. Bernstein** professor of physics, received his BA from Columbia, his MS and PhD from University of California, San Diego, and did postdoctoral work at the Institute for Advanced Study at Princeton. He has been a Mina Shaughnessy Scholar (Department of Education), a Kellogg National Leadership Fellow, and recipient of the Sigma Xi Science Honor Society "Procter" Prize. He has consulted for numerous organizations including MIT, the World Bank, AAAS, NSF, and Hudson Institute. His teaching and research interests include reconstructive knowledge, neutron interferometry, theoretical physics, and fundamental quantum mechanics. Herb will be away all year.
- Merle S. Bruno** associate professor of biology, holds a BA from Syracuse University and a MA and PhD from Harvard. She has done research in sensory neurophysiology (especially vision) and elementary school science teaching. Her work in neurophysiology has been supported by grants from NIH and the Grass Foundation, and she is the author of several teacher's guides for elementary science studies. She has taught energy conservation analyses of homes and recently has been working with students interested in cardiovascular health and disease and with elementary school teachers who want to teach inquiry-based science.

- Lorna L. Coppinger** faculty associate in biology and outreach specialist in agriculture, holds an AB from Boston University and an MA from the University of Massachusetts. In addition to expertise in wildlife, dogs, Slavic languages, and writing, Lorna is also interested in photography. Lorna is involved primarily with the Farm Center.
- Raymond P. Coppinger** professor of biology, has worked at the Woods Hole Oceanographic Institution, the Smithsonian Astrophysical Observatory, the US Fish and Wildlife Service, and the Beebe Tropical Research Station in the West Indies. He holds a Four College PhD (Amherst, Smith, Mt. Holyoke, University of Massachusetts). Varied interests include animal behavior, birds, dogs, monkeys, ecology, evolution, forestry, philosophy, and neoteny theory (book in progress). Ray has been a past New England sled dog racing champion, and now works with rare breeds of sheepdogs. His research leads to numerous technical and popular publications in most of these fields. Ray will be away all year.
- Charlene D'Avanzo** associate professor of ecology, received her BA from Skidmore and her PhD from Boston University Marine Program, Marine Biology Lab Woods Hole. She is particularly interested in marine ecology and aquaculture, and returns to the Marine Biological Laboratory in Woods Hole each summer to continue her research on saltmarsh ecology. One focus of her teaching is aquaculture research in the Hampshire bioshelter. She teaches courses in ecology, marine ecology, natural history, aquaculture, and environmental science.
- Kathleen G. Dugan** associate professor of history of science and director of the Ford Foundation Program in Comparative Scientific Traditions, was educated at Harvard and the University of Kansas where she received her PhD in history of science. She has taught at the Royal Melbourne Institute of Technology, the University of Papua New Guinea, and the Graduate School of the Chinese Academy of Sciences. Her major field of interest is the social, political and cultural context of scientific knowledge and research. Her current research focuses on the history of science in modern China.
- John M. Foster** professor of biology, previously taught biochemistry at the Boston University School of Medicine and was a director of the Science Curriculum Improvement Program at NSF. He holds a PhD in biochemistry from Harvard. In addition to his involvement in biochemistry and in human biology, he is interested in ecology and field biology, amateur electronics, baroque music, and white water canoeing.
- Alan Goodman** associate professor of biological anthropology, received his BS, MA, and PhD from the University of Massachusetts. He teaches and writes on the impact of culture on human health, nutrition, evolution and biological variation, and is particularly interested in the causes and consequences of disease and malnutrition. He is currently working on techniques for determining undernutrition in utero and infancy and studying the long-range consequences of early mild-to-moderate undernutrition in Mexico. Before coming to Hampshire he was a postdoctoral fellow in nutrition and epidemiology at University of Connecticut, a research fellow at the WHO Center for Stress Research in Stockholm, and conducted field and laboratory research on North American and Egyptian prehistory.
- Evelynn Hammonds** is visiting Hampshire College as a fellow in the Five College Program for Minority Scholars. She will be participating in classes and seminars in the schools of natural science and social science. Evelyn has a BEE from Georgia Institute of Technology, BS from Spelman College in Physics and a SM in computer science from MIT. She is a candidate at Harvard University for a PhD in History of Science.

- Kay A. Henderson** assistant professor of reproductive physiology, did her undergraduate work in animal science at Washington State University. Her MS and PhD are from the University of California, Davis. She worked as a reproductive physiologist with the Alberta Department of Agriculture, and has done research in ovarian physiology at Cornell. Kay is an animal physiologist with primary interests in domestic animal reproduction and women's health issues.
- Kenneth R. Hoffman** professor of mathematics, has an MA from Harvard, where he also served as a teaching fellow. He taught mathematics at Talladega College during 1965-70. In addition to population biology and mathematical modeling, Ken's interests include education, American Indians, natural history, and farming.
- David C. Kelly** associate professor of mathematics, has taught at New College, Oberlin, and Talladega College. He holds an AB from Princeton, an SM from MIT, and an AM from Dartmouth. He has since 1971, directed the well-respected Hampshire College Summer Studies in mathematics for high ability high school students. His interests include analysis, probability, the history of mathematics, recreational mathematics, and 17.
- Allan S. Krass** professor of physics and science policy was educated at Cornell and Stanford, where he received his PhD in theoretical physics. He has taught at Princeton University, the University of California at Santa Barbara, and the University of Iowa, as well as the Open University in England. He has been a visiting researcher at the Princeton Center for Energy and Environmental Studies and the Stockholm International Peace Research Institute, and spent five years as senior Arms 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 in organic chemistry. She has taught at Hampshire since the Fall of 1970. She has coordinated women and science events at Hampshire and has published articles concerning the scientific education of women. Her interests include organic molecules, stereochemistry, science for non-scientists, cartooning, the bassoon, and toxic substances. Professor Lowry is Dean of Natural Science.
- Ralph Lutts** adjunct associate professor of environmental studies, received his BA in biology from Trinity University and his EdD from the University of Massachusetts where he studied the theoretical foundations of environmental studies. His interests include natural history, environmental history, environmental ethics, environmental education, museum education, and nature literature. He is particularly interested in exploring ways of joining the sciences and humanities in our attempt to understand our environment and our relationship with it. He is currently the director of the Blue Hills Interpretive Centers (Trailside Museum/Chickatawbut Hill) in Milton, MA.
- Debra L. Martin** associate professor of biological anthropology, received a BS from Cleveland State University and her PhD at the University of Massachusetts in biological anthropology. She conducts research on the evolution, growth, development, and nutrition of the human skeletal system. She is presently the curator and principal investigator of a prehistoric Amerindian skeletal population from Black Mesa, Arizona. Her teaching and research interests include nutritional anthropology, skeletal biology, human growth and development, health and disease, women's health, gerontology, and human origins.

**Ann P. McNeal**

professor of physiology, received her BA from Swarthmore and her PhD from the University of Washington (physiology and biophysics). Her interests include human biology, physiology, exercise, neurobiology, and women's issues. She is currently doing research on human posture and how it changes as people age. Ann is also interested in Third World health issues, especially in Africa.

**Lynn Miller**

professor of biology, has taught at the American University of Beirut, Adelphi University, and at The Evergreen State College. His PhD is from Stanford in fish genetics. His principal interests are in genetics (human and microbial), general microbiology, and in nutrition. He is especially interested in working with small groups of students in laboratory projects and tutorials.

**Michelle Murrain**

assistant professor of biology, received her BA from Bennington College and her PhD from Case Western Reserve University. She has done postdoctoral work in the Program of Neuronal Growth and Development at Colorado State University. In addition to her work on the neuronal basis of behavior in invertebrates, she is interested in the role of science and medicine in society and the underrepresentation of women and minorities in science.

**John B. Reid, Jr**

professor of geology, has pursued his research with lunar surface and earth's interior at the Smithsonian Astrophysical Observatory, the Geochronology Laboratory at MIT, Rensselaer Polytechnic Institute, and the Los Alamos Scientific Laboratory. He received his PhD from MIT. His professional interests involve the study of granitic and volcanic rocks as a means of understanding the chemical evolution of the earth's crust, the evolution of the flood-plains of rivers, particularly that of the Connecticut River in the evolution of coastal salt marshes, and in acid rain impacts on the New England landscape.

**Brian Schultz**

assistant professor of entomology, received a BS in zoology, an MS in biology, and a PhD in ecology from the University of Michigan. He is an agricultural ecologist and entomologist and has spent a couple of years in Nicaragua studying methods of biological control of insect pests in annual crops. He is also interested in statistical analysis, world peace, and softball. Brian will be on sabbatical spring semester.

**Arthur H. Westing**

adjunct professor of ecology, received his AB from Columbia and his MF and PhD degrees from Yale. He has been a forester with the US Forest Service, and has taught at Purdue, the University of Massachusetts, Middlebury, and Windham where he was also the chairman of the biology department and head of the science division. He has been a trustee of the Vermont Wild Land Foundation, the Vermont Academy of Arts and Sciences, the Society for Social Responsibility in Science, and the Rachel Carson Council. He is currently at the International Peace Research Institute in Oslo, Norway and does research primarily on military activities and the human environment in cooperation with the United Nations Environment Programme (UNEP).

**Lawrence J. Winship**

associate professor of botany, received his PhD from Stanford University, where he completed his dissertation on nitrogen fixation and nitrate assimilation by lupines on the coast of California. He continued his research on nitrogen fixation as a research associate at the Harvard Forest of Harvard University, where he investigated the energy cost of nitrogen fixation by nodulated woody plants, particularly alders. His recent research concerns the biophysics of gas diffusion into root nodules and the mechanisms of oxygen protection of nitrogenase. His other interests include the use of nitrogen fixing trees in reforestation and agriculture, particularly in tropical Asia and developing countries and the potential for Sustainable Agriculture world-wide. He has taught courses and supervised projects in organic farming, plant poisons, plant physiology,

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

**Frederick H. Wirth**

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

**Albert S. Woodhull**

associate professor of computer studies and biology, received his PhD from the University of Washington. He has taught in Nigeria (with the Peace Corps), and at the University of Washington, University of Massachusetts, Smith College, and the National Engineering University of Nicaragua. He is interested in computer hardware/software interactions (computer architecture, real-time programming, operating systems), and in the uses of technology (including computers) in the third world. He also maintains an interest in the physiological bases of behavior. Al will be on sabbatical fall term.

## School of Social Science

**Eqbal Ahmad**

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

**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**

associate professor of history and Greenwich House director of academic life, received his BA from Hampshire College, and 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 M. Breitbart**

associate professor of geography and urban studies, has an AB from Clark University, an MA from Rutgers, and a PhD in geography from Clark University. Her teaching and research interests include the ways in which built and social environments affect gender, race, and class relations; historical and contemporary issues of gender and environmental design; urban social struggles and the implications of alternative strategies for community development; urban environmental education as a resource for critical learning; the impact of plant closing and industrial restructuring on women and communities; and the role of the built environment in social change. She will be on leave during fall term.

- Margaret Cerullo** associate professor of sociology and Enfield House co-director of academic life, has a BA from the University of Pennsylvania, a BPhil from Oxford University, and is presently a PhD candidate at Brandeis University. Her particular areas of interest are the sociology of women and the family in America; political sociology; stratification; sociology of work and family in America; political sociology; sociology of work and leisure; and European social theory.
- Michael Ford** assistant professor of politics and education studies and dean of multicultural affairs, earned a BA from Knox College and an MA in political science from Northwestern University, where he is completing his doctoral work. He has taught at the University of Massachusetts, Brown University, and Chicago City College in the areas of politics of East Africa, Sub-Saharan African governments, black politics, and neocolonialism and underdevelopment.
- Marlene Gerber Fried** visiting associate professor of philosophy and director of the Civil Liberties and Public Policy Program, has a BA and an MA from the University of Cincinnati and a PhD from Brown University. She previously taught at Dartmouth College and the University of Missouri, St. Louis. For several years she has taught courses about contemporary ethical and social issues, including abortion, sexual and racial discrimination, and nuclear war. She has also, for many years, been a political activist in the women's liberation and reproductive rights movements. She is currently writing a book on the abortion rights movement. Her research and teaching attempt to integrate her experiences as an activist and a philosopher.
- Penina Glazer** professor of history, vice president 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.
- 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 is teaching a course on population issues this spring, and will chair Division I exam committees and serve as member on Division II and III committees.
- 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. She will be on leave spring term.

**Michael Klare**

Five College associate professor of peace and world security studies, and director of the Five College program in Peace and World Security Studies (PAWSS), holds a BA and MA from Columbia University and a PhD from the Union Graduate School. He is also an associate fellow of the Institute for Policy Studies in Washington, D.C., and the defense correspondent of The Nation magazine. He is the author of several books, and his articles on international affairs and defense policy have been widely published. He has been a visiting fellow at the Center of International Studies of Princeton University, and has taught at the University of Paris, Tufts University, and Parsons School of Design. He will be on leave for the spring term.

**Joan Landes**

professor of politics and women's studies, holds a BA from Cornell University and an MA and PhD from New York University. She has taught at Bucknell University. Her areas of interest include: contemporary social and political thought; feminist theory, contemporary and historical; comparative women's history and politics; and modern political thought. She will be on leave for the academic year.

**Maureen Mahoney**

associate professor of psychology and associate dean for advising, received her BA from the University of California, Santa Cruz, and her PhD from Cornell University. Her special interests include socialization and personality development, parent-child interaction, motherhood and work, the individual and society, the psychology of women and the history of the family. She recently held a two-year visiting appointment in sex roles and mental health at Wellesley's Stone Center for Developmental Services and Studies.

**Lester Mazor**

professor of law, has a BA and JD from Stanford, served as law clerk to the Hon. Warren E. Burger, and taught criminal law, legal philosophy and other subjects at the University of Virginia and the University of Utah, and as a visitor at SUNY Buffalo, Connecticut, and Stanford. He has published books and articles about the legal profession, and on topics in legal philosophy, legal history, and sociology of law. He was a Fulbright Research Scholar in Great Britain and West Germany and taught in American Studies at the Free University of Berlin. His special concerns include the limits of law, utopian and anarchist thought, and other subjects in political, social, and legal theory.

**Laurie Nisonoff**

associate professor of economics, holds a BS from MIT, and an MPhil from Yale, where she is a doctoral candidate. She was a Woodrow Wilson Fellow at Yale and is finishing her dissertation with the aid of a Ford Foundation Fellowship in Women's Studies. Her interests include American economic history, women's studies, labor and public policy issues.

**Donald Poe**

associate professor of psychology, received his BA from Duke and his PhD from Cornell University. His major areas of interest are social psychology, psychology of the law, beliefs in pseudoscience and the paranormal, human aggression, attitude change, environmental psychology, and research design and data analysis. He will be on leave during the fall term.

- Robert Rakoff** associate professor of politics and dean of the School of Social Science, received his BA from Oberlin College and his MA and PhD from the University of Washington. He taught at the University of Illinois/Chicago and worked for the US Department of Housing and Urban Development before coming to Hampshire. His teaching and research interests include housing policy, environmental politics, and welfare policy.
- Flavio Risech** assistant professor of law, holds a BA from the University of South Florida and a JD from Boston University, and was a Community Fellow in urban studies and planning at MIT. He practiced poverty law for eight years in Boston and is 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 UMass/Boston. His interests include immigration and refugee issues, urban housing policy, civil and human rights, history and politics of communities of color in the United States, and the Cuban Revolution.
- Patricia Romney** assistant professor of psychology, did her graduate work at the City University of New York, where she received the Bernard Ackerman award for outstanding scholarship in clinical psychology. She completed her internship at the Yale University School of Medicine. She came to Hampshire after five years of clinical work at the Mount Holyoke Health Service. Her interests include systems of family therapy, organizational diagnosis and development, and the psychology of oppression. She is currently involved in research on the environmental correlates of eating disorders in college settings.
- Mitzi Sawada** visiting assistant professor of history, received her undergraduate training at Tokyo Joshiidaigaku and Reed College. After two decades as a research and editorial assistant, mother, housewife, teacher, and community activist, she returned to pursue graduate work at New York University and received the PhD in American social history and modern Japan. Her research focuses on a comparative historical understanding of nineteenth and twentieth-century United States and Japan. She is interested particularly in people's responses to economic and social change and how their attitudes, behavior, and view of the world were formulated. She has engaged in extensive research in Japan.
- Stephanie Schamess** visiting assistant professor of psychology, holds a BA from Sarah Lawrence College, MEd from the Bank Street College of Education, and EdD from the University of Massachusetts. Twenty years experience in early childhood classroom teaching has included work with ages infancy through kindergarten. She has been child development specialist and classroom teacher for deaf toddlers and preschoolers, and is currently Program Director of Day Care Services for an agency serving primarily low-income families, and codirector of a family enhancement and support program affiliated with the daycare centers. Major areas of interest include social and affective development in infancy and early childhood; the role of fantasy play in children's development; and adolescent pregnancy and parenthood.
- Miriam Slater** Harold F. Johnson professor of history and master of Dakin House until 1974, received her AB from Douglass College and her MA and PhD from Princeton University, where she held the first Woodrow Wilson Fellowship designed to allow a woman with children to attend graduate school half time. Her research interests include history of higher education, history of the family, early modern Europe, Puritanism, feminism, and history of professionalism.
- Susan Tracy** visiting assistant professor of American studies and Dakin House director of academic life, received a BA in English and an MA in history from the University of Massachusetts at Amherst, and a PhD in history from Rutgers. Her

primary interests are in American social and intellectual history, particularly labor history; Afro-American history; and women's history. She has taught United States history and women's studies courses at the University of Massachusetts/Amherst.

**Robert von der Lippe**

associate professor of sociology, received his BA, MA and PhD degrees from Stanford University. He was director of the National Institute of Mental Health Graduate Training Program in the Sociology of Medicine and Mental Health at Brown University and also taught at Columbia University, New York University, and Amherst College. His interests include medical sociology and issues of health care organization and delivery, both in this country and elsewhere.

**James Wald**

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

**Stanley Warner**

associate professor of economics, holds a BA from Albion College, an MA from Michigan State, and a PhD from Harvard. He taught previously at the University of California at Santa Cruz and Bucknell. His research and teaching interests include industrial organization, American economic history, econometric forecasting, and economic theory and development.

**Frederick Weaver**

professor of economics and history, 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**

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

**Benjamin Wisner**

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

**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. She will be on leave for the spring term.

**Elise Young**

visiting assistant professor of education studies, holds a B.A. from Sarah Lawrence, an M.F.A. from Columbia University

