





THE HAMPSHIRE COLLEGE MISSION

Hampshire's primary mission is to graduate men and women with the skills and perspectives needed for understanding and participating responsibly and creatively in a complex world. It fosters such an education through close student-faculty interaction, self-initiated and individualized programs of study, a strong interdisciplinary curriculum, and critical inquiry at every stage of the student's work, including an understanding of the multicultural nature of our world and the necessity for responsible leadership in it.

Since knowledge and culture are not static, the college also has a continuing commitment to the testing and evaluation of new ideas and innovative methods of teaching and learning.

NOTICE OF NONDISCRIMINATION

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, or handicap in the admission of students, administration of its educational policies, scholarships and loan programs, and athletic and other college-administered programs.

Hampshire College is an Affirmative Action/Equal Opportunity Employer. All applicable federal and state laws and guidelines are followed, including Title VI and VII of the Civil Rights Act of 1964; Executive Order 11246 of 1965, as amended by Executive Order 11375 of 1967; Title IX of the Education Amendments Act of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

ACCREDITATION

Hampshire College is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in the Association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by qualified educators.

PLEASE NOTE:

The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the college. Hampshire reserves the right to make changes affecting admission procedures, tuition, fees, courses of instruction, programs of study, faculty listings, and general regulations.



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THE ACADEMIC PROGRAM

Hampshire students qualify for the Bachelor of Arts degree by completing three levels, or divisions, of study. In Division I, called Basic Studies, students pursue substantial work in each of Hampshire's four Schools: Communications and Cognitive Science, Humanities and Arts, Natural Science, and Social Science. In Division II, or the Concentration, they explore their chosen field or fields of emphasis through an individually designed program of courses, independent work and, often, internships or field studies. In Division III, or Advanced Studies, students complete a major independent study project centered on a specific topic, question, or idea.

In addition to these requirements, students must include service to Hampshire or the surrounding community as part of their Hampshire education and, in Division III, are asked to look beyond the specific focus of their work by integrating their scholarship into the larger academic life of the college. The faculty also expect every student to consider some aspect of their Hampshire work from a non-Western perspective.

The average Hampshire student completes the degree requirements in slightly less than eight semesters (four years).

DIVISION I (BASIC STUDIES): Basic Studies serves two essential purposes. Like the distribution or "core" requirements of most liberal arts colleges, it introduces students to a broad range of subject matter before they choose an area of concentration. But unlike most traditional breadth requirements, Division I also acquaints students with the methodological and critical tools necessary for independent study.

Students complete Division I in each of the four Schools either by passing an examination or by taking two approved courses. A literature and a film-making course, for example, might suffice in the School of Humanities and Arts, or a psychology and a history course in the School of Social Science. In the two remaining Schools, they must propose and pass a Hampshire examination. The word "examination" has a special meaning at Hampshire: it is not a test, like a midterm or final exam, but an independent research or creative project, proposed and carried out by the student under the close supervision of a faculty member. (Students may, of course, satisfy Division I requirements in three or even all four Schools through the examination method.)

Typically, students begin their Hampshire careers by taking a standard program of three or four courses. No specific courses are required, but students are urged to pursue a program of study that encompasses more than

one discipline. In small seminars—most average twenty students—questioning and critical discussion are emphasized; students do not merely absorb information. Proseminars, designed especially for first-semester students, develop research, writing, and analytic skills through the close examination of specific problems or issues. These courses prepare students for the independent study that is the core of a Hampshire education. Students' Division I projects may develop from involvement in a specific course, from a personal interest, or from a combination of the two.

To propose a Division I examination, the student approaches a faculty member—usually a professor with whom he or she has taken a course, or someone with expertise in the field the student wishes to explore—and together they agree on what the project will entail: what questions will be asked, what resources will be used to answer them, and what the student will produce for evaluation (a research paper, portfolio of artwork, laboratory report, or computer program, for example). The student and faculty member meet on a regular basis to discuss the work's progress, and an oral review takes place when the project is completed. A "pass" on the exam indicates that the student is ready to go on to more advanced work in that School. Otherwise, additional work must be done to meet Division I standards.

Although there is variation in the amount of time students spend on Division I, most complete their requirements in two Schools the first year, and in the remaining Schools by the end of the second year. A typical program might consist of four courses during the student's first semester; three courses and two Division I projects by the end of the second semester; three courses and one Division I exam in each of the third and fourth semesters, along with the filing of the Division II contract.

DIVISION II (THE CONCENTRATION): Most students begin to formulate a concentration in the second year. Each student selects two professors to serve on his or her concentration committee, and together the student and committee members discuss how the student's interests and goals might best be addressed. The student then drafts a concentration statement—a description of the various learning activities to be undertaken over the next two or three semesters—that reflects both the student's interests and goals and the faculty's concerns for breadth and intellectual rigor.

The flexibility of this process—in contrast to that of declaring a "major," whereby one chooses a single academic subject and is given a list of requirements to fulfill—generates an extraordinary variety of student

work. This richness is largely responsible for the intellectual excitement that so characterizes the Hampshire community.

As students carry out their concentration, they are guided by criticism, advice, and ongoing evaluation provided by their faculty committee. The culmination of their work is the Division II examination, for which the student presents a portfolio consisting of papers written for courses or independent projects; course and field-work or internship evaluations; artistic products; and other evidence that he or she has fulfilled the terms of the Division II contract. The student and committee members discuss the material. Then, if the student is judged to have passed Division II, they discuss what subjects or questions the student might explore in Division III. If the committee determines that the student has not yet passed, additional work is suggested.

DIVISION III (ADVANCED STUDIES): In the final year, students undertake a major independent study project with the guidance of a three-member committee. Two of the committee members must be Hampshire faculty, while the third may be a faculty member at one of the four neighboring colleges, a professional working in the student's chosen field, or another advanced student.

Typically, Division III projects explore in depth a specific aspect of the student's Division II work. Most Division III students devote the major part of their time to the independent study project. They must also take part in two advanced educational activities. At least one of these must be an advanced-level course, or a teaching activity. Teaching may involve conducting an introductory course with a Hampshire faculty member or serving on a younger student's Division I exam committee. In works-in-progress seminars, small groups of Division III students working in related fields join with a faculty member in discussing and critiquing each student's project according to professional standards.

THIRD WORLD EXPECTATION

The peoples of Africa, Asia, and Latin America make up more than two-thirds of humanity. However, the experiences and interests of these peoples have, until recently, been largely ignored as legitimate subjects of study. When their experiences are incorporated into serious scholarship, the terms of that scholarship are profoundly influenced. Entirely new areas of inquiry are frequently created.

Hampshire College is committed to the principle that a student's education is incomplete without an intellectually substantive understanding of multicultural perspectives. For the intrinsic importance of such knowledge, the college expects each student to present tangible evidence that engagement with issues pertaining to Third World and minority cultures has occurred. This normally takes place in Division II and in the context of designing a concentration.

COMMUNITY SERVICE

In addition to developing students' individual talents and capabilities, a Hampshire education should foster concern for others. To this end, the college requires students to perform some service to Hampshire or to the broader community. Community service can range from participating in college governance to volunteering time to work with developmentally disabled citizens. This requirement must be fulfilled before a student begins Division III work.

JANUARY TERM

January Term at Hampshire and the Five Colleges offers a deliberate change of pace from fall and spring terms, a unique opportunity to pursue a variety of interests. Students may study a specific subject in depth, take practical courses or workshops, participate in seminars, or work independently on divisional examinations. January Term can also be a time to study something that doesn't quite fit into the regular program of study. Recent January Term offerings have ranged from a discussion seminar on environmental ethics to courses in dance therapy, fiction writing as a profession, and gene cloning.

Faculty members often use January Term to experiment with new approaches or explore new subject matter, making their students partners in curriculum development. January Term faculty include regular and visiting professors, current students, alumni/ae, staff members, parents, and professionals willing to share their expertise.

During the term frequent evening lectures feature guest speakers on a wide range of topics. There are also numerous films and "coffee house" presentations on campus and at the other colleges in the area.

Students may also work, travel, or study elsewhere in January. The other members of the Five College Consortium offer courses open to Hampshire students throughout the month.

THE ADVISOR

Close student-faculty relationships are a central feature of a Hampshire education. Every entering student is assigned a faculty advisor to assist with the selection of courses and the planning of the student's academic program. Advisors are assigned on the basis of the information provided in the student's application for admission, and every effort is made to match students with faculty members who share their interests and concerns. Students have ample opportunity to develop relationships with faculty through courses and Division I projects.

EVALUATIONS/TRANSCRIPTS

One of the principles of a Hampshire education is that students learn more from a teacher's thoughtful reaction to their work than from a letter or number grade. The college has thus eliminated the latter in favor of

ACADEMIC YEAR CALENDAR 1991-92

FALL TERM

New Faculty Orientation	Thursday, August 29
Student Orientation Period	
New Students Arrive and Matriculate	Monday, September 2
New Students Program	Tuesday, September 3-Wednesday, September 4
Advisor Conferences for New Students	Tuesday, September 3
Returning Students Arrive and Matriculate	Tuesday, September 3
Advisor Conferences for Returning Students	Wednesday, September 4
Classes Begin	Thursday, September 5
Wednesday Class Schedule Followed	Friday, September 6
Course Selection Period	Tuesday, September 3-Friday, September 13
Yom Kippur Observed - No Classes	Wednesday, September 18
Five College Add Deadline	Thursday, September 19
January Term Proposal Deadline	Friday, September 20
October Break	Saturday, October 12-Tuesday, October 15
Advising/Exam Day	Thursday, October 24
*Division II & III Contract Filing Deadline	Thursday, October 31
Five College Preregistration/Advising	Thursday, November 14-Friday, November 22
Advising/Exam Day	Wednesday, November 20
Leave Deadline	Friday, November 22
Thanksgiving Break	Wednesday, November 27-Sunday, December 1
January Term Registration	Monday, December 2-Friday, December 6
Last Day of Classes	Friday, December 6
Hampshire College Examination Period	Monday, December 9-Friday, December 13
Winter Recess	Friday, December 13-Sunday Jan 5

JANUARY TERM

Students Arrive	Sunday, January 5
January Term Classes Begin	Monday, January 6
Commencement	Saturday, January 18
Martin Luther King, Jr. Day (no classes)	Monday, January 20
Last Day of Classes	Thursday, January 23
Recess Between Terms	Thursday, January 23-Saturday, January 25

SPRING TERM

New Students Arrive	Sunday, January 26
New Students Program	Sunday, January 26-Tuesday, January 28
Returning Students Arrive	Monday, January 27
Matriculation for all Students	Monday, January 27
Advisor Conferences for All Students	Tuesday, January 28
Classes Begin	Wednesday, January 29
Course Selection Period	Wednesday, January 29-Friday, February 7
Five College Add Deadline	Tuesday, February 11
Advising/Exam Day	Wednesday, March 11
**Division II & III Contract Filing Deadline	Friday, March 13
Spring Break	Saturday, March 14-Sunday, March 22
Advising/Exam Day	Thursday, April 9
Leave Deadline	Friday, April 10
Five College Preregistration/Advising	Monday, April 13-Wednesday, April 22
Last Day of Classes	Friday, May 1
Hampshire College Examination Period	Monday, May 4-Friday, May 8
Commencement	Saturday, May 16

*Deadline to file for completion in May 1992

**Deadline to file for completion in December 1992

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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.

A HAMPSHIRE EDUCATION

In 1970 students first came to Hampshire College to take part in an extraordinary new venture in liberal arts education. It was based on a single, compelling belief: that the most meaningful and lasting education is shaped by the student's own interests. According to this view, education is not something that is imposed upon a student, but a process that each student initiates and actively pursues.

This idea holds profound implications for the practice of higher education. As Hampshire's founders realized, students' interests can seldom be adequately explored through course work alone—the traditional mode of learning in liberal arts colleges. For this reason, students at Hampshire engage in substantial independent research and creative work in addition to taking courses, and enhance their academic experience with internships and studies in the field. In short, they are given ample opportunity to explore those questions that most concern them, not just to answer questions posed to them by teachers.

As Hampshire students direct the course of their education, the faculty play a crucial role, providing guidance, criticism, and support. In small seminars and in frequent individual conferences, faculty act as catalysts for their students' work.

Many students come to Hampshire with questions about the society around them, questions that can be addressed only from the perspectives of several disciplines. Problems of war and peace, of environmental policy, or the uses of new information technology, for example, demand scientific as well as political, economic, and ethical understanding.

To encourage such multidisciplinary work, Hampshire has replaced single-subject departments with four broad-based Schools: Communications and Cognitive Science, Humanities and Arts, Natural Science, and Social Science. This flexible structure permits a great richness and variety of academic activity.

Students may design academic programs encompassing several disciplines, or choose to work deeply in a single field after satisfying distribution requirements. In either case, Hampshire's four Schools serve as vehicles for students' intellectual explorations, not as a rigid framework into which they must fit. Faculty too take advantage of this arrangement. In courses and on students' advisory committees, faculty from different disciplines—and different Schools—collaborate with one another, enriching their students' and each others' scholarship with their several perspectives.

HISTORY

The idea for Hampshire originated in 1958, when the presidents of four distinguished New England colleges—Amherst, Mount Holyoke, Smith, and the University of Massachusetts—appointed a committee of faculty to reexamine the assumptions and practices of liberal arts education. Their report, "The New College Plan," advocated many of the features that have since been realized in the Hampshire curriculum: an emphasis on each student's curiosity and motivation, on broad, multidisciplinary learning, and on the teacher-student relationship.

In 1965, Amherst College alumnus Harold F. Johnson donated \$6 million toward the founding of Hampshire College. With a matching grant from The Ford Foundation, Hampshire's first trustees purchased 550 acres of orchard and farmland in South Amherst, Massachusetts, and construction began. In 1970 Hampshire admitted its first students.

Today Hampshire maintains a dynamic association with its neighboring institutions. Through the Five College Consortium, one of the oldest and most successful educational consortia in the country, every Hampshire student may take courses and use the academic facilities of Amherst, Mount Holyoke, and Smith Colleges and the University of Massachusetts.

The 1,250 men and women who make up Hampshire's student body continue to put the vision of its founders into practice, creating an intellectual community of unusual vitality, imagination, and strength. As they pursue introductory work in each of the four Schools, design and carry out a concentration, and complete a major independent project, Hampshire students acquire habits of mind that will serve them well in a rapidly-changing world. They learn to think critically and independently, and to approach new ideas with confidence; to ask good questions and devise creative solutions to complex problems. They take with them the discipline and self-reliance to realize their ideas through a lifetime of decision-making.

detailed written evaluations. Students receive extensive commentary on course work, independent study projects, and divisional examinations. These reports highlight the student's strengths, suggest areas for improvement, and serve as permanent records of the student's work at Hampshire. Hampshire graduates have found that this narrative transcript, far from being a liability, can be a distinct advantage when applying for jobs or admission to graduate or professional schools. Unlike a typical list of undergraduate course titles, the Hampshire transcript is a detailed picture of the student's work. It makes clear not only the distinctiveness of the student's academic program, but the independent research skills that he or she has acquired.

Evidence of the effectiveness of Hampshire's evaluation system can be found in the graduate school admissions record of its alumni. Recent graduates have been admitted to and have attended a variety of programs in law, medicine, business and other fields, in schools such as: Harvard, Georgetown, University of California at Santa Cruz, U.C. Berkeley, Duke, Brandeis, University of Chicago, Columbia, and Princeton, among others.

FIVE COLLEGE EXCHANGE

Every Hampshire student's education is enriched by Hampshire's membership in the Five College Consortium. According to the schools' cooperative agreement, any student at Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts may take courses and use the facilities at all five institutions. A convenient free bus system links the five campuses; Hampshire students may easily register for Five College courses through Hampshire's central records office.

Hampshire students are not encouraged to take courses at the other colleges during their first semester. After the first semester, they take an average of one course each semester at one of the other campuses.

Five College cooperative programs have been developed in several disciplines, including dance, astronomy, and East Asian studies. These and other offerings are described in the "Five College Programs" section of this catalog. In addition, the Joint Faculty Program brings distinguished visiting professors to the area.

Additional information on Five College facilities and social and cultural activities appears in the "Student Life" section of this catalog.

ACADEMIC GOOD STANDING

At the end of each semester and academic year, the student's academic advisor certifies whether or not the student is in academic good standing, having made satisfactory progress according to faculty policy. The complete statement on standards may be found in the *Hampshire College Policy Handbook*.

THE CAMPUS

ACADEMIC FACILITIES

THE HAROLD F. JOHNSON LIBRARY CENTER houses the college's book and media collections as well as a computer laboratory, television production studio, student lounge, bookstore, post office, art gallery, the Career Options Resource Center and the International Studies Office.

The library's basic collection of 100,000 volumes supports Hampshire courses and general student interests. Students also have ready access to 8,000,000 volumes through Five College Interlibrary Loan. The Five Colleges employ a consortium-wide computerized catalog system which lists the holdings at all Five College libraries. This system enables students at any of the five schools to locate a book or periodical simply by consulting a computer terminal at the library of their home institution. Hampshire's holdings are already entered into this system, along with most of the holdings of the other four colleges.

The reference collection, periodical reading area, study room, microfilm reading room, video viewing facilities, and preview rooms serve the needs of students who wish to study in the library. Members of the reference staff provide students with instruction in library use in classes and for individual research projects.

Students and faculty alike have access to Hampshire's extensive video production facilities through the library's office of media services. The media services staff provide equipment and technical instruction in 3/4" color video production, both portable and studio formats. The closed circuit video distribution system INTRAN (Information Transfer Center) allows original television programming anywhere on campus to be fed into the library system and distributed to all parts of the campus, including student apartments and dormitory lounges. The office of media services also maintains a growing collection of documentary and curriculum-related films and films jointly owned by the Five Colleges.

THE CHARLES W. COLE SCIENCE CENTER houses the college's natural science laboratories and main administration offices. Two floors of open laboratories support research in microbiology, geology, ecology, physiology, biochemistry, organic and inorganic chemistry and physics. Special equipment includes a scanning electron microscope, an atomic absorption spectrophotometer, an electromyograph, and a liquid scintillation counter. Other specialized facilities include an optics laboratory, research microscopes, geology preparation room, laboratory computers, metabolic measurement equipment, animal rooms, a research dark room and an electronics shop.

The Natural Science Reading Room has a collection of scientific books and periodicals on microbiology, genetics, chemistry, the environment, women in science, energy, and general science.

The Hampshire College Bioshelter, a two-story, 1,800 square-foot integrated greenhouse and aquaculture facility, is the largest academic facility of its kind in the Northeast. Located on the south side of the Cole Science Center, it serves as a center for fish and plant aquaculture and energy research. All of Hampshire's science facilities are open to students 16 hours a day.

FRANKLIN PATTERSON HALL, named in honor of Hampshire's first president and one of its founders, contains three large lecture halls, several seminar rooms, faculty offices and a faculty lounge. The administrative offices of the School of Social Science are also located in Franklin Patterson Hall.

EMILY DICKINSON HALL contains the Performing Arts Center, which includes a "black box" theater capable of great flexibility in seating, lighting, and stage design; a smaller performing space used mainly for acting and directing classes and for smaller-scale productions; a make-up room; sound and lighting booths; and areas for set construction and costume-making. Classrooms and the office of the School of Humanities and Arts are also located here.

THE LONGSWORTH ARTS VILLAGE is composed of four buildings linked by a 5,000 square-foot arcade of solar collectors. It provides facilities for the study, production, exhibition and performance of music, dance, photography, film, painting, drawing and graphic arts, as well as computer science, psychology, and animation.

Within the film and photography building are several darkrooms equipped for black and white and color processing; an animation studio; film editing facilities; a gallery; classrooms; and a lounge/reading area with film and photography periodicals.

The music and dance building contains two dance studios, one of which converts to a formal performing space; a recital hall, several soundproof practice rooms; a recording studio; and a music library.

The studio arts building provides individual studio space and critique rooms for Hampshire's visual artists.

ADELE SIMMONS HALL is the newest academic building on campus. Located in the Longworth Arts Village, the building houses offices for the School of Communications and Cognitive Science, classrooms, seminar rooms and an

auditorium equipped for large-scale video, film and slide projection. There is also a computer lab, a child psychology observation room, and facilities for computer animation and video editing. The building is connected via computer cable to the video editing facilities in the library and the computer music studio in the music building.

THE HAMPSHIRE COLLEGE FARM CENTER is a working farm and an agricultural research station. Located on 200 acres of land adjacent to campus, it includes pastures, barns, animal handling facilities, a canid research and observation facility, and a farmhouse containing faculty offices, a computer terminal, and a small agricultural library. The farm center is also recognized for its extensive research on the breeding of livestock-guarding dogs imported from Europe and Asia Minor.

STUDENT LIFE

Located in the Pioneer Valley of Western Massachusetts, Hampshire's 800-acre campus of former orchards, farmland, and forest combines pastoral beauty with the liveliness that derives from the college's membership in one of the country's leading educational centers. As home to the Five College Consortium, Amherst and the nearby towns of Northampton and South Hadley thrive with a variety of intellectual, social, and artistic activity rarely found outside of large cities. Opportunities also abound in the area for such outdoor pursuits as hiking, cross-country skiing, bicycling, or the quiet enjoyment of nature.

Respect for the individual is the essence of the Hampshire community. Beyond their differences in geographical background, Hampshire's 1,250 students vary significantly in political outlook, intellectual and recreational interests, and career aspirations. There is no "typical" Hampshire student; what unites this diverse and lively community of individuals is a strong commitment to learning and a desire to determine the course of one's own education.

Living cannot easily be separated from learning at Hampshire. Students who share an academic interest form informal study groups that develop into friendships; one's social or political involvements often surface as substantive intellectual questions in one's academic work. This integration of academic and personal concerns is part of what gives life at Hampshire its special excitement—indeed, part of what makes it unique among liberal arts colleges.

THE HOUSES

Much of the variety of life at Hampshire begins in the five residential "houses." The houses are more than residences—they are the locus of a great range of student activity. House-sponsored courses, films, lectures, and recreational activities are open to the entire Hampshire community while lending a distinctive "personality" to each residence.

The residential staff comprising a faculty member, a house supervisor, a coordinator, and several students is responsible for organizing academic and recreational activities; and providing counseling and referral services on matters affecting student life.

THE DORMITORIES

About half of Hampshire's students, including most first-year students, live in Winthrop S. Dakin or Charles E. Merrill House. First year students are usually housed in double rooms, though singles far outnumber doubles at Hampshire. Although most hallways are co-ed, some are

designated single-sex to accommodate individual preferences. These and other living options are offered to students before they arrive on campus; students may, for example, choose a non-smoking or a quiet hall. A common lounge serves as a gathering place for residents of each hall.

Students who live in Dakin and Merrill eat their meals in the adjacent Hampshire College Dining Commons, where vegetarian entrees and a well-stocked salad bar are regular additions to the lunch and dinner menu. They may choose a plan for 15 or 19 meals per week; other plans available for residents of the apartment areas (and faculty or staff) are described in "Apartments" below.

Surrounded by the dormitories and the Dining Commons, the Merrill-Dakin quadrangle is a popular outdoor meeting place and the site of impromptu games.

Activities in Dakin and Merrill vary in response to students' needs and interests; residents of both dorms collaborate with the house staffs to determine each year's offerings. Recent activities have ranged from a pumpkin-carving contest and evening movies to presentations of Division III works-in-progress, discussions of students' field study and internship experiences, and conversations with alumni on their lives and careers after Hampshire. Informal gatherings such as afternoon teas and fireside study sessions are regular events in the living rooms of the Merrill and Dakin faculty residences.

THE APARTMENTS

Students who have been at Hampshire for a semester or a year often choose to live in Greenwich, Enfield, or Prescott Houses, the apartments or "mods" on campus. Apartments accommodate from five to ten students and are equipped with single and double bedrooms, bathroom(s), a kitchen, and a large living/dining area.

Students who wish to live in an apartment may apply as a group to the house office. Individual students may join a group already sharing a mod when another member moves or graduates. Apartment groups often form around a shared interest or preference—they may be pursuing similar programs of study, interested in environmental issues, vegetarians—or just a group of good friends.

The three apartment complexes offer students a broad choice of architectural styles and social atmosphere. Prescott House, the largest of the three, features three- and four-story buildings linked by a series of stairways and catwalks. Among its buildings are several faculty offices and classrooms; the complex also houses the Prescott Tavern, which serves sandwiches,

and other entrees on a cash or meal-ticket basis, in the evenings.

Greenwich House consists of several circular buildings (called "donuts") hidden in the trees on the northern edge of the campus. Though just a short walk from the college's main academic buildings, its location affords considerable privacy and quiet. Each donut contains eight two-story apartments and a large common space which serves different functions in each donut.

Enfield House, located in a meadow near the main campus entrance, consists of two- and three-story buildings with spacious living areas and large windows looking out on the campus and surrounding hills. Like the dormitories, Prescott, Greenwich, and Enfield Houses sponsor a variety of social and academic events.

Students sharing an apartment may do all their cooking and food-buying cooperatively, or they may purchase a partial meal plan and take some of their meals in the Dining Commons. Books of 50 meal tickets, special weekend tickets, or a nine-meal weekly plan are available for apartment residents.

LIVING OFF CAMPUS

As a residential college Hampshire expects most of its students to live on campus. Only a small percentage of students are granted off campus status each semester. Students must have completed four semesters in residence at Hampshire (two semesters for transfer students) to be eligible to participate in an off-campus housing lottery, and a preference is given to Division III students. More information about off-campus housing regulations may be obtained from the housing office.

THE FIVE COLLEGE AREA

The richness of student life at Hampshire is enhanced by the college's location in the Five College area—"the Valley," as it is termed by its residents. Cooperation among the five schools extends to social and cultural life. Each of the Five Colleges offers a full program of films, lectures, artistic performances, and exhibitions to which all members of the community are welcome. The Five College bus service, free to all students and members of the community, makes frequent stops at each campus during weekdays, evenings, and weekends.

Hampshire students also participate in a number of Five College organizations, such as the Five College Orchestra, the Asian Students Alliance, and the Hillel Foundation. Several have worked at the student-run radio stations at the other four campuses.

Surrounding the colleges, the towns of Amherst (three miles from Hampshire), South Hadley (six miles from Hampshire) and the city of Northampton (seven miles from Hampshire) offer a wealth of resources and events of their own. Movie theaters, bookstores, restaurants, cafes, galleries, and small shops enrich the social life and augment the academic and cultural resources of the Five College community.

COLLEGE GOVERNANCE

Hampshire students participate in the governance of the college to a degree unusual in American colleges and universities. They serve on all of Hampshire's governing bodies, including the Senate, Community and Judicial Councils, and the Hampshire College Board of Trustees. Student members of each of these boards have a vote equal to that of faculty, administration, and staff. Students also play a central role in the promotion and reappointment of faculty through participation in the College Committee on Faculty Reappointments and Promotions (CCFRAP). As members of each of Hampshire's four Schools, they affect curricular development and academic policy.

The College Senate is made up of twelve faculty, seven students, three (*ex officio*) members of the administration and staff, and includes the president and the dean of faculty and dean of students. The Senate approves the curriculum, academic calendar, degree requirements, and academic standards.

Community Council is responsible for managing all student activities fees and the distribution of funds. In addition, they are also charged with working directly with the College and administration on issues pertaining to the quality of student life and working with the director of student activities in the planning of student activities. Seventeen students are elected to Community Council, along with two faculty and five members of the administration, staff and (*ex officio*) the dean of students and the director of student activities.

The Community Review Board provides fair and equitable procedures for students accused of violating the Norms of Community Living. The Board is made up of three students, one faculty, and one administrative staff.

The Judicial Council considers matters involving the interpretation of the Hampshire constitution, infractions or misapplications of any college rules, or violation of any rights or freedoms of members of the college community. Three students and three faculty sit on this board, together with six other community members.

Finally, a student is elected every two years to serve on the Board of Trustees of Hampshire College, and students sit on committees of the board.

STUDENT SUPPORT SERVICES

THE CAREER OPTIONS RESOURCE CENTER, located in the Johnson Library, helps Hampshire students and alumni make connections between their academic interests and potential work opportunities, and assists them in making decisions about what to do after graduation. Its main function is to provide students with the resources and assistance they need to set priorities, make choices, explore the world of work, choose a career, and apply for either graduate or professional school or for a job.

The CORC staff is concerned with helping students learn the "how to's" of planning: how to decide what to

do, how to find an internship or summer job, how to prepare an effective resume and write a cover letter, how to research an organization, how to interview well, and how to select and gain admission to graduate school programs. The staff maintains an extensive resource library, offers life/work exploration courses, runs group information sessions and workshops, and is available for both drop-in and individual counseling. In addition, each student receives a weekly newsletter from the Career Options Resource Center which lists information about jobs, Five College career events, internship and fellowship opportunities, foreign study, the current job market, and the recent achievements of Hampshire students and graduates. The Center also maintains several bulletin boards around campus with Five College career planning newsletters and calendars, job openings, alumni/ae news, local volunteer work positions, graduate school posters, fellowship announcements, summer program information, and work-related news items.

COUNSELOR-ADVOCATES AGAINST SEXUAL ABUSE provides counseling and support to students who have been victims of sexual or physical abuse. Staffed by a professional coordinator and several student volunteers, CAASA trains students in peer counseling and referral and serves as a resource for groups on other college campuses who wish to establish similar organizations.

HEALTH SERVICES, located in Montague Hall, offers a comprehensive program which combines preventative medicine and health education with the treatment of illness, injury, and emotional problems. The staff includes a physician, nurse practitioners, psychologists, a health educator, and a secretary/receptionist. Clinic hours are 8:30 a.m. to 5:00 p.m. weekdays. Students are seen primarily by appointment. When Hampshire's Health Center is closed during the academic year (weekends, nights, and during vacation periods), students with emergency problems may be seen at the University of Massachusetts Health Center. Information about all visits is kept in strict confidence.

THE INTERNATIONAL STUDIES OFFICE directs students towards the most appropriate choices from the thousands available to them: participation in a U.S. college-sponsored program; direct enrollment in a foreign institution of higher education or specialized study; immersion in an intensive language and culture program; a paid or unpaid internship; a volunteer service project; or a service-learning program. The office is centrally located in the Johnson Library, next to the Career Options Resource Center.

Hampshire participates in a number of educational programs abroad, including Five-College exchange programs in Africa, Asia, Australia, Canada, Great Britain, Ireland, and South America. Hampshire is also associated with the Institute of European Studies/Institute of Asian Studies, which has study centers in cities in England, Germany, Spain, Mexico, Italy, Japan, France, Singapore,

and Austria. It is a member of the International Student Exchange Program (ISEP), which facilitates one-on-one reciprocal exchanges with institutions in 35 countries. In addition, the college is a member of the Council on International Educational Exchange, which has cooperative study centers in Brazil, China, Costa Rica, Dominican Republic, France, Indonesia, Japan, Spain, the Soviet Union, Vietnam, and several countries of Eastern Europe. Close ties are maintained with all study and service programs in Third World countries.

The International Studies Office maintains a full library of information on overseas educational opportunities, both academic and experiential. It organizes workshops on specific topics, areas, and countries, and hosts visitors from overseas universities and programs. The office also serves as a liaison between the Five College foreign study offices and community cultural interest groups. The director of the office serves as chair of the Fellowship Committee and assists students and faculty in preparing applications for awards for undergraduate and graduate study abroad and with the implementation of Hampshire's Third World expectation.

THE OFFICE OF MULTICULTURAL AFFAIRS is located in the Lébrun-Wiggins-Pran Cultural Center, and includes the dean of multicultural affairs, the director of the cultural center and the foreign student advisor. This office is responsible for a broad range of activities designed to promote a diverse campus community. Co-curricular programs provide for the continuing campus presence of multicultural issues and spokespersons. In addition, the office coordinates a range of services for African-American, Asian-American, Latino-American, Native American, African diaspora and international students. The Third World Advising Program, housed in the center, works with faculty and staff members to facilitate the academic progress of these students through advising and academic support services. Student organizations, such as Source, Umoja and La Raza, meet at the center and are advised and supported by the director of the cultural center.

THE STUDENT ADVISING CENTER (STAR) is staffed by experienced students and supervised by the assistant dean of advising. Open regularly on a drop-in basis, the center is an excellent source for information and advice about the academic interests of faculty and staff, ideas and approaches to divisional examinations, clarification of academic policies, academic planning and Five College information. Samples of Division I proposals, Division II concentration statements, and Division III project abstracts are available, as is information on Five College area studies.

THE WOMEN'S CENTER provides support services for women and resources for students interested in women's studies. Staffed by a professional coordinator and by volunteer and work study students, the center keeps an up-to-date list of resources for women in the Pioneer Valley, carries a lending library of about 900 books and

periodicals, and sponsors support groups for women, educational programming on women's issues and social/cultural events for the entire campus. The center also serves as a networking base for many student organizations that are geared toward women, such as: the Women of Color organization, the Lesbian Alliance, the Women's Art Collective, *Jane Doe*, a women's literary magazine, and the Feminist Studies Student Network.

THE WRITING AND READING PROGRAM AND LABORATORY

offers assistance in writing, reading, and study skills. The staff works with individuals on a short- or long-term basis, depending on the needs of the student. Some students use the staff for help with a specific writing project, others use the program on a regular basis for assistance in basic skills, such as editing, composition, grammar, spelling and reading comprehension.

STUDENT ORGANIZATIONS

Community organizations at Hampshire reflect students' current interests and concerns. They range from the academic to the purely recreational, and include publications, support and service groups, entertainment committees, political groups, and cultural organizations. Scheduling, support and liaison for these organizations is provided by the director of student activities. The following partial list suggests the variety of groups to which students can belong:

- *Graft*, a college literary magazine
- "Infinity," a student-managed TV program
- Communications Interest Group, made up of students interested in careers in the media
- Mixed Nuts Food Co-op
- Hampshire College Chorus
- Emergency Medical Technicians, a 24-hour volunteer service
- *Jane Doe*, a feminist literary magazine
- Rainforest Action Group
- *Permanent Press*, student newspaper
- Philosophy Book Seminar
- Amnesty International
- AIDS Information Group
- Power Lifting Team
- X-Country Ski Club
- Grateful Dead Historical Society
- Chess
- Black History Month Organization
- Adult/Nontraditional Students
- Second Sight Films
- *Right Alternative*, magazine
- Alternative Music Collective
- SOURCE (organization of students of color)
- Spontaneous Combustion, women's accapella group
- Lesbian/Gay/Bisexual Alliance
- Progressive Films
- Motorcycle Co-op
- Bart's Arm, arts barn artists collective

ADMISSION

Hampshire's admission process, like its academic program, reflects the college's concern for the intellectual and personal development of each individual student. The admissions committee considers a broad range of factors as it attempts to gauge a student's readiness to take full advantage of a Hampshire education. Students are asked to submit a personal statement and a critical essay or academic paper, in addition to transcripts and recommendations. They may, if they wish, include a sample of creative work, such as a portfolio of creative writing, photography, or artwork; a musical recording; or videotape. Candidates are also asked to complete an activities index describing their interests and accomplishments, along with a statement of their reasons for choosing to apply to Hampshire.

As it evaluates this material, the admissions committee looks for evidence of academic ability, and for qualities that may not be evident in grades and test scores alone but that are critical to success at Hampshire: imagination, self-discipline, a desire to engage in independent work, and a willingness to assume substantial responsibility for one's own education.

INTERVIEWS

Interviews are an important part of Hampshire's admissions process. Candidates are encouraged to visit the college to talk with an admissions officer and take a tour of the campus. To schedule an appointment, students should write or telephone the admissions office at (413) 549-4600 ext. 471, two weeks in advance. Interviews take place from 9 a.m. to 3:00 p.m. on each weekday (except Wednesday) year-round, and on Saturday from 9:00 a.m. to noon, September through March. Applicants who cannot visit the campus should contact the admissions office to schedule an interview with a representative of the college, if one is available near the student's home.

ADMISSION PLANS

REGULAR ADMISSION

First-year applicants should apply during their senior year of high school and must complete all application materials by February 1. Regular admission is also available to candidates who will receive a high school diploma after the junior year. The college will mail its decision to candidates on April 1. Accepted applicants must confirm their intention to enroll at Hampshire by May 1 with a *non-refundable* deposit of \$400.

EARLY DECISION

High School seniors who consider Hampshire College their first and only choice are urged to apply for

Early Decision. Complete applications for Early Decision must arrive at the Admissions Office by November 15, and notification of the college's decision will be mailed beginning December 15. Those accepted under the Early Decision plan must withdraw all applications to other colleges and commit themselves to attend Hampshire the following September. (Early Decision candidates are not eligible for Delayed Admission.) A *non-refundable* deposit of \$400, required of all accepted Early Decision candidates, must arrive at the Admissions Office by February 1.

EARLY ACTION

Seniors in high school who wish to receive an early response to their applications should submit all materials by January 1. The college will mail its decision beginning January 21, and candidates must confirm their intention to enroll by submitting the deposit no later than May 1. Early Action candidates are free to submit applications to other colleges.

EARLY ENTRANCE

Students possessing exceptional maturity and academic ability may apply for admission during the junior year of high school. A limited number of places are available for Early Entrance candidates; an on-campus interview with an admissions officer is required. Further information about the Early Entrance plan may be obtained from the admissions office.

NOTE: students who will receive a high school diploma after three years should apply as Regular Admission candidates.

DELAYED ADMISSION

High school seniors who wish to defer college entrance for a semester or a year in order to work, travel, or pursue other interests may apply for Delayed Admission. (Please note that students accepted for Delayed Admission may not enroll at another college or university during their "time off." If a travel and study program is planned, this must be discussed with the director of admissions during the application process. Academic work completed prior to matriculation may not be used toward fulfillment of Hampshire degree requirements.) Admissions deadlines must be met and applicants should submit a statement outlining their reasons for seeking deferral.

FEBRUARY ENTRANCE

Students who plan to graduate early from secondary school, students who have taken time off from school before entering college, transfer or adult students may

wish to take advantage of the opportunity to apply for February admission. Applications must arrive at the admissions office by November 15; notification will be mailed on December 15.

TRANSFER, FOREIGN AND VISITING STUDENTS

TRANSFER STUDENTS

Hampshire welcomes applications from transfer students, who often are attracted by Hampshire's multidisciplinary approach, the flexibility of our curriculum, and the wealth of resources afforded by the Five College Consortium.

Transfer students may apply for September or February admission. Applications for September entrance must arrive at the admissions office by February 1; notification letters will be sent on April 1. Applicants for February entrance should submit all materials by November 15 in order to have notification mailed on December 15.

NOTE: Transfer students may not apply under the Early Decision, Early Entrance, Delayed Admission, or Early Action plans.

FOREIGN STUDENTS

Hampshire is pleased to enroll a number of students from outside the United States. Foreign students interested in applying for admission should request application materials well in advance of deadline dates. Because of delays in overseas mail service, it may take as much as six months from the time of the student's initial inquiry until all the necessary forms and documents can be submitted.

Foreign candidates complete a separate application, and are required to submit the same supporting materials as applicants who live in the United States. In addition, students whose native language is not English are required to provide evidence of their English proficiency by submitting official TOEFL (Test of English as a Foreign Language) scores. A minimum TOEFL score of 577 is necessary in order to be considered for admission to Hampshire. For more complete information about the application process, foreign students should consult the Hampshire foreign student application booklet.

NOTE: Foreign students may only apply as Regular Admission candidates, for September entrance.

VISITING STUDENTS

Each year a number of students from other colleges and universities take a semester's or a year's leave of absence from their home institution in order to take advantage of the resources at Hampshire and the Five College Consortium. Visiting students should have completed two to five semesters of college work and must be prepared to pursue Division II-level work at Hampshire. They may not undertake Division I examinations while in residence at Hampshire, and are ineligible for Hampshire financial aid. Students must submit written permission of the host institution to study at Hampshire

College, and must apply by the appropriate admission deadlines for September or February entrance. Admission is granted for the visiting term or year only; in order to transfer to Hampshire, formal reapplication must be made through the admissions office.

ADULT STUDENTS

Hampshire encourages applications from mid- or late-career adults whether or not they have previously attended college. Adult students often find that their life and career experiences are relevant to their work at Hampshire, and they are attracted by the opportunity Hampshire offers to pursue their own interests. Adult applicants are urged to contact the admissions office to arrange an interview before initiating an application.

OTHER INFORMATION

COMMON APPLICATIONS

Hampshire College participates in the Common Application Program, but prefers that candidates use Hampshire's own basic application form. Students who use the Common Application will be asked to submit supplementary materials to complete their application. Common Application forms may be obtained from most high school guidance offices.

APPLICATION FEE

Applications must be accompanied by a non-refundable \$40 check or money order payable to Trustees of Hampshire College.

TUITION AND FEES

Costs for the 1991/92 academic year at Hampshire College are given here. Please contact the Hampshire College Business Office for the 1991/92 academic year payment due dates. These charges are based on full-time enrollment for the year, and participation in the standard board plan of 15 meals per week. (Other board plans are described in the "Student Life" section.)

Tuition	\$17,200
Room	2,895
Board	1,665
TOTAL	\$21,760

Other fees and one-time deposits are charged where applicable. Billing is based on a semester's costs, with payment due on August 1 for the fall term and on January 2 for the spring term. Miscellaneous charges such as fees for late filing, course materials, motor vehicle registration, etc., are payable with the semester's comprehensive fees, or when incurred.

REFUND POLICY

Hampshire's refunds of tuition, room, and board are prorated and are based on a distinction between necessary leaves or withdrawals for medical reasons (as certified in writing by the college physician), and leaves or withdrawals for non-medical reasons. The complete refund schedule appears in *Hampshire College Fees 1991/92*, and will be mailed from the Business Office with the first bill.

FINANCIAL AID

Applicants who are accepted for admission and who qualify for financial assistance will receive an aid package that meets their full demonstrated need, *provided they submit all application materials by the stated deadline.* (See the financial aid application instructions included with the application booklet.) Candidates must complete the Hampshire College financial aid form (HCA), and the standard Financial Aid Form (FAF), available from most high school guidance offices.

In calculating the contribution each family can reasonably be expected to make, Hampshire considers the cost of education for other family members who attend college or private secondary school, and carefully evaluates all other circumstances that may affect the family's ability to finance a college education. The difference between the calculated family contribution and Hampshire's total cost is the student's demonstrated need.

FINANCIAL AID FOR FOREIGN STUDENTS

Each year Hampshire provides financial assistance to a very limited number of foreign students who show promise of distinguished academic performance at Hampshire and who demonstrate financial need. Aid packages up to the full cost of tuition are awarded to qualified candidates upon admission. Foreign students who receive tuition assistance from the college must be able to meet all transportation, living, and other expenses (books, supplies, etc.) from their own resources. No financial aid is available for summer study or living expenses.

NOTE: College policy forbids the awarding of financial aid to foreign students after their initial enrollment at Hampshire. To apply for financial aid, foreign students must submit the Hampshire financial aid form, included in the application booklet, and the Standard Financial Aid Form for foreign students, available from the financial aid office. These forms should be returned with the application for admission. More complete information on financial assistance for foreign students is included in the foreign student application, available from the admissions office.

AUXILIARY AID POLICY

Hampshire College takes seriously its obligation under Section 504 of the Rehabilitation Act of 1973 not to discriminate against qualified disabled individuals in its federally assisted programs or activities. Hampshire College recognizes it has a responsibility under Section 504 to ensure that no disabled student who can meet the academic and technical standards requisite for admission to or participation in its programs is excluded from such participation or otherwise discriminated against because of the absence of educational auxiliary aids that are necessary to provide the disabled student with an equal opportunity to obtain an education in the most integrated setting appropriate to the student's needs.

Hampshire College believes that its responsibility to ensure the availability of necessary auxiliary aids ordinarily can be met by assisting disabled students in obtaining such aids from governmental units, such as the state vocational rehabilitation agencies, or from private charitable organizations. Accordingly, disabled students will be expected to exercise reasonable self-help in obtaining and maintaining funding from outside sources for required aids.

In the event a disabled student has been turned down by outside agencies for aids that the college has determined are necessary to give the student an equal opportunity to obtain the same educational benefit from the course or courses in which the student seeks to enroll as may be obtained by the nondisabled student, the college will take whatever action is necessary to fulfill its obligation to ensure that the student is not denied the right to participate in any such class or classes because of the absence of educationally necessary aids.

To ensure the availability of necessary aids at the start of any particular semester, a disabled student who believes he or she will need an auxiliary aid in order to participate in a course or courses offered by Hampshire College must notify the dean of students of the need for such assistance at least 12 weeks before the first day of classes for that term. Such notice is required in order to give the student and the college a reasonable period of time in which to evaluate whether the requested aid is necessary to provide the disabled student with an equal opportunity to benefit from the college's education programs; to identify sources for purchasing, leasing, or hiring any necessary aid; and, if possible, to obtain funding for required aids from appropriate governmental or charitable agencies.

REGISTRATION INFORMATION

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.

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

Neil Stillings
Steven Weisler

CCS 152 (proseminar)
POLITICAL CULTURE
James Miller

HA 117 (proseminar)
AFRICAN AMERICAN POETRY
Robert Coles

HA 118 (proseminar)
THE USES OF FICTION
Lee Heller

HA 138 (proseminar)
RUSSIA: FILM/LITERATURE OF REVOLUTION
Joanna Hubbs

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

HA 193 (proseminar)
THE DESIGN RESPONSE
Sabrina Hamilton

HA 196 (proseminar)
POLITICAL THEATRE
Sabrina Hamilton
Wayne Kramer

NS 147 (proseminar)
PESTICIDE ALTERNATIVES
Brian Schultz

NS 175 (proseminar)
THE SCIENCE OF DISARMAMENT
Allan Krass

NS 183 (proseminar)
QUANTUM MECHANICS FOR THE MYRIAD
Herbert Bernstein

SS 115 (proseminar)
POLITICAL JUSTICE
Lester Mazor

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

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 161 (proseminar)
LABOR AND COMMUNITY
Myrna Breitbart
Laurie Nisonoff

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/NS 101

ANIMAL BEHAVIOR AND COGNITION

Raymond Coppinger

Mark Feinstein

CCS 105 (proseminar)

COGNITIVE SCIENCE: EXPLORING THE NATURE OF MIND

Neil Stillings

Steven Weisler

CCS 114

COMPUTER SCIENCE—A GRAPHIC INTRODUCTION

Richard Muller

CCS 115

HUMAN LANGUAGE LABORATORY

Mark Feinstein

Steven Weisler

CCS/HA/NS/SS 129

WOMEN'S BODIES/WOMEN'S LIVES

Meredith Michaels

Margaret Cerullo

Lynne Hanley

Michelle Murrain

CCS 133

INTRODUCTION TO THE PHILOSOPHY OF PLATO

Tsenay Serequeberhan

CCS 140

VIDEO PRODUCTION I

Joan Braderman

CCS 151

CONVENTION, KNOWLEDGE, AND EXISTENCE: EUROPEAN AND TIBETAN PERSPECTIVES

Jay Garfield

CCS 152 (proseminar)

POLITICAL CULTURE

James Miller

CCS 159

INTRODUCTION TO MEDIA CRITICISM

Susan Douglas

CCS 165

PSYCHOLOGY OF READING

Christopher Chase

CCS 170

TV/VIDEO CRITICISM

TBA

CCS 173

HISTORY, THEORY, PRACTICE OF VIDEO ART

Sherry Millner

CCS/SS 182

ADOPTION/ABORTION AND THE CULTURAL POLITICS OF MOTHERHOOD

Meredith Michaels

Barbara Yngvesson

200 LEVEL

CCS 204

INTRODUCTION TO NEUROPSYCHOLOGY

Christopher Chase

CCS 222

PRODUCING CABLE AND COMMUNITY TV

TBA

CCS 223

IDEALISM AND REALISM

Jay Garfield

CCS 224

NEUROPHILOSOPHY

Neil Stillings

CCS 232

PROGRAMMING IN 'C' WITH DATA STRUCTURES

Patricia Colson

CCS 233

INTRODUCTION TO ARTIFICIAL INTELLIGENCE

Patricia Colson

CCS 237

FILM/TELEVISION HISTORY, THEORY, AND PRACTICE

Joan Braderman

CCS 241

AFRICAN PHILOSOPHY: DISCOURSE AND HORIZON

Tsenay Serequeberhan

CCS 250

JOURNALISM: ITS PRACTICE AND PRACTITIONERS

James Miller

CCS 256

ANALYSIS OF TELEVISION NEWS

Susan Douglas

CCS/NS 264

BIOLOGY OF HUMAN BEHAVIOR

Raymond Coppinger

Mark Feinstein

Lynn Miller

CCS/HA 267

SENSATION! STUDIES IN SENSATIONALISM, REALISM AND NATURALISM

Lee Heller

David Kerr

300 LEVEL

CCS 303

SEMINAR IN VIDEO PRODUCTION AND CRITICISM

Sherry Millner

COURSE DESCRIPTIONS

CCS/NS 101

ANIMAL BEHAVIOR AND COGNITION

Raymond Coppinger
Mark Feinstein

What is an animal doing when it "behaves"? Can animals be said to "think"? In this course we will explore the lives of animals from the joint perspectives of biology and cognitive science. Animals have a rich and remarkable range of activities: they move, find shelter, feed, defend themselves, interact with other animals, mate, and reproduce. To do so, they must be able to perceive the world around them, store and process information about it, communicate with one another, and learn. We will look at how scientists observe and analyze these phenomena in nature and learn how experiments can be designed and carried out to study animal behavior and cognition systematically. Along the way we will explore a wide range of issues in evolution, ecology, genetics, and neuroscience.

Students will be expected to read and critique a series of articles from the professional scientific literature. In addition, they will write a final paper which may be developed into a Division I examination project in CCS or NS. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 35.

CCS 105 (proseminar)

COGNITIVE SCIENCE: EXPLORING THE NATURE OF MIND

Neil Stillings
Steven Weisler

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 40.

CCS 114

COMPUTER SCIENCE—A GRAPHIC INTRODUCTION

Richard Muller

This course will introduce the process of designing and implementing computer programs, with an emphasis on writing programs which produce graphic (pictorial) output on Apple Macintosh computers. The 'C' programming language will be used. Even though the course will

concentrate on graphics, the principles can be easily extended to other problem domains. No previous experience with computers or programming is required, although some experience using computer software (word processors, for example) will be helpful. It would also help if students have taken (and remember some of) high school algebra.

This course, together with CCS 216 Data Structures, provides part of a basic sequence in computer science which is intended for those who may want to concentrate in computer science, for those who may want a strong computer science component in a concentration in a related area, and for those who are simply curious about how the Macintosh does what it does.

Class will meet three times a week for one and one-half hours each time for lecture/discussion sessions; in addition, students will need to spend time outside of class in the computer lab in order to prepare homework projects. 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). (Another language may be substituted if an appropriate informant can't be found.) 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. 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 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/HA/NS/SS 129

WOMEN'S BODIES/WOMEN'S LIVES

Meredith Michaels
Margaret Cerullo
Lynne Hanley
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 taught by a faculty member from each school, and students will be encouraged to begin a Division I project in one of the four schools arising out of issues and materials presented in the course.

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

CCS 133

INTRODUCTION TO THE PHILOSOPHY OF PLATO

Tsenay Serequeberhan

This course will basically be an introduction to Plato's philosophy. We will read carefully and discuss a select number of Platonic dialogues with a view to understanding the philosophical issues with which Plato is concerned and his distinctive contributions to the way philosophical questions are posed and formulated in the Western philosophical tradition.

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

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, fund-raising, and distribution, as well as formal elements like color, light, sound, composition, camera movement, and editing techniques. We will look at tapes and films which are particularly relevant to each facet of our work to ground our discussions. No one form or style will be stressed, though much in-field work will be assigned. "Video art," new narrative, "documentary," compilation tapes, cable shows, and other forms of video practice will be considered. Students will work on projects and exercises in rotation crews throughout the term, as well as a final project. While several short writing assignments will be made, students will be engaged in consistent practical work.

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

CCS 151

CONVENTION, KNOWLEDGE, AND EXISTENCE: EUROPEAN AND TIBETAN PERSPECTIVES

Jay Garfield

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

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

CCS 152 (proseminar)

POLITICAL CULTURE

James Miller

Largely through exploring election campaigns and propaganda, this course will study cultural aspects of modern American political life. We will examine the ways that news and entertainment media help construct and revitalize notions like democracy and freedom, and we will investigate the concept of political consciousness. Readings will include both academic and popular writings on these subjects.

Students will write a series of essays and carry out, individually and in small groups, a couple of empirical investigations. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 20.

CCS 159

INTRODUCTION TO MEDIA CRITICISM

Susan Douglas

This course will introduce students to a variety of analytical approaches that deconstruct and demystify how the mass media represent the world around us. Focusing on advertising, television shows, magazines, and the news, this course will examine how the media construct and reinforce images of our bodies, our personal relationships, our national politics, and the United States' position in the world. Students will also study how the media perpetuate particular ideological frameworks that suggest how we should make sense of gender roles and power relationships in the U.S.

There will be extensive reading and class discussion. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 20.

CCS 165
PSYCHOLOGY OF READING
Christopher Chase

What goes on in your mind as you read these words? Why is his hard to read and this is not? Can people really read at speeds in excess of 1000 words per minute? Why are some people good at reading and others (called dyslexic) have a hard time learning to read? Reading is a natural laboratory for studying almost all cognitive processes—from sensory perception to abstract reasoning. This seminar will introduce students to how psychologists study the phenomena of reading. We will analyze how printed marks are recognized as letters and then words and also examine how your comprehension and other contextual effects influence word perception. Reading development also will be studied on both an individual and social scale. Many reading phenomena from psychological experiments will be demonstrated in this course.

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

CCS 170
TV/VIDEO CRITICISM
TBA

CCS 173
HISTORY, THEORY, PRACTICE OF VIDEO ART
Sherry Millner

This course will offer an exploration of the relatively short history of video art both as a means of expression and as a tool for social change. A topical organization will provide the opportunity for a critical description of video art's development in more or less discrete areas. For example, from its beginnings as a medium dependent upon both film and broadcast television, it has become a critical tool for the deconstruction of the media itself. Also examined will be video art's relation to oppositional culture, beginning with guerilla television and its subsequent development into public access. Even more emphasis will be given feminist video, from early confessional or verité, to performance art, to the more recent "new narrative." Thus a series of somewhat contradictory definitions of video art will be proposed, discussed, and modified in relation to its increasing variety of representations of contemporary experience.

Considerable critical readings, a journal, and several papers will be required. Optional projects will also be encouraged. Students will be required to attend a two-hour evening screening session. Class will meet twice a week, once for three hours and once for one and one-half hours. Enrollment is limited to 20.

CCS/SS 182
ADOPTION/ABORTION AND THE CULTURAL POLITICS OF MOTHERHOOD
Meredith Michaels
Barbara Yngvesson

Adoption and abortion disrupt in significant ways dominant conceptions of reproduction. By focusing on adoption and abortion, this course will explore the following questions: What are the prevailing cultural interpretations of the connection between women and the children to which they give birth? How can the capacity of adults to mother dependent offspring be explained? What is the relationship between "mothering" and the organization of gender?

We will be particularly concerned: (i) to identify points of tension between dominant and alternative reproductive practices and ideologies and (ii) to problematize and to de-naturalize the idea of motherhood. Readings will be drawn from anthropology, feminist philosophy, psychology, history, and the law. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 30.

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 neuropsychology. Students will be expected to conduct independent library research to read and critique primary neuroscience research articles.

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

CCS 222
PRODUCING CABLE AND COMMUNITY TV
TBA

CCS 223
IDEALISM AND REALISM
Jay Garfield

This is a seminar on the history of the concept of mental representation from early modern philosophy to the present, with special attention to the epistemological and metaphysical problems arising from the view that our knowledge of the external world and of ourselves is always mediated by mental representations. We will trace the development of this view and its associated puzzles both with a view to understanding its historical development and its importance for contemporary philosophy of

mind and cognitive science. We will read Berkeley's *Dialogues*, Descartes' *Meditations*, much of Kant's *The Critique of Pure Reason*, Schopenhauer's *The Fourfold Root of the Principle of Sufficient Reason*, Wittgenstein's *Tractatus*, and Rorty's *Philosophy and the Mirror of Nature*.

Prerequisite is at least one course in philosophy or a strong background in cognitive science. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 25 by instructor permission.

CCS 224

NEUROPHILOSOPHY

Neil Stillings

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

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

CCS 232

PROGRAMMING IN 'C' WITH DATA STRUCTURES

Patricia Colson

To use 'C' successfully it is necessary to have a solid understanding of the relationship between machine architecture and high-level programs. Students will consider issues including storage mechanisms for data types, data addressing, runtime memory allocation, and pointers variables as they learn 'C.' 'C' will be used to implement data structures including stacks, queues, linked lists, trees, and graphs. Problems in sorting and searching will also be examined.

Students will be expected to complete regular programming assignments. This course is intended for students with prior programming experience in Pascal and will be paced accordingly. Prerequisite is CCS 114. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 20.

CCS 233

INTRODUCTION TO ARTIFICIAL INTELLIGENCE

Patricia Colson

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 237

FILM/TELEVISION HISTORY, THEORY, AND PRACTICE

Joan Brademan

This course will offer an overview of the area through examination of some key issues and historical moments in the theorizing of filmic (and later TV/video) representation. Various critico-theoretical approaches will be examined in close relation to the works to which they are addressed or helped bring into being. We will study Eisenstein's developing notions of film as a language while looking at key works from the "heroic" period of Soviet filmmaking, then link his work to contemporary writing and avant-garde film practice where linguistic aspects of the medium are stressed (such as semiotics and structural film). Our work on mise-en-scène style as well as realist ideology will center on the work of Andre Bazin, Renoir, and the Italian Neo-Realists and continue into the 60's European New Wave, especially as we examine more current theories of film narrative. Economic contexts for production will be considered as elements of the film process, as will cultural and psycho-analytic aspects of spectatorship.

Each class will consist of lecture, screening, and discussion. Students will be expected to view each film or tape twice (once inside and once outside class). In order to cover the large range of material in the course, interested students should be prepared to work with a wide range of often difficult readings. Class will meet once a week for three hours. Enrollment is limited to 30.

CCS 241

AFRICAN PHILOSOPHY: DISCOURSE AND HORIZON

Tsenay Serequeberhan

The basic concern of this course is to examine the contemporary development of African philosophy. This is a body of texts produced both by Africans and non-Africans whose concern is to articulate an African philo-

sophical perspective or examine the possibility of such an undertaking. The central discussion thus far has been of an exploratory meta-philosophical nature which simultaneously harbors and articulates substantive philosophical issues and concerns around which various tendencies and orientations have been formed.

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

CCS 250

JOURNALISM: ITS PRACTICE AND PRACTITIONERS

James Miller

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

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

Class will meet twice weekly for one and one-half hours each time. The enrollment limit is 25.

CCS 256

ANALYSIS OF TELEVISION NEWS

Susan Douglas

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

These are some of the questions we will wrestle with in this course. We will discuss how stories are selected, where journalists get their information, what constitutes objectivity, what values are implicit in news coverage, and what economic and political pressures impinge upon the news-gathering and dissemination process. We will apply what we've learned in the reading to an on-going analysis of the news of all three networks, comparing the way reality is presented by ABC, NBC, and CBS.

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

CCS/NS 264

BIOLOGY OF HUMAN BEHAVIOR

Mark Feinstein

Ray Coppinger

Lynn Miller

In this seminar we will study the basic biology of human feeding, survival, and reproduction. We will be particularly interested in what parts of our behavior and cognitive abilities can be found in our primate relatives, what parts can be found in other mammals, what parts of our behavior are unique to us? We will read and discuss a very small sample of the original scientific literature on a variety of aspects of mammalian behavior and cognition. We will focus on the small but rapidly growing literature on primate behavior, especially on the great apes. We will then ask how these results apply to us. Among the questions we will address: Do we inherit aggressive behavior? Do humans make and use pheromones? Is human language a unique adaptation, an exadaptation, or a consequence of adaptation for other behaviors or information-processing abilities?

Students in the seminar must be well prepared to discuss these issues and related literature. They will write three essays on material from the scientific literature beyond that discussed in class. Class will meet twice a week for one and one-half hours each time. Enrollment is open.

CCS/HA 267

SENSATION! STUDIES IN SENSATIONALISM, REALISM AND NATURALISM

Lee Heller

David Kerr

This course will focus on the dominant innovations in American print culture in the second half of the nineteenth century: sensationalism, realism, and naturalism. Nineteenth-century American culture was marked by rapid growth and change; during this period literature and journalism experienced dramatic changes as well. Sentimental and romantic fiction increasingly gave way to realism, and later, to naturalism. Journalism grew from small businesses to huge corporations and the resulting circulation wars were marked by escalating sensationalism in news writing.

While emphasizing the period from 1850 to 1910, we will also explore precursors and legacies, including British materials; our focus will be American print culture in its broadest sense, from "high" literature to dime novels to newspapers. Authors to be read include Poe, Lippard, Alcott, Howells, Crane, James, Norris, Dreiser, and Riis, as well as journalism from the yellow press period. Among the questions we will address are: Does the study of sensationalism add to our understanding of realism and naturalism? Are concerns about the effects of sensationalism a result of class prejudice—in other words, to what extent does sensationalism emerge from class difference, and to what extent does it help to perpetuate

class difference? Do these questions lend themselves to a multidisciplinary approach?

Students will write two short preliminary papers and one longer paper. This course is particularly appropriate for concentrators in American literature, American studies, media studies, and journalism. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 35.

CCS 303

SEMINAR IN VIDEO PRODUCTION AND CRITICISM

Sherry Millner

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

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

SCHOOL OF HUMANITIES AND ARTS

CURRICULUM STATEMENT

Course offerings in the Humanities and Arts may appear to differ markedly from those arranged at other colleges through departments, and so they do. Each of the great, traditional disciplines of inquiry (English, History, Philosophy, Music, etc.), rather than being the province of one department and being treated as a closed system of knowledge in itself, is treated as a perspective on the disciplines of inquiry, discovery, and creation. Often the study of a topic in one discipline is illuminated by its connection with another. Our courses reflect an interest in making those connections. Thus, for example, a course on Euripides "will from the outset develop the clear parallels between late 5th century Athens and late 20th century America," a study of contemporary Latin-American poets examines the relationship between the poetry and "the historical imperatives to which (the poet's work) is a response," a study of 20th century French literature "explores questions concerning the construction of subjective consciousness, the significance of sexuality, and ...the subversion of social order," and American writing and American cultural attitudes towards land, landscape and environment.

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

While faculty members in the Humanities may serve on Division II and III committees having a religious component, there will be no faculty chairs for such committees based in the School of Humanities and Arts.

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

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

COURSE LIST

100 LEVEL

HA 104

DRAWING I

Bill Brayton

HA 110

FILM/VIDEO WORKSHOP I

TBA

HA 111

STILL PHOTOGRAPHY WORKSHOP I

Carrie Weems

HA 113*

MODERN DANCE I

Peggy Schwartz

HA 114*

MODERN DANCE II

Ed Groff

HA 117 (proseminar)

AFRICAN-AMERICAN POETRY

Robert Coles

HA 118 (proseminar)

THE USES OF FICTION

Lee Heller

HA 127

LIFE STORIES: READING AND WRITING, BIOGRAPHIES AND AUTOBIOGRAPHIES

Michael Lesy

HA/NS/SS 129

WOMEN'S BODIES/WOMEN'S LIVES

Lynne Hanley

Michelle Murrain

Margaret Cerullo

Meridith Michaels

HA 130

READING POETRY

Nancy Sherman

HA 134

THE BIG HOUSE

Norman Holland

HA 138 (proseminar)

RUSSIA: FILM/LITERATURE OF REVOLUTION

Joanna Hubbs

HA 140

IMAGE, MUSIC, TEXT

Sura Levine

Mary Russo

Daniel Warner

HA 151
DANCE COMPOSITION
Becky Nordstrom

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

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

HA 176
MUSIC I: INTRODUCTION TO THE LANGUAGE AND PROCESS OF MUSIC
Margo Simmons

HA 193 (proseminar)
THE DESIGN RESPONSE
Sabrina Hamilton

HA 194
ACTING
Rhonda Blair

HA 196 (proseminar)
POLITICAL THEATRE
Sabrina Hamilton
Wayne Kramer

200 LEVEL

HA 203
INTRODUCTION TO PAINTING
TBA

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
Daphne Lowell

HA 221
CRITICAL ISSUES IN PHOTOGRAPHY
Sandra Matthews

HA 223
CRITICAL ISSUES IN FILM
TBA

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

HA 227
THEATRE PRACTICUM
Wayne Kramer

HA 230
WRITING
Nina Payne

HA 231
POETRY WRITING WORKSHOP
Andrew Salkey

HA 233
TOLSTOI
Joanna Hubbs

HA 234
SHORT STORY WORKSHOP
Lynne Hanley

HA 237
FICTION WRITING WORKSHOP
Andrew Salkey

HA 239
JAZZ PERFORMANCE SEMINAR
Yusef A. Lateef

HA 242
HISTORY IN THE STORY
Norman Holland

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

HA 255
CONTACT IMPROVISATION
Ed Groff

HA 259
UNRULING BRITANNIA: CULTURAL PRODUCTION IN CONTEMPORARY BRITAIN
Jill Lewis

HA 260
FEMINIST CHALLENGES TO ART HISTORY
Sura Levine

HA/CCS 267
SENSATION! STUDIES IN SENSATIONALISM, REALISM, AND NATURALISM
Lee Heller
David Kerr

HA 269
LITERARY NON-FICTION, READING AND WRITING
Michael Lesy

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

HA 290
ELECTRONIC MUSIC COMPOSITION
Daniel Warner

HA 297
DANCE/MOVEMENT STUDIES: CRITIQUE, PERFORMANCE, PRODUCTION
Ed Groff

HA 298
ACTORS STUDIO
Rhonda Blair

300 LEVEL

HA 305
ADVANCED PAINTING
Denzil Hurley

HA 313
PHOTOGRAPHY III
Carrie Weems

HA 314
FILM/VIDEO WORKSHOP III
Abraham Ravett

HA 317
DRAWING AND SCULPTURE FOR CONCENTRATORS
Bill Brayton
Denzil Hurley

HA 321
COMPARATIVE LITERATURE SEMINAR: ON THE GROTESQUE
Mary Russo

HA 340i
THE SEXUALITY SEMINAR
Jill Lewis
Sari Dubitsky
Eden Fitzgibbons

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 introductory drawing course. Class will meet twice each week for two and one-half hours each session. Enrollment is limited to 20 and determined by lottery.

HA 110
FILM/VIDEO WORKSHOP I
TBA

This course teaches the basic skills of film production, including camera work, editing, sound recording, and preparation and completion of a finished work in film or video. Students will have weekly assignments, and will also produce a finished film for the class. There will be weekly screening of student work, as well as screening 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 111
STILL PHOTOGRAPHY WORKSHOP I
Carrie Weems

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

Peggy Schwartz

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 24 on a first-come basis. This course is not suitable for one-half a Division I.

HA 114

MODERN DANCE II

Ed Groff

Continuing exploration of the basic principles of dance movement: body alignment, coordination, strength, flexibility, and basic forms of locomotion. Emphasis will be placed on the development of technical skill in service of dynamic and spatial clarity. 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 24. This course can not be used as part of the two-course option.

HA 117 (proseminar)

AFRICAN 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 move-

ment 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. Enrollment is limited to 20.

HA 118 (proseminar)

THE USES OF FICTION

Lee Heller

Why do we read fiction? To what different uses has fiction been put at different cultural moments and in different historical contexts, and how does literary structure reflect those different uses? What purposes—moral, political, cultural—does fiction serve?

"The Uses of Fiction" will explore these questions, as well as others, by looking at different moments in the history of the development of fiction as a popular form. One section of the course will focus on questions of reader response and social anxieties about novel-reading; we will look at both the rise of the novel in the eighteenth century (emphasizing the private and public purposes it claimed to serve, the forms it took, and the responses it generated), and at contemporary romance novels, their readers, and their status as literary objects. A second section will explore the flourishing of fiction in the middle of social reform. The final section will look at the ways in which contemporary writers have used fiction to confront boundaries of difference, especially those generated by gender, race, and class.

Authors to be read include Daniel Defoe, Samuel Richardson, Harriet Beecher Stowe, Rebecca Harding Davis, Margaret Atwood, Toni Morrison, J.M. Coetzee, among others.

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

HA 127

LIFE STORIES: READING AND WRITING, BIOGRAPHIES AND AUTOBIOGRAPHIES

Michael Lesy

Biography and autobiography are literary non fiction narratives. To read and write them is to understand the world enmeshed in the self and the self enmeshed in the world. The study of such narratives provides and provokes a knowledge of history and psychology, anthropology and literature. Writing them requires a mastery of prose that is both evocative and analytic.

Works to be read will range from Jonathan Berger's *The Success and Failure of Picasso* to Maya Angelou's *I Know Why the Caged Bird Sings*. Students will be asked to construct one biography and one autobiography during the semester. Weekly writing exercises and well-read class participation will be required.

Class will meet twice, weekly, for one and one-half hours. Enrollment is limited to 20 with permission of the instructor required.

HA/NS/SS/CCS 129

WOMEN'S BODIES/WOMEN'S LIVES

Lynne Hanley
Michelle Murray
Margaret Cerullo
Meredith Michaels

An introduction to feminist studies, this course will explore the representation of the female body from the perspectives of the four 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, Communication and Cognitive 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.

HA 130

READING POETRY

Nancy Sherman

This course will provide an introduction to the art and craft of poetry. We'll define basic elements of poetry: form, rhythm and meter, metaphor, diction, tone, etc.; and examine the uses of these elements in specific poems. Detailed analysis of technical aspects will be complemented by broader discussions of what poetry is, and why and how it moves us. The course will rely on texts by a range of poets in English and in translation, representing a variety of styles and historical periods; some critical essays will be included. There will be frequent writing assignments, and an emphasis on reading aloud, memorization, and recitation.

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

HA 134

THE BIG HOUSE

Norman Holland

The big house is a salient feature of marginalized and colonial literatures. This course centers on Latin American narratives that share this common chronotope—the big house. Our inquiry into the nature of this spatial and temporal device will be twofold: How is the public and the private organized and contested in these narratives? What diverse ends do these acts of transmission, preservation, challenge, serve? Among the writers to be read are

García Márquez, Arguedas, Vargas Llosa, Rulfo, Boimbal, Rhys, and Naipaul.

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

HA 138 (proseminar)

RUSSIA: FILM/LITERATURE OF REVOLUTION

Joanna Hubbs

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

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

Class will meet twice each week for one and one-half hours. Enrollment limit is 35.

HA 140

IMAGE, MUSIC, TEXT

Sura Levine/Mary Russo/Daniel Warner

This course is designed to introduce students to ways of looking, listening and reading by exploring correspondences between the arts. Beginning with the central concept of synesthesia, the intermingling of sensory impressions, we will study various configurations of visual, musical and literary texts from the late 19th and 20th centuries. Examples may include the ensembles of: Rimbaud, Huysmans, Freud, Mahler, Mann, Satie and Picasso; Langston Hughes and Mingus; Cage, Rauschenberg, Johns, and O'Hara.

Students will be expected to complete three short papers. Longer projects for Division I requirement will be developed in the course. Class will meet for one and one-half hours twice weekly. Enrollment is limited to 60 students.

HA 151

DANCE COMPOSITION I

Becky Nordstrom

Dance improvisation and movement exploration experiences aim to free the beginning composition student to discover for him or herself underlying principles of successful dance composition. Space, time, force, shape and motion are studied as basic elements of choreography. Focus on study of the structure and functions of the body as the expressive instrument of dance will be included. Students are guided toward developing awareness and appreciation of their personal movement style and helped to increase their range of movement choices. Group dance improvisation will be

part of the focus of this course. Students are encouraged to be taking a technique class concurrently.

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

HA 159

THE MAN-MADE ENVIRONMENT: PROCESSES OF DESIGN

*Norton Juster
Earl Pope*

This course deals with the analysis and design of human environment—the ways in which human activities and needs find expression in the forms and patterns that reflect and shape our lives. We will be concerned with a developed sensitivity to surroundings, an understanding of place, and the sense of the individual as an effective force in creating or altering her/his own environment. The particular focus of this course will be on the determination of human needs, meeting functional requirements, the development of program as a creative step in the design process, patterns of habitation as a generator of environment and with the way environmental form and expression is derived. This is primarily a workshop course. Much of the work will require visual presentations and analysis; however, no prior technical knowledge or drawing skills will be necessary. The student must provide her/his own drawing tools. Projects and papers will be due throughout the term. This course demands both time and commitment.

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

HA 160 (proseminar)

SOUTHERN WRITERS: SENSE OF PLACE?

L. Brown Kennedy

This is a working seminar on the fiction of Southern writers which will include reading some of the following: Hurston, Welty, O'Connor, McCullers, Faulkner, Walker, Ellison and Wright. 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 176

MUSIC I: INTRODUCTION TO THE LANGUAGE AND PROCESS OF MUSIC

Margo Simmons

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

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

HA 193 (proseminar)

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

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 196 (proseminar)
POLITICAL THEATRE
Sabrina Hamilton
Wayne Kramer

The course has three main purposes: to serve as an introduction to Hampshire college's theatre program, to examine political theatre as it has been practiced in the past, and to engage students in the creation of their own short pieces of political theatre. After working on basic skills including dramatic writing, acting and design and technical skills, and after studying pieces like the "Living Newspapers" of the 1930's, and more recent groups like The Living Theatre, Teatro Campesino, and The San Francisco Mime Troupe, the class will subdivide into groups that will identify an issue and create a short piece to address that issue. Each class participant will also write a research paper on a topic to be approved by the instructors.

The class will meet three times each week for two hours. Course enrollment is limited to 40.

HA 203
INTRODUCTION TO PAINTING
TBA

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 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. 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 screening 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 indepen-

dent work; emphasis will be on working in a series of photographs.

Prior photographic experience is required. Enrollment will be limited to 15 students and determined by permission of the instructor. The class will meet once each week for three hours, with extensive additional lab time available. The lab fee of \$50 entitles the student to darkroom facilities, lab supplies, and chemicals. Students must supply their own film and paper.

HA 216
MODERN DANCE TECHNIQUE IV
Daphne Lowell

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

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

HA 221
CRITICAL ISSUES IN PHOTOGRAPHY
Sandra Mattheus

This course will examine the cultural function of 19th and 20th century photographs, with special emphasis on images of the human body. We will address issues of voyeurism, and of the viewing hierarchy within which a body is pictured and seen. Class sessions will consist primarily of slide lecture/discussions, informed by assigned readings. Students will complete several critical papers and a photographic project.

Class will meet once each week for three hours.

HA 223
CRITICAL ISSUES IN FILM
TBA

The description for this course will appear in the course supplement.

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

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

and urban life, and the centrality of the black and white family.

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

HA 227
THEATRE PRACTICUM
Wayne Kramer

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 a post mortem following the closing 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 two hours with other meetings to be announced. **This course cannot be used as part of the two-course option.**

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.

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 outward 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 inducement 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 students selected by interview with the instructor. Bring four poems with you to this meeting.

HA 233
TOLSTOI

Joanna Hubbs

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

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

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

HA 234
SHORT STORY WRITING WORKSHOP

Lynne Hanley

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

Students will write every week for the first six weeks, and writing assignments will be accompanied by reading

assignments in which the specific aspect of fiction we are exploring is handled particularly imaginatively or forcefully. Each student will also be asked to select a short story she or he likes and present it to the class. Students should be prepared to share their work with the class, and to respond constructively to the work of their classmates.

Enrollment is limited to 15 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 outward 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 by 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 24.

HA 242

HISTORY IN THE STORY

Norman Holland

Through detailed analysis of modern Latin American novels, selected both for their artistic merit and for their documentary relevance, students will become acquainted with major events and trends in a variety of geo-political settings, such as Cuba, Haiti, Colombia, Venezuela, Mexico and Argentina. Emphasis will be placed primarily on each text as artistic creation; secondarily, on its historical and testimonial significance. Texts will include, among others, *Sea of Lentils*, *Kingdom of this World*, *General in His Labyrinth*, *Dona Barbara*, *Death of Artemio Cruz*, and *Kiss of the Spider Woman*.

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

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 255

CONTACT IMPROVISATION

Ed Groll

This course offers an investigation of the technique, concepts and movement vocabulary of contact improvisation. This partnering dance form, involving touch, weight sharing, lifting and counterbalancing challenges the participant to sensitive interactions and a finely tuned use of weight. Attention will be given to the evolution of this aesthetic form within a cultural and philosophical context. There are no pre-requisites for this course, which meets twice each week for two hour sessions. Enrollment is limited to 24.

HA 259

UNRULING BRITANNIA: CULTURAL PRODUCTION IN CONTEMPORARY BRITAIN

Jill Lewis

There are certain ways that British culture is romanticized from abroad - often in terms of its 'high culture', its mainstream traditions and its heritage of 'greatness'. This course will explore a range of reassessments of British culture and its heritage which recent work in fiction, film, theatre and cultural criticism has focused on. By examining a selection of texts produced creatively and critically over recent decades, we will examine some of the configurations of contemporary British 'identity' - looking at how traditions of the family, sexual identity and narratives of desire, post-colonial culture, ethnic contestations, black culture, religion, nationalism, militarism, and creative and critical forms themselves, are placed in new perspectives by contemporary writers, artists and critics. The aim is to initiate familiarity with important contemporary British cultural inventions.

We will be looking at the work of Jeanette Winterson, Julian Barnes, Angela Carter, Salman Rushdie, Buchi Emecheta, Hanif Kureishi, Kazuo Ishiguro, Neil Bartlett, Michelene Wandor, Raymond Williams, Stuart Hall, the Birmingham Centre for Cultural Studies, Simon Watney, Derek Jarman, Bebban Kidron, Kobena Mercer, Peter Greenaway, Neil Jordan. There will be some required evening viewings of films.

Enrollment limited to 25. Selection will be on the basis of statements submitted after the first class meets.

HA 260

FEMINIST CHALLENGES TO ART HISTORY

Sura Levine

Linda Nochlin's 1971 essay "Why Have There Been No Great Women Artists?" called for a revision of the "canonical works" of art history to include more women artists. The impact of this essay has been monumental. It provided a model for introducing feminist perspectives and it helped to transform both the "who" and "how" of art history. This course will focus on the impact of Nochlin's and more recent essays in feminist art history as this once-marginal subfield has become a vital and fully integrated part of the discipline today. Topics will include examples of early Anglo-American feminist art historians who sought to resurrect lesser-known women artists; the decorative arts movement of the 1970s as feminist "style"; recent discussions of spectatorship; the primacy of race, class, gender, and sexuality as subjects central to art historical discourse.

Class will meet once a week for 2 1/2 hours. Preference will be given to students who have a strong background in art history, feminist theory, and/or cultural studies. Limited to 15 students by permission of instructor.

HA/CCS 267

SENSATION! STUDIES IN SENSATIONALISM, REALISM, AND NATURALISM

Lee Heller
David Kerr

This course will focus on the dominant innovations in American print culture in the second half of the nineteenth century: sensationalism, realism, and naturalism. Nineteenth-century American culture was marked by rapid growth and change; during this period literature and journalism experienced dramatic changes as well. Sentimental and romantic fiction increasingly gave way to realism, and later, to naturalism. Journalism grew from small businesses to huge corporations and the resulting circulation wars were marked by escalating sensationalism in news writing.

While emphasizing the period from 1850 to 1910, we will also explore precursors and legacies, including British materials; our focus will be American print culture in its broadest sense, from "high" literature to dime novels to newspapers. Authors to be read include Poe, Lippard, Alcott, Howells, Crane, James, Norris, Dreiser, and Riis, as well as journalism from the yellow press period. Among the questions we will address are: Does the study of sensationalism add to our understanding of realism and naturalism? Are concerns about the effects of sensationalism a result of class prejudice—in other words, to what extent does sensationalism emerge from class difference, and to what extent does it help to perpetuate class difference? Do these questions lend themselves to a multidisciplinary approach?

Students will write two short preliminary papers and one longer paper. This course is particularly appropriate for concentrators in American literature, American studies, media studies, and journalism.

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

HA 269

LITERARY NON-FICTION, READING AND WRITING

Michael Lesy

A brief survey of the mutant genre known as literary non-fiction. This survey will be conducted by reading two extraordinary examples of the genre itself (Michael Herr's *Dispatches* and Bruce Chatwin's *Songlines*), two remarkable works of biography and autobiography (Theodore Rosengarten's *All God's Dangers* and John Updike's *Self Consciousness*) and one masterpiece of American documentary fiction (John DosPassos' *Nineteen Nineteen*). Students will be required to: Master the course readings (approx. 150 pages per week), and produce three written and revised exercises during the semester. These exercises will include but not be limited to: A day in the life of the writer; a journey outwards as a journey inwards; a whole life history of a friend, relative, or stranger.

Class will meet twice weekly for one and one-half

hours. Enrollment is limited to 16, permission of the instructor required.

HA 281

MUSIC III: ADVANCED TONAL AND NON-TONAL MUSIC SYSTEMS

Margo Simmons

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

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

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

HA 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 297

DANCE/MOVEMENT STUDIES: CRITIQUE, PERFORMANCE, PRODUCTION

Ed Groff

This course is designed for dance concentrators working at the Division II and Division III levels. The course will serve as a forum for discussion and exploration of issues related to divisional work in dance and dance production in general. Classes will provide a laboratory setting for addressing issues of technique, performance, choreography, production and dance criticism. Students will participate in presenting and critiquing works-in-progress as well as participating in the production of the winter dance concert as choreographers, performers or technical crew. The course will meet once each week for two hours. Enrollment is open.

HA 298

ACTORS STUDIO

Rhonda Blair

This course focuses on the actor's engagement with advanced problems in acting, e.g., style, and physical and vocal craft; it will provide the actor with an opportunity

to expand her or his performance range, and will particularly aid in the development of performance power and focus. This will be done through the mounting of a script, with an emphasis on acting/characterization values; this production will occur in November. The group will meet three afternoons and two or three evenings a week until technical rehearsals. The course will end one week following the close of the production. Admission is by audition; acting concentrators are encouraged to participate.

HA 305

ADVANCED PAINTING

Denzil Hurley

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

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

HA 313

PHOTOGRAPHY III

Carrie Weems

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 317

DRAWING AND SCULPTURE FOR CONCENTRATORS

Bill Brayton

Denzil Hurley

This course will focus on the relationship between drawing and sculpture with regard to form. Assignments will presuppose a familiarity with historical and contemporary issues in the visual arts. Wood, plaster, and clay, as well as various drawing materials, will be used in the

execution of a coherent body of work. Prerequisite: Division II filed in Studio Arts and evaluated courses in drawing and sculpture.

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

HA 321

COMPARATIVE LITERATURE SEMINAR: ON THE GROTESQUE

Mary Russo

The seminar is intended for division concentrators in literary studies. The purpose of the course is to discuss and evaluate practical criticism of literary works in different historical and cultural contexts. The topic of the seminar this semester is the concept of the grotesque in literature and art. Beginning with a survey of the dominant theories of the grotesque as an ambiguous category defined in relation to changing norms of Beauty or the Classical, we will explore the place of the grotesque in literature, visual representation including cinema and cultural studies. In particular we will discuss the grotesque in relation to other genres and styles including fantasy, horror, parody and the uncanny. In addition to criticism from literary theory, aesthetics and psychoanalysis we will discuss examples from literature, art and cinema.

Student projects will be drawn from a list of works by Rabelais, Swift, Dickens, Hoffman, Poe, Kafka, Gogol, Angel Carter and Doctrow.

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

HA 340i

THE SEXUALITY SEMINAR

Jill Lewis

Sari Dubitsky

Eden Fitzgibbons

The aim of this seminar is to give a focus for presenting and discussing Division III students' work concerned with issues of sexuality. A more complete description will appear in the Fall Supplement, which will be published in August, 1991.

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.

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.

AGRICULTURAL STUDIES

The Agricultural Studies Program operates at three levels: (1) we approach the scientific disciplines of plant physiology, animal behavior, animal science, 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. 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. The Bioshelter is a laboratory for the study of hydroponics, solar aquaculture, nitrogen fixation, plant and fish physiology, and passive solar energy.

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, animal scientist Benjamin Oke, 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.

ASTRONOMY

The Five College Astronomy Department has a rich curriculum with joint Five College astronomy courses offered each year. The intimacy of astronomy, physics and mathematics necessitates that first year students concentrate in these latter two areas before beginning their astronomy studies in earnest. A description of the resources of the Five College Astronomy Department may be found in the College Catalogue and a listing and description of Five College Astronomy course offerings may be found in this Course Guide under Five College Offerings.

COASTAL AND MARINE STUDIES

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

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

PHYSICAL SCIENCES

The physical sciences at Hampshire College comprise physics, chemistry and geology. Students may approach these at the 100 level with a variety of introductory courses including Quantum Mechanics, Holography, Evolution of the Earth and the Science of Disarmament. Students concentrating in the physical sciences, including entering students, begin with 200 level studies such as General Physics, General Chemistry, the Calculus and Evolution of the Earth II. These student's advanced studies are then supported by additional courses at the 200 and 300 levels such as Electricity and Magnetism or Physics and Chemistry of the Environment as well as by book seminars, reading courses and Five College courses. Upper level projects are usually undertaken in concert with individual faculty member's research or by exposure to current research programs through summer study and internships. Interdisciplinary studies and those incorporating the philosophical and social implications of physical science are encouraged and supported by both course content and faculty interests.

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/CCS 101

ANIMAL BEHAVIOR AND COGNITION

Raymond Coppinger

Mark Feinstein

NS 104

OPTICS AND HOLOGRAPHY

Frederick Wirth

NS 107

EVOLUTION OF THE EARTH

John Reid

NS/CCS/HA/SS 129

WOMEN'S BODIES/WOMEN'S LIVES

Michelle Murrain

Meredith Michaels

Lynne Hanley

Margaret Cerullo

NS 132

RACE, GENDER AND SCIENCE

Evelynn Hammonds

NS 134

NUTRITIONAL ANTHROPOLOGY

Alan Goodman

NS 147 (proseminar)

PESTICIDE ALTERNATIVES

Brian Schultz

NS/SS 151

WORLD FOOD CRISIS

Ben Wisner

Ben Oke

NS 153 (proseminar)

NEW GUINEA TAPEWORMS & JEWISH GRANDMOTILERS: NATURAL HISTORY OF INFECTIOUS DISEASE

Lynn Miller

NS 155

ENVIRONMENTAL CONCERNS AND THE THIRD WORLD NATIONS

Dula Amarasiriwardena

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 183 (proseminar)

QUANTUM MECHANICS FOR THE MYRIAD

Herbert J. Bernstein

NS 191

ENVIRONMENTAL SCIENCE

Charlene D'Avanzo

John Reid

200 LEVEL

NS 202

CHEMISTRY I

Dula Amarasiriwardena

NS 214

ORGANIC CHEMISTRY II

Nancy Lowry

NS 247

CELL BIOLOGY

John Foster

NS 258

COMPUTATION STRUCTURES

Albert S. Woodhull

NS 260

CALCULUS I

David Kelly

NS/CCS 264

BIOLOGY OF HUMAN BEHAVIOR

Raymond Coppinger

Lynn Miller

Mark Feinstein

NS 265

INTRODUCTION TO STATISTICS AND EXPERIMENTAL DESIGN

Brian Schultz

NS 282

GENERAL PHYSICS A

Frederick Wirth

NS 293

FUNDAMENTAL PRINCIPLES OF NUTRITION—ANIMAL AND HUMAN

Alan Goodman

Ben Oke

300 LEVEL

NS 316

LINEAR ALGEBRA AND ITS APPLICATIONS

David C. Kelly

NS 318

COMPLEX FUNCTION THEORY

David C. Kelly

NS 384i

NEUROBIOLOGY SEMINAR

Michelle Murrain

COURSE DESCRIPTIONS

NS/CCS 101

ANIMAL BEHAVIOR AND COGNITION

Raymond Coppinger

Mark Feinstein

What is an animal doing when it "behaves"? Can animals be said to "think"? In this course we will explore the lives of animals from the joint perspectives of biology and cognitive science. Animals have a rich and remarkable range of activities: they move, find shelter, feed, defend themselves, interact with other animals, mate, and reproduce. To do so, they must be able to perceive the world around them, store and process information about it, communicate with one another, and learn. We will look at how scientists observe and analyze these phenomena in nature and learn how experiments can be designed and carried out to study animal behavior and cognition systematically. Along the way we will explore a wide range of issues in evolution, ecology, genetics, and neuroscience.

Students will be expected to read and critique a series of articles from the professional scientific literature. In addition, they will write a final paper which may be developed into a Division I examination project in CCS or NS. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 35.

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 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 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/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 the four different Schools. Beginning with the social history of the female body and the political struggles around its control, the course will go on to look at scientific views of female biology, at literary and media representations of the female body, and at differences in cultural attitudes toward the bodies of white and Third World women.

The course will be taught by a faculty member from Humanities and Arts, Natural Science, Social Science, and Communication and Cognitive Science. 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.

NS 132

RACE, GENDER AND SCIENCE

Evelynn Hammonds

Our lives are increasingly influenced by science and technology. Yet when we look at these fields, few women and minorities are represented. Why? Controversy rages over whether the reasons are psychological, sociological, historical, or even evolutionary. We will examine how the structure of science in America evolved to limit the participation of women and people of color in science. We will address these issues by examining our own experiences and by reading about the roles of women and minorities in science, including biographies (A Feeling for the Organism, Black Appollo of Science), statistics on who participates in science, and historical, psychological and sociological studies. We will look at education and educational barriers, at biological analyses of race and gender differences, and at feminist critiques of the structure of science. We also will discuss career paths and choices for women and minorities in science and strategies for coping with obstacles.

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

NS 134

NUTRITIONAL ANTHROPOLOGY

Alan Goodman

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 course is recommended to all interested Division I students and Division II students working in nutrition, anthropology or related fields. Class will meet twice a week for one and one-half hours.

NS 147 (proseminar)

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/SS 151

WORLD FOOD CRISIS

Ben Wisner

Ben Oke

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 153 (proseminar)

NEW GUINEA TAPEWORMS & JEWISH GRANDMOTHERS: NATURAL HISTORY OF INFECTIOUS DISEASE

Lynn Miller

Did you ever wonder why Jewish grandmothers who make gefilte fish from Norwegian sturgeon so frequently are parasitized by tapeworms? Maybe not, but who gets parasitized, when, and by what is highly significant to understanding the history of humankind. In this seminar we will read and think about the failure of modern (Western) medicine to eliminate most of the tropical diseases of *Homo sapiens*. Each student must prepare one seminar and write an essay on the social and medical aspects of these diseases (malaria, schistosomiasis, giardiasis, trypanosomiasis, kala-azar, etc.) focusing on the disease in one particular tropical or subtropical country. We will read Desowitz's book (given as course title) and articles from the primary medical literature.

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

NS 155

ENVIRONMENTAL CONCERNS AND THE THIRD WORLD NATIONS

Dula Amarasiriwardena

External and internal pressures on the economic, social and environmental systems of many Third World countries have led to enormous environmental problems. This course will address a number of issues of current environmental concerns in the Third World Nations: water resources and safe drinking water for the people of the

developing nations, toxic wastes, deforestation, use of nitrogen fertilizers and pesticides in agriculture, effects of technology transfer, and energy issues. We will also discuss some global environmental issues including ozone layer depletion, green house effect, and acid rain.

Class will meet two times a week for one and one-half hours. Class participation, and satisfactory work on papers, literature critiques and class projects are required for evaluation.

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 183 (proseminar)

QUANTUM MECHANICS FOR THE MYRIAD

Herbert Bernstein

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

The course has three themes: quantitative approximations to interesting phenomena; formal use of mathematics to describe observations; the philosophical and cultural significance of interpretations of physical theory. Students contact course material in ways parallel to physicians approaching nature. How to formulate questions, including how to make them into solvable puzzles, how to work cooperatively—utilizing both learned and created concepts, and how to master formal reasoning are all learned by experience.

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

NS 191

ENVIRONMENTAL SCIENCE

Charlene D'Avanzo

John Reid

In this course students will learn first hand about the challenges of doing environmental research. We will focus on three areas of concern in the field of aquatic environmental sciences: 1) eutrophication of several local lakes, 2) possible effects of electrical power generation on erosion rates of Connecticut River banks, and 3) role of bedrock and soil chemistry on acid rain neutralization. In each project students will be actively involved in designing field and laboratory experiments, data collection, and writing scientific research projects. Through these research projects we hope that the students in this

class will both appreciate the fun of science and, from the scientific perspective, why environmental problems are so difficult to "solve".

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

NS 202

CHEMISTRY I

Dula Amarasiriwardena

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

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

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

NS 214

ORGANIC CHEMISTRY II

Nancy Lowry

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

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

NS 247

CELL BIOLOGY

John Foster

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 258

COMPUTATION STRUCTURES

Albert S. Woodbull

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

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

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

The course will meet three times a week for one hour.

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 programming experience is required.

Topics will include 1) computer programming, simulation, and approximation, 2) basic concepts of calculus—rate of change, differentiation, limits, 3) differential equations, 4) dynamical systems, 5) exponential and circular functions. While the course is self-contained, students are strongly urged to follow it up by taking NS 316 Linear Algebra or the Calculus 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/CCS 264

BIOLOGY OF HUMAN BEHAVIOR

Raymond Coppinger

Lynn Miller

Mark Feinstein

"Nothing in biology makes sense except in the light of evolution." - T. Dobzhansky, 1973

In this seminar we will study the basic biology of human feeding, survival, and reproduction. We will be particularly interested in what parts of our behavior and cognitive abilities can be found in our primate relatives, what parts can be found in other mammals, what parts of our behavior are unique to us?

We will read and discuss a very small sample of the original scientific literature on a variety of aspects of mammalian behavior and cognition. We will focus on the small but rapidly growing literature on primate behavior, especially on the great apes. We will then ask how these results apply to us. Among the questions we will address: Do we inherit aggressive behavior? Do humans make and use pheromones? Is human language a unique adaptation, an exadaptation, or a consequence of adaptation for other behaviors or information-processing abilities?

Students in the seminar must be well prepared to discuss these issues and related literature. They will write three essays on material from the scientific literature beyond that discussed in class. Class will meet twice a week for one and one-half hours each time. Enrollment is open.

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 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 it will have applications in bioscience; on even-numbered years we will focus on earth sciences.

NS 293

FUNDAMENTAL PRINCIPLES OF NUTRITION—ANIMALS AND HUMANS

Alan Goodman

Ben Oke

In this course we emphasize the basic principles of human and animal nutrition, as well as current issues in international nutrition. Topics to be covered include the relationship between nutrition and function, nutrient balance and interactions, and the application of nutrient requirements and food technology to the provision of adequate nutrition without large fossil fuel expenditure. Students should gain an understanding of the significance of the main essential nutrients in humans and animals, including their digestive breakdown and physiological roles. This course is recommended for students interested in either human or animal nutrition.

Class will meet twice a week with hands-on projects approximately every other week.

NS 316

LINEAR ALGEBRA AND ITS APPLICATIONS

David Kelly

This course develops the basic geometric, algebraic, and computational notions about vector spaces and matrices and applies them to a wide range of problems and models. The material will be accessible to students who have taken at least a semester of the calculus and is 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, environmental models, and economics, using tools from differential equations, Fourier series,

linear programing, and game theory. The computer will be used throughout.

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

NS 318

COMPLEX FUNCTION THEORY

David Kelly

The complex numbers, described by Leibniz as amphibia between existence and non-existence, are now an important tool for both pure and applied mathematics. They have a fruitful geometric interpretation, provide algebraic closure to the reals (in the sense that all polynomials with coefficients in \mathbb{C} have roots in \mathbb{C}), and allow, with a more coherent theory than for real variables, the development of the calculus. The important exponential function in particular, extends elegantly to the complex domain.

This course will concentrate on the differentiation and integration of complex function, the representation by power series of complex functions, and their mapping properties. We will see application of our theory to geometry, dynamics (including the Mandelbrot set), and physics. A working knowledge of elementary calculus is assumed. There will be a weekly problem session attached to the course and regular written assignments.

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

NS 384i

NEUROBIOLOGY SEMINAR

Michelle Murrain

This seminar is specifically designed for those who are in their Div III (or late Div II) in neurosciences, cellular biology or physiology. We will explore in depth new knowledge in cellular and developmental neuroscience, by reading and discussing primary and review articles in the field.

This seminar will meet once a week for three hours.

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 101

VISUALIZING HISTORY

Joan Landes

SS 105

ONE WORLD? FROM THE LEAGUE OF NATIONS TO THE UNITED NATIONS

Aaron Berman

SS 113

RELIGIONS IN THE AMERICAS

Leonard Glick

SS 114

BLACK PSYCHOLOGY

Patricia Romney

SS 115 (proseminar)

POLITICAL JUSTICE

Lester Mazor

SS 116 (proseminar)

PEASANT REVOLUTION AND VILLAGE SOCIETY IN MODERN CHINA

Kay Johnson

SS 123 (proseminar)

SOCIAL ORDER/SOCIAL DISORDER

Robert von der Lippe

SS 125

RELIGIOUS MOVEMENTS AND SOCIAL CHANGE

Susan Darlington

SS 128 (proseminar)

CENTRAL AMERICA: THE HISTORY AND POLITICAL ECONOMY OF CRISIS

Frederick Weaver

SS/CCS/HA/NS 129

WOMEN'S BODIES: WOMEN'S LIVES

Margaret Cerullo

Michelle Murrain

Meredith Michaels

Lynne Hanley

SS 135

THE JEWS IN GERMANY

Leonard Glick

SS 136

MYSTERIES, SCIENCE, AND PSEUDOSCIENCE: CRITICAL THINKING IN THE 90's

Donald Poe

SS 137

CRITICAL STUDIES IN HISTORY I: THE RENAISSANCE AND REFORMATION

Miriam Slater

James Wald

SS 141

THIRD WORLD DEVELOPMENT: GRASSROOTS PERSPECTIVES

Frank Holmquist

SS/NS 151

WORLD FOOD CRISIS

Ben Wisner

Ben Oke

SS 158

CHANGING CULTURES, CHANGING LIVES: ASIAN AMERICANS IN THE U.S.

Mitziko Sawada

SS 161 (proseminar)

LABOR AND COMMUNITY

Myrna Breitbart

Laurie Nisonoff

SS 173

SOCIAL DEVELOPMENT OF THE YOUNG CHILD

Stephanie Schamess

SS/NS 174

WAR, REVOLUTION AND PEACE

Michael Klare

Allan Krass

SS/CCS 182

ABORTION, ADOPTION AND THE POLITICS OF MOTHERHOOD

Barbara Yngvesson

Meredith Michaels

SS 184 (proseminar)

AMERICAN CAPITALISM

Stanley Warner

200 LEVEL

SS 205

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

Aaron Berman

SS 208

ISSUES IN EDUCATION

Frederick Weaver

SS 213

CONTROVERSIES IN UNITED STATES ECONOMIC AND SOCIAL HISTORY

Laurie Nisonoff

Susan Tracy

SS 223

THE WARS WHICH CAME IN FROM THE COLD

Eqbal Ahmad

Carolee Bengelsdorf

SS/HA 225

THE OTHER SOUTH: WOMEN, BLACKS AND POOR WHITES IN SOUTHERN HISTORY AND LITERATURE

Susan Tracy

L. Brown Kennedy

SS 241

CRIME AND PUNISHMENT

Donald Poe

Lester Mazor

SS 248

GENDERED CITIES

Myrna Breitbart

Joan Landes

SS 256

MASS MAN, MASS MOVEMENTS, MASS CULTURE: EUROPE, 1890-1956

James Wald

SS 265

THE SOCIOLOGY OF MEDICINE

Robert von der Lippe

SS 273

TRANSFORMATIONS: RACE, GENDER AND SEXUALITY

Mitziko Sawada

Frances White

SS 275

STATE AND SOCIETY

Carolee Bengelsdorf

Margaret Cerullo

SS 285

STRUGGLE FOR DEMOCRACY IN THE THIRD WORLD

Kay Johnson

Frank Holmquist

SS 292

RITUAL, SANCTITY AND THE SOCIAL LIFE

Susan Darlington

SS 297

INTERPRETING CULTURE

Barbara Yngvesson

300 LEVEL

SS 302

PUBLIC AND PRIVATE LIVES: HISTORICAL AND PSYCHOLOGICAL PERSPECTIVES

Maureen Mahoney

Miriam Slater

SS 314

THE THEORY AND PRACTICE OF FAMILY THERAPY

Patricia Romney

SS 325

COLONIAL ENCOUNTERS

Eqbal Ahmad

SS 399a

MAKING SOCIAL CHANGE

Stanley Warner

COURSE DESCRIPTIONS

SS 101

VISUALIZING HISTORY

Joan Landes

This course will examine the role of film in representing the subject matter of history before a viewing public. We will highlight the extent to which cinema has exploited both historiographical and literary sources in the making of historical films. We will also contrast documentary and fictional approaches to historical filmmaking. Films by European and American directors will be viewed, and the geographical range of our materials will encompass early and late modern Europe, North America, and Asia. Readings will cover primary sources as well as critical discussions of the role of film in history. This class will meet twice a week; enrollment limit 16.

SS 105

ONE WORLD? FROM THE LEAGUE OF NATIONS TO THE UNITED NATIONS

Aaron Berman

During World War I and World War II many American politicians, intellectuals and political groups drew up plans for the construction or reconstruction of an "international community." We will closely examine these competing postwar plans as well as the political and diplomatic events leading to the establishment of the League of Nations and United Nations. Particular attention will be given to the debates over colonialism, sovereignty, and collective security. Many primary sources will be used including works by Wendell Wilkie, Margaret Mead, Sumner Welles, Walter Lippman and Henry Wallace.

SS 113

RELIGIONS IN THE AMERICAS

Leonard Glick

A cross-cultural perspective emphasizing detailed study of particular religions in social context. We'll study religious texts only occasionally, and we won't deal with theological questions; rather, our focus will be on how religious beliefs and practices serve the needs of people in their everyday lives. Here are some religions and topics that will probably be studied: Chippewa, Lakota, Navajo and other Native American religions; the Handsome Lake religion of the Iroquois, and the Ghost Dance of the western American Indian nations; evangelical and pentecostal Christians; Mormons; folk Catholicism and Protestant evangelism in Latin America; Haitian Vodun and Brazilian Umbanda; Rastafarians in the Caribbean. Students will write two short papers and one research paper, some of the work to be based on visits to local churches.

Class will meet for one and one-half hours twice a week; enrollment limit is 25. Selection, if necessary, will be based on a one page essay about your academic plans and need for the course.

SS 114

BLACK PSYCHOLOGY

Patricia Romney

This course will begin with an examination of different perspectives on black psychology as a discipline. We will then cover various topics in black psychology including intelligence testing, personality and identity development, family dynamics, mental illness and counseling. Throughout the course we will contrast the deficit-based orientation of much of the mainstream psychological literature on black Americans with Africentric models of human behavior and psychological growth. Students will look at the impact of racism on the psychology of black Americans and will also become familiar with the strengths of black people which have allowed them to survive within a climate of economic and social oppression. Several short papers and longer final paper will be required.

SS 115 (proseminar)

POLITICAL JUSTICE

Lester Mazor

This seminar will examine the ways politics, law, and justice intersect in dramatic political trials. Our goals are to establish some familiarity with the characteristics of a trial in a court of law, to examine the functions and limits of the trial process, and to explore theories of the relation of law to politics and of both to justice. The bulk of the course will consist of close study of notable political trials, such as the Sacco and Vanzetti case, the Angela Davis case, the Hiss case, or the Eichmann case. What political ends were sought and obtained and whether justice was done will be persistent questions. Readings will include trial transcripts and news accounts; Kafka, *The Trial*; and Kirchheimer, *Political Justice*. Students will work in small groups to develop presentations on particular cases. Class will meet for one and one-half hours twice a week; enrollment limit 20.

SS 116

PEASANT REVOLUTION AND VILLAGE SOCIETY IN MODERN CHINA

Kay Johnson

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

shops based on course readings and related topics generated by students' interests.

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

SS 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 125

RELIGIOUS MOVEMENTS AND SOCIAL CHANGE

Susan Darlington

Religion is a powerful social force and is often the basis of or a coping mechanism for social change. We will explore why people use religion along with politics and/or economics to guide their behavior in situations of social change and how religion responds to and influences change. Through case studies we will examine various religious perspectives and anthropological theories of religion and how these can be used to gain greater insight into current issues. Discussion will focus on the importance of cultural values and understanding in the process of change. Case studies will include early Christianity, the Protestant Reformation, cargo cults in Melanesia, the Rastafarians, the civil rights movement in the U.S., liberation theology in Latin America, and Buddhism and rural development.

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

SS 128

CENTRAL AMERICA: THE HISTORY AND POLITICAL ECONOMY OF CRISIS

Frederick Weaver

This seminar inquires into the historical roots of modern Central America, especially questioning the way 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. Along the way, we grapple with some principles of economics, political economy, and international relations, and the readings

are somewhat leavened by the inclusion of some fiction and autobiography. Readings include books by Alicia Vargas de Melendez, Walter LaFeber, Manlio Argueta, Rigoberta Menchu, and Sergio Ramirez, among others.

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

SS/CCS/NS/HA 129

WOMEN'S BODIES: WOMEN'S LIVES

Margaret Cerullo

Meredith Michaels

Michelle Murrain

Lynne Hanley

This course will explore the representation of the female body from the perspectives of each of three Schools. Beginning with the social history of the female body and the political struggles around its control, the course will go on to look at scientific views of female biology, at literacy and media representations of the female body, and at differences in cultural attitudes towards the bodies of white and Third World women. The course will be taught by a faculty member from each of four 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 for one and one-half hours twice a week; enrollment limit is 60.

SS 135

THE JEWS IN GERMANY

Leonard Glick

A social and political history of the Jews in what is now Germany, from their earliest appearance in fourth century Gaul (prior to the arrival of Franks and other Germanic peoples) to their subjection to the massive and ultimate assault known as the Holocaust. We'll begin with study of the Christian image of Jews as presented in the New Testament and other early writings; the course will focus, however, not on religious or theological topics but on the social, cultural and economic life of the Jews in Germany, and on how Germans viewed and responded to them. Some readings will be primary sources in translation: original documents, such as charters, decrees, memoirs, and speeches. Students will write four short papers responding to open-ended questions.

Class will meet for one and one-half hours twice a week; enrollment limit 25. Selection, if necessary, will be based on a one page essay about your academic plans and need for the course.

SS 136

MYSTERIES, SCIENCE AND PSEUDOSCIENCE: CRITICAL THINKING IN THE 90's

Donald Poe

This course will explore a number of phenomena currently on the fringes of scientific investigation, as approached by social scientists. We will read scientific

and popular literature on astrology and ESP, stating the case of both believers and skeptics. Possibilities for additional discussion topics include astral projection, Kirlian photography, pyramid power, pyramidology, dowsing, psychokinesis, perceptual ability of plants, telepathy, scientology, medical fads, dietary fads, earthly visits by extraterrestrial beings, acupuncture, biorhythms, the Bermuda Triangle, and numerous psychotherapies. The emphasis is on "modes of inquiry," not on debunking myths. If one wanted to investigate these phenomena in a scientific fashion, how would one go about it? What standards of proof are required? The class is open to believers and skeptics. Class meets for one and one-half hours twice weekly; enrollment limit 25.

SS 137

CRITICAL STUDIES IN HISTORY I: THE RENAISSANCE AND REFORMATION

*Miriam Slater
James Wald*

This course examines the Renaissance and Reformation in Western Europe (ca. 14th to the 17th century). Students will receive a solid grounding in factual knowledge and a basic understanding of intellectual developments, social structures and political movements as well as some acquaintance with the broader problems and concepts of historical study. Topics include the rediscovery of classical antiquity, humanism, the relationship between individual and community, women's experience, Catholicism, the rise of Protestantism and Catholic Reform. Readings include primary and secondary sources. Class will meet for one and one-half hours twice a week.

SS 141

THIRD WORLD DEVELOPMENT: GRASSROOTS PERSPECTIVES

Frank Holmquist

The course will examine the contemporary development process from the bottom. Twentieth century trends indicate a profound process of development going on in most of the Third World. But, for many, poverty and insecurity is growing. We will look at this very uneven process of development with one eye on general explanations, but with an emphasis upon individual men and women, group, and community strategies of coping with poverty and improving the circumstances of everyday life in cities and in the countryside. Our approach will be historically grounded, situationally specific, and we will deal with material from Africa, Asia and Latin America and all the disciplines of social science. We will also use novels and first-person accounts. The course will meet twice a week for one and one-half hours each session.

SS/NS 151

WORLD FOOD CRISIS

*Ben Wisner
Ben Oke*

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 limit 40.

SS 158

CHANGING CULTURES, CHANGING LIVES: ASIAN AMERICANS IN THE U.S.

Mitziko Sawada

This history course will explore the experiences of Asian immigrants in the United States, focusing in particular on sociocultural aspects. The framework will be the far-reaching and turbulent economic and political changes in an industrializing country and its impact upon Asians in the U.S.: how their lives were altered in an alien society; the socioeconomic effects of racism; the different experiences of men and women; their sense of identity; the impacts of major historical events such as World War II, the Cold War, and postindustrialism. Why are Asian Americans considered the "model minority" today? Is a strong work ethic natural to their cultural upbringing? Readings for the course will include historical and anthropological studies as well as fictional material. Students will be expected to keep up with the required readings and participate actively in class discussions. Written assignments will include a short 3-4 page essay early in the semester and a comprehensive research paper (about 15 pages) to be submitted on the last day of class. Class will meet for one and one-half hours twice a week; enrollment limit 25.

SS 161 (proseminar)

LABOR AND COMMUNITY

*Myrna Breitbart
Laurie Nisonoff*

How did the experience of work and community life change through different stages of capitalism? What struggles have workers waged in response to these changes? How does the physical design of cities and neighborhoods reflect class, race, and sexual divisions of labor? This course employs movies, novels, field trips, and articles in social history to explore the relationship between labor experiences and community life. Topics include: life in early factory towns; utopian socialist communities; the rise of mass culture; and labor/neighborhood movements.

borhood activism. Issues facing labor today (e.g., plant closings, changing family and work relationships) are also addressed. Students work on imaginative projects and gain writing experience. Evaluation will be based on class participation and papers. Class will meet for one and one-half hours twice a week; enrollment limited to 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/CCS 182

ABORTION, ADOPTION AND THE POLITICS OF MOTHERHOOD

Barbara Yngvesson
Meredith Michaels

Adoption and abortion disrupt in significant ways dominant conceptions of reproduction. By focusing on adoption and abortion this course will explore the following questions: What are the prevailing cultural interpretations of the connection between women and the children to which they give birth? How can the capacity of adults to mother dependent offspring be explained? What is the relationship between "mothering" and the

organization of gender? We will be particularly concerned: (i) to identify points of tension between dominant and alternative reproductive practices and ideologies and (ii) to problematize and to de-naturalize the idea of motherhood. Readings will be drawn from anthropology, feminist philosophy, psychology, history and the law. Class will meet for one and one-half hours twice a week; enrollment limit 30.

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 205

"FROM HARD TIMES TO SCOUNDREL TIME: AMERICAN SOCIETY AND POLITICS FROM THE GREAT DEPRESSION TO THE COLD WAR"

Aaron Berman

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

SS 208

ISSUES IN EDUCATION

Frederick Weaver

This course is designed for those with little or no background in the study of the history and politics of education. In addressing some of the pressing issues and debates about schooling in the United States, we will

draw from analyses of the beginning of public education, the influence of immigration on the development of schooling, and the continuing struggle by various groups to influence (or "reform") the structure and content of U.S. education. While looking at economic rationales for schooling, the vicissitudes of racial integration, claims about classical curricular content, and whatever, we will continue to argue about the meaning of democratic education in the late twentieth century. Readings will include Cremin, Ravitch, Apple, Rose, and others. The class will meet for one and one-half hours twice a week; open enrollment.

SS 213

CONTROVERSIES IN UNITED STATES ECONOMIC AND SOCIAL HISTORY

*Laurie Nisonoff,
Susan Tracy*

This course addresses the development of the United States economy and society from the colonial period to the present. Focusing on the development of capitalism, it provides students with an introduction to economic and historical analysis. We will study the interrelationship among society, economy and the state, the transformation of agriculture, and the response of workers to capitalism. Issues of gender, race, class, and ethnicity will figure prominently in this course. This is designed to be a core course for students concentrating in economics, politics, and history. We will work on developing research skills in economics and historical methodologies. Classes will have a lecture/discussion format. Students will be expected to attend class regularly, lead occasional discussions, and write several papers. Class will meet for one and one-half hours twice a week.

SS 223

THE WARS WHICH CAME IN FROM THE COLD

*Eqbal Ahmad
Carollee Bengelsdorf*

Studies in the ideology, structure, and actualities of cold war politics. Readings, films, and lectures shall focus on a comparative basis, on selected case studies of armed confrontations in Greece, Korea, Cuba, Czechoslovakia, and Vietnam. Then, in an attempt to comprehend the changes and continuities of world politics in the "post-cold war" period, the class shall investigate the origins and logic of two recent events: the United States' invasion of Panama [1989] and the war in the Middle East [1990-91]. In addition to attending classes students are required to view films which will be shown on Tuesday evenings. Class will meet for one and one-half hours twice a week; enrollment limit 50.

SS/HA 225

THE OTHER SOUTH: WOMEN, BLACKS AND POOR WHITES IN SOUTHERN HISTORY AND LITERATURE

*Susan Tracy
L. Brown Kennedy*

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

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

SS 241

CRIME AND PUNISHMENT

*Donald Poe
Lester Mazor*

By examining such topics as rape, drugs, the death penalty, prison riots, the insanity defense, gun control, organized crime, and white collar crime, this course will pursue broad themes running through the administration of criminal justice in the United States. These themes include the impact of race, class, and gender; the role of discretion and how it is used; the relation of theory to reality; images of crime in the media and popular culture; and the forms and location of power in the criminal justice system.

The instructors bring to the course their training in law and social psychology, as well as historical, sociological, and philosophical perspectives. Classes will consist of lecture and discussion based on the assigned readings. In addition, a number of films, guest lectures, and other events will be held outside of regular class times in conjunction with the course. The class will meet twice a week for one and one-half hours each time.

SS 248

GENDERED CITIES

*Myrna Breitbart
Joan Landes*

This course examines urban development from the viewpoint of gender. Integrating several disciplines, we consider how ideologies of gender become imbedded in the organization of urban space (e.g. the suburbs) and (along with race and class differences) differentially affect men and women's urban experience. We examine urban struggles around such issues as housing and consider women's often simultaneous experience as prisoners,

mediators and shapers of city life. Finally, we consider how feminist planners, architects and activists have creatively reconceptualized alternative patterns of city life and space over time.

This course integrates visual and scholarly materials and is targeted to students in urban and feminist studies, architecture, planning and social theory. Class will meet for one and one-half hours twice a week.

SS 256

**MASS MAN, MASS MOVEMENTS, MASS CULTURE:
EUROPE, 1890-1956**

James Wald

In late nineteenth century, a handful of European nations dominated the world, ruling over vast empires. By mid-twentieth century, however, millions of European soldiers and civilians had been killed in wars of unprecedented destructiveness, much of Europe was physically devastated, its colonial empires were on the verge of breaking up, and two new superpowers, the United States and the Soviet Union, were coming to assume a leading role in world affairs. Above all, the experience of the modern age had severely weakened, if not altogether shattered facile notions concerning the inevitability of "progress" and the benevolent nature of the human species. Organized around the relationship between social and intellectual change, our enquiry will include such topics as the World Wars, irrationalism, communism, the avant-garde, and particularly, the rise of fascism. Class meets for one and one-half hours twice a week; enrollment limit 25.

SS 265

THE SOCIOLOGY OF MEDICINE

Robert von der Lippe

This course will focus on a social science view of American medicine. Topics covered will include the history and organizational development of medicine from the eighteenth century to the present. We will also review the development of medical education in the United States and pay particular attention to the economic, social, cultural, and political factors that led to medical education and practice taking the shape and form that we see today. The development of other health personnel and their organization and training will also be considered. Finally, we will look at the patient/professional interface to attempt to better understand how our health care system began, developed, and might change in the future. Class will meet for one and one-half hours twice a week.

SS 273

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

*Mitziko Sawada
E. Frances White*

Race, gender, and sexuality interact in such complex ways in our culture that they transform the meaning of each other and raise contradictions in the society.

Beginning with the premise that race, gender, and sexuality have little to do with biology and are culturally constructed, this seminar will explore these concepts in nineteenth and twentieth century U.S., focusing particular attention on African and Asian American examples. For instance, when maleness signified patriarchal control and black meant slave, what did Black Manhood stand for? In an age when men protected Womanhood, how could the lynching of black women be justified? Why was it that during the formation of the nuclear family in Victorian America, Asian immigrants were constituted as a single-sex society? In our contemporary period, how are challenges to traditional power relations based on race, gender, and sexuality effected? Class will meet for one and one-half hours a week.

SS 275

STATE AND SOCIETY

*Carollee Bengelsdorf
Margaret Cerullo*

Major classical theorists of the modern state such as Locke, Rousseau, Mills and Marx are often viewed as thinkers talking about politics and society in the abstract. We intend to view them as voices situated within particular social and historical contexts expressive of attempts to attack or alternatively, uphold particular configurations of power. We then plan to explore the work of critics and revisionists of both the liberal and Marxist traditions who have written in this century such as Gramsci, Luxemburg, Mariategui, Pateman, Dahl, Eisenstein, Bowles and Gintis, the minority legal scholars and Guevara. Finally, we will examine how the debates they embody are playing themselves out today in Eastern Europe, in the Third World and in the politics of race, gender and class in the United States. Class will meet for one and one-half hours twice a week.

SS 285

STRUGGLE FOR DEMOCRACY IN THE THIRD WORLD

*Kay Johnson
Frank Holmquist*

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 292

RITUAL, SANCTITY AND THE SOCIAL LIFE

Susan Darlington

This course will explore the importance of religion in social life, in terms of practice and belief, and symbolism and spirituality. We will begin with a study of some of the major theories of religion and society, from a variety of disciplinary approaches. These conceptual theories will be grounded and tested in several concrete cases, ranging from the Australian Aborigines to Islam in the Middle East and Asia to the contemporary United States. A central focus will be on the dilemmas of meaning and order—both individual and social—which make concepts of sanctity, and ritual critical and compelling for us as social beings. The class will meet for one and one-half hours twice a week; enrollment limit 25.

SS 297

INTERPRETING CULTURE

Barbara Yngvesson

This course will examine some of the premises, challenges, and problems of anthropology as a vehicle for representing and interpreting cultural forms and social relationships. It will examine epistemological and methodological issues involved in "participant observation" as a concept and practice central to anthropological research, focusing on questions of power and of ethnographic authority in the construction of ethnographic texts. Explicitly "fictional" work (such as novels), and historical studies will be used to discuss the ways that ethnography continually moves across disciplinary boundaries that suggest a world divided between the "imagined" and the "real." An aim of the course is both the critical examination of ethnography as a form of knowledge, and engagement with a number of recent texts that suggest the potential for ethnography as cultural critique. The course is intended for advanced students in anthropology and related fields. The class will meet for two and one-half hours once a week.

SS 302

PUBLIC AND PRIVATE LIVES: HISTORICAL AND PSYCHOLOGICAL PERSPECTIVES

*Maureen Maboney
Miriam Slater*

This course focuses on the relationship between private and public life as it has been experienced by women and men and analyzed by historians and psychologists. It is intended for advanced students with backgrounds in history, psychology and/or feminist studies. We will examine a series of works on ideas about sexuality, romance, nuptiality, and the psychology of parenting, family life and intimacy. In addition, we will examine attitudes toward and patterns of work as they

relate to private life. Emphasis will be primarily on the history of these ideas in the United States. The class will meet once a week for three hours; enrollment limit 25.

SS 314

SYSTEMIC THEORY AND PRACTICE

Patricia Romney

This advanced seminar will explore the epistemological tenets of systemic theory and its practice applications from Bateson through Maturana, Keeney, the Milan team, and the post-Milan era. Emphasis will be placed on the ideas of circularity and recursive process in the causality of family dysfunction. The issues of gender and power will be examined and the question raised as to whether in theory or practice, systemic ideas embody a bias against women. Constructivist approaches will be discussed in relation to the renewed emphasis on narrative in family therapy. Several short papers and a final paper will be required. Class will meet for once a week for two and one-half hours; enrollment limit is 15.

SS 325

COLONIAL ENCOUNTERS

Eqbal Ahmad

Studies in the varieties of interaction between imperialism and nationalism. This course will focus on India, Egypt, Algeria, and Palestine. Class will meet once a week for three hours; enrollment limit 20. Instructor's permission.

SS 399a

MAKING SOCIAL CHANGE

Stanley Warner

We will form a collective of sixteen Division III students working for social change, who will be responsible for (1) presenting one's own current research, and (2) engaging a common core of theoretical readings. Consider the following words: Apartheid, Gandhi, Greenpeace, Black Panthers, Vietnam, Harvey Milk, Abortion, Free Schools, Terrorism. Within specific arenas and behind particular tactics and strategies lie explicit or implicit theories of social change. Caught in the middle are questions of violence or nonviolence, incrementalism or revolution, centralism or decentralism, cooptation or boring from within. In this seminar we will work backward from the individual experience of participants and the discussion of specific historical cases to uncover another level of thinking about defining morally defensible and politically effective strategies for social change. Class will meet for three hours once a week; enrollment limit 16

FIVE COLLEGE PROGRAMS

Hampshire students are encouraged to take advantage of the vast curriculum, faculty, and library resources offered by Amherst, Mount Holyoke, and Smith Colleges and the University of Massachusetts. Each year over 6,000 courses are available to students in the Five College system at no extra charge; a convenient free bus system provides transportation among the campuses.

Together the five colleges have developed cooperative programs in the areas of study listed below. In addition, their collective strength of resources allows interdisciplinary study in many areas, including environmental studies, film, Latin American studies, legal studies, and neuroscience.

Hampshire students interested in language study may take courses in over 20 foreign languages offered on the five campuses. These include courses in Chinese and Japanese; Greek and Latin; Arabic; Germanic languages, including Danish, Dutch, and Swedish; Slavic languages, including Russian and Polish; and Romance languages, including French, Spanish, Italian, and Portuguese.

Along with the course interchange program, the five colleges jointly sponsor faculty exchanges, visiting lectures, a public broadcasting radio station, and an interlibrary network. All students have open stack access and borrowing privileges at five college libraries, which collectively house over eight million volumes.

AFRICAN STUDIES

Certificate Program Advisors: Hampshire—Mike Ford, Tsenay Serequeberhan; Amherst—Reinhard Sander; Mount Holyoke—Eugenia Herbert; Smith—Elizabeth Hopkins; University of Massachusetts—Thomas Cassirer, Ketu Katrak

The Five College African Studies certificate program was established in 1987 as a way for students to coordinate a study of Africa. Any degree student in the five colleges is eligible to participate in the African Studies certificate program. The program is explicitly designed not to have a single disciplinary focus, but rather to be broadly interdisciplinary in character, while providing an intensive focus in a single geographic area.

The program requires a minimum of 18 credits in courses on Africa and the completion of a foreign language requirement. Africa courses are defined as those whose content is at least fifty percent devoted to Africa *per se*. Students commence their certificate program studies with an introductory course whose focus ranges continent-wide. Subsequent courses are more advanced and more specific in focus. Program advisors on each of the five campuses will assist students in planning an

academic program that satisfies certificate requirements. Students may choose from a variety of courses, giving them ample opportunity to pursue their own interests as they fulfill certificate requirements.

ASTRONOMY

Amherst—George Greenstein; Mount Holyoke—Tom Dennis; Smith—Suzan Edwards, Richard White; University of Massachusetts—Thomas Amy, William Dent, Robert Dickman, Paul Goldsmith, Edward Harrison, William Irvine, Susan Kleinmann, John Kwan, Read Predmore, F. Peter Schloerb, Stephen Schneider, Michael Skrutskie, Ronald Snell, Stephen Strom, Eugene Tademaru, David Van Blerkom, Martin Weinberg, Judith Young; Lecturer: Karen Strom.

By pooling faculty and institutional resources, the Five College Astronomy Department offers an extraordinarily rich curriculum in astronomy and provides ample opportunity for students to conduct research projects in such areas as cometary studies, the physics and chemistry of molecular clouds, studies of star formation and stellar evolution, formation of planetary systems, star formation activity in galaxies, active galactic nuclei and cosmology.

Local resources of the Five College Astronomy Department, used both in student instruction and student research, include the following facilities: 1) the Five College Astronomy Radio Observatory (FCRAO), which is the largest millimeter wave telescope in the U.S., equipped with a state of the art 15 element array detector to allow radio mapping of celestial objects, 2) a 16 inch Boller and Chivens reflecting telescope equipped with a chopping secondary mirror for use in the near infrared spectral regime and a wide variety of modern detectors, including an infrared photometer, an infrared camera, and a CCD digital imaging detector for use at optical wavelengths, 3) additional 24 inch cassegrain reflecting telescopes for use at optical wavelengths, 4) an 18 inch Alvan Clark refractor. In addition to these modern telescopes and detectors, the astronomy department provides student instruction in sophisticated techniques of digital data display and analysis with image processing computers. The opportunity to work on instrument development in well equipped laboratories is also available for interested students.

The course offerings in the Five College Astronomy Department can be found in the Course Guide, under Five College Offerings. Students are encouraged to consult with Fred Wirth in the School of Natural Science to find out how to integrate astronomy courses into the Hampshire curriculum.

BLACK STUDIES

Faculty: Hampshire Robert Coles, Michael Ford, Denzil Hurley, Margo MacKay-Simmons, Patricia Romney, Andrew Salkey, Francis White; and the Black Studies faculty at Amherst, Mount Holyoke, and Smith Colleges and the University of Massachusetts.

The Five College Black Studies Executive Committee has devised a single black studies major common to the five cooperating institutions—Amherst, Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts. Hampshire students, who must complete divisional work to qualify for graduation, may integrate most of the major requirements into their academic work at Hampshire. Interested students are advised, though not required, to follow general guidelines suggested in the major to plan a program of study.

The black studies major is structured so as to provide, in addition to a general introduction to various aspects of the field, specializations or concentrations in the areas of education, history, the humanities, and the social sciences. The major is designed to equip students with the normal competencies of a major in one of the traditional fields, in addition to an understanding free of the distortions that have affected the perception of the roles and capabilities of blacks in the world.

Introductory courses offered at several of the five colleges are designed to give the student a realistic insight into the field. The general concentration should include one course in each of the humanities and social sciences. Studying these from the perspectives of a number of relevant disciplines will enable the student to develop a comprehensive understanding of the black experience.

The advanced concentration should include five courses within an area of academic interest that the student plans to pursue through field study and research.

Recent Hampshire courses have included "Third World Feminisms" and "Race, Law, and Education."

COASTAL AND MARINE SCIENCES

Faculty: Hampshire—Charlene D'Avanzo, John Reid; The Coastal and Marine Science faculty at Amherst, Mount Holyoke, and Smith Colleges, and the University of Massachusetts.

Coastal and Marine Sciences is a growing program at Hampshire and within the five colleges. Students may pursue particular interests in the field through a wide variety of courses offered on the five campuses, and through participation in field studies, research, and training in oceanographic techniques. The Hampshire College Bioshelter supports students' research in aquaculture, marine ecology, and related topics. The program sponsors training cruises aboard oceanographic vessels, and summer research opportunities. In addition, the Coastal and Marine Science program is affiliated with two organizations that provide students and faculty with

educational and research opportunities along the coast of Massachusetts: Northeast Marine Environmental Institution, Inc. (NEMEI) and Woods Hole Consortium for Marine Sciences.

NEMEI, located on Buzzards Bay in Bourne, Massachusetts, provides five college students with laboratory and overnight facilities for coastal field trips. The organization runs educational and research programs and provides marine specimens for laboratory use.

The Five College program has also joined the Woods Hole Consortium which provides laboratory space for selected research projects and educational opportunities at the prestigious Marine Biological Laboratory (MBL) at Woods Hole, Massachusetts. The Woods Hole Consortium offers field trips to MBL and surrounding coastal environments, seminars, contact with noted marine scientists, and student internships with Hampshire faculty or Woods Hole scientists.

DANCE PROGRAM

Faculty: Hampshire—Ed Groff, Daphne Lowell, Rebecca Nordstrom, Peggy Schwartz (Five College associate professor); Amherst—Wendy Woodson; Mount Holyoke—Jim Coleman, Karen Dearborn, Terese Freedman, Ken Lipitz; Smith—Sharon Arslanian, Gemze de Lappe, Susan Waltner; and the dance faculty at the University of Massachusetts.

The Five College Dance Department supports a wide variety of philosophical approaches to dance and provides an opportunity for students to experience numerous performance styles and techniques. Course offerings are completely coordinated among the campuses and arranged around the five-college bus schedules to make registration, interchange, and student travel most effective. Complete course lists and schedules are available to students from the Hampshire dance office and the Five College Dance Department office.

At Hampshire, dance and movement courses encompass the study of dance both as a discipline and an art form, and the study of movement—one's own and others' as a vital dimension of personal and social education. Students' programs are designed according to their own needs, and there are ample opportunities for interested and energetic students to choreograph and perform during the year. Classes and workshops involve areas of dance technique, composition, improvisation, and Laban Movement Analysis. Students may choose to concentrate in dance, using the resources of the Five College Dance Department, or develop an interdisciplinary concentration combining dance with other areas of study, such as psychology, theatre, human development, anthropology, communications, and the visual arts.

EAST ASIAN STUDIES

Faculty: Hampshire—Kay Johnson, Mitziko Sawada; the Asian Studies faculty of Amherst, Mount Holyoke, and Smith Colleges, and the University of Massachusetts.

The Five College East Asian Studies program and the associated program in East Asian languages provides a coordinated curriculum and shared resources to students at all five campuses. The program's major purpose is to provide undergraduate instruction in Chinese, Japanese, and related disciplines. Over one hundred courses are offered each year in language, literature, history, art history, religious thought and philosophy, geography, political science, economics, and music. Through long-established ties between the Five Colleges and academic and cultural institutions in China and Japan, students enjoy a variety of opportunities for study and travel in both countries. Each year the program also brings Chinese and Japanese students and faculty to study and teach in the five-college area.

The Five College program in East Asian languages currently offers four years of coursework in Chinese and Japanese languages, literature, and linguistics. Hampshire students may begin studies in either language and proceed to advanced work by taking sequential courses.

INTERNATIONAL RELATIONS

Certificate Program Advisors: Hampshire—Benjamin Wisner; Amherst—William Taubman, Pavel Machala; Mount Holyoke—Vincent Ferraro, Anthony Lake; Smith—Peter Rowe, Elizabeth Doherty; University of Massachusetts—Stephen Pelz, Eric Einhorn, James DerDerian.

The certificate program in International Relations was established in 1985 for students who wish to pursue an interest in international affairs as a complement to a major or concentration in another discipline, as well as for those intending a career in the field. To qualify for a certificate, students must take an introductory course in world politics; at least one course on global institutions or problems; a course on the international economic order; one on the history of modern international relations; and one on contemporary American foreign policy. They must also complete at least two years of study in a foreign language, and take two courses on the politics, economy, or culture of an area other than the United States. One of the latter courses must involve study of a Third World country or region.

Program advisors on each of the campuses will assist students in planning an academic program that satisfies certificate requirements. Students may choose from among hundreds of courses, giving them ample opportunity to pursue their own interests as they fulfill the demands of the program. In addition to taking courses, students pursuing a certificate in international relations (as well as those interested in the field) may attend the many lectures, symposia, panel discussions, and other special events on international affairs that take place at the Five Colleges throughout the academic year.

PEACE AND WORLD SECURITY STUDIES

Faculty Steering Committee: Hampshire—Michael Klare (program director), Allan Krass, Brian Schultz; Amherst—Jan Dizard, William Taubman, Ronald Tiersky; Mount Holyoke—Joseph Ellis, Vincent Ferraro, Anthony Lake; Smith—Thomas Derr, Deborah Lubar, Thomas Riddell; University of Massachusetts—James DerDerian, Jerome King, George Levinger.

The Five College Program in Peace and World Security Studies (PAWSS) was launched in 1984 by a group of five college faculty and administrators who perceived a need for expanded curriculum development and cross campus coordination in the study of peace and conflict resolution. Funded in part by a three year grant from the Ford Foundation PAWSS is a multidisciplinary program that seeks to enrich the discussion of issues of war and peace throughout the academic community. By encouraging the exploration of these issues, PAWSS ultimately hopes to enhance the academic community's contribution to the search for peace and world and national security.

In pursuit of these goals, PAWSS sponsors educational events open to the Five College community throughout the academic year. These include public lectures, films, panel discussion, and debates. In addition, PAWSS organizes annual winter and summer workshops for faculty to study and exchange ideas on critical policy and curricular issues. Recent workshops have focused on psychological analyses of the arms race, and on Soviet military and foreign policy.

Students can participate in the PAWSS program by attending public lectures and conferences, by taking courses in the field, and by engaging in special student activities. These include an annual leadership seminar during January term and summer internships with organizations and agencies in the peace and security field.

In addition to the Hampshire faculty who teach courses related to peace and world security issues, nearly 100 Five College faculty in history, political science, international relations, and many other disciplines offer courses in this field.

FIVE COLLEGE FACULTY OFFERINGS

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

COURSE LIST

AMHERST

Political Science 40f

CASE STUDIES IN AMERICAN FOREIGN POLICY

Anthony Lake

AMHERST

English 47

IMPERIALISM IN MODERN LITERATURE

Ngugi Wa Thiong'O

HAMPSHIRE

Foreign Languages 105

ELEMENTARY ARABIC I

Mohammed Mossa Jiyad

HAMPSHIRE

SS/NS 174

WAR, REVOLUTION AND PEACE

Michael Klare

Allan Krass

MOUNT HOLYOKE

Asian 230f

ELEMENTARY ARABIC II

Mohammed Mossa Jiyad

MOUNT HOLYOKE

International Relations 300f

THE VIETNAM WAR

Anthony Lake

SMITH

Jewish Studies 100d

ELEMENTARY MODERN HEBREW

Shlomo Lederman

SMITH

Dance 143a

COMPARATIVE CARIBBEAN DANCE I

Yvonne Daniel

SMITH

Comparative Literature 237a

COLONIALISM AND AFRICAN LITERATURE

Ngugi Wa Thiong'O

SMITH

Dance 375a

ANTHROPOLOGICAL BASIS OF DANCE

Yvonne Daniel

UNIVERSITY

Hebrew 201

INTERMEDIATE MODERN HEBREW I

Shlomo Lederman

UNIVERSITY

Arabic 226

ELEMENTARY ARABIC II

Mohammed Mossa Jiyad

UNIVERSITY

Geology 591M

GEOCHEMISTRY OF MAGMATIC PROCESSES

J. Michael Rhodes

FIVE COLLEGE ASTRONOMY

AMHERST

FCAST 19

ASTRONOMY I: PLANETARY SCIENCE

F. Peter Schloerb

UNIVERSITY

FCAST 20

COSMOLOGY

Edward R. Harrison

AMHERST/UNIVERSITY

FCAST 21

ASTRONOMY II: STARS AND STELLAR EVOLUTION

Thomas Arny

Michael Skrutskie

FCAST 37

OBSERVATIONAL TECHNIQUES IN INFRARED AND OPTICAL ASTRONOMY

Suzan Edwards

UNIVERSITY

FCAST 43

ASTROPHYSICS

John Kwan

COURSE DESCRIPTIONS

AMHERST

Political Science 40f

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.

AMHERST

English 47

IMPERIALISM IN MODERN LITERATURE

Ngugi Wa Thiong'O

Imperialism and anti-imperialism are at the heart of an integrated economic political, cultural, ideological and psychological process that has shaped the twentieth-century sensibility in ways that deeply affect our perception of personal and inter-group relationships in society. Twentieth-century literature is a product and reflection of the all-pervasive struggle between imperialism and anti-imperialism. This is particularly true of "third" world literatures, but certainly no literature in the twentieth century has remained unaffected.

The course makes a comparative examination of selected writers from Africa, Asia, South America, and Europe and their responses to and treatment of the experience of imperialism. The concentration is on African literature in English or in English translation.

Limited to 30 juniors and seniors. Prerequisite: at least one previous course in African Studies. Students in this course will be equitably distributed among the five colleges.

HAMPSHIRE
Foreign Language 105
ELEMENTARY ARABIC I
Mohammed Mossa Jiyad

Lecture, class recitation, extensive use of language lab. Introduction to the Modern Standard Arabic language: reading, writing and speaking. Daily written assignments, frequent recitations, dictations, quizzes, and exams. Text: Ahlan Wa Sahlan Part 1 and 2. A computer program will be used to teach the Arabic script, and a proficiency based series of computer programs and games to teach vocabulary and functional expressions will be used later in the course. Some handouts of practical use will be distributed. Three class meetings per week, plus individual work in the language lab.

HAMPSHIRE COLLEGE
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. 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.

MOUNT HOLYOKE
Asian 230f
ELEMENTARY ARABIC II
Mohammed Mossa Jiyad

See University Arabic 226 for description.

MOUNT HOLYOKE
International Relations 300f
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.

SMITH
Jewish Studies 100d
ELEMENTARY MODERN HEBREW
Shlomo Lederman

A one-year elementary course in spoken and written Israeli Hebrew. Emphasis first semester will be on the development of oral proficiency and the acquisition of reading and writing skills. Second semester will include the reading and discussion of authentic Hebrew texts.

SMITH
Dance 143a
COMPARATIVE CARIBBEAN DANCE I
Yvonne Daniel

This course is designed to give flexibility, strength and endurance training within Caribbean dance styles. It focuses on Katherine Dunham (African-Haitian) and Teresa Gonzalez (Cuban) techniques and includes Haitian, Cuban and Brazilian traditional dances. The cultural contexts of secular and religious dance forms are emphasized. Students are involved in physical training, perfection of style, and understanding the diverse values that are embodied in movement. Students will develop skill and respond to traditional Caribbean rules of performance, they are encouraged to display Caribbean dances in studio and concert performance settings. Class will meet on Mondays from 7 - 10 p.m. at Crew House.

SMITH
Comparative Literature 237a
COLONIALISM AND AFRICAN LITERATURE
Ngugi Wa Thiong'O

The rise and the growth of African literature are inseparable from the imposition of colonialism and the resulting anti-colonial resistance. The choice of European languages as the vehicle of much of this writing is the clearest and most obvious evidence of this imposition. But how these writers have used the languages of imposition to meet their needs is also evidence of the resistance tradition in modern African literature. The literature embodies an anti-colonial consciousness which carries both protest against human degradation and affirmation of the values of human dignity and courage. The course explores the work of a number of African writers against that background. Students in this course will be equitably distributed among the five colleges.

SMITH
Dance 375a
ANTHROPOLOGICAL BASIS OF DANCE
Yvonne Daniel

This course is a study of the history and development of dance from ritual to performance. It is designed to investigate dance as a cultural expression with a variety of forms and functions. Through lectures, readings and films, an overview of the literature of dance and dance anthropology is revealed. The importance of myth, religion, ritual and social organization in the development of dance is emphasized. Theories on the origin of dance,

dance as art or as functional behavior, as well as methods of studying dance are reviewed. Comparative studies are used as examples of the importance of dance in societies, past and present, e.g., from Australia, Africa, Indonesia, Europe, the Circum-polar regions and the Americas. Also, students are exposed to values embodied in dance, as well as dance research methods, through dancing. Class will meet Mondays and Wednesdays from 1 - 2 p.m.

UNIVERSITY
Hebrew 201

INTERMEDIATE MODERN HEBREW I
Shlomo Lederman

Continues study of modern Hebrew; increases proficiency in conversation, reading and writing skills. Adapted short stories, audiovisual aids. Written and oral exercises, language lab attendance. Prerequisite: Hebrew 101, 102, or consent of instructor.

UNIVERSITY
Arabic 226

ELEMENTARY ARABIC II
Mohammed Mossa Jiyad

Lecture, class recitation, extensive use of language lab and proficiency based series of specially designed computer programs and games. Continuing study of Modern Standard Arabic reading, writing and speaking. Daily written assignments, dictations, frequent quizzes, and exams. Text: To be decided. Prerequisite: Arabic 126, 146, or consent of instructor.

UNIVERSITY
Geology 591M

GEOCHEMISTRY OF MAGMATIC PROCESSES
J. Michael Rhodes

Geochemical, aspects of the formation and evolution of the earth's mantle, and the generation of crustal rocks through magmatic processes. Topics will include geochronology, chemical and isotopic evolution of the mantle, composition and evolution of the earth's crust, geochemical and isotopic constraints on magma genesis. Prerequisite: Petrology and/or Introductory Geochemistry.

AMHERST
FCAST 19

ASTRONOMY I: PLANETARY SCIENCE
F. Peter Schloerb

Introductory course for physical science majors. Topics include: planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets, and planetary rings; origin and evolution of the planets. Prerequisites: one semester of calculus and one semester of physical science.

UNIVERSITY
FCAST 20

COSMOLOGY
Edward R. Harrison

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

AMHERST/MOUNT HOLYOKE
FCAST 21

ASTRONOMY II: STARS AND STELLAR EVOLUTION
Thomas T. Arny
Michael Skrutskie

Observational data on stars: masses, radii, and the Hertzsprung-Russell diagram. The basic equations of stellar structure. Nuclear energy generation in stars and the origin of the elements. The three possible ways a star can die: white dwarfs, pulsars, and black holes. Extensive computer labs include introduction to scientific programming, with exercises in numerical integration, n-body simulations, and data manipulation. Will meet for class and labs at Amherst College, observing labs to meet at Mount Holyoke on an unscheduled basis. Prerequisites: one year of calculus, one year of physics.

FCAST 37

OBSERVATIONAL TECHNIQUES IN INFRARED AND OPTICAL ASTRONOMY
Suzan Edwards

An introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared, telescope design and optics. Instrumentation for imaging, photometry, and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Data analysis and astrophysical interpretation, with an emphasis on globular clusters. Prerequisites: FCAST 21a and b.

UNIVERSITY
FCAST 43

ASTROPHYSICS
John Kuan

A course on the quantitative application of physics to the understanding of astronomical phenomena. Through the study of one or more topics such as the interior structure of a star, the dynamics of a star cluster, the photo-ionized region around a hot star, the phenomenon of extragalactic radio sources, students learn how the principles of physics are applied to derive theoretical relations and results for comparison with astronomical observations. No previous astronomy courses required. Prerequisites: Physics: Mechanics, Thermodynamics. Prerequisites may be taken concurrently or per permission of the instructor.

CO-CURRICULAR COURSES

CHORUS

Ann Kearns

The Chorus rehearses Mondays and Wednesdays, 4-6 p.m., in the recital Hall of the Music and Dance Building. Our concert repertory for the Fall semester includes Carl Orff's *CARMINA BURANA* (Parents' Weekend) and Leonard Bernstein's *CHICHESTER PSALMS*, Ariel Ramirez' *NAVIDAD NUESTRA* and a new work by Hampshire faculty member Margo Simmons (December). Admission to the Chorus is by short, painless audition; sign up at Chorus Office. Faculty and staff are warmly welcomed.

THEATRE BOARD

The Theatre Board is a committee of seven students (five voting members and two alternative) 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.

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 ext. 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 A5 office.

HAMPSHIRE

Foreign Language 105

ELEMENTARY ARABIC I

Mohammed Mossa Jiyad

Lecture, class recitation, extensive use of language lab. Introduction to the Modern Standard Arabic language: reading, writing and speaking. Daily written assignments, frequent recitations, dictations, quizzes, and exams. Text: *Ahlan Wa Sahlan* Part 1 and 2. A computer program will be used to teach the Arabic script, and a proficiency based series of computer programs and games to teach vocabulary and functional expressions will be used later in the course. Some handouts of practical use will be distributed. Three class meetings per week, plus individual work in the language lab.

OUTDOOR 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 107

YOGA

Lisa Clark

OPRA 111

AIKIDO

Paul Sylvain

OPRA 116

BEGINNING KYUDO: ZEN ARCHERY

Marion Taylor

OPRA 117

INTERMEDIATE KYUDO

Marion Taylor

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 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 (OUTDOORS)

Madelyn McRae

OPRA 186

ADVANCED BEGINNING TENNIS (INDOORS)

Madelyn McRae

OPRA 187

INTERMEDIATE TENNIS (OUTDOORS)

Madelyn McRae

OPRA 188

ADVANCED INTERMEDIATE TENNIS (INDOORS)

Madelyn McRae

OPRA 195

HC TENNIS CLUB (OUTDOORS)

Madelyn McRae

COURSE DESCRIPTIONS

All non-Hampshire participants will be charged a Lab/Equipment Fee for attending any of the following courses.

Five College students will be graded on a pass/fail basis and must negotiate credits with their own registrars.

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 p.m. in the Robert Crown Center. Enrollment unlimited.

OPRA 102
INTERMEDIATE SHOTOKAN KARATE
Marion Taylor

This course is for students who have completed OPRA 101. The class will cover more advanced sparring and kata. The class will meet Tuesday and Thursday, 6:00 to 8:00 p.m. in the Robert Crown Center. 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 p.m., and Sunday 2:00 to 4:00 p.m., in the Robert Crown Center. Enrollment unlimited; instructor's permission.

OPRA 107
YOGA
Lisa Clark

Class is based on Kripalu Yoga and the principles of Body Mind Centering (TM) developed by Bonnie B. Cohen. Students are provided with detailed instruction in yoga postures (asanas), breathing exercises (pranayama), experiential anatomy through movement and stretching, and meditation in motion.

Class meets in the South Lounge of the RCC on Wednesdays and Fridays from 4:00 to 5:45 p.m.

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 p.m. in the Robert Crown Center.

OPRA 116
KYUDO: ZEN ARCHERY
Marion Taylor

Kyudo, the Way of the Bow, has been practiced in Japan for centuries. The form of the practice is considered a type of Ritsuzen or standing Zen. It is often practiced in monasteries as an active meditation and contrast to Zazen

or seated Zen. The class will concentrate on learning the Seven Co-ordinations or step by step shooting form. The target which is only six feet away serves the archer as a mirror in order to reflect the status of the archer's mind and spirit.

Since space and equipment are limited, it may be necessary to limit the number of people in this class. Therefore each prospective student should make an appointment for an interview with the instructor before the first week of classes.

The class will meet in the South Lounge of the RCC on Tuesday and Thursday from 4:00 to 5:30 p.m.

OPRA 117
INTERMEDIATE KYUDO
Marion Taylor

This course will extend to the Hitote or two arrow form of Zen Archery. The students will be able to shoot outdoors after Spring Break and try longer range shooting.

The course can only be taken by people who have completed OPRA 117.

The class will meet in the South Lounge of the RCC on Monday and Wednesday from 2:30-4:00 p.m.

OPRA 118
BEGINNING T'AI CHI
Denise Barry

T'ai Chi is the best known Taoist movement and martial art. It was created by Taoist priests to be a "cloud water dance" more than 1200 years ago. The pattern of slow, graceful movements stimulates energy centers and promotes endurance, vitality and relaxation. This course will include conditioning exercises, standing meditation and part I of the Yang style T'ai Chi form.

The class meets on Thursdays from 12:30 to 1:45 p.m. in the Robert Crown Center. Enrollment is open. Register by attending the first class.

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. We will also introduce some two-person push-hands.

The class meets on Thursdays from 2:00 to 3:15 p.m. in the Robert Crown Center. Enrollment is open. Register by attending the first class.

OPRA 123

BEGINNING WHITEWATER KAYAKING (X)

Earl Alderson

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

The class will meet on Wednesdays from 1:30 to 2:45 p.m. 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.

OPRA 124

BEGINNING WHITEWATER KAYAKING (Y)

Glenna Lee Alderson

This course is the same as OPRA 123.

Class will meet Wednesdays from 2:45 to 4:00 p.m. 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.

OPRA 126

BEYOND BEGINNING WHITEWATER KAYAKING

Earl Alderson

This course is designed for people who have taken the beginning kayak class, or who have had some previous beginning instruction. Class II to III rivers will be paddled in order to practice basic to advanced whitewater skills, along with fine tuning fundamental skills in the pool. Prerequisites include an Eskimo roll (moving water preferred) and solid class II skills. Strong swimming ability is required. (Swim evaluation will be made at the first class).

Class will meet on Thursdays 12:30 to 6:00 p.m. Strong swimming ability is required. (Swim evaluation 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 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.

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 Wednesday from 12:30 to 5:30 p.m. Permission of the instructor is required.

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. A basic approach to getting in shape and understanding why and how to be fit. Learn a complete conditioning program composed of stretching, brisk walking, weight lifting and the nutritional requirements for good health. The class will clearly explain the physiology, mechanics, and psychology of stretching. Also, the instructor will present practical guidelines for developing a flexibility program, including numerous stretching exercises and warm-up drills. You'll increase flexibility, tone, muscular strength, improve endurance, and feel ALIVE!

Running shoes and sweats are required.

Meets Tuesday and Thursday, 8:00 to 10:00 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 ecofeminism, Native American's view of the land, personal growth in the outdoors, wilderness and the arts, and societal alienation from nature.

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

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

OPRA 178
PHILOSOPHY OF EXPERIENTIAL EDUCATION
Karen Warren
and Student Instructors TBA

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, 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 based on a student directed classroom. 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 a.m. to 12:30 p.m.

OPRA 185
BEGINNING TENNIS (OUTDOORS)
Madelyn McRae

Catch the fever for the fuzzy yellow ball! You'll leave this class with a thorough knowledge of the basics (stroke production and game rules) to keep you playing one of the best lifetime sports. Emphasis on group interaction and fun.

Class will meet M and W 1:00-2:00 p.m. outdoors, weather permitting, or in the MultiSport Center until October Break. Limit 12. Instructor's permission required.

OPRA 186
ADVANCED BEGINNING TENNIS (INDOORS)
Madelyn McRae

A continuation of OPRA 185

Class will meet after October Break on M and W 1:00-2:30 p.m. in the MultiSport Center. Limit 12. Instructor's permission required.

OPRA 187
INTERMEDIATE TENNIS (OUTDOORS)
Madelyn McRae

For the occasional but avid player who's eager to improve. This class provides a solid review of basics, introduces spin, and looks at singles and doubles strategy. Learn to evaluate your own play.

Class will meet outdoors, weather permitting, or in the MultiSport Center on M and W 2:00-3:00 p.m. until October Break. Limit 12. Instructor's permission required.

OPRA 188
ADVANCED INTERMEDIATE TENNIS (INDOORS)
Madelyn McRae

A continuation of OPRA 187.

Class will meet after October Break on T and Th 1:00-2:30 p.m. in the MultiSport Center. Limit 12. Instructor's permission required.

OPRA 195
HC TENNIS CLUB (OUTDOORS)
Madelyn McRae

If you want to play regularly and are seeking new friends in this great sport, join the club—literally. Open to HC students, faculty, and staff, this group will play under the guidance of an instructor. Clinics will be a part of the course, emphasizing certain aspects of the game, e.g., serves, doubles play, drills. And if you're looking for some more action, become a part of the Club team that will play matches against some other teams and clubs in the area.

The Club will meet before October Break on T and Th 1:00-2:30 p.m. at the outdoor courts, weather permitting on in the MultiSport Center. Limit TBA.

EMERGENCY MEDICAL TECHNICIANS

The Hampshire College EMT program will be sponsoring an EMT course. The course is open to 5-College students as well as to the surrounding community. The focus of this course is pre-hospital care and completion qualifies the participant to sit for the Massachusetts state exam.

The course involves both lecture and hands on practice. Participants will also be trained and receive certification in first responder, and American Heart CPR.

The instructor will be Wes Stevenson, RN, EMT, I/C and will cost \$350 plus \$60 for books and course materials. The course will meet for three hours twice a week.

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.

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

Laurence Beede (X479) or Fred Weaver (X508) 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: Myrna Breitbart, SS; Joan Braderman, CCS; Rhonda Blair and Jill Lewis, H&A; Evelyn Hammonds, NS and Nanette Sawyer, director of the Women's Center.

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 Rieseck 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 and new contraceptive technologies 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. The Program now sponsors an annual 2-3 month visit by a Third World reproductive rights activist. Course offerings and student internship possibilities are being 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 Colleges 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 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. 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.

SPRING 1992 COURSES

SCHOOL OF COMMUNICATIONS AND COGNITIVE SCIENCE

COURSE LIST

100 LEVEL

CCS 119
ANALYZING POPULAR CULTURE
James Miller

CCS 120
MINDS, BRAINS, AND MACHINES
Christopher Chase
Jay Garfield

CCS 132
EXPERIMENTS IN JOURNALISM
David Kerr

CCS 156
COMPUTER ANIMATION
Patricia Colson

CCS 157
FREE SPEECH
Mark Feinstein

CCS 174
MEDIA CRITICISM
TBA

200 LEVEL

CCS 216
DATA STRUCTURES
Patricia Colson

CCS 220
THE VIRTUES OF VICE
Meredith Michaels

CCS 226
THEORY OF LANGUAGE: SYNTAX
Steven Weisler

CCS 244
AUTOBIOGRAPHY/BIOGRAPHY/MEMOIR IN FILM AND VIDEO
Sherry Millner

CCS 247
VIDEO PRODUCTION
TBA

CCS 252
THE CONSTRUCTION OF KNOWLEDGE
Mark Feinstein
Neil Stillings

CCS 254
NEW MEDIA: POLICIES AND TECHNOLOGIES
James Miller

CCS 260
FILM/TV—GENRE IN HISTORY: THE POLITICS OF STYLE

Joan Braderman

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

CCS 294
PHILOSOPHY OF MIND
Jay Garfield

300 LEVEL

CCS/HA 315
CRITICAL THEORY SEMINAR: CONTEMPORARY FEMINIST THEORY
Meredith Michaels
Mary Russo

CCS 316
VIDEO PRODUCTION MASTER SEMINAR
Joan Braderman
Sherry Millner

CCS 325
TRUTH AND MEANING
Steven Weisler

COURSE DESCRIPTIONS

CCS 119
ANALYZING POPULAR CULTURE
James Miller

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

In this course we will begin to address these and related questions from a critical perspective. We will review a variety of approaches to popular-culture phenomena, showing how each brings with it implicit assumptions about the subject. In addition to pieces from periodicals, we may 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

MINDS, BRAINS, AND MACHINES

*Christopher Chase
Jay Garfield*

Are mental states really brain states? States of an immaterial soul? Computational states of a biological computer? What does the brain do when we think? How do neuroscientists study consciousness? Can the soul be represented as a biological state? Could a computer have real thoughts or be intelligent? This seminar will introduce students to these and other philosophical questions concerning the nature of mind, its relationship to the body, and questions regarding the programming of mental functions on a computer. We will read and discuss historical and contemporary philosophy and contemporary research from cognitive psychology, neuroscience, and artificial intelligence.

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

CCS 132

EXPERIMENTS IN JOURNALISM

David Kerr

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

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

CCS 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 157

FREE SPEECH

Mark Feinstein

Every normal human being has the capacity to put an infinite variety of thoughts and emotions into linguistic form. But how should we exercise this remarkable ability? Some of us believe that, in a truly free society, there ought to be no limitations on speech. Some worry about the problem of "shouting 'Fire' in a crowded theater." Still others hold that the goals of civility and social justice may sometimes require the suppression of speech which engenders conflict or offends particular groups.

Should Nazis be permitted to speak in public? Can—or should—language be changed to eliminate sexism? How do we deal with racial and ethnic "slurs"? In this course we will address these and more basic questions: What is the relationship between language, thought, and action? Should spoken and written language be treated alike? How do linguistic and social meaning interact? What role does linguistic behavior play in social and political life?

Students will read a wide range of literature in linguistics, philosophy, cognitive science, and social theory, and we will look carefully at a number of contemporary political and legal controversies surrounding the issue of free speech. There will be weekly writing assignments, and a final paper is required. This project, for students who so choose, can be developed into a Division I examination in CCS. Class will meet twice a week for one and one half hour each time. Enrollment is limited to 25.

CCS 174

MEDIA CRITICISM

TBA

CCS 216

DATA STRUCTURES

Patricia Colson

This course is a continuation of CCS 114. Students will investigate the notion of abstract data type as they learn about data structures, their implementations, and their applications. The data structures examined will include stacks, queues, linked lists, trees, and graphs. Problems in sorting and searching will also be explored.

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

CCS 220

THE VIRTUES OF VICE

Meredith Michaels

This course will examine the role of vice in ethical theory and in cultural practice. We will discuss competing conceptions of some alleged vices—among them, lying,

lust, cowardice, jealousy and avarice—in an effort to articulate the relationship between ethics and ideology. Readings will be drawn from traditional moral philosophers (e.g., Aristotle, Augustine, Kant) and from theorists and critics situated at various points of resistance to them (e.g., Nietzsche, Fanon, Irigaray, Foucault, Carter).

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

CCS 226

THEORY OF LANGUAGE: SYNTAX

Steven Weisler

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

This class is part of a multi-course core sequence in linguistics. This semester's course will focus on syntactic theory (the principles of sentence formation). Theory of Language in Fall 1992 investigates phonological theory (sound patterns).

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

CCS 244

AUTOBIOGRAPHY/BIOGRAPHY/MEMOIR IN FILM AND VIDEO

Sherry Millner

Experimental personal narrative, perhaps the major genre in American independent video and film, has largely and inevitably focused on the split between private and public existence. This class will explore the visual and social problematic produced by the assumption of a confessional or testamentary "I." How does the subjective camera overlap with the subjective witness to history? Readings will be drawn not just from film and video theory but from recent feminist studies of the resources of autobiography, as well as from one or two contemporary literary practitioners, such as Christa Wolf. Screenings will center on American video and film but by no means exclusively. Class will meet twice a week for two hours each time. Enrollment is limited to 25.

CCS 247

VIDEO PRODUCTION

TBA

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 254

NEW MEDIA: POLICIES AND TECHNOLOGIES

James Miller

Mass communication is being transformed by a revolution in electronic hardware, especially the convergence of video, the computer, and the telephone. In addition, countries are fundamentally revising long established relationships between state authorities and mass media. This course will explore both intertwined developments in North America and Western Europe. Our goal will be both to gain basic knowledge about an array of new technologies and services and to appreciate the complex political-economic factors that surround them. Our focus will be chiefly on the U.S., Canada, France, and Britain. Readings will include primary policy documents and recent academic and industry analyses.

Students will write two or three essays and a longer research paper. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 25.

CCS 260

FILM/TV—GENRE IN HISTORY: THE POLITICS OF STYLE

Joan Braderman

This course will focus on the notion of genre in film/media culture. Building a working definition of how genres work historically, we will look at dominant contemporary genres such as action and melodrama, examining the two media comparatively in terms of the production process, the economics of the industry, formal attributes, and "consumption set-up." Through repeated screenings, lecture, discussion, and reading, we will analyze individual works from several genres, tracing salient historical trajectories in which American political and popular culture are in the kind of tension from which the particularly perverse and excessive (and most "popular") American genres emerge; viz—film noir in the

post-war McCarthy period, prime-time soap opera in the age of Reagan-Bush.

Among filmmakers which may be studied are: Fuller, Sirk, Godard, Lang, Hitchcock, Ulmer, Lupino, Rainer, Welles, Von Trotta, Fassbinder. Class will meet once a week for three hours. There will also be a required evening screening. Enrollment is limited to 30 by instructor permission.

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. This course will present students with a variety of psychological experiments, which they will conduct using themselves as subjects. Basic experimental terminology, design, and the pitfalls will be covered along with a in-depth discussion of procedural methodology. In addition, each student in this course does an original experiment with the help and support of the instructor. Students will be expected to work together in small groups on their experiment unless the size of the class allows individual projects. This course will make use of Hampshire's psychology and cognitive science laboratories located in Simmons Hall. The class will rely on the use of MEL, an experimental software environment, for programming studies on DOS/PC computers. If you are thinking about graduate school in psychology, cognitive science, or any field that utilizes experimental method to study human behavior, you should take this course.

Class will meet twice a week for one and one-half hours each time. A two-hour lab once each week is optional but strongly recommended. Enrollment is limited to 15 by instructor permission.

CCS 294

PHILOSOPHY OF MIND

Jay Garfield

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

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

CCS/HA 315

CRITICAL THEORY SEMINAR: CONTEMPORARY FEMINIST THEORY

Meredith Michaels

Mary Russo

This advanced seminar will focus on some of the significant challenges posed by and to feminism in the 1990's. Many of the philosophical divides and differences that characterized an earlier era of feminism have intensified or re-emerged in new contexts and in new configurations. Recent debates about identity establish an unsettled but productive terrain on which to explore the crisis of feminism in relation to contemporary culture. A major purpose of this course is to assess the usefulness of certain categorical frames in the interest of moving feminism and its allied fields and projects forward. In particular, we will be concerned to interrogate the founding concept of gender itself.

Students are expected to have a significant background in feminist and/or critical theory. Enrollment is limited to 20 by instructor permission.

CCS 316

VIDEO PRODUCTION MASTER SEMINAR

Joan Braderman

Sherry Millner

For video concentrators, this seminar is an advanced class in production and criticism. Students will produce their own work, crew for other class members, critique each other's works-in-progress and do advanced critical reading in the field. Contemporary work by other videomakers will be screened and discussed in class. The focus of the course will vary from year to year from documentary to mixed forms, "new" narrative, etc. Students must have done substantial work in the field, although both Division II and Division III students are eligible.

Admission is limited depending on staff. Students should come to the first class if they think they are qualified. They will be chosen on the basis of their experience. Class will meet twice a week for one and one-half hours each time.

CCS 325

TRUTH AND MEANING

Steven Weisler

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

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

SCHOOL OF HUMANITIES AND ARTS

COURSE LIST

100 LEVEL

HA 104

INTRODUCTION TO DRAWING

TBA

HA/SS 108

BLACK WOMEN'S AUTOBIOGRAPHY

Robert Coles

Patricia Romney

HA 110

FILM/VIDEO WORKSHOP I

TBA

HA 110b

FILM/VIDEO WORKSHOP I

TBA

HA 111

STILL PHOTOGRAPHY WORKSHOP I

TBA

HA 113

MODERN DANCE I

Becky Nordstrom

HA 117

THE FICTIONAL CHILD

Lee Heller

L. Brown Kennedy

HA 124

CONTEMPORARY FICTION

Lynne Hanley

HA 125

CHICANO AUTOBIOGRAPHIES

Norman Holland

HA 129

INTRODUCTION TO PROSE NON-FICTION, READING AND WRITING

Michael Lesy

HA 130

THREE RUSSIAN WRITERS: PUSHKIN, GOGOL, AND DOSTOEVSKY

Joanna Hubbs

HA 139

THE EMERGENCE OF MODERNISM

Sura Levine

200 LEVEL

HA 201

ADVANCED DRAWING

Denzil Hurley

HA 203

INTRODUCTION TO PAINTING

TBA

HA 210

FILM/VIDEO WORKSHOP II

Abraham Ravett

HA 211

STILL PHOTOGRAPHY WORKSHOP II

Sandra Matthews

HA 215

MODERN DANCE III

Daphne Lowell

HA 227

THEATRE PRACTICUM

Ellen Donkin

Wayne Kramer

HA 228

THE WORLD OF FEODOR DOSTOEVSKY

Joanna Hubbs

HA/SS 230

IRON, GLASS AND POWER: THE POLITICAL CULTURE OF THE INDUSTRIAL

Myrna Breitbart

Joan Landes

HA 231

POETRY WRITING WORKSHOP

Andrew Salkey

HA 235

DIRECTING FOR THE THEATRE

Sabrina Hamilton

HA 236

FICTIVE TRUTHS: READING AND WRITING NON-FICTION PROSE

Michael Lesy

HA 237

FICTION WRITING WORKSHOP

Andrew Salkey

HA 239

JAZZ PERFORMANCE SEMINAR

Yusef A. Lateef

HA 240

CHARACTER AND LANDSCAPE IN MIDWESTERN LITERATURE

David Smith

Ellie Siegel

HA 241

THE HARLEM RENAISSANCE

Robert Coles

HA 243
THE NATURE AND PRACTICE OF IMPROVISATION
 Margo Simmons

HA 255
DIVISION II SEMINAR IN WRITING
 Lynne Hanley

HA 256
TOPICS IN AMERICAN STUDIES
 David Smith

HA 257
MUSIC IV: SEMINAR IN COMPOSITION
 Margo Simmons

HA 258
COLONIALISM AND THE VISUAL ARTS
 Sura Levine

HA 265
MUSIC II: LINES AND CHORDS
 Daniel Warner

HA 272
DANCE IN HUMAN SOCIETY
 Daphne Lowell

HA 279
FOUNDATIONS IN CULTURAL STUDIES: REPRESENTATIONS OF LATIN AMERICA
 Norman Holland

HA 285
LABAN MOVEMENT ANALYSIS I
 Ed Groff

HA 288
SHAKESPEARE & WOOLF
 L. Brown Kennedy

HA 292
SHELLEY AND HER CIRCLE
 Mary Russo

HA 293
THE DESIGN RESPONSE
 Wayne Kramer

HA 295
REPRESENTATIVE MEN: MELVILLE AND DICKENS
 Lee Heller

300 LEVEL

HA 305
ADVANCED PAINTING
 Denzil Hurley

HA/CCS 315
CRITICAL THEORY SEMINAR: CONTEMPORARY FEMINIST THEORY
 Mary Russo
 Meredith Michaels

HA 317
MODERN DANCE TECHNIQUE V
 Ed Groff

HA 318
THE THEATRE OF IMAGES
 Sabrina Hamilton

HA 338
COMPUTER MUSIC COMPOSITION
 Daniel Warner

HA 399a
ADVANCED SEMINAR IN WRITING
 Nina Payne

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

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
 TBA

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 24 and determined by lottery.

HA/SS 108

BLACK WOMEN'S AUTOBIOGRAPHY

Robert Coles

Patricia Romney

A course to examine both well known and less known autobiographies written by black (American) women. Our approach will be both historico-theoretical and psychological, that is, to focus on how these authors and texts create or express a self from the black female's perspective and experience. Some representative texts will include Maya Angelou (*I Know Why the Caged Bird Sings*), Anne Moody (*Coming of Age in Mississippi*). Assignments to include several short papers, one long paper.

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

HA 110

FILM/VIDEO WORKSHOP I

TBA

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

Becky Nordstrom

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

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

HA 117

THE FICTIONAL CHILD

Lee Heller

L. Brown Kennedy

"The Fiction Child" will use the methods of two fields, literary criticism and cultural history, to look at the imagining of children in literature written both for and about children in the Anglo-American tradition. The way a culture sees its children and what it says implicitly and explicitly about them in the art which it produces for their consumption tells us important things about the culture; at the same time, a close, critical look at tales told or "stories" written to be read to or by children may tell us things about the structure and function of narrative.

This course will look first at the emergence of modern notions of childhood in the seventeenth and eighteenth centuries, and its flowering in the nineteenth century in both adult literature and the growing body of literature for children. Authors to be read will include

some of the following: Alcott, Alger, Aries, Barie, Blake, Bunyan, Dickens, Locke, Rousseau, Stowe, Twain, and Wordsworth. Points of focus will include the nature of the child, the child as pedagogical subject, and cultural mythologies of innocence and experience, family and community, independence and self-reliance. We will explore the imaging of adventure, violence, nature, gender, and race.

The final section of the course will contrast some twentieth century theoretical representations of childhood with a body of texts that challenge these conceptions from minority and working-class points of view. Along with readings by Freud, Bettelheim, and Dorfman, we will read *The Bluest Eye*, *The Education of Little Tree*, and *Where the Lilies Bloom*.

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

HA 124
CONTEMPORARY FICTION
Lynne Hanley

This course will explore the form and content of a selection of novels written in the last twenty years. Students will be exposed to a variety of narrative structures, and will encounter fictional portrayals of a number of different cultures. Readings will include Alice Walker, *The Color Purple*; Gloria Naylor, *Linden Hills*; Graham Swift, *Waterland*; Joan Didion, *A Book of Common Prayer*; Tim O'Brien, *Going After Cacciato*; Ghassan Kanafani, *Men of the Sun*; and Doris Lessing, *The Marriages Between Zones Three, Four, and Five*. Writing will include essays on the novels and imitation of some of their narrative structures.

Class will meet twice a week for one hour and one-half. Enrollment is limited to 20, by permission of the instructor.

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 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*, or *Hunger for Memory*. Through a close reading of these works, the course will provide significant insight into the rhetoric of autobiographical discourse and 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 open.

HA 129
INTRODUCTION TO PROSE NON-FICTION, READING AND WRITING
Michael Lesy

The description for this course will appear in the Spring course guide.

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

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

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

The class will meet twice weekly for one and one-half hours. Enrollment is limited to 35.

HA 139
EMERGENCE OF MODERNISM
Sura Levine

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

Course will meet twice weekly for one and one-half hours. Limited to 25 students by permission of instructor.

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

TBA

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 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 instructor permission. In general, Film/Video Workshop I will be considered a prerequisite for this course.

HA 211

STILL PHOTOGRAPHY WORKSHOP II

Sandra Mattheus

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

Daphne Lowell

This course will be a laboratory exploring the movement capacities of the human body as selected for aesthetic and expressive purposes. Class work will be geared to refining the perception of movement, learning how to move safely, developing the ability to move with more ease, range, specificity and individuality. Students will be required to participate in dance outside of class (by attending dance concerts, working as crew for a production, perhaps rehearsing for performance) and submit written evidence of that participation. Absence from more than 2 or 3 classes is considered unsatisfactory. This is considered a half course, geared to the low intermediate level.

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

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 each week for three hours. Enrollment is open. A \$10 lab fee is required.

HA 227

THEATRE PRACTICUM

Ellen Donkin

Wayne Kramer

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 mortem following the closing 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 two hours with other meetings to be announced.

HA 228

THE WORLD OF FEODOR DOSTOEVSKY

Joanna Hubbs

"Gentlemen, I am tormented by questions; answer them for me."—*Notes from Underground*.

The purpose of this seminar will be to determine what those questions are, how Dostoevsky formulated them, and why they tormented him so. Since I am a cultural historian rather than a literary critic, I will tend to focus on ideas—the philosophical and psychological aspects of the works and how they relate to the culture into which Dostoevsky was born—rather than questions of structure or style, which will be considered only in so far as they related to the ideas themselves. I will begin with a series of lectures intended to introduce the author and to "place" him into the context of Russian mythic, cultural, psychological and historic currents. We will then read and discuss the novels: *Poor Folk*, *The Double*, *Notes from Underground*, *Crime and Punishment*, *The Possessed*, and *Brothers Karamazov*.

The class will meet twice each week and enrollment is limited to 20 by instructor permission.

HA/SS 230

IRON, GLASS AND POWER: THE POLITICAL CULTURE OF THE INDUSTRIAL CITY

Myrna Breitbart

Joan Landes

This course will focus on the material culture of late nineteenth and early twentieth-century urban landscapes in the context of industrial capitalism. New building technologies resulting from the introduction of iron structures and glass exteriors in architectural design afforded opportunities for the manifestation of national power. We will compare Western European and North American approaches to the design of glass houses, arcades, public buildings, commercial structures, and urban housing. We will investigate the role of universal exhibitions in the blending artistic institutions and political attitudes associated with Modernism. We will draw upon the perspectives of critical theory, urban studies, architecture, art history, cultural history and geography in our investigation of the symbolic and political manifestation of the built environment of the industrial age.

Open enrollment. Course will meet once a week for two and one-half hours.

HA 231

POETRY WRITING WORKSHOP

Andrew Salkey

This course will emphasize the principle that all our workshop poetry writing should be done primarily for the reception and delight of our own workshop members and with them uppermost in mind, for, after all we are our very first audience, and group approval is vitally important as a source of confidence. Our poets should be reminded that being attentive readers and listeners to the work of other poets in the group is essential practice; and, of course, our readership and audience will grow and move outward 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 235

DIRECTING FOR THE THEATRE

Sabrina Hamilton

This course will provide a theoretical and practical introduction to the art of theatrical direction. It will address the formation of directorial concept through textual analysis of both dramatic and non-dramatic texts drawn from a wide variety of genres and performable in a variety of theatrical styles. Students will work to increase their visual and aural literacy skills so that they may effectively translate their concepts into theatrical imagery. The course will also discuss the way the director interacts with the other members of the production team: actors, designers, technicians, etc. Assignments will include the preparation of a prompt book, conceptual statements, and brief staging projects.

The course will meet twice a week for two hours. Enrollment is limited to 15 to be selected by interview with the instructor.

HA 236

FICTIVE TRUTHS: READING AND WRITING NON-FICTION PROSE

Michael Lesy

Five works of twentieth century fiction will be read and analyzed. It is hoped that by discovering how novelists convince readers of the truth of their fictions, writers of non-fiction will learn the art of telling true stories.

Students enrolled in the course will be required to complete weekly writing exercises and to execute three non-fiction narratives during the course of the semester. Reading list will be announced. Enrollment is limited to 16 with instructor permission.

HA 237

FICTION WRITING WORKSHOP

Andrew Salke

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 outward 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 by 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 240

CHARACTER AND LANDSCAPE IN MIDWESTERN LITERATURE

David Smith

Ellie Siegel

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

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

HA 241

THE HARLEM RENAISSANCE

Robert Coles

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

Class will meet twice each week for one and one-half hour and enrollment is limited to 20 with instructor permission required.

HA 243

THE NATURE AND PRACTICE OF IMPROVISATION

Margo Simmons

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

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

This course is designed for Division II and Division III level students. Class will meet twice a week for one and one-half hours.

HA 255

DIVISION II SEMINAR IN WRITING

Lynne Hanley

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 256

TOPICS IN AMERICAN STUDIES

David Smith

A concentrator's seminar balancing student work with examination of new or seminal texts in the field of American literature and culture.

Enrollment is limited to 10 with instructor permission required.

HA 257

MUSIC IV: SEMINAR IN COMPOSITION

Margo Simmons

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

Class will meet one each week for three hours. Enrollment is limited to 6 students by instructor permission.

HA 258

COLONIALISM AND THE VISUAL ARTS

Sura Levine

Designed as a seminar for Division II students in art history, cultural studies and/or studio arts, this course will explore aspects of the visual and cultural representations of colonialism and expansionism in the arts of western Europe and the United States. Topics will include: Napoleon's Egyptian Campaign of 1798-1799; 19th century travel literature; Japonisme and the introduction of a Japanese esthetic into western art; manifest destiny in the U.S. and the changing image of the Native American; propaganda imagery of colonialism; the gendering of expansionist imagery; primitivism in modern art; cinematic and popular culture representations of Africa and the Middle East. Throughout, our goal will be to trace the ways that, over the past two centuries, Western cultures have represented themselves in depicting their colonial others.

To receive an evaluation, students must do the assigned readings, attend film screenings and special lectures, complete written assignments, and give a class presentation. Class will meet once a week for 2 1/2 hours. Background in art history is essential. Admission

to this course by permission of the instructor. Enrollment is limited to 15 students.

HA 265

MUSIC II: LINES AND CHORDS

Daniel Warner

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 272

DANCE IN HUMAN SOCIETY

Daphne Lovell

In almost every culture known and throughout human history dance has played an integral part in our human search for meaning and identity. It has served in the religious, political, social, and cultural lives of individuals and communities in varying degrees of centrality. After first considering several analytic vantage points from which dance can be viewed, including those of dance critic, dance ethnologist and dance artist, we will then survey dance forms from different cultures and from different spheres of human life. Class sessions will include looking at dance on film or video, practicing dances in master classes, and discussing the substantial reading assignments. Throughout, we will compare our sample to our contemporary experiences of dance in order to trigger new ideas or approaches.

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

HA 279

FOUNDATIONS IN CULTURAL STUDIES: REPRESENTATIONS OF LATIN AMERICA

Norman Holland

Beginning with the Good Neighbor Policy movies, the course will focus on three images dear to Latin American societies: bananas, peasants and informants. The class will explore the representation and contestation of these images in movies, in literature and in theoretical writings. We will see, if available, *Flying Down to Rio*, *Copacabana*, *How Sweet Was My Frenchman*, and *Reds*, read *One Hundred Years of Solitude*, *Burning Plains*, and *I, Rigoberta Menchu*; and discuss passages from *Triste Tropiques*, *Labyrinth of Solitude*, and *Boarderlands*.

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

HA 285

LABAN MOVEMENT ANALYSIS I

Ed Groff

Laban Movement Analysis is a system for describing, measuring, and classifying human movement. Through study and physical exploration of the basic effort, shape, body, and space concepts, students will examine their own movement patterns and preferences (with the potential for expanding personal repertoire), and develop skill in observation and analysis of the movement of others.

The course is open to students from varied disciplines and there will be opportunity for exploration and application of LMA concepts and principles to individual areas of interest such as: choreography, performance, movement education, movement therapy, and nonverbal communication.

Class will meet twice each week for two hours each session.

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 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 Brontës 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 293

THE DESIGN RESPONSE

Wayne Kramer

The description for this course will appear in the Spring course supplement.

HA 295

REPRESENTATIVE MEN: MELVILLE AND DICKENS

Lee Heller

Herman Melville and Charles Dickens stand today as the central figures of mid-nineteenth century American and British fiction. They were alike in some ways, profoundly different in others. This course will explore the ways that we might use their similarities and differences to explore the culture of the period, and in particular the convergence of and divergences between British and American literature. To what extent were they—in their experiences, and their texts—representative of their cultural moment?

Taking Melville and Dickens as “representative men”—to borrow a phrase from Emerson—we will pair a number of their works, with an eye towards the issues that attracted both, the shared and differing strategies each used to represent those issues, and the way in which the reception of their work reflected and changed the society in which each lived. Pairings will include *Redburn* and *Great Expectations*, “Bartleby” and *A Christmas Carol*, *Moby Dick* and *Bleak House*, and *The Confidence Man* and *Our Mutual Friend*.

This course would be appropriate for both advanced Division II students and students working on their Division III projects. Class will meet twice each week for one and one-half hours. Enrollment is limited to 20.

HA 305

ADVANCED PAINTING

Denzil Hurley

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

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

HA/CCS 315

CRITICAL THEORY SEMINAR: CONTEMPORARY FEMINIST THEORY

Mary Russo

Meredith Michaels

This advanced seminar will focus on some of the significant challenges posed by and to feminism in the 1990's.

Many of the philosophical divides and differences that characterized an earlier era of feminism have intensified or re-emerged in new contexts and in new configurations. Recent debates about identity establish an unsettled but productive terrain on which to explore the crisis of feminism in relation to contemporary culture. A major purpose of this course is to assess the usefulness of certain categorical frames in the interest of moving feminism and its allied fields and projects forward. In particular, we will be concerned to interrogate the founding concept of gender itself.

Enrollment is limited to 20 by permission of the instructors. Students are expected to have a significant background in feminist and/or critical theory.

HA 317

MODERN DANCE TECHNIQUE V

Ed Groff

High-intermediate dance technique based on the concepts of Laban Movement Analysis. Active participation in the process of skill refinement, emphasis on mastery of technique in service of dynamic and spatial clarity.

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

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 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 338

COMPUTER MUSIC COMPOSITION

Daniel Warner

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

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

HA 399a

ADVANCED SEMINAR IN WRITING

Nina Payne

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

TBA

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.

SCHOOL OF NATURAL SCIENCE

COURSE LIST

100 LEVEL

NS 115

CLINICAL PROJECTS

John Foster

NS 116

BIOLOGY OF POVERTY

Alan Goodman

NS 131

DRUGS IN THE NERVOUS SYSTEM

Ann McNeal

Michelle Murrain

NS 144

AGROECOLOGY

Lawrence Winship

Brian Schultz

NS 170

TECHNOLOGY AND THE THIRD WORLD

Albert Woodhull

NS 182

APPROPRIATE TECHNOLOGY

Frederick Wirth

NS 185

ANIMAL AGRICULTURE IN THIRD WORLD COUNTRIES

Benjamin Oke

NS 195

POLLUTION AND OUR ENVIRONMENT

Dula Amarasirivardena

200 LEVEL

NS 203

CHEMISTRY II

Dula Amarasirivardena

NS 208

PLANT PHYSIOLOGY

Lawrence Winship

NS/SS 219

INTER-AMERICAN ENVIRONMENTAL ECONOMICS

Raymond Coppinger

Stanley Warner

NS 220

PHYSIOLOGY

Ann McNeal

NS 227

HUMAN POPULATION GENETICS

Lynn Miller

NS 230

THE EVOLUTION AND BEHAVIOR OF DOMESTIC ANIMALS

Raymond P. Coppinger

NS 256 (Mini-course)

INFORMATIONAL MACROMOLECULES

Lynn Miller

NS 257 (Mini-course)

THE NEW GENES: CLONED, MOVABLE, AND SPLIT

Lynn Miller

NS 260

CALCULUS I

Kenneth Hoffman

NS 281

INTERMEDIATE ELECTRICITY AND MAGNETISM

Allan Krass

NS 283

GENERAL PHYSICS B

Frederick Wirth

NS/SS 284

DECONSTRUCTING AIDS: SCIENTIFIC, SOCIAL AND LEGAL DIMENSIONS

Michelle Murrain

Margaret Cerullo

Flavio Risech

NS 294

SUSTAINABLE AGRICULTURE

Lawrence Winship

Brian Schultz

Benjamin Oke

NS 295

ENVIRONMENTAL BIOGEOCHEMISTRY

Charlene D'Avanzo

John Reid

NS 298

HUMAN GROWTH AND DEVELOPMENT

Alan Goodman

300 LEVEL

NS 315

CALCULUS II

Kenneth Hoffman

NS 345

INORGANIC AND ISOTOPE GEOCHEMISTRY

John Reid

NS 380i

SUSTAINABLE AGRICULTURE SEMINAR

Lawrence Winship
Brian Schultz
Benjamin Oke

NS 382i

ENVIRONMENTAL SCIENCE SEMINAR

Charlene D'Avanzo

NS 386i

NEW WAYS OF KNOWING

Herbert J. Bernstein

COURSE DESCRIPTIONS

NS 115

CLINICAL PROJECTS

John Foster

A new cream appears on the market which the manufacturer says works wonders and is perfectly safe. Then a newspaper reports a study which claims the cream is potentially hazardous. Who's right? In this course students will learn how to evaluate such reports by designing and carrying out during the semester one or two studies of their own. In doing so the class will learn some clinical laboratory procedures, how to use statistics to evaluate the results and how to use a computer to do the calculations and the tables and graphs.

Class will meet one and one-half hours twice a week plus an afternoon for lab/field work or data analysis. Enrollment 20: 15 new students and 5 returning students.

NS 116

BIOLOGY OF POVERTY

Alan Goodman

Unequal access to power and resource in the U.S. has fostered poverty amidst plenty, with profound affects on the human condition. While 11% of the U.S.'s considerable CNP is spent on health care, many groups such as Native Americans and inner city Blacks and Hispanics are denied access to medical care 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 U.S. poverty, comparative studies are welcome. No prior science background is required.

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

NS 131

DRUGS IN THE NERVOUS SYSTEM

*Ann McNeal
Michelle Murrain*

For many years scientists have used drugs to explore the functions of the nervous system. Others have tried to understand what makes addictive drugs addictive and recreational drugs attractive. We will explore both of these perspectives on the interaction of drugs and the nervous system.

In order to understand drug actions we need to explore how nerve cells work. It is especially useful to know how nerves communicate with one another through synapses since many mood-altering drugs act at synapses.

No scientific background is required. Readings will consist both of introductory materials and scientific papers. Each student will complete a research paper on a topic of her/his choice, and this paper can be the draft for a Natural Science Division I exam.

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

NS 144

AGROECOCLOGY

*Lawrence Winslip
Brian Schultz*

This course examines the ecology of agricultural systems, or agroecosystems. This includes both ecology in the narrow sense of the interactions between organisms and environment, such as crops, their pests, and soils, and in the broader sense of environmental issues, such as why we find pesticides and fertilizer residues in our ground water. The emphasis will be on science and technology, but political components will also be essential topics, such as who really benefits from agricultural chemicals. The course will involve readings, discussions, and field trips. There will be several short assignments, then students will choose a term project. The class will also design and help plant some of the crop stands and experiments on the Hampshire College Farm.

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

NS 170

TECHNOLOGY AND THE THIRD WORLD

Albert Woodbull

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 182

APPROPRIATE TECHNOLOGY

Frederick Wirth

This year we will look at the Hampshire College Farm Center. We will analyze energy flow and utilization on the farm, propose various strategies of conservation and evaluate alternative energy sources as well as novel agricultural technologies. The farm offers a rich and diverse system for analysis and the possibility of implementing practical programs that we develop.

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

NS 185

ANIMAL AGRICULTURE IN THIRD WORLD COUNTRIES

Ben Oke

In this course we will explore the role and value of animal agriculture in the Third World. Topics to be covered include the relationship of animal agriculture to some major problems in the Third World, e.g., low productivity, fragility and degradation of the soil resource; inadequate water and low water quality; undernutrition—especially protein-calorie malnutrition among infants and young children, iron-deficiency anemia among women of child bearing age and among children and lack of vitamin A; recurring famine. Comparisons will be made between developed and developing countries where applicable.

We will study in detail the complementarity of livestock and crop production. We will also review the impact of new technologies upon indigenous systems in meeting the needs in the production, distribution and utilization of animal products.

Students will be expected to give a class presentation and written reports on selected topics. Class will meet for one and one-half hours twice a week.

NS 195

POLLUTION AND OUR ENVIRONMENT

Dula Amarasiriwardena

This course will explore environmental pollution problems covering four major areas: the atmosphere, the hydrosphere, the biosphere, and energy issues. Several controversial topics, including acid rain, automobile emissions, ozone layer depletion, mercury, lead and cadmium poisoning, pesticides, solid waste disposal, and

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 203

CHEMISTRY II

Dula Amarasiriwardena

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

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

NS 208

PLANT PHYSIOLOGY

Lawrence Winslip

In this course we will study the cellular, biochemical, and physical processes which allow plants to grow, reproduce, and adapt to their physical and biotic environment. Topics we will cover include:

- carbon and energy gain: C₃, C₄, CAM photosynthesis;
- water uptake, transport and loss: transpiration, drought stress;
- mineral nutrient uptake and allocation: soil/plant interaction;
- N assimilation: symbiotic nitrogen fixation, nitrate reduction;
- plant growth and regulation: hormones and herbicides;
- flowering and reproduction: photoperiodism, seed biology;
- disease resistance

Reading will come from a standard text book and published research papers which deal with significant issues and discoveries in plant science. Labs will be projects which complement the readings. A prior laboratory course in biology, chemistry or physics is *strongly* recommended.

Work for the course will include problem sets and lab write-ups. Class will meet for one and one-half hours twice a week plus an afternoon lab.

NS/SS 219

INTER-AMERICAN ENVIRONMENTAL ECONOMICS

Raymond Coppinger

Stanley Warner

Traditionally environmental problems have been seen as locally dangerous and nationally expensive. Increasingly, issues of environment, health, and survivability have become global in nature. Ozone holes, acid rain, migratory flyways, forest cutting, and the diversion and damming of rivers raise questions that know no political boundaries. Is Canadian hydroelectricity a clean alternative to mid-west coal-fired power? Should we be funding Canadians to protect wetlands and raise ducks so hunters in the U.S. can shoot them? Should the developed North tell Brazil, Costa Rica, and Venezuela not to cut their forests while we cut ours?

This year the course will concentrate upon Canadian-U.S. environmental issues, particularly those associated with deforestation, hydroelectric power, and migratory species. As biologist and economist we will provide the theoretical background and materials for student teams to undertake investigative projects. Collaborative work, class presentation, and written reports are expected.

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

NS 220

PHYSIOLOGY

Ann McNeal

Physiology is the study of how bodies work—human bodies and animal bodies. It includes such questions as: How do muscles contract? How do nerves send signals? How does the heart beat and how is it regulated? How do humans keep warm? What happens to the body in exercise? How do different animals adapt to cold and other stresses? How do bodies deal with toxic waste? How is energy used to do chemical and mechanical work?

Students of human biology need this knowledge to understand disease and health. Students interested in animal biology need physiological concepts to understand animal nutrition, temperature regulation, and adaptation.

Students are expected to have completed a Natural Science Division I exam and to have background in chemistry and mathematics at least at a high school level.

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

NS 227

HUMAN POPULATION GENETICS

Lynn Miller

Three different theories for modern human origins are found in the literature: a) we originated in Africa; b)

we originated in Asia (China, maybe); c) we originated in three separate groups, survivors of an earlier expansion of *Homo*. We will examine the kinds of genetic evidence used to establish these hypotheses. Along the way we will learn the basic mathematical tools needed to explore these theories and their agreement (or lack thereof) with existing data.

No prerequisites are required for this seminar. An earlier course in genetics would be useful for most students. A willingness to learn some mathematics is necessary for all.

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

NS 230

THE EVOLUTION AND BEHAVIOR OF DOMESTIC ANIMALS

Raymond Coppinger

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

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

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

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, 1992.

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

NS 260

CALCULUS I

Ken 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 programming, simulation, and approximation, 2) basic concepts of calculus—rate of change, differentiation, limits, 3) differential equations, 4) dynamical systems, 5) exponential and circular functions. While the course is self-contained, students are strongly urged to follow it up by taking NS 316 Linear Algebra or the Calculus 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 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

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/SS284

DECONSTRUCTING AIDS: SCIENTIFIC, SOCIAL AND LEGAL DIMENSIONS

Michelle Murrain

Margaret Cerullo

Flavio Risech

What is AIDS? More than a disease, it is a complex social, legal and medical phenomenon. Beginning with a critical examination of the constructions of AIDS in the social and medical sciences and in popular culture, we will analyze such issues as the effects of the AIDS crisis on the movement for gay and lesbian civil rights, on sexual behavior and social relationships, and on women and people of color. Central to our inquiry is an analysis of the responses of political, religious and medical institutions as they attempt to marginalize and control those perceived as "at risk" for AIDS, and analysis of the rise of AIDS political activism and cultural criticism in opposition to these institutional responses. From the scientific point of view, we will look at the biology of the HIV virus and the epidemiology of AIDS, exploring issues in research, prevention, testing, diagnosis, and treatment. Finally, what the law can and should do in response to AIDS—to protect the interests of those having the disease

and those seen as "at risk", and to protect the public health—will be explored.

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

NS 294

SUSTAINABLE AGRICULTURE

*Benjamin Oke
Brian Schultz*

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 the role of animals in sustainable agriculture, 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.

NS295

ENVIRONMENTAL BIOGEOCHEMISTRY

*Charlene D'Avanzo
John Reid*

In this research-based course we will address three areas of environmental concern from biological, geological, and chemical perspectives: 1) lead contamination in a local urban environment, 2) indoor radon contamination in local residences and school buildings, 3) nitrogen cycling in the Hampshire College aquaculture systems, an alternative food production technology. These projects will offer students an opportunity to accomplish new basic research in important environmental areas, will develop mathematical and graphical computer skills, and will allow students to develop their writing skills. Introductory geology or ecology plus basic chemistry would be beneficial.

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

NS 298

HUMAN GROWTH AND DEVELOPMENT

Alan Goodman

The analysis of human growth and development provides a number of key insights into the interplay of biology and environment. In this course we will focus on human growth, especially of hard tissues. Topics to be covered include mechanisms controlling growth and

development; the relationship between nutrition, disease and growth; and the long term health consequences of early developmental stress.

This class will include some lab and field research. It is particularly recommended for students with some training in human biology, physiology and/or skeletal biology, or for students interested in pursuing research in these areas.

Class will meet twice a week, once for discussion and one afternoon a week for laboratory.

NS 315

CALCULUS II

Ken Hoffman

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 345

INORGANIC AND ISOTOPE GEOCHEMISTRY

John Reid

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

Prerequisites: physical geology, introductory chemistry, or permission of instructor. Class will meet for two and one-half hours one evening a week.

NS 380i

SUSTAINABLE AGRICULTURE SEMINAR

*Laurence J. Winslip
Brian Schultz
Benjamin Oke*

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.

NS382i

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 386i

NEW WAYS OF KNOWING

Herbert Bernstein

Productive knowledge work—dealing with information, framing new theories and making new facts, or finding ways to express and explain them—forms a large fraction of the work done in modern society. Society depends on its knowledge workers to tackle all sorts of problems and activities. But the success of modern science is not impressive. Do we need “new ways of knowing” to address the personal and political problem of putting disciplinary *excellence* to use for the greater good of all humankind?

This course will enable participants to study reconstructive knowledge and to APPLY it to their own work. We read the instructor's (coauthored) eponymous book, certain works of Foucault, Feyerabend and other philosophers, then try to incorporate the insights into a reconstruction of the very issues and disciplines addressed by each of us as knowledge workers: to our own projects and “divs.”

This advanced integrative seminar course meets once a week for three hours. Admission by instructor permission after the first class meeting.

SCHOOL OF SOCIAL SCIENCE

COURSE LIST

100 LEVEL

SS 102p

POVERTY AND WEALTH

Laurie Nisonoff

SS 107

HISTORY OF WOMEN/FEMINISM IN THE UNITED STATES AND BRITAIN

Susan Tracy

Miriam Slater

SS/HA 108

BLACK WOMEN'S AUTOBIOGRAPHY

Patricia Romney

Robert Coles

SS 111

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

Lester Mazor

James Wald

SS 126

SUPERHEROES, MOMMIES AND MONSTERS: CHILDREN'S PLAY

Stephanie Schamess

SS 139

ZIONISM AND THE STRUGGLE FOR PALESTINE

Aaron Berman

SS 144

AFRICAN DEVELOPMENT

Frank Holmquist

SS 145

HUMAN AGGRESSION

Donald Poe

SS 148

URBAN SOCIAL ECOLOGY

Myrna Breitbart

SS 160

PUBLIC HEALTH /SOCIAL CHANGE

Robert von der Lippe

Larry Beede

SS 164

FROM COLD WAR TO TRADE WAR: U.S. AND ASIA SINCE WORLD WAR II

Kay Johnson

Mitziko Sawada

200 LEVEL

SS 207

STATISTICS AND DATA ANALYSIS

Donald Poe

SS 210

INTRODUCTORY ECONOMICS

Stanley "Gradgrind" Warner

SS/NS 216

LAND DEGRADATION AND SOCIETY

Ben Wisner

SS/NS 219

INTER-AMERICAN ENVIRONMENTAL ECONOMICS

Stanley Warner

Raymond Coppinger

SS 221

PROBLEMS IN PHILOSOPHY OF LAW AND JUSTICE

Lester Mazor

SS 222

POVERTY, PATRIARCHY, AND POPULATION CONTROL

Betsy Hartmann

SS/HA 230

IRON, GLASS AND POWER: THE POLITICAL CULTURE OF THE INDUSTRIAL CITY

Myrna Breitbart

Joan Landes

SS 238

PLANETARY SCIENCE AND DIPLOMACY: FROM ONE EARTH TO ONE WORLD

Ben Wisner

SS 239

ABNORMAL PSYCHOLOGY

Patricia Romney

SS/WP 242

FORMS OF WRITING IN THE SOCIAL SCIENCES

Will Ryan

SS 243

PERSONALITY, MORAL DEVELOPMENT, AND SOCIAL CHANGE

Margaret Cerullo

Maureen Mahoney

SS 256

CONFLICT RESOLUTION AND HISTORICAL ANALYSIS

Greg Prince

SS 262

WOMEN AND THE FAMILY IN CROSS-CULTURAL PERSPECTIVES: CHINA AND SOUTHEAST ASIA

Susan Darlington

Kay Johnson

SS 264

READINGS IN EIGHTEENTH AND NINETEENTH CENTURY U.S. HISTORY

Mitziko Sawada

SS 266

EUROPE AND ITS OTHERS

Joan Landes

Leonard Glick

SS 270

AMERICAN INDIANS

Leonard Glick

Susan Darlington

SS 278

CIVIL RIGHTS: LEGAL AND POLITICAL PERSPECTIVES

Marlene Fried

Flavio Risech

SS 280

THE STATE AND THIRD WORLD DEVELOPMENT

Frank Holmquist

Frederick Weaver

SS/NS 284

DECONSTRUCTING AIDS: SCIENTIFIC, SOCIAL AND LEGAL DIMENSIONS

Margaret Cerullo

Flavio Risech

Michelle Murrain

SS 294

CRITICAL STUDIES IN HISTORY II: NEW APPROACHES TO HISTORY

James Wald

Miriam Slater

300 LEVEL

SS 310

THIRD WORLD REVOLUTIONS

Anthony Lake

SS 311

WOMEN AND WORK

Laurie Nisonoff

SS 397i

WRITING ABOUT THE THIRD WORLD

Frederick Weaver

SS 399b

PEOPLE STUDYING PEOPLE

Robert von der Lippe

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

COURSE DESCRIPTIONS

SS 102p

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.

SS 107

HISTORY OF WOMEN/FEMINISM IN THE UNITED STATES AND BRITAIN

Susan Tracy

Miriam Slater

This course will introduce students to U.S. and British women's history in the nineteenth and twentieth centuries to World War I. 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. We will utilize a range of primary and secondary sources. Class will meet for one and one-half hours twice a week; enrollment limit 35.

SS/HA 108

BLACK WOMEN'S AUTOBIOGRAPHY

Patricia Romney

Robert Coles

This course will examine both well known and less known autobiographies written by African-American women. Our approach will be both historico-theoretical and psychological, that is, we will focus on how these authors and texts create or express a self from the black female's perspective and experience. Some representative texts will include Maya Angelou (*I Know Why the Caged Bird Sings*), Ida B. Wells (*Autobiography of Ida B. Wells*) and Anne Moody (*Coming of Age in Mississippi*). Assignments will include several short papers and one longer paper.

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 1948 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 limit 35.

SS 126

**SUPERHEROES, MOMMIES AND MONSTERS:
CHILDREN'S PLAY**

Stephanie Schamess

What is play? Why is it such a compelling activity for children? What functions does it serve in human development? In our exploration of these questions, we will consider definitions, explanations and descriptions of play derived from ethological, sociocultural and psychological models. Specific topics include: characteristics of play; mother/child attachment and social competence; shared illusions, shared meanings and the "scripts" of play; fantasy play and development of the self; and gender differences in play behavior. Course requirements include participation in a group project and observations at child care centers. Class will meet for one and one-half hours twice a week; enrollment limit 25.

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

SS 144

AFRICAN DEVELOPMENT

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 145

HUMAN AGGRESSION

Donald Poe

This course will examine a number of approaches to the study of human aggression as a theme for introducing students to the ways in which social psychologists view the world, approach problems, and gather information. Students will be exposed to the assumptions that underlie the social psychological approach to obtaining knowledge, and will develop critical reading abilities as the course progresses. The topics in aggression that will be used to illustrate the psychological "mode of inquiry" include innate theories of aggressive instincts (e.g., Lorenz, Ardrey); learning theories (e.g., Bandura); anthropological approaches (e.g., Chagnon, Harris). Special topics will include the relationship between aggression and obedience, effects of television on aggression, aggression and out-groups (especially ethnic groups), and crowd/mob behavior.

Students will be expected to write a number of short critiques of assigned readings, and to complete a number of take-home assignments dealing with research design. Students will also do an individual project which can take the form of a research paper on a pertinent topic of interest, or can actually involve the designing of a data collection effort to test a hypothesis related to course content. The class will meet twice a week for one and one-half hours each time.

SS 148

URBAN SOCIAL ECOLOGY

Myrna Breitbart

Urban ecology is a field with a long checkered history in the U.S. This course examines its origins, demise and recent revival. Contrasting historical perspectives are assessed with special attention paid to anarchist and feminist applications of human ecology and decentralism to cities, their practical planning implications, and revealing debates between feminist urban reformers and men of the Chicago School of Sociology early in the century. We also examine the changing

quality of life in contemporary urban environments as it differentially affects residents, and consider expanding contemporary definitions of the "ecological city." Finally, we explore the fields of eco-feminism and political economy and examine current urban struggles for change to set forth research and activist agendas for the 1990's.

SS 160

PUBLIC HEALTH/SOCIAL CHANGE

*Robert von der Lippe
Larry Beede*

What is meant by "public health"? We all know what "public education" is and we generally approve of it. Why do we have less enthusiastic feelings about "public health"? Historically, major advances in the health status of populations around the world have most often been due to changes in public health practices rather than in medical developments. Is this still the case or do medicine and medical science play larger parts today than they did in the past? Throughout the course, emphasis will be placed upon a critical approach to reading both the theoretical and case study material assigned. The class will meet for one and one-half hours twice weekly; enrollment limit 35.

SS 164

FROM COLD WAR TO TRADE WAR: U.S. AND ASIA SINCE WORLD WAR II

*Kay Johnson
Mitzi Savada*

This course will examine U.S. foreign policy in Asia, focusing on the post World War II era. We will trace the rise of U.S. imperialism and military power in Asia during the Cold War from the late 1940's through the early 1970's, during which time the U.S. occupied Japan and fought wars in Korea and Indochina in an effort to "contain China" and "fight communism." We will also look at the U.S. defeat in Vietnam, the emerging detente with China, and the growing economic "challenge" and trade competition from Japan in the 1970's and 1980's. Topics to be discussed will include democracy and foreign policy decision-making processes, the gap between public policy and covert action, media coverage of U.S. foreign policy, and the role of racism in U.S. foreign relations. Class will meet for one and one-half hours twice a week; enrollment limit is 30.

SS 207

STATISTICS AND DATA ANALYSIS

Donald Poe

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

previous statistics courses, although a working knowledge of elementary algebra is helpful. Class will meet for one and one-half hours twice a week.

SS 210

INTRODUCTORY ECONOMICS

Stanley "Gradgrind" Warner

An introduction to economic analysis, covering the principles of both major areas of conventional economic theory (i.e., micro and macro); serves as the needed prerequisite to virtually all advanced economics courses and itself contributes to a wide variety of concentrations. Class will meet for one and one-half hours twice a week. Five College students will be graded pass/fail only.

SS 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 (Social Science), a one-page description of what they want out of the course.

SS/NS 219

INTER-AMERICAN ENVIRONMENTAL ECONOMICS

*Stanley Warner
Ray Copping*

Traditionally, environmental problems have been seen as locally dangerous and nationally expensive. Increasingly, issues of environment, health, and survivability have become global in nature. Ozone holes, acid rain, migratory flyways, forest cutting, and the diversion and damming of rivers raise questions that know no political boundaries. Is Canadian hydroelectricity a clean alternative to Midwest coal-fired power? Should we be funding Canadians to protect wetlands and raise ducks so hunters in the United States can shoot them? Should the developed North tell Brazil, Costa Rica, and Venezuela not to cut their forests while we cut ours? The course will give particular attention to Canadian-U.S. environmental issues, especially those associated with deforestation, hydroelectric power, and migratory species. As biologist

and economist, we will provide the theoretical background and materials for student teams to undertake investigative projects. Collaborative work, class presentations, and written reports are expected. Class will meet for one and one-half hours twice a week.

SS 221

PROBLEMS IN PHILOSOPHY OF LAW AND JUSTICE

Lester Mazor

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

SS 222

POVERTY, PATRIARCHY, AND POPULATION CONTROL

Betsy Hartmann

Is the population problem really about a surplus of human numbers, or a lack of basic rights? Is population control, as practiced by governments and international institutions, an effective or ethical response? This course will provide a critical framework for analyzing the phenomenon of rapid population growth in the Third World and reproductive issues affecting the domestic Third World. It will cover basic demographic concepts; the causes and effects of high birth rates; women's productive and reproductive roles; the political and cultural assumptions underlying the philosophy of population control; the politics of family planning and health care; the use and abuse of contraceptive technologies, both in the Third World and the West; and alternatives to population control at the national and local levels. Class will meet for one and one-half hours twice a week.

SS/HA 230

IRON, GLASS AND POWER: THE POLITICAL CULTURE OF THE INDUSTRIAL CITY

*Myrna Breitbart
Joan Landes*

This course will focus on the material culture of late nineteenth and early twentieth-century urban landscapes in the context of industrial capitalism. New building technologies resulting from the introduction of iron structures and glass exteriors in architectural design afforded opportunities for the manifestation of national

power. We will compare Western European and North American approaches to the design of glass houses, arcades, public buildings, commercial structures, and urban housing. We will investigate the role of universal exhibitions in the blending artistic institutions and political attitudes associated with Modernism. We will draw upon the perspectives of critical theory, urban studies, architecture, art history, cultural history and geography in our investigation of the symbolic and political manifestation of the built environment of the industrial age. Open enrollment. Course will meet once a week for two and one-half hours.

SS 238

PLANETARY SCIENCE AND DIPLOMACY: FROM ONE EARTH TO ONE WORLD

Ben Wisner

We will study biogeochemical processes that make this planet an interdependent, dynamic system. We will also review four decades of attempts at creating supranational institutions and agreements to deal with challenges and positive potentials of the earth's global commons. Issues will include the future of Antarctica, global warming, the planet's forest cover, biosphere reserves, and genetic diversity. Diplomatic initiatives of interest include the Law of the Sea, Antarctic Treaty, UN Conference on Desertification, and the Montreal Protocol on greenhouse gases. The role of nongovernmental organizations will be studied in detail. Format will be core lecture/discussions supplemented by a visiting lecturer series featuring experts on both the natural and social science issues. Class will meet for 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 weekly. Enrollment is open to those who have completed SS Division I, or with instructor permission.

SS/WP 242

FORMS OF WRITING IN THE SOCIAL SCIENCES

Will Ryan

This writing course will study creative nonfiction, biographies, analytical essays, case studies, etc., used by historians, ethnographers, sociologists, psychologists, and economists to portray specific social realities. These readings will not only provide models for writing, but permit the class to develop some criteria for reviewing student work. There will be regular writing assignments and frequent opportunity for peer review, although this is not a course for students interested in short story writing and poetry. Class will meet for one hour twice a week. Enrollment limit is 16 and instructor permission is required. Sign up at the Writing Center before the first class.

SS 243

PERSONALITY, MORAL DEVELOPMENT, AND SOCIAL CHANGE

Margaret Cenillo

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, Chodorow, Lacan and Steedman, 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 psychological motivation and social expectation? What role does rationality play? How does social cohesion come into being? Is societal conflict inevitable? What is self-interest? How does the theorist formulate the possibilities of conformity and resistance? Class will meet for one and one-half hours twice a week.

SS 256

CONFLICT RESOLUTION AND HISTORICAL ANALYSIS

Greg Prince

Conflict resolution has emerged as a major field in contemporary scholarship, drawing upon disciplines as diverse as psychology, biology, anthropology, economics and political science. The theory has been applied to an equally diverse set of problems and professions including community development, domestic politics, international relations, medicine, law, education and family relations. This course will evaluate contemporary theoretical approaches to conflict resolution by examining their usefulness in understanding specific historical cases drawn from a variety of situations.

In the first half of the course, faculty from the Five Colleges will survey the work of major theorists as well as specific historical cases such as the U.S.-Mexican War, the Homestead Strike, the Equal Rights Amendment and the Montgomery Bus Boycott and Little Rock Desegregation

Effort. In the second half of the course, students will select, research, and present their own case studies. Class will meet two and one-half hours once a week. Enrollment is open.

SS 262

WOMEN AND THE FAMILY IN CROSS-CULTURAL PERSPECTIVES: CHINA AND SOUTHEAST ASIA

Sue Darlington

Kay Johnson

This course will explore major cross-cultural theories explaining gender roles, gender hierarchy and the cultural construction of gender. We will then examine specific cases from Southeast Asia and China. A variety of disciplinary perspectives will be used, including anthropology, 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; women's roles in religion; women's organizations; impact of socialist vs capitalist economic development of women's roles; impact of government policies on women and families; and the effect of social change and continuity on women's power and status. Class will meet for one and one-half hours twice a week.

SS 264

READINGS IN EIGHTEENTH AND NINETEENTH CENTURY U.S. HISTORY

Mitziko Sawada

This course will examine interpretations of U.S. history examining works which have informed how Americans view their past. Two objectives will be served: one, to familiarize the student with examples of works which focus on eighteenth and nineteenth century United States history and which exemplify major historiographical debates and trends; and two, the completion of a major research paper to be included in the student's Division II portfolio. Students will be expected to choose a topic for their term papers and present their bibliography, research, methodology, and outline on or about the middle of the semester. Towards the end of the semester they will submit the written term paper to each member of the class in preparation for a comprehensive and critical evaluation. To successfully complete the course, students must read the required material and actively engage in class discussions. This class is limited to 15 students. Those who are in their final semester of Division II work will be given first preference. Class will meet for one and one-half hours twice a week.

SS 266

EUROPE AND ITS OTHERS

Leonard Glick

Joan Landes

Colonialism was supported by and reflected in cultural imagery: pictures of colonized people, philosophical speculations about their role in history, fictional portraits, ethnological commentary in travel literature, and

so on. In this course we study how Europeans have perceived, portrayed and continue to portray people of what is now called the "Third World." Drawing on materials from history, literature, anthropology, philosophy, art history, cinema, and cultural theory, we'll explore European cultural imagery created since the fifteenth century in response to encounters with people throughout the world. An essential argument of the course is that these "discourses" and "representations" have promoted and sustained European political and cultural domination. Class will meet for one and one-half hours twice a week.

SS 270

AMERICAN INDIANS

Leonard Glick

Susan Darlington

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 discuss peoples of various regions and traditions—the Cherokee, Iroquois, Sioux, Paiute, and others—in order to gain some appreciation of the diversity and complexity of their cultures and historical experience. Course themes will include the history of governmental policy and how American Indian nations have responded; religious and cultural responses to social change; Euro-American images and portrayals of American Indians; twentieth century activism and political struggles; and the experience of women. In addition to short writing assignments, students will write research papers, some of which may be presented in class. Class meets for one and one-half hours twice a week. Enrollment limit 45; selection, if necessary, will be based on a one page essay describing your Division II program and need for this course.

SS 278

CIVIL RIGHTS: LEGAL AND POLITICAL PERSPECTIVES

Marlene Fried

Flavio Risch

This course will analyze the political and legal development of notions of civil and fundamental rights in the United States, broadly comparing the experiences of people of color, women, and gay men and lesbians in asserting their identities and interests within largely white, heterosexual, male-dominated social, political and economic institutions. Among the issues to be examined in some depth are the development of movements for fundamental social change, the evolution of legal constructs of equality and racial difference, and the roles of the legislative and judicial arms of government in regulating discrimination in such areas as education, housing, voting and employment. Current debates over affirmative action, mandatory HIV testing, reproductive choice and sexual preference will be studied. Readings will include

primary legal materials such as court opinions and statutes in addition to historical, philosophical and sociological works. Class will meet for one and one-half hours twice a week. Enrollment limit 50.

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.

This class will meet for two and one-half 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/NS 284

DECONSTRUCTING AIDS: SCIENTIFIC, SOCIAL AND LEGAL DIMENSIONS

Margaret Cerullo

Flavio Risch

Michelle Murrain

What is AIDS? More than a disease, it is a complex social, legal and medical phenomenon. Beginning with a critical examination of the constructions of AIDS in the social and medical sciences and in popular culture, we will analyze such issues as the effects of the AIDS crisis on the movement for gay and lesbian civil rights, on sexual behavior and social relationships, and on women and people of color. Central to our inquiry is an analysis of the responses of political, religious and medical institutions as they attempt to marginalize and control those perceived as "at risk" for AIDS, and analysis of the rise of AIDS political activism and cultural criticism in opposition to these institutional responses. From the scientific point of view, we will look at the biology of the HIV virus and the epidemiology of AIDS, exploring issues in research, prevention, testing, diagnosis, and treatment. Finally, what the law can and should do in response to AIDS—to protect the interests of those having the disease and those seen as "at risk," and to protect the public health—will be explored. Class will meet for one and one-half hours twice a week.

SS 294

CRITICAL STUDIES IN CULTURE, II: NEW APPROACHES TO HISTORY

*Miriam Slater
James Wald*

Formerly concerned with the deeds of "great men," the nation-state, and "great ideas," historical scholarship has now become a wide-open field. Emphasis has shifted away from the elites toward the common people, from "politics" toward social structures, from "high" toward popular culture, from consensus toward conflict, and from change toward continuity. "Total histories" have integrated formerly compartmentalized areas of study. Social, economic, political, religious, and sexual "out-groups" have entered the mainstream of historical study. New insights from philosophy and literary criticism have challenged simplistic assumptions concerning the possibility of an "objective" reconstruction of the past. Drawing upon the history of Europe in the early modern era, we examine changes in the subject matter and sources of historical inquiry. Class will meet for one and one-half hours twice a week.

SS 310

THIRD WORLD REVOLUTIONS

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 will concentrate on five case studies such as the 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, such as in El Salvador, the Philippines, South Africa, and Zaire. The class will meet for three hours once a week. Enrollment limit 20.

SS 311

WOMEN AND WORK

Laurie Nisonoff

This research workshop examines case studies of the interrelationships of gender and capital, some located in specific practice, time and place, others directed towards theoretical critique and construction. We examine issues such as: the work lives of women in the home and workplace; the relationships between "paid" and "unpaid" work; the "feminization of poverty" and of policy; the growth of new professions, the service sector, and the global assembly line. This course is organized as a seminar with students assuming substantial responsibility for discussion. Some background in feminist studies, political economy, history, or politics is expected. This course is designed for advanced Division II students and Division III students. Class will meet once a week for two hours; enrollment limited to 20, by instructor permission.

SS 397i

WRITING ABOUT THE THIRD WORLD

Frederick Weaver

This seminar is open to Division III students who are writing their independent study projects on some social science question about the Third World. The course will center around these projects. After we read one or two articles to help us develop some common vocabulary, the projects themselves, along with what they suggest in the way of additional reading, will constitute the syllabus.

The class will meet for two and one-half hours once a week. Enrollment limit is 15; advance permission of the instructor is required.

SS 399b

PEOPLE STUDYING PEOPLE

Robert von der Lippe

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

Class will meet for three hours once a week. Enrollment is limited to 15 Division III students who have begun to write their theses; prior permission of the instructor required.

FIVE COLLEGE FACULTY OFFERINGS

COURSE LIST

HAMPSHIRE

Foreign Languages 106

ELEMENTARY ARABIC I

Mohammed Mossa Jiyad

HAMPSHIRE

HA 143

COMPARATIVE CARIBBEAN DANCE I

Yvonne Dantel

HAMPSHIRE

HA 272

DANCE AND CULTURE

Daphne Lovell

HAMPSHIRE

SS 310

THIRD WORLD REVOLUTIONS

Anthony Lake

MOUNT HOLYOKE

Asian 231s

ELEMENTARY ARABIC II

Mohammed Mossa Jiyad

MOUNT HOLYOKE

International Relations 273s

CASE STUDIES IN AMERICAN FOREIGN POLICY

Anthony Lake

MOUNT HOLYOKE

International Relations 311s

PROBLEMS OF INTERNATIONAL PEACE AND SECURITY

Michael Klare

SMITH

Jewish Studies 100d

ELEMENTARY MODERN HEBREW

Shlomo Lederman

SMITH

Dance 145b

CUBAN DANCE TRADITIONS

Yvonne Dantel

UNIVERSITY

Hebrew 202

INTERMEDIATE MODERN HEBREW II

Shlomo Lederman

UNIVERSITY

Geology 512

X-RAY FLUORESCENCE ANALYSIS

J. Michael Rhodes

UNIVERSITY

Geology 591V

VOLCANOLOGY

J. Michael Rhodes

COURSE DESCRIPTIONS

HAMPSHIRE

Foreign Languages 106

ELEMENTARY ARABIC I

Mohammed Mossa Jiyad

Continuation of Foreign Languages 105.

HAMPSHIRE

HA 143

COMPARATIVE CARIBBEAN DANCE I

Yvonne Daniel

This course is designed to give flexibility, strength and endurance training within Caribbean dance styles. It focuses on Katherine Dunham (African-Haitian) and Teresa Gonzalez (Cuban) techniques and includes Haitian, Cuban and Brazilian traditional dances. The cultural contexts of secular and religious dance forms are emphasized. Students are involved in physical training, perfection of style, and understanding the diverse values that are embodied in movement. Students will develop skill and respond to traditional Caribbean rules of performance, they are encouraged to display Caribbean dances in studio and concert performance settings.

HAMPSHIRE

SS 310

THIRD WORLD REVOLUTIONS

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.

MOUNT HOLYOKE

Asian 231s

ELEMENTARY ARABIC II

Mohammed Mossa Jiyad

Continuation of Asian 230.

MOUNT HOLYOKE

International Relations 273s

CASE STUDIES IN AMERICAN FOREIGN POLICY

Anthony Lake

An examination of some decisions that have been central to American foreign policy since World War II, covering such cases as Hiroshima, the Korean and Vietnam Wars, the Bay of Pigs and the Cuban Missile Crisis, 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.

MOUNT HOLYOKE

International Relations 311s

PROBLEMS OF INTERNATIONAL PEACE AND SECURITY

Michael Klare

A research-oriented seminar on critical problems of international peace and security in the 1990s, intended for students who seek to enhance both their research skills and their understanding of current world security affairs. We will focus on problems of regional conflict in the Third World, and on problems arising from the flow of advanced military technologies (nuclear, chemical, and conventional) from the industrial powers of the "North" to the emerging regional powers of the developing world. Will also consider both traditional and innovative approaches to the amelioration of these problems. The course will begin with presentations on these themes by the instructor, along with a discussion of research principles and methods. Each student will select a particular problem for intensive study, to result in a research paper and oral report on this topic. This course is particularly suited for upper-division students who intend to pursue graduate education in this field or who seek to obtain positions or internships with governmental and non-governmental agencies in this area.

SMITH

Jewish Studies 100d

ELEMENTARY MODERN HEBREW

Shlomo Lederman

Continuation of Jewish Studies 100d.

AMHERST

FCAST 22

ASTRONOMY III: GALACTIC AND EXTRAGALACTIC ASTRONOMY

Stephen Schneider

MOUNT HOLYOKE

FCAST 34

HISTORY OF ASTRONOMY

Tom R. Dennis

UNIVERSITY

FCAST 38

TECHNIQUES OF OBSERVATIONAL RADIO ASTRONOMY

Ronald Snell

FCAST 40

SEMINAR: TOPICS IN ASTROPHYSICS

George Greenstein

Stephen Strom

SMITH

Dance 145b

CUBAN DANCE TRADITIONS

Yvonne Daniel

This course focuses on African/Cuban dance traditions. It surveys sacred choreographies of the Orishas, traditional rumba forms and other sacred and popular forms that originated in Cuba. While increasing strength, flexibility and endurance generally, the course includes video presentations, mini-lectures, discussions, singing, drumming and dancing. Permission of Instructor required.

UNIVERSITY

Hebrew 202

INTERMEDIATE MODERN HEBREW II

Shlomo Lederman

Continuation of Hebrew 201. Further work in Hebrew conversation, grammar, reading and writing. Adapted short stories, videotapes. Class participation, written and oral exercises, language lab attendance. Prerequisite: Hebrew 201 or consent of instructor.

UNIVERSITY

Arabic 246

ELEMENTARY ARABIC II

Mohammed Mossa Jiyad

Continuation of Arabic 226. Prerequisite: Arabic 226 or consent of instructor.

UNIVERSITY

Geology 512

X-RAY FLUORESCENCE ANALYSIS

J. Michael Rhodes

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

UNIVERSITY

Geology 591V

VOLCANOLOGY

J. Michael Rhodes

A systematic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case

studies of individual volcanoes will be presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor, and Cascade volcanism. Prerequisite: Petrology advised. Enrollment limited. Institutional location of class will be varied, depending on enrollment.

FIVE COLLEGE ASTRONOMY COURSE DESCRIPTIONS

AMHERST

FCAST 22

ASTRONOMY III: GALACTIC AND EXTRAGALACTIC ASTRONOMY

Stephen Schneider

Atomic and molecular spectra, emission and absorption nebulae, the interstellar medium, the formation of stars and planetary systems, the structure and rotation of galaxies and star clusters, the nature of other galaxies, exploding galaxies, quasars, the cosmic background radiation, and current theories of the origin and expansion of the universe. Continuation of scientific programming labs from FCAST 21. Prerequisite: FCAST 21.

MOUNT HOLYOKE

FCAST 34

HISTORY OF ASTRONOMY

Tom R. Dennis

Lectures, readings, and discussions. Developments in astronomy and their relation to other sciences and the social background. Astronomy and cosmology from earliest times; Babylonian and Egyptian computations and astrological divinations; Greek science, the Ionians, Pythagorean cosmos, Aristotelian universe, and Ptolemaic system; Islamic developments, rise of the medieval universe, and science and technology in the Middle Ages; the Copernican revolution and the infinite universe; the Newtonian universe of stars and natural laws; the mechanistic universe in the Age of Reason of the 18th and 19th centuries. Development in gravitational theory from ancient to modern times; development in our understanding of the origin, structure, and evolution of stars and galaxies; and developments in modern astronomy. Nontechnical, with emphasis on history and cosmology.

UNIVERSITY

FCAST 38

TECHNIQUES OF RADIO ASTRONOMY

Ronald Snell

Equipment, techniques, and the nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature, and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth, and antenna efficiency. Techniques of beam switching, interferometry, and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions,

nonthermal sources. Applications to the sun, interstellar clouds, and extragalactic objects. Prerequisite: Physics: Electricity and Magnetism.

FCAST 40

SEMINAR: TOPICS IN ASTROPHYSICS

George Greenstein

Stephen Strom

Topic for 1991-92: Formation of Stars and Planetary Systems. Devoted each year to a particular topic or current research interest, this course will commence with a few lectures in which an observational and a theoretical problem is laid out, but then quickly move to a seminar format. In class discussions a set of problems will be formulated, each designed to illuminate a significant aspect of the topic at hand. The problems will be significant in difficulty and broad in scope: their solution, worked out individually and in class discussions, will constitute the real work of the course. Students will gain experience in both oral and written presentation. Prerequisite: FCAST 21 and 22.

CO-CURRICULAR COURSES

FOREIGN LANGUAGES

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

For further information on French and Spanish, contact the International Language Institute, 586-7569, or Gabriel Rabu/ Caroline Gear at Prescott A5, 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 A5 office.

HAMPSHIRE

Foreign Language 105

ELEMENTARY ARABIC I

Mohammed Mossa Jiyad

Lecture, class recitation, extensive use of language lab. Introduction to the Modern Standard Arabic language: reading, writing and speaking. Daily written assignments, frequent recitations, dictations, quizzes, and exams. Text: Ahlan Wa Sahlan Part 1 and 2. A computer program will

be used to teach the Arabic script, and a proficiency based series of computer programs and games to teach vocabulary and functional expressions will be used later in the course. Some handouts of practical use will be distributed. Three class meetings per week, plus individual work in the language lab.

OUTDOORS AND RECREATIONAL ATHLETICS PROGRAM COURSE LIST

OPRA 102

INTERMEDIATE SHOTOKAN

KARATE

Marion Taylor

OPRA 104

ADVANCED SHOTOKAN KARATE

Marion Taylor

OPRA 107

YOGA

Lisa Clark

OPRA 112

INTERMEDIATE AIKIDO

Paul Sylvain

OPRA 116

BEGINNING KYUDO:

ZEN ARCHERY

Marion Taylor

OPRA 117

INTERMEDIATE KYUDO

Marion Taylor

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 189
BEGINNING TENNIS (INDOORS)
Madelyn McRae

OPRA 190
ADVANCED BEGINNING TENNIS (OUTDOORS)
Madelyn McRae

OPRA 191
INTERMEDIATE TENNIS (INDOORS)
Madelyn McRae

OPRA 192
ADVANCED INTERMEDIATE TENNIS (OUTDOORS)
Madelyn McRae

OPRA 195
HC TENNIS CLUB (OUTDOORS)
Madelyn McRae

OPRA 218
OUTDOOR LEADERSHIP
Karen Warren

COURSE DESCRIPTIONS

All non-Hampshire participants will be charged a Lab/Equipment Fee for attending any of the following courses.

Five College students will be graded on a pass/fail basis and must negotiate credits with their own registrars.

OPRA 102
INTERMEDIATE SHOTOKAN KARATE
Marion Taylor

This course is for all white belts who have completed OPRA 101. We will go on to more advanced forms of sparring and kata. The class will meet Monday and Wednesday, 6:00 to 8:00 p.m. in the Robert Crown Center.

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.

OPRA 107
YOGA
Lisa Clark

Class is based on Kripalu Yoga and the principles of Body Mind Centering(TM) developed by Bonnie B. Cohen. Students are provided with detailed instruction in yoga postures (asanas), breathing exercises (pranayama), experiential anatomy through movement and stretching, and meditation in motion.

Class meets in the South Lounge of the RCC on Wednesdays and Fridays from 4:00 to 5:30 p.m.

OPRA 112
INTERMEDIATE AIKIDO
Paul Sylva

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.

OPRA 116
BEGINNING KYUDO: ZEN ARCHERY
Marion Taylor

Kyudo, the Way of the Bow, has been practiced in Japan for centuries. The form of the practice is considered a type of Ritsuzen or standing Zen. It is often practiced in monasteries as an active meditation and contrast to Zazen or seated Zen. The class will concentrate on learning the Seven Co-ordinations or step by step shooting form. The target which is only six feet away serves the archer as a mirror in order to reflect the status of the archer's mind and spirit.

Since space and equipment are limited, it may be necessary to limit the number of people in this class. Therefore each prospective student should make an appointment for an interview with the instructor before the first week of classes.

The class will meet in the South Lounge of the RCC on Tuesday and Thursday from 4:00 to 5:30 p.m.

OPRA 117
INTERMEDIATE KYUDO
Marion Taylor

This course will extend to the Hitote or two arrow form of Zen Archery. The students will be able to shoot outdoors after Spring Break and try longer range shooting.

The course can only be taken by people who have completed OPRA 117.

The class will meet in the South Lounge of the RCC on Monday and Wednesday from 2:30-4:00 p.m.

OPRA 118
BEGINNING T'AI CHI
Denise Barry

T'ai Chi is the best known Taoist movement and martial art. It was created by Taoist priests to be a "cloud water dance" more than 1200 years ago. The pattern of slow, graceful movements stimulates energy centers and promotes endurance, vitality and relaxation. This course will include conditioning exercises, standing meditation and part I of the Yang style T'ai Chi form.

The class meets on Thursdays from 12:30 to 1:45 p.m. in the Robert Crown Center. Enrollment is open. Register by attending the first class.

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. We will also introduce some two-person push-hands.

The class meets on Thursdays from 2:00 to 3:15 p.m. in the Robert Crown Center. Enrollment is open. Register by attending the first class.

OPRA 123
BEGINNING WHITEWATER KAYAKING
Earl Alderson

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

The class will meet on Wednesday from 1:30 to 2:45 p.m. in the pool until March 16. 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 first class in the Robert Crown Center. Enrollment limit, 6, taken at the instructor's discretion.

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 p.m. in the pool.

OPRA 126
BEYOND BEGINNING WHITEWATER KAYAKING
Earl Alderson

This course is designed for people who have taken the beginning kayak class, or who have had some previous beginning instruction. Class II to III rivers will be paddled in order to practice basic to advanced whitewater skills, along with fine tuning fundamental skills in the pool. Prerequisites include an Eskimo roll (moving water preferred) and solid class II skills. Strong swimming ability is required. (Swim evaluation will be made at the first class).

The class will meet on Thursday from 1:30 to 3:00 p.m. in the RCC pool through March 16. After that date, river trips will meet Thursday from 12:30 to 6:00 p.m. To register, sign up at the first class in the Robert Crown Center. Enrollment limit, 6; taken at instructor's discretion.

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 local climbing areas. The climbing wall will open the first Thursday after January Term ends from 3:30 to 5:30 p.m. 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.

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 p.m. 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 3:30 to 6:00 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. A basic approach to getting in shape and understanding why and how to be fit. Learn a complete conditioning program composed of stretching, brisk walking, weight lifting, and the nutritional requirements for good health. The class will clearly explain the physiology, mechanics and psychology of stretching. Also, the instructor will present practical guidelines for developing a flexibility program, including numerous stretching exercises and warm-up drills. You'll increase flexibility, tone, muscular strength, improve endurance, and feel ALIVE!

Running shoes and sweats are required.

Meets Tuesday and Thursday, 8:00 to 10:00 a.m. in the Robert Crown Center. 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 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.

There will be a fee for the use of the Ski area.

Credit not available. Class will meet at the RCC from 12:00 to 6:00 p.m. on Tuesdays. Register at the first class.

OPRA 189

BEGINNING TENNIS (INDOORS)

Madelyn McRae

Catch the fever for the fuzzy yellow ball! You'll leave this class with a thorough knowledge of the basics (stroke production and game rules) to keep you playing one of the best lifetime sports. emphasis on group interaction and fun.

Class will meet M and W 1:00-2:30 p.m. in the Multi-Sport Center until Spring Break. Limit 12. Instructor's permission required.

OPRA 190

ADVANCED BEGINNING TENNIS (OUTDOORS)

Madelyn McRae

A continuation of OPRA 189 with a little wind, sunshine and variable weather.

Class will meet after Spring Break on M and W, 1:00-2:00 p.m. at the outdoor courts, weather permitting or in the Multi-Sport Center. Limit 12. Instructor's permission required.

OPRA 191
INTERMEDIATE TENNIS (INDOORS)

Madelyn McRae

For the occasional but avid player who's eager to improve. This class provides a solid review of basics, introduces spin, and looks at singles and doubles strategy. Learn to evaluate your own play. A great lead-in for HC Tennis Club (See OPRA 195 below).

Class will meet in the Multisports Center on T and Th 1:00-2:30 p.m. until Spring Break. Limit 12. Instructor's permission required.

OPRA 188
ADVANCED INTERMEDIATE TENNIS (OUTDOORS)

Madelyn McRae

A continuation of OPRA 191 with a little wind, sunshine, and variable weather.

Class will meet after Spring break on M and W, 2:00-3:00 p.m. at the outdoor courts, weather permitting or in the Multi-Sport Center. Limit 12. Instructor's permission required.

OPRA 195
HC TENNIS CLUB

Madelyn McRae

If you want to play regularly and are seeking new friends in this great sport, join the club — literally. Open to HC students, faculty and staff, this group will play under the guidance of an instructor. Clinics will be a part of the course, emphasizing certain aspects of the game, e.g., serves, doubles play, drills. And if you're looking for some more action, become a part of the club team that will play matches against some other teams and clubs in the area.

The Club will meet after Spring Break on T and Th 1:00-2:30 p.m. at the outdoor courts, weather permitting or in the Multisports Center. Limit TBA.

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.

WRITING AND READING PROGRAM

WP/SS 242

FORMS OF WRITING IN THE SOCIAL SCIENCES

Will Ryan

This writing course will study creative nonfiction, biographies, analytical essays, case studies, etc., used by historians, ethnographers, sociologists, psychologists, and economists to portray specific social realities. These readings will not only provide models for writing, but permit the class to develop some criteria for reviewing student work. There will be regular writing assignments and frequent opportunity for peer review, although this is not a course for students interested in short story writing and poetry. Class will meet for one hour twice a week. Enrollment limit is 16 and instructor permission is required. Sign up at the Writing Center before the first class.

FACULTY BIOGRAPHIES

SCHOOL OF COMMUNICATIONS AND COGNITIVE SCIENCE

Joan Braderman associate professor of video production and media theory, has a BA from Radcliffe College and a 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 received grants from the Jerome Foundation, New York State Council on the Arts, Massachusetts Council on the Arts, New York Foundation on the Arts, and others. 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, a MEd in reading from Westfield State College, and a 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. She will be on leave Spring term 1992.

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 professor of philosophy, received his BA from Oberlin College and his PhD in philosophy at the University of Pittsburgh. He teaches and pursues research in the philosophical foundations of cognitive science, the philosophy of mind, artificial intelligence, philosophy of language, epistemology, semantics, ethics, and social and political philosophy, including biomedical ethics and the philosophy of technology. He is particularly interested in the ontological and epistemological issues raised by cognitive science, and in abortion, affirmative action, and the moral foundations of technology assessment.

David Kerr associate professor of mass communications and Merrill House director of academic life, 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.

Richard Muller associate professor of communication and computer studies and dean of the School of Communications and Cognitive Science, holds a BA from Amherst College and a PhD from Syracuse University. He has been director of Instructional Communications at the SUNY Upstate Medical Center in Syracuse and associate director of the Hampshire College Library Center. He is interested in the use of personal computers in education and in the home, the social and cultural consequences of the dissemination of information technology, computer programming languages and techniques, and outdoor education.

Tsenay Serequeberhan assistant professor of philosophy, holds a PhD from Boston College. He has taught at the University of Massachusetts at Boston and Boston College and was a research associate at the William Monroe Trotter Institute, where he studied the Eritrean Liberation Movement. He has published essays on Kant and Aquinas, Hegel, Heidegger, and Gadamer. His current research addresses hermeneutic and political topics in African philosophy as well as problems in modern political philosophy. He teaches courses in ancient philosophy, African philosophy, political philosophy, Heidegger, hermeneutics, and Marxism. He will be on leave Spring term 1992.

Neil Stillings professor of psychology, has a BA from Amherst College and a PhD in psychology from Stanford University. Much of his research and teaching concerns the psychology of language. He also has a substantial interest in other areas of cognition, such as memory, attention, visual and auditory perception, intelligence, and mental representation.

Steven Weisler associate professor of linguistics, has his main interests in semantics, syntax, language acquisition, and the philosophy of language. He has a PhD in Linguistics from Stanford University and an MA in communication from Case Western Reserve University. For the two years before coming to Hampshire he held a postdoctoral fellowship in cognitive science at the University of Massachusetts.

SCHOOL OF HUMANITIES AND ARTS

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. Rhonda will be on leave Spring term.

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. Bill will be on leave Spring term.

Robert Coles assistant professor of African-American literature, received a BA from Lincoln University, an 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 African-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. Elly will be on leave Fall term.

Ed Groff visiting assistant professor of dance received his BA from The Evergreen State College and his MFA from Connecticut College. Ed received certification in Laban Movement Analysis from the Laban/Bartenieff Institute of Movement Studies in New York City. He has taught at the Laban/Bartenieff Institute of Movement Studies, University of Washington, Connecticut College and at other institutions abroad.

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 multimedia performance, contemporary European theatre and political theatre.

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 Scripps 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.

Norman Holland assistant professor of Hispano-American 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 Johns 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 Scripps College and Claremont Graduate School. He has received a Guggenheim Fellowship, among other awards. His work has been extensively exhibited and is in the collections of major museums.

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 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. Ann will be on leave Spring term.

L. Brown Kennedy associate professor of literature, is interested mainly in the Renaissance and the seventeenth century with particular emphasis on Elizabethan and Jacobean drama, Shakespeare, the metaphysical poets, and Milton. She received a BA from Duke University and an MA from Cornell where she is a PhD candidate.

Wayne Kramer associate professor of theatre arts, holds a BFA and an MFA with emphasis in design work for the theatre. He has eleven years experience in black theatre, children's theatre, and the production of original scripts, and has directed for the stage and television. His design work has been seen both in this country and in Europe. He has been a guest artist with Smith College Theatre on several occasions, and designed the New York production of Salford Road, which was later performed in Scotland.

Yusef Lateef Five College professor of music, holds a MA in music from the Manhattan School of Music and a PhD in education from the University of Massachusetts. He has concertized internationally, authored more than fifteen music publications and he has been extensively recorded. His interests include teaching, composing music, creative writing, symbolic logic, printmaking, ethology and linguistics.

Michael Lesy associate professor of literary journalism received a B.A. in theoretical Sociology at Columbia University, a M.A. in American Social History at the University of Wisconsin and a Ph.D. in American Cultural History at Rutgers University. Michael has taught at the School of the Art Institute of Chicago, Emory University and Yale University. He has published several books and articles including *Wisconsin Death Trip* and *Visible Light* which received nomination by the National Book Critics Circle as "a distinguished work of biography." His new work *Rescues* was published in Spring, 1991.

Sura Levine assistant professor of art history, holds a BA from the University of Michigan, an MA from the University of Chicago, and is currently completing a PhD at that institution. She has expertise in 19th and 20th century painting and is also interested in questions of visual representation in other media such as sculpture and architecture. She has had several catalogue entries for various collections at David and Alfred Smart Gallery, University of Chicago, and the Joslyn Art Museum, Omaha, Nebraska, and has co-authored "*Stuart Davis' Art and Art Theory, an Introduction*" for the Brooklyn Museum.

Jill Lewis associate professor of humanities, holds a BA from Newham College, Cambridge, England, 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, and will be away Spring term.

Jerome Liebling Five College 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.

Judith Mann associate professor of art and Dean of Humanities and Arts, holds a BFA from the State University of New York at Buffalo and an MFA from the University of Massachusetts. She taught at Mount Holyoke College, the University of Rochester, and the Nova Scotia College of Art and Design before coming to Hampshire. She has exhibited nationally and internationally. Her work is in several private and institutional collections.

Sandra Matthews 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 Humanities, holds an AB from the University of Notre Dame and AM from the University of Chicago. In addition to his teaching and research in philosophy, religious studies, and classics, he has worked extensively in theatre, as a translator, playwright, and director, in the United States and abroad. His most recent publications are *Mortal Vision: The Wisdom of Euripides* and *Helen: A Study in Myth and Misogyny*. He has taught at Indiana University, the University of Notre Dame, the University of Dublin, and Yale University. Bob will be away all year.

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 a MFA in filmmaking from Syracuse University. Complementing a career in filmmaking and photography, he has also worked as a videomaker 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.

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.

Margo Simmons assistant professor of African-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.

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. David will be on leave Fall term.

Jeffrey Wallen assistant professor of literature, received an AB from Stanford University, an MA from Columbia University, and an MA and a PhD from the Johns Hopkins University. His interests include comparative literature, critical theory, film, and psychoanalysis.

Daniel Warner assistant professor of music, holds an MFA and a PhD in composition from Princeton University. He has received awards and fellowships from the American Academy and Institute of Arts and Letters, the MacDowell Colony, and the New Jersey State Council on the Arts. Since 1984, he has been an associate editor of *Perspectives of New Music*.

Carrie Mac 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 Amarasingwardena is an assistant professor of environmental chemistry. He has a PhD from North Carolina State University and his undergraduate work was completed at the University of Ceylon in Sri Lanka. He has a masters in chemistry from the University of Sri Lanka, and a postgraduate diploma in international affairs from the Bandaranaike Center for International Studies. His teaching and research interests include basic water quality, trace metal analysis, toxic wastes, radon monitoring, pesticide residues, and soil chemistry. He is interested in the development of new analytical techniques, Third World environmental issues, and in activism in environmental groups through lobbying and education.

Herbert J. Bernstein professor of physics, received his BA from Columbia, his MS and PhD from University of California, San Diego, and did postdoctoral work at the Institute for Advanced Study at Princeton. He has been a Mina Shaughnessy Scholar (Department of Education), a Kellogg National Leadership Fellow, and recipient of the Sigma Xi Science Honor Society "Procter" Prize. He has consulted for numerous organizations including MIT, the World Bank, AAAS, NSF, and Hudson Institute. His teaching and research interests include reconstructive knowledge, neutron interferometry, theoretical physics, and fundamental quantum mechanics. He is the director of ISIS: the Institute for Science and Interdisciplinary Studies.

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. Merle will be Dean of Faculty for the year.

Raymond P. Coppinger professor of biology, has worked at the Woods Hole Oceanographic Institution, the Smithsonian Astrophysical Observatory, the US Fish and Wildlife Service, and the Beebe Tropical Research Station in the West Indies. He holds a Four College PhD (Amherst, Smith, Mt. Holyoke, University of Massachusetts). Varied interests include animal behavior, birds, dogs, monkeys, ecology, evolution, forestry, philosophy, and neoteny theory (book in progress). Ray has been a past New England sled dog racing champion, and now works with rare breeds of sheepdogs. His research leads to numerous technical and popular publications in most of these fields.

Charlene D'Avanzo associate professor of ecology, received her BA from Skidmore and her PhD from Boston University Marine Program, Marine Biology Lab Woods Hole. She is particularly interested in marine ecology and aquaculture, and returns to the Marine Biological Laboratory in Woods Hole each summer to continue her research on saltmarsh ecology. One focus of her teaching is aquaculture research in the Hampshire bioshelter. She teaches courses in ecology, marine ecology, natural history, aquaculture, and environmental science.

John M. Foster professor of biology, previously taught biochemistry at the Boston University School of Medicine and was a director of the Science Curriculum Improvement Program at NSF. He holds a PhD in biochemistry from Harvard. In addition to his involvement in biochemistry and in human biology, he is interested in ecology and field biology, amateur electronics, baroque music, and white water canoeing.

Alan Goodman associate professor of biological anthropology teaches and writes on the health and nutritional consequences of political-economic processes. 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, Guatemala and Egypt. He received his PhD from the University of Massachusetts. Before coming to Hampshire he was a postdoctoral fellow in nutrition and epidemiology and a research fellow at the WHO Center for Stress Research, Karolinska Institute, Stockholm.

Evelynn Hammonds visiting assistant professor of history of science. She is participating in classes and seminars in the schools of natural science and social science. Evelynn has a BEE from Georgia Institute of Technology, BS from Spelman College in Physics and a SM in physics from MIT. She is a candidate at Harvard University for a PhD in History of Science.

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. Kelly will be on sabbatical spring term.

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.

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 skeletal population from Black Mesa, Arizona. Her teaching and research interests include Women's health, Native American Studies, Anthropology of Health and Disease, human evolution and skeletal biology. Debra will be on sabbatical and leave F91, S92.

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. Ann will be on sabbatical fall semester.

Lynn Miller professor of biology, is one of the "founding faculty" of Hampshire. His principal interests are genetics (human and microbial), molecular biology and evolution.

Michelle Murrain assistant professor of neurobiology, 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. Her interests include: the neuronal basis for behavior, the biology of AIDS and AIDS education, and the underrepresentation of women and people of color in science.

Benjamin Oke visiting assistant professor of animal science received a PhD in Ruminant Nutrition from Ohio State University. He has worked at both the International Institute of Tropical Agriculture and International Livestock Center for Africa. He has done research in nutritional physiology and biochemistry at Ohio Agricultural Research and Development Center. Ben's teaching and research interests include food production and undernutrition in the Third World, sustainable agriculture and improvement of efficiency of nutrient utilization in ruminants.

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 ecology and 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 number of years in Nicaragua and El Salvador studying methods of biological control of insect pests in annual crops. He is also interested in statistical analysis, world peace, and softball.

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. Larry will be on sabbatical fall semester.

Frederick H. Wirth assistant professor of physics, holds a BA from Queens College of CUNY and a PhD from Stonybrook University of SUNY. His research interests center around 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.

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 spring term.

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

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.

Margaret Cerullo associate professor of sociology and Enfield House co-director of academic life, has a BA from the University of Pennsylvania, a BPhil from Oxford University, and is presently a PhD candidate at Brandeis University. Her particular areas of interest are the sociology of women and the family in America; political sociology; stratification; sociology of work and family in America; political sociology; stratification; sociology of work and leisure; and European social theory.

Susan Darlington assistant professor of anthropology and Asian studies, received her BA in anthropology and history from Wellesley College and MA and Ph.D. in anthropology from the University of Michigan. She lived in Thailand as a Fulbright Scholar from 1986 to 1988, conducting research on the role of Buddhism in rural development. Her special interests include social anthropology, cross-cultural perspectives of religion, Buddhism, social change, rural and economic development, and Southeast Asian culture.

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. He will be on sabbatical all year.

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 and her book *From Abortion to Reproductive Rights: Transforming a Movement* was published by South End Press in 1990. Her research and teaching attempt to integrate her experiences as an activist and a philosopher. She will be on sabbatical fall term.

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. She will be on sabbatical all year.

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.

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.

Anthony Lake Five College professor of international relations, has had a varied career in foreign affairs: after serving for eight years as a Foreign Service Officer, he became Special Assistant to National Security Advisor Henry Kissinger in 1969, a post he resigned at the time of the Cambodian invasion. During the Carter administration he served as director of policy planning. He has authored numerous articles and two books on foreign affairs. He will teach in the spring term.

Joan Landes professor of politics and women's studies, holds a BA from Cornell University and an MA and 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 European cultural and political history, with an emphasis on modern France.

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.

Gregory Prince Hampshire College president and professor of history, received his BA and PhD in American Studies from Yale University. He has taught modern U.S. history at Dartmouth College and Yale University.

Robert Rakoff associate professor of politics, 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. He will be on sabbatical all year.

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. He will be on sabbatical fall term.

Patricia Romney assistant professor of psychology, did her graduate work at the City University of New York, where she received the Bernard Ackerman award for outstanding scholarship in clinical psychology. She completed her internship at the Yale University School of Medicine. She came to Hampshire after five years of clinical work at the Mount Holyoke Health Service. Her interests include systems of family therapy, organizational diagnosis and development, and the psychology of oppression. She is currently involved in research on the environmental correlates of eating disorders in college settings.

Mitziko Sawada visiting associate professor of history, received her undergraduate training at Tokyo Joshidaigaku and Reed College. After two decades as a research and editorial assistant, mother, housewife, teacher, and community activist, she returned to pursue graduate work at New York University and received a PhD in American social history and modern Japan. Her research focuses on a comparative historical understanding of nineteenth and twentieth-century United States and Japan. She is interested particularly in people's responses to economic and social change and how their attitudes, behavior, and view of the world were formulated. She has engaged in extensive research in Japan.

Stephanie Schamess visiting assistant professor of psychology, holds a BA from Sarah Lawrence College, MSEd 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 day care 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, received his BA from Albion College and his PhD from Harvard University. Prior to coming to Hampshire he taught at the University of California at Santa Cruz and Bucknell University. His research and teaching interests include industrial organization, comparative economic systems, environmental economics, and economic theory. He is specifically concerned with the modern corporation as understood by conventional and radical theories, the

political economy of capital mobility and deindustrialization, and the social and economic dimensions of workplace democracy. He is also the coordinator of Hampshire's program on Business and Society.

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 and dean of Social Science, 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.

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 spring term.

ADMINISTRATION AND STAFF

ADMISSIONS

Audrey Smith, *director*
Carmen Fortin, *senior associate director and director of foreign student recruitment*
Rosita Fernandez-Rojo, *associate director*
Aukram Burton, *associate director and director of multicultural recruitment*
Kate Skorpen Claeson, *assistant director*
Kerry Landers, *assistant director*
Shani Lasin, *assistant director*
Jean Strain, *assistant director*
Bonnie Svoboda, *application supervisor*
Jeanne Stiles, *application processor*
Brenda Kerle, *application processor*
Veronica Diaz, *prospects coordinator*
Staci Frieze, *analyst*
Stana Kozlovich, *administrative assistant*
Susan Coburn, *administrative secretary*
Joan Conroy, *receptionist/secretary*
Ruby Dion, *secretary/word processor*

ADVISING CENTER

Maureen Mahoney, *associate dean*
Karyl Lynch, *assistant dean*
Mary Frye, *assistant dean*
Nancy Elwell, *administrative secretary*

BOOKSTORE

Gail Tilton, *manager*
Diane Smith, *assistant manager*
Margaret Aust-Anastasi, *bookstore assistant*
Barbara Nevin, *bookstore assistant*

BUSINESS OFFICE

Gerald Bohdanowicz, *controller*
Brett Snowden, *assistant controller*
Grace Adzima, *senior accountant*
Patricia Begos, *student accounts, loan supervisor*
Jennifer Shaw, *student accounts assistant*
Jan Allard, *accountant/payroll*
Diane Payant, *accounts payable*

CAREER OPTIONS RESOURCE CENTER

Andrea Wright, *director*
Jane Zerby, *internship coordinator*

CENTRAL RECORDS

Roberta Stuart, *director*
Kathleen Hulmes, *assistant, computer records*
Natalie Owen, *assistant, computer records*
Rolf Hegwer, *senior transcript secretary*
Anna Bloomer, *transcript secretary*

DATA SERVICES

Sandy Miner, *director*
Brad Bascom, *system analyst*
Claire Niemiec, *system administrator*
Dorothy Recos, *data administrator*
William Sloan, *programmer*

DAY CARE & CHILDREN'S CENTER

Lynne Brill, *director*
Kinter McKenzie, *preschool teacher*
Paula Broughear, *preschool teacher*
Patricia Baker, *preschool teacher*
Patricia Van Order, *toddler teacher*
Sophia Smolinski, *infant teacher*
Jo Anne Sopko, *infant teacher*

DEAN OF FACULTY OFFICE

Merle Bruno, *acting dean*
Laurence Beede, *associate dean*
Kelley Piccuto, *administrative assistant*
Barbara Tennant, *administrative secretary*

DEAN OF STUDENTS OFFICE

Trey Williams, *dean*
Anne Downes, *assistant dean for residential life*
Barbara Orr-Wise, *affirmative action officer/coordinator, foreign students program*
Margaret Brooks, *administrative assistant*
Robin Picard Harris, *director of student activities/first year programs*
Sussan Noushzadi, *director of housing/operations manager*
Theresa Copper Gordon, *cultural and social coordinator, SOURCE*
Nanette Sawyer, *women's center*

DEVELOPMENT OFFICE

Gail Neale, *director, director of capital campaign*
Pauline Carter, *gifts and records supervisor*
Lorraine Sahagian, *associate director for individual giving*
Irena Cade, *research associate*
Cynthia Melcher, *director of the annual fund*
Judy Messeck, *annual fund assistant*
John Shin, *alumni relations*
Alison Ernst, *assistant to alumni relations*
Brian Moore, *systems coordinator*
Marilyn Gilmore, *director of corporate/foundation relations*
Mary Costello, *administrative assistant*
Anne Deutsch, *administrative secretary for capital campaign*
Barry Lefsky, *secretary to the grants office*
Barbara LaBonte, *assistant to the annual fund*
Brian Anastasi, *data entry clerk*

DUPLICATION OFFICE

Jacqueline O'Connell, *supervisor*

Steve Berube, *technical assistant*
Karen Wenczek, *clerk*

FARM CENTER

Ray Coppinger, *guard-dog project*
Lorna Coppinger, *outreach specialist*
Nancy Thompson, *administrative secretary*

FINANCIAL AID OFFICE

Kathleen Methot, *director*
Joan Millet, *administrative secretary*
Valerie Walker, *secretary*
Mona Koenig-Kroner, *student employment coordinator*

FOOD SERVICE/MARRIOTT

Lawrence Archey, *director*
Michael Rosenberg, *food service manager*
Margaret Betsold, *food service manager*

HEALTH SERVICES

Virginia Brewer, *director/health services*
Stephen Klein, *director/mental health*
Constance Gillen, *staff psychologist*
Jane Demers, *nurse practitioner*
Ron Mazur, *health educator*
Geraldine Doman, *secretary*

HOUSES

Dakin House

Renee Freedman, *supervisor*
Jennifer Jackson, *assistant house supervisor*
Linda Mollison, *house coordinator*

Greenwich/Enfield Houses

Patricia Mistark, *house coordinator*

Merrill House

Dawn Binder, *supervisor*
Carol Boardway, *house coordinator*

Prescott House

Larry Goldbaum, *supervisor*
Mary Sera, *house coordinator*

INTERNATIONAL STUDIES ADVISING OFFICE

Clayton Hubbs, *director*
Jane McGowan, *administrative secretary*

LIBRARY

Gai Carpenter, *director*
Susan Dayall, *assistant director, public service*
Bonnie Vigeland, *librarian—communications and cognitive science*
Serena Weaver, *librarian—humanities and arts*
Helaine Selin, *librarian—natural science*
Dan Schnurr, *librarian—social science*
Leigh Svenson, *media services manager*
Debra Whitney, *administrative secretary*
Tom Hart, *circulation specialist*
Dale LaBonte, *circulation assistant*
Peggy Reber, *circulation assistant, reserves*

Ruth Rae, *film office specialist*
Beth Kilduff, *media services specialist*
Mike Kurrier, *interlibrary loan*
Eva Weber, *gallery specialist*
Anita Weigel, *cataloging specialist*
Alice Barrett, *technical services specialist*
Joan Barrett, *serials specialist*
John Gunther, *media production specialist*
Ed Socha, *senior electronics technician*
Tom Pappas, *electronics technician*
Robert Crowley, *electronics technician*
Jim Milewski, *electronics technician*
Michael Langone, *electronics technician*
Peter Tomb, *vax coordinator*
Harriet Boyden, *micro computer coordinator*

MULTISPORTS FACILITY

Paul Kolota, *director*

OUTDOORS & RECREATIONAL ATHLETICS PROGRAM

Robert Garminian, *director*
Marion Taylor, *director, martial arts program*
Glenna Lee, *instructor*
Kathy Kyker-Snowman, *instructor*
Karen Warren, *instructor*
Earl Alderson, *instructor*
Dennis Jackson, *instructor*
Florence Wilk, *coordinator/secretary*
Denise Conti, *secretary*

PEACE AND WORLD SECURITY STUDIES

Michael Klare, *director*
Adi Bemak, *assistant director of Five College programming*
Linda Harris, *assistant director for academic outreach*

PERSONNEL OFFICE

Margot Garstka, *director*
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Jensey Graham, *administrative secretary*

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Catharine Karlak, *administrative secretary*
Frank Niemiec, *supervisor, custodian operations*
Chester Lesko, *foreman, custodian*
David Clevenger, *custodian*
Kenneth Drake, *custodian*
Luis Guillen, *custodian*
Chard Houn, *custodian*
Thomas Kelley, *custodian*
Houn Khath, *custodian*
Stanley Kopinto, *custodian*
Donald Lashway, *custodian*
Francis Lavalley, *custodian*
Robert McCain, *custodian*
Brad Moreau, *custodian*
Stephen Orsillo, *custodian*

David Sutherland, *custodian*
Neil Tucker, *custodian*
Victor Kudrikow, *grounds foreman*
David Brunelle, *grounds maintenance*
Bruce Clark, *grounds maintenance*
Mark Drapeau, *grounds maintenance*
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William Doherty, *carpenter*
Martin Rule, *carpenter*
Kathe Mottor, *carpenter assistant*
Robert Wood, *painter*
Tom Szydziak, *painter*
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John Paige, *mechanical specialist*
Craig Villeneuve, *mechanical specialist*
Ed Weber, *mechanical specialist*
Charlie Ekdahl, *head electrician*
Joseph O'Donnell, *electrician*

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Marina Vlassis, *technical assistant*

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Louise Lee, *administrative assistant*
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Debra Gorlin, *assistant director of public information*
Ellen LaFleche, *assistant director of public information*
Melissa Stephen, *director of publications*
Cheryl DeSellier, *graphic designer*

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Ann Bardwell, *assistant to the president*
Gayle Thompson, *administrative secretary*

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Ada Sanchez, *coordinator*

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Sheila Moos, *director*
Jessica Lavine, *technical specialist*

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David Muehsam, *director*

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Richard Muller, *dean*
Ruth Hammen, *administrative assistant*
Lenore Bowen, *secretary*

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Gina Whitcomb, *exam secretary*

Peter Brentlinger, *technical specialist*
Sidney Davis, *theatre technical director*
Carolyn Arnold, *arts coordinator*

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Laurie Smith, *secretary*
Stephen Hathaway, *lab manager*
Patricia Young, *lab technician & bioshelter manager*

Social Science

E. Frances White, *dean*
Chyrell George, *administrative assistant*
Yen Chun Mao, *administrative secretary*
Dana Pelletier, *secretary/january term coordinator*

SECURITY

James Lyons, *director*
William York, *sargeant*
Karen Couture, *officer*
Millard Crump, *officer*
Greg Pratt, *officer*
Al Lambert, *officer*
Ed Zaniewski, *relief officer*

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William Bennett, *director*
Kathy Dutton, *operations manager*
Adam Armstrong, *special events coordinator*

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Janice Nielsen, *supervisor*
Kathy Monahan, *operator*
Karen Parmenter, *operator*
Charles Zerby, *operator*
Jim Gehrre, *relief operator*

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Kathy Bowler, *administrative assistant*

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Deborah Berkman, *director, writing/reading program*
Ellie Siegel, *assistant director, writing/reading program*
William Ryan, *assistant coordinator, writing/reading program*
Stephanie Schamess, *assistant director, writing program*

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HAMPSHIRE COLLEGE SCHEDULE OF CLASSES/FALL 1991

SCHOOL OF COMMUNICATIONS AND COGNITIVE SCIENCE

	Course	Instructor	Method	Limit	Time	Location
CCS NS 101	Animal Behavior and Cognition	Coppinger/Feinstein	Open	35	MW 1030-12	FPH ELH
CCS 105	Cognitive Science	Stillings/Weisler	Prosem	25	TTh 130-3	ASH 126
CCS 114	Computer Science	Muller	Open	25	MWF 130-3	ASH Aud
CCS 115	Human Language Laboratory	Feinstein/Weisler	Open	25	TTh 1030-12	ASH 111
All 129	Women's Bodies/Women's Lives	Michaels, et al	Open	80	TTh 1030-12	FPH MLH
CCS 133	IntroPhilosophy of Plato	Serequeberhan	Open	25	MW 1030-12	ASH 222
CCS 140	Video Production I	Braderman	Open	20	TTh 115-3	Lib B-5
CCS 151	Convent'n/Knowledge/Existence	Garfield	Open	20	TTh 9-1030	ASH 221
CCS 152	Political Culture	Miller	Prosem	20	TTh 1030-12	ASH 221
CCS 159	Introduction to Media Criticism	Douglas	Open	20	MW 1030-12	ASH 221
CCS 165	Psychology of Reading	Chase	Open	25	TTh 130-3	ASH 111
CCS 170	TV/Video Criticism	TBA	Open	25	MW 3-430	FPH ELH
CCS 173	History/Theory/Practice/Video	Millner	Open	20	T 7-10p/Th 130-3	ASH Aud
CCS/SS 182	Cultural Politics of Motherhood	Michaels/Yngvesson	Open	30	TTh 130-3	FPH 108
CCS 204	Introduction to Neuropsychology	Chase	Open	30	MW 1030-12	ASH 126
CCS 222	Producing Cable/Community TV	TBA	Open	30	F 130-5	LIB B-5/TV Studio
CCS 223	Idealism and Realism	Garfield	InstrPer	25	TTh 1030-12	ASH 222
CCS 224	Neurophilosophy	Stillings	Open	25	TTh 9-1030	ASH Aud
CCS 232	Programming in 'C'	Colson	Open	20	TTh 1030-12	ASH Aud
CCS 233	Intro/Artificial Intelligence	Colson	Open	30	MW 1030-12	ASH Aud
CCS 237	Film/TV History, Theory/Practice	Braderman	Open	30	M3-6/W 7-10 pm	ASH Aud
CCS 241	African Philosophy	Serequeberhan	Open	30	MW 130-3	ASH 111
CCS 250	Journalism:Practice/Practitioners	Miller	Open	50	WF 1030-12	ASH 111
CCS 256	Analysis of TV News	Douglas	Open	20	TTh 1-3	ASH 221
CCS/NS 264	Biology of Human Behavior	Feinstein, et al	Open	None	MWF 130-3	ASH 126
CCS/HA 267	Sensationalism/Realism/Naturalism	Kerr/Heller	Open	35	MW 9-1030	ASH 126
CCS 303	Seminar Video Prod/Criticism	Millner	InstrPer	15	W 130-5	Lib B-5

SCHOOL OF HUMANITIES AND ARTS

HA 104	Drawing I	Brayton	See Descr	20	TTh 930-12	Art Bn
HA 110	Film/Video Workshop I	TBA	See Descr	15	TBA	PFB
HA 111	Still Photography Workshop I	Weems	See Descr	15	T 1-4	PFB
*HA 113	Modern Dance I	Schwartz	Open	24	TTh 1030-12	MDB Main
*HA 114	Modern Dance II	Groff	Open	24	MW 1030-12	EDH Main
HA 117	African-American Poetry	Coles	Prosem	20	TTh 9-1030	EDH 4
HA 118	The Uses of Fiction	Heller	Prosem	25	MW 130-3	ASH 222
HA 127	Life Stories	Lesy	InstrPer	20	MW 9-1030	FPH 105
All 129	Women's Bodies/Women's Lives	Hanley, et al	Open	80	TTh 1030-12	FPH MLH
HA 130	Reading Poetry	Sherman	Open	16	MW 1030-12	FPH 104
HA 134	The Big House	Holland	Open	None	TBA	TBA
HA 138	Russia:Film/Literature Revolution	Hubbs	Prosem	35	TTh 1030-12	EDH 4
HA 140	Image, Music, Text	Levine, et al	Open	60	TTh 130-3	FPH WLH
HA 151	Dance Composition	Nordstrom	Open	None	TTh 1-3	MDB main
HA 159	Man-Made Environment	Juster/Pope	Open	None	WF 2-4	EDH 3
HA 160	Southern Writers: Sense of Place?	Kennedy	Prosem	20	TTh 1030-12	EDH 1
HA 176	Music I	Simmons	Open	None	MW 1030-12	MDB Recital
HA 193	The Design Response	Hamilton	Prosem	15	MW 230-5	EDH Theatre
HA 194	Acting	Blair	InstrPer	16	TTh 10-12	EDH Main
HA 196	Political Theatre	Hamilton/Kramer	Prosem	40	MWF 10-12	EDH Theatre
HA 203	Introduction to Painting	TBA	TBA	TBA	TBA	TBA
HA 209	Experience of Design	Juster/Pope	Open	None	WF 1030-1230	EDH 3
HA 210	Film/Video Workshop II	Ravett	InstrPer	15	Th 9-12	PFB

	Course	Instructor	Method	Limit	Time	Location
	HA 211 Still Photography Workshop II	Matthews	InstrPer	15	M 930-1230	PFB
	*HA 216 Modern Dance Technique IV	Lowell	Open	None	MW 9-1030	MDB Dance
	HA 221 Critical Issues in Photography	Matthews	Open	None	T 930-1230	PFB
	HA 223 Critical Issues in Film	TBA	Open	None	TBA	PFB
HA/SS	225 The Other South	Kennedy/Tracy	InstrPer	None	MW 130-3	FPH 103
	*HA 227 Theatre Practicum	Kramer	See Descr	None	F 1-3	EDH Theatre
	HA 230 Writing	Payne	InstrPer	16	T 930-12	KIVA
	HA 231 Poetry Writing Workshop	Salkey	InstrPer	16	T 130-3	EDH 4
	HA 233 Tolstoi	Hubbs	InstrPer	20	TTh 130-3	EDH 2
	HA 234 Short Story Workshop	Hanley	InstrPer	15	W9-12	EDH 2
	HA 237 Fiction Writing Workshop	Salkey	InstrPer	16	Th 130-3	EDH 4
	HA 239 Jazz Performance Seminar	Lateef	InstrPer	24	M 730-1030p	MDB Recital
	HA 242 History in the Story	Holland	Open	None	TBA	TBA
	HA 245 Black American Writers in Exile	Coles	InstrPer	20	TTh 130-3	EDH 1
	HA 255 Contact Improvisation	Groff	Open	24	MW 1-3	EDH Main Studio
	HA 259 Unruling Britannia	Lewis	See Descr	25	TTh 1030-12	EDH 2
	HA 260 Feminist Challenges/Art History.	Levine	InstrPer	15	M 130-4	ASH 221
HA/CCS	267 Sensationalism/Realism/Naturalism	Heller/Kerr	Open	35	MW 9-1030	ASH 126
	HA 269 Literary Non-Fiction	Lesy	InstrPer	16	TTh 9-1030	EDH 2
	HA 281 Music III	Simmons	Open	None	TTh 1030-12	MDB class
	HA 290 Electronic Music Composition	Warner	Open	15	MW 130-3	MDB EMS
	*HA 297 Dance/Movement Studies	Groff	Open	None	F 10-12	EDH Small Studio
	HA 298 Actors Studio	Blair	InstrPer	16	TTh 130-4/F 3-5	EDH Main
	HA 305 Advanced Painting	Hurley	InstrPer	15	T 2-6	Art Bn
	HA 313 Photography III	Weems	InstrPer	15	Th 1-4	PFB
	HA 314 Film/Video Workshop III	Ravett	InstrPer	12	F 9-12	PFB
	HA 317 Drawing/Sculpture/Concentrators	Brayton/Hurley	InstrPer	15	W 2-6	Art Bn
	HA 321 Comparative Literature Seminar	Russo	InstrPer	20	W 6-9 p	EDH 4
	HA 340i The Sexuality Seminar	Lewis, et al	See Descr		M or W pm/TBA	Enfield DAL
	HA 399c Art Tutorial	Baskin	InstrPer	15	Th am/pm	Art Bn
	Hampshire College Chorus	Kearns	See Descr	None	MW 4-6 p	MDB Recital

* Course does not fulfill the requirements for the two-course option

SCHOOL OF NATURAL SCIENCE

NS/CCS	101 Animal Behavior & Cognition	Coppinger/Feinstein	Open	35	MW 1030-12	FPH ELH
NS	104 Optics & Holography	Wirth	See Descr	24	MW 9-1030/M or W 2-530	CSC 3rd
NS	107 Evolution of the Earth	Reid	Open	None	WF 9-1030/F 1-5	CSC 3rd/2nd lab
All	129 Women's Bodies/Women's Lives	Murray, et al	Open	80	TTh 1030-12	FPH MLH
NS	132 Race, Gender, and Science	Hammonds	Open	None	MW 9-1030	CSC 114
NS	134 Nutritional Anthropology	Goodman	Open	40	TTh 1030-12	CSC 114
NS	147 Pesticide Alternatives	Schultz	Prosem	20	TTh 1030-12	CSC 126
NS/SS	151 World Food Crisis	Oke/Wisner	Open	40	TTh 1030-12	FPH 108
NS	153 Natural History/Infectious Disease	Miller	Prosem	20	MWF 1030-12	CSC 126
NS	155 Environment/Concerns/3rd World	Amarasiriwardena	Open	None	WF 130-3	CSC 126
NS/SS	174 War, Revolution and Peace	Krass/Klare	See Descr	50	MW 130-3	FPH WLH
NS	175 Science of Disarmament	Krass	Prosem	20	MW 1030-12	FPH 103
NS	180 Aquatic Ecology	D'Avanzo	InstrPer	15	TTh 9-1030/T 130-5	CSC 126/Field
NS	183 Quantum Mechanics	Bernstein	Prosem	20	MWF 1030-12	FPH 108
NS	191 Environmental Science	D'Avanzo/Reid	Open	25	MW 1030-12/M 130-5	CSC 114/field
NS	202 Chemistry I	Amarasiriwardena	Open	None	MWF 9-1030/M 130-430	CSC 126/2 lab
NS	214 Organic Chemistry II	Lowry	Open	None	TTh 9-1030/Th 1-4	CSC 114 /2nd
NS	247 Cell Biology	Foster	Open	None	MWF 9-1030/W 1+	CSC 2nd lab
NS	258 Computation Structures	Woodhull	Open	None	MWF 3-4	CSC 202
NS	260 Calculus I	Kelly	Open	None	MWF 9-1030	AS H Aud
NS/CCS	264 Biology of Human Behavior	Coppinger, et al	Open	None	MWF 130-3	ASH 126
NS	265 Intro Statistics/Experiment Design	Schultz	Open	20	MW 1030-12	CSC 302
NS	282 General Physics A	Wirth	Open	20	TTh 1030-12/Th 130-430	CSC 3rd lab
NS	293 Fundamental Principles/Nutrition	Goodman/Oke	Open	30	TTh 130-3/Th 130-5	CSC 3rd Open

Course	Instructor	Method	Limit	Time	Location
NS 316 Linear Algebra/Applications	Kelly	Open	None	MWF 11-12	CSC 2nd Open
NS 318 Complex Function Theory	Kelly	Open	None	TBA	TBA
NS 384i Neurobiology Seminar	Murray	InstrPer	None	M 130-430	CSC 302

SCHOOL OF SOCIAL SCIENCE

SS 101 Visualizing History	Landes	Open	16	W 3-6-pm	ASH Aud
SS 105 From League of Nations to UN	Berman	Open	None	TTh 130-3	FPH 105
SS 113 Religions in the Americas	Glick	Open	None	MW 1030-12	FPH 105
SS 114 Black Psychology	Romney	Open	None	WF 9-1030	FPH 104
SS 115 Political Justice	Mazor	Prosem	20	TTh 9-1030	FPH 103
SS 116 Revol/Society/Modern China	Johnson	Prosem	20	TTh 9-1030	FPH 104
SS 123 Social Order/Social Disorder	von der Lippe	Prosem	20	MW 130-3	PH A-1
SS 125 Religious Mvemnts/Social Change	Darlington	Open	25	MW 9-1030	FPH 102
SS 128 Central AmHistory/Polit Econon ,	Weaver	Prosem	20	MW 9-1030	PH B-1
All 129 Women's Bodies/Women's Lives	Cerullo, et al	Open	80	TTh 1030-12	FPH MLH
SS 135 The Jews in Germany	Glick	Open	25	MW 3-430	ASH 111
SS 136 Critical Thinking in the 90's	Poe	Open	25	TTh 9-1030	FPH 105
SS 137 Critical Studies in History I	Slater/Wald	Open	None	TTh 130-3	FPH 107
SS 141 3rd World Dev:Grassroots Persp	Holmquist	Open	None	TTh 130-3	FPH 103
SS/NS 151 World Food Crisis	Wisner/Oke	Open	40	TTh 1030-12	FPH 108
SS 158 Asian Americans in the US	Sawada	Open	25	MW 1030-12	FPH 106
SS 161 Labor and Community	Breitbart/Nisonoff	Prosem	25	TTh 9-1030	FPH 106
SS 173 Social Development Young Child	Schamess	Open	25	MW 9-1030	FPH 103
SS/NS 174 War, Revolution and Peace	Klare/Krass	See Descr	50	MW 130-3	FPH WLH
SS/CCS 182 Cultural Politics of Motherhood	Yngvesson/Michaels	Open	30	TTh 130-3	FPH 108
SS 184 American Capitalism	Warner	Prosem	20	MW 130-3	FPH 105
SS 205 Am Soc/Pol: Depress-Cold War	Berman	Open	None	TTh 1030-12	FPH 104
SS 208 Issues in Education	Weaver	Open	None	MW 130-3	FPH 108
SS 213 Controversies/US Econo/Soc Hist	Nisonoff/Tracy	Open	None	TTh 130-3	FPH 106
SS 223 Wars Which Came in From Cold	Ahmad/Bengelsdorf	Open	50	TTh 1030-12	FPH WLH
SS/HA 225 The Other South	Tracy/Kennedy	InstrPer	None	MW 130-3	FPH 103
SS 241 Crime and Punishment	Poe/Mazor	Open	None	TTh 130-3	FPH 102
SS 248 Gendered Cities	Breitbart/Landes	Open	None	TTh 130-3	CSC 114
SS 256 Europe, 1890-1956	Wald	Open	25	TTh 9-1030	FPH 107
SS 265 Sociology of Medicine	von der Lippe	Open	None	TTh 9-1030	PH A-1
SS 273 Race, Gender and Sexuality	Sawada/White	Open	None	MW 3-430	FPH 105
SS 275 State and Society	Bengelsdorf/Cerullo	Open	None	TTh 130-3	FPH ELH
SS 285 Struggle/Democracy in 3rd World	Holmquist/Johnson	Open	None	W 1-330	FPH 104
SS 292 Ritual, Sanctity and the Social Life	Darlington	Open	25	TTh 130-3	FPH 101
SS 297 Interpreting Culture	Yngvesson	Open	None	W 1-330	FPH 102
SS 302 Public and Private Lives	Mahoney/Slater	Open	25	F 9-12	FPH 106
SS 314 Theory/Practice/Family Therapy	Romney	Open	15	W 1-330	FPH 106
SS 325 Colonial Encounters	Ahmad	Open	20	W 7-10p	FPH WLH
SS 399a Making Social Change	Warner	Open	16	T 9-12	PH B-1

* Course does not fulfill the requirements for the two-course option

FIVE COLLEGE ON CAMPUS COURSES

FL 105 Arabic I	Jiyad	InstrPer	None	MWF 11-1230	FPH 102
SS/NS 174 War, Revolution and Peace	Klare/Krass	See Descr	50	MW 130-3	FPH WLH

CO-CURRICULAR COURSES

CHORUS

	Course	Instructor	Method	Limit	Time	Location
Chorus	Hampshire College Chorus	Keams	See descr	None	MW 4-6 p	MDB Recital

EMERGENCY MEDICAL TECHNICIANS

EMT	Emergency Medical Technicians	Stevenson	See Descr	None	TTh 630-930 p	FPH WLH
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FOREIGN LANGUAGES

FL 101	Intensive French	Rabu	InstrPer	10	TWH 3-530	PH A-1
FL 102	Intensive Spanish	Gear	InstrPer	10	TWTh 3-530	PH B-1
FL 105	Arabic I	Jiyad	InstrPer	None	MWF 11-1230	FPH 102

OUTDOOR AND RECREATIONAL ATHLETICS PROGRAM

OPRA 101	Beginning Shotokan Karate	Taylor	Open	None	MW 6-8p	RCC
OPRA 102	Intermediate Shotokan Karate	Taylor	InstrPer	None	TTh 6-8p	RCC
OPRA 104	Advanced Shotokan Karate	Taylor	InstrPer	None	TTh 6-8 p/Su 2-4	RCC
OPRA 107	Yoga	Clark	Open	None	WF 4-545	South Lounge
OPRA 111	Aikido	Sylvain	Open	None	WF 1-215	RCC
OPRA 116	Beginning Kyudo: Zen Archery	Taylor	See Descr	None	ITh 4-530	South Lounge
OPRA 117	Intermediate Kyudo	Taylor	See Descr	None	MW 230-4	South Lounge
OPRA 118	Beginning T'ai Chi	Barry	Open	None	Th 1230-145	RCC
OPRA 119	Continuing T'ai Chi	Barry	Open	None	Th 2-315	RCC
OPRA 123	Beginning WW Kayaking (Y)	G. Alderson	Open	6	W 130-245/F 1230-6	Pool/River
OPRA 124	Beginning WW Kayaking (X)	E. Alderson	Open	6	W 245-4/F 1230-6	Pool/River
OPRA 126	Beyond Begin. WW Kayaking	E. Alderson	See Descr	None	Th 1230-6	Pool/River
OPRA 149	Openwater SCUBA Certification	Project DEEP	Open	None	M 6-9 p	RCC/Pool
OPRA 151	Beginning Top Rope Climbing	G. Alderson	Open	12	Th 1230-530	RCC
OPRA 153	Advanced Top Rope Climbing	Kyker-Snowman	InstrPer	None	W 1230-530	RCC
OPRA 173	Maybe You Can "Feel" Better	Jackson	Open	15	TTh 8-10 am	RCC
OPRA 174	What is Wilderness?	Warren	Open	12	T 1-5/Th 1-2	KIVA
OPRA 178	Philos Experiential Education	Warren	Open	12	WF 1030-1230	KIVA
OPRA 185	Beginning Tennis (Outdoors)	McRae	InstrPer	12	MW 1-2	Outdoor Tennis
OPRA 186	Advanced Begin Tennis(Indoors)	McRae	InstrPer	12	MW 1-2	MultiSport
OPRA 187	Intermediate Tennis (Outdoors)	McRae	InstrPer	12	MW 2-3	Outdoor Tennis
OPRA 188	Advanced Intermed Tennis (In)	McRae	InstrPer	12	TTh 1-230	MultiSport
OPRA 195	HC Tennis Club (Outdoors)	McRae	Open	TBA	TTh 1-230	Outside/MultiSport

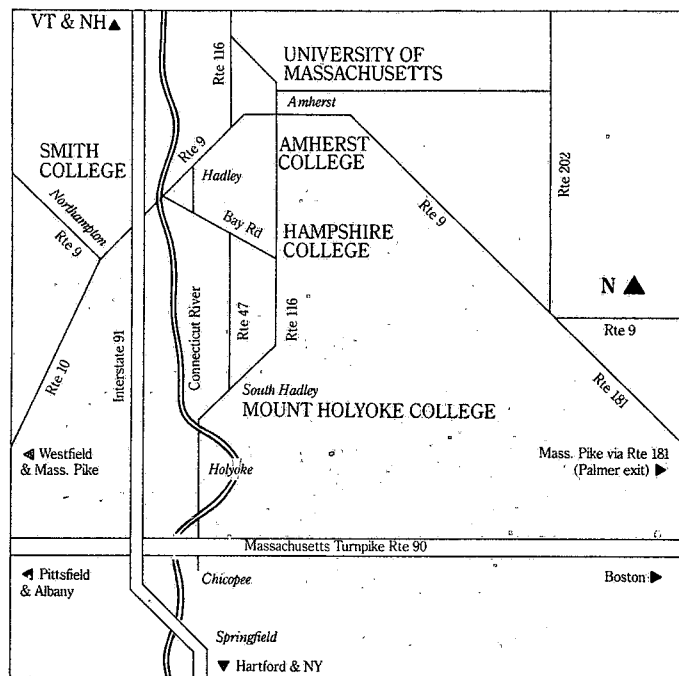
WRITING/READING PROGRAM

WP 101	Basic Writing	Ryan	See Descr	16	WF 930-1030	PH A-1
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CODES

ARB	Arts Building	ELH	East Lecture Hall	WLH	West Lecture Hall
ARF	Animal Research Building	LIB	Harold F. Johnson Library	PFB	Photography/Film Building
ASH	Adele Simmons Hall	MLH	Main Lecture Hall	PH	Prescott House
CSC	Cole Science Center			TBA	To Be Announced

HOW TO GET TO HAMPSHIRE COLLEGE



LOCATION

Distance from Hampshire College to:
Cities

New York—166 miles
Boston—89 miles
Albany—105 miles
Springfield—24 miles
Hartford—49 miles

Schools

Amherst College—2.8 miles
Mount Holyoke—6.2 miles
Smith College—6.5 miles
University of Mass.—4.2 miles

From New York City take Route 95 to New Haven, Connecticut; Route 91 north from New Haven to Northampton, Massachusetts (Exit 19); Route 9 east to the center of Amherst; and then turn right onto Route 116 south. Hampshire College is located three miles south on Route 116.

From Boston take the Massachusetts Turnpike to Exit 4; route 91 north to Northampton (Exit 19); Route 9 east to the center of Amherst; and then turn right onto Route 116 south. Hampshire College is located three miles south on Route 116.

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