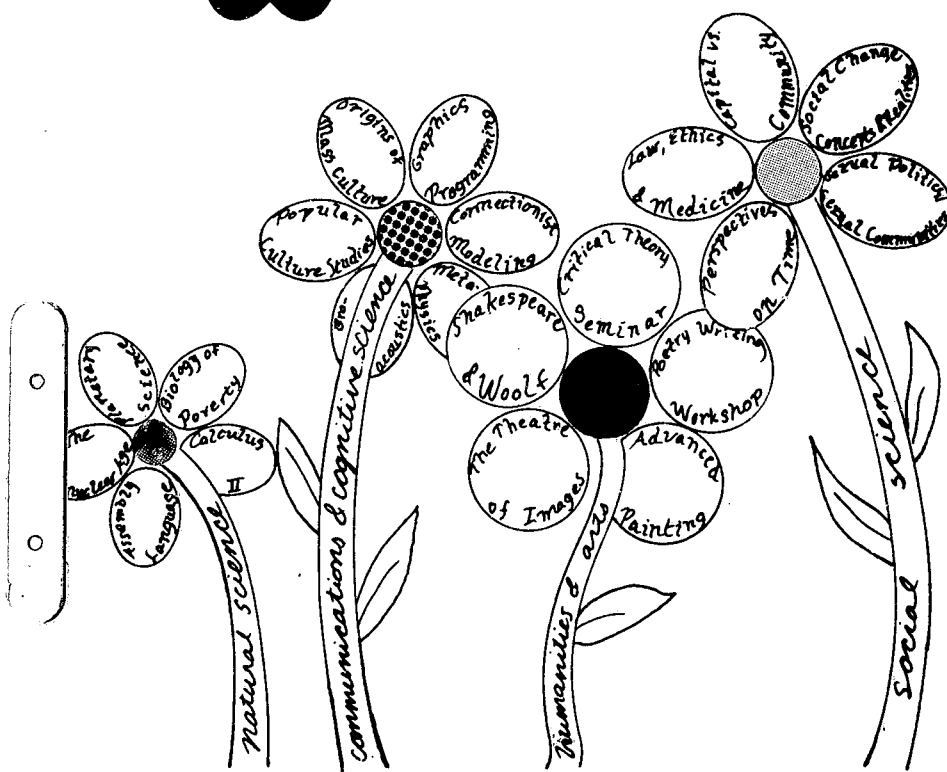
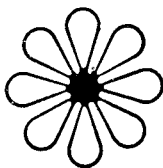


# HAMPSHIRE COLLEGE



# TABLE OF CONTENTS

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Calendar for January Term and Spring 1991	
Registration Information	1
Courses of Instruction	2

## CURRICULUM STATEMENTS AND SPRING COURSE DESCRIPTIONS

School of Communications and Cognitive Science	2
School of Humanities and Arts	13
School of Natural Science	31
School of Social Science	43

## Special Program Statements

Business and Society	54
Civil Liberties and Public Policy Program	54
Computer Studies	54
Cultural Studies	55
Education Studies	55
Feminist Studies	55
Law Program	56
Luce Program	57
Population and Development Program	57
Public Service and Social Change Program	57
Third World Studies	58
Writing/Reading Program	58
Foreign Languages	60
Five College Course Offerings	60
Outdoors and Recreational Athletics Program	62
Faculty Biographies	67

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

# **JANUARY/SPRING 1991 Academic Year Calendar**

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

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

Wednesday, January 2  
Thursday, January 3  
Saturday, January 19  
Monday, January 21  
Wednesday, January 23  
Thursday, January 24 - Saturday, January 26

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

\*Deadline to file for completion in May 1992

# TABLE OF CONTENTS

---

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## Courses of Instruction

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

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

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

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

## Statement on Affirmative Action

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

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

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

## School of Communications and Cognitive Science

### **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

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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.

Spring 4

### Course List

#### 100 LEVEL

CCS 103

**METAPHYSICS**

Meredith Michaels

CCS 107

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

Lee Bowie

Neil Stillings

CCS 114

**INTRODUCTION TO  
COMPUTER SCIENCE**

Patricia Colson

CCS 119

**POPULAR CULTURE  
STUDIES**

James Miller

CCS 120

**LINGUISTIC VARIATION  
AND CHANGE**

Mark Feinstein

CCS 123

**INTERPERSONAL  
COMMUNICATION**

Gregory Jones

CCS 132

**EXPERIMENTS IN  
JOURNALISM**

David Kerr

CCS 134

**DEVELOPMENTAL  
LANGUAGE AND  
LEARNING DISORDERS**

Christopher Chase

CCS 149

**COGNITION AND THE  
DEVELOPMENT OF  
LANGUAGE**

Esmé Hoban

CCS 153

**CHILD DEVELOPMENT IN  
THE SCHOOLS**

Catherine Sophian

CCS 176

**EXPERTISE AND EXPERT  
SYSTEMS**

Cynthia Loisel

CCS 185

**THE ORIGINS OF MASS  
CULTURE, 1870-1930**

Julie Weiss

#### 200 LEVEL

CCS 213

**SMALL GROUP  
COMMUNICATIONS**

Gregory Jones

CCS 224

**NEUROPHILOSOPHY**

Neil Stillings

CCS 227

**THEORY OF LANGUAGE:  
SEMANTICS**

Steven Weisler

CCS 230

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

Joan Braderman

Susan Douglas

Julie Weiss

CCS 234

**GRAPHICS PROGRAMMING**

Patricia Colson

CCS/NS 236

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

Jane Braaten

Allan Krass

CCS 242

**BIOACOUSTICS**

Mark Feinstein

CCS 270

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

Christopher Chase

CCS 287

**SEMINAR FOR  
CONCENTRATORS IN  
VIDEO PRODUCTION**

Joan Braderman

CCS 290

**THINKERS OF AFRICAN  
FREEDOM**

Tsenay Serequeberhan

#### 300 LEVEL

CCS 310

**SEMINAR IN  
COMMUNICATIONS  
RESEARCH**

James Miller

CCS 319

**CONNECTIONIST  
MODELING**

Christopher Chase

Neil Stillings

CCS 326

**MEDIA CRITICISM:  
THEORY AND PRACTICE**

Susan Douglas

CCS 343

**TRUTH, EXPLANATION,  
AND NARRATIVE**

Meredith Michaels

The following courses which appeared in the Preliminary Spring 1991 Course Guide have been cancelled.

CCS 116

**IMAGES OF AFRICA IN  
PHILOSOPHY AND MEDIA**

Mark Alleyne

Tsenay Serequeberhan

CCS 213

**INTRODUCTION TO  
INTERNATIONAL  
COMMUNICATION**

Mark Alleyne

CCS 223

**INTRODUCTION TO  
ARTIFICIAL INTELLIGENCE**

Patricia Colson

Neil Stillings

**CCS 103**  
**METAPHYSICS**  
Meredith Michaels

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

We will examine these problems from the perspective of philosophers who claim to solve them and from that of philosophers who claim to dissolve them. Readings will be drawn from the traditional philosophical canon, from feminist and revisionist critics of the canon, and from literature.

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

**CCS 107**  
**GODEL, ESCHER, BACH:**  
**EXPLORING THE NATURE**  
**OF MIND**  
Lee Bowie  
Neil Stillings

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

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

**CCS 114**  
**INTRODUCTION TO**  
**COMPUTER SCIENCE**  
Patricia Colson

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

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

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

**CCS 119**  
**POPULAR CULTURE**  
**STUDIES**  
James Miller

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

*(continued on next page)*

Spring 6

In this course we will begin to address these and related questions from a critical perspective. We will review a variety of approaches to popular-culture phenomena, showing how each brings with it implicit assumptions about the subject. In addition to pieces from periodicals, we may read such books as Hebdige's Subculture: The Meaning of Style, Gans' Popular Culture and High Culture, and Radway's Reading the Romance. Students will write short papers on theoretical issues and carry out a couple of small empirical projects that draw on familiar examples of popular culture. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 20.

**CCS 120**  
**LINGUISTIC VARIATION**  
**AND CHANGE**  
Mark Feinstein

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

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

**CCS 123**  
**INTERPERSONAL**  
**COMMUNICATION**  
Gregory Jones

This course will help students observe, understand, and evaluate verbal and nonverbal human communication. Based on Weinstein's experiential approach to "psychological education," students will explore the foundations of intrapersonal communication while analyzing their own functional and dysfunctional cognitive and behavioral patterns. The latter part of the course will survey communication theories, research, and metaphorical frameworks for understanding dyadic interaction. Lectures and discussions will review elements, characteristics, principles, and contexts of communication along with models of interpersonal competence. Additional topics will include perception, self-concept, disclosure, feedback, relationships, persuasion, assertiveness, conversation analysis, gender/race dynamics, conflict management, and metacommunication.

Students will be expected to complete a journal and a research paper in which they apply course concepts toward an understanding of intrapersonal and interpersonal communication situations in their own lives. The class will meet twice a week for one and one-half hours each time. Enrollment is limited to 20 by lottery.

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

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

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

**CCS 149**  
**COGNITION AND THE**  
**DEVELOPMENT OF**  
**LANGUAGE**  
Esmé Hoban

Children's language does not develop in a void. Major developments in children's ways of thinking take place throughout the period during which a child is acquiring language. How are these various cognitive stages related to stages of linguistic development? In this course we will focus on specific areas of cognitive and linguistic development examining how they are related to each other. For example: a child learns to speak in complete sentences sometime around the age of two years. But most children do not begin to use referring to the passage of time (such as "yesterday" and "tomorrow") until their third year. What do we find when we examine the cognitive development literature on the subject of the child's concept of time?

The course will include a section on techniques of experimentation in the fields of cognitive development and language acquisition, and each student will be expected to design an experiment addressing a question of his/her choosing. Class will meet for one and one-half hours twice a week. Enrollment is limited to 20.

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

This course will look at educational issues from the perspective of child development theory and research. Readings will be drawn both from developmental psychology and from education. Assignments will focus on using theory and research to inform the design of educational programs, with a focus primarily on the elementary school level. There will be several short essays and a final project. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 25 by instructor permission at the first meeting of the class.

Spring 8

**CCS 176  
EXPERTISE AND EXPERT  
SYSTEMS**

Cynthia Loisel

Expert systems are computer programs built to perform a specific, highly skilled task such as medical diagnosis or managing hazardous chemical spills. In this class we will examine both the nature of human expertise and attempts to capture that expertise in computer programs. In the process we will try to answer questions such as: What does it mean to be an expert? What kinds of skill and knowledge do experts have that novices don't? How does expertise relate to common sense? Can we build computer expert systems that perform as well or better than human experts? What are the practical and ethical implications of using computers to perform tasks like medical diagnosis?

We will focus on expertise in medicine and build a small expert system, probably using a commercially available expert system "shell." No programming or computer experience is required.

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

**CCS 185  
THE ORIGINS OF MASS  
CULTURE, 1870-1930**

Julie Weiss

This course will examine the development of mass culture and commercialized leisure at the turn of the century. Students will look at leisure activities and locations within the contexts set by social historians: the transformation of American culture from work to leisure; the role of leisure in the formation of class; the impact of race, gender, and ethnicity on class formation; and the process by which cultural change takes place.

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

**CCS 213  
SMALL GROUP  
COMMUNICATION**

Gregory Jones

This course will explore communication theory and research in group dynamics, leadership/membership styles, competition/cooperation, decision-making/problem-solving techniques, and behavior that facilitates or discourages group interaction. Readings and lectures will consider such topics as group structures, agenda-setting and idea generation, approaches to task and process facilitation, conflict, cohesion, roles, norms, status, power, trust, and typical stages and sequences of group development.

Students will apply theory to practice as they participate in small groups inside and/or outside of class. They will learn techniques of naturalistic observation and evaluation as they complete a journal and a research paper on group dynamics. The class will meet twice a week for one and one-half hours each time. Enrollment is limited to 20 by lottery.

**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 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.

Spring 9

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 227  
THEORY OF LANGUAGE:  
SEMANTICS  
Steven Weisler

Among the many puzzles investigated by contemporary linguists and philosophers is the nature of meaning. For example, we wish to understand what meanings are, how language expresses them, the causes of ambiguity, and the relationship between meaning and message. Furthermore, given the ease with which we put our thoughts into language and are understood by others, the connection between sound and meaning must be mediated by a powerful systematic set of principles, shared by all of the speakers of a language, that can accommodate the inexhaustible variety and novelty of the messages required in human life. We will investigate these principles of language by careful linguistic and philosophical analysis. Class will meet twice a week for one and one-half hours each time. Enrollment is open.

CCS 230  
THE WOMEN'S  
MOVEMENT:  
HISTORY/POLITICS/  
IMAGES  
Joan Braderman  
Susan Douglas  
Julie Weiss

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

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

CCS 234  
GRAPHICS  
PROGRAMMING  
Patricia Colson

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

Students will be expected to complete several assigned programming exercises as well as an individual programming project. Prerequisite is CCS 216 or equivalent background.

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

Spring 10

CCS/NS 236  
**TECHNOLOGY:  
PHILOSOPHY, POLITICS,  
AND POLICY**  
Jane Braaten  
Allan Krass

This seminar is an introduction to the relationships between technology and contemporary politics and culture. It is organized around three basic questions: first, how has technology changed the nature of work and everyday life; second, were these changes the product of an essentially autonomous process of technological development or did they arise from the political and philosophical assumptions of western society; third, what is the proper relationship of humans to technology and how can that relationship be attained and maintained?

Students will read a number of books and essays on the politics and philosophy of technology and will write several short papers and one longer essay. Each student will be expected to lead at least one seminar session on the assigned readings during the semester.

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

CCS 242  
**BIOACOUSTICS**  
Mark Feinstein

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

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

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

Collecting new data is one of the great pleasures and challenges in psychology. Reading about psychological research conveys very little of the excitement or the craft involved in doing experiments. Each student in this course does an original experiment with the help and support of the instructor. Reading studies are encouraged; however, any project that involves the manipulation of independent variables will be supported (e.g., no survey studies). 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 laboratories are equipped with a number of instruments, including DOS- and Mac-based experimental software.

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

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



CCS 287  
SEMINAR FOR  
CONCENTRATORS IN  
VIDEO PRODUCTION  
Joan Braderman

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

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

CCS 290  
THINKERS OF AFRICAN  
FREEDOM  
Tsenay Serequeberhan

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

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

CCS 310  
SEMINAR IN  
COMMUNICATIONS  
RESEARCH  
James Miller

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

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

Spring 12

**CCS 319**  
**CONNECTIONIST**  
**MODELING**  
Christopher Chase  
Neil Stillings

*The brain is an enchanted loom, where millions of flashing shuttles weave a dissolving pattern, always a meaningful pattern though never an abiding one.*—Sir Charles Scott Sherrington

Connectionist models attempt to simulate mental functions using simple "neural-like" processing units to do the job. The units are interconnected in large networks and communicate by exciting and inhibiting one another through weighted connections that change with training. Processing proceeds by activating input units to the network according to the representational coding scheme chosen by the experimenter. Activation then spreads through the network until the system settles into a steady state. The pattern of connection strengths determines what the system will compute.

These types of models have been successfully applied to simulate a wide variety of cognitive functions, including: visual pattern recognition, word recognition and pronunciation, motor control, and language parsing. Models also have been constructed to simulate the known computational functions of simple neurobiological processes. This is an exciting new field of study in cognitive science that combines the work of cognitive psychology, neuroscience, and artificial intelligence.

In this class students will study many working examples of these models using computers and will have opportunities to design and construct models of their own. This advanced course is intended for students to continue their study of modeling work in progress. Previous modeling experience and instructor permission is required for enrollment. The class will meet once a week for one and one-half hours. Enrollment is limited to 12.

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

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

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

**CCS 343**  
**TRUTH, EXPLANATION,**  
**AND NARRATIVE**  
Meredith Michaels

An investigation of narrative as a literary genre, as a form of experience, and as a method of explanation. What is the relationship between narrative and scientific explanation? Do we experience ourselves and the world narratively or is narrative structure only imposed retrospectively? Does truth within a narrative context differ from truth within an historical context? Finally, do historians, biographers, novelists, scientists, and psychoanalysts do something other than tell stories? Readings will be drawn from these fields and from theoretical work on narrative.

Class will meet for two and one-half hours once a week. Enrollment is limited to 20 by instructor permission.

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

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

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

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

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

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

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

## SCHOOL FOR 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.

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  
INTRODUCTION TO  
DRAWING  
Bill Brayton

HA 105  
DRAWING I  
Judith Mann

HA 110  
FILM/VIDEO WORKSHOP I  
Abigail Child

HA 110b  
FILM/VIDEO WORKSHOP I  
Charles Meyer

HA 111  
STILL PHOTOGRAPHY  
WORKSHOP I  
Abraham Ravett

\*HA 113  
MODERN DANCE I  
Emily Stein

HA 121  
READING TO WRITE: A  
CONTINUING  
INTRODUCTION TO  
LITERARY JOURNALISM  
Michael Lesy

HA/WP 122  
CONTENDING FORCES:  
CONFLICT AND IDENTITY IN  
ANGLO-AMERICAN  
LITERATURE  
Robert Coles  
Lee Heller  
Ellie Siegel

HA 125  
CHICANO AUTOBIOGRAPHY  
Norman Holland

\*HA 130  
MODERN JAZZ I  
Cathy Lubash

HA 131  
THREE RUSSIAN WRITERS:  
PUSHKIN, GOGOL, AND  
TURGENEV  
Joanna Hubbs

HA 135  
POLITICS AND THE NOVEL  
Stuart Barnett

HA 139  
THE EMERGENCE OF  
MODERNISM  
Sura Levine

HA 153  
DANCE AS AN ART FORM  
Peggy Schwartz

Spring 14

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

200 Level  
HA 201  
ADVANCED DRAWING  
Denzil Hurley

HA 203  
INTRODUCTION TO  
PAINTING  
Judith Mann

HA 208  
SCULPTURE IN CLAY  
Bill Brayton

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

HA 210  
FILM/VIDEO WORKSHOP II  
John Marshall

HA 211  
STILL PHOTOGRAPHY  
WORKSHOP II  
Sandra Matthews

\*HA 215  
MODERN DANCE III  
Daphne Lowell

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

HA 220  
DANGEROUS LIAISONS  
Stuart Barnett

\*HA 227  
THEATRE PRACTICUM  
Ellen Donkin  
Sabrina Hamilton

HA 228  
THE WORLD OF FEODOR  
DOSTOEVSKY  
Joanna Hubbs

HA 230  
PLAYWRITING WORKSHOP  
K. Douglas Anderson

HA 231  
POETRY WRITING  
WORKSHOP  
Andrew Salkey

HA 236  
PRINCIPLES OF DIRECTING  
Rhonda Blair

HA 237  
FICTION WRITING  
WORKSHOP  
Andrew Salkey

HA 238  
WRITING TO BE READ  
Michael Lesy

HA 239  
JAZZ PERFORMANCE  
SEMINAR  
Yusef A. Lateef

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

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

HA 247  
IMPROVISATION  
Rhonda Blair

HA 250  
INTRODUCTORY POETRY  
WRITING WORKSHOP  
Paul Jenkins

HA 255  
DIVISION II SEMINAR IN  
WRITING  
Lynne Hanley

HA 257  
MUSIC IV: SEMINAR IN  
COMPOSITION  
Daniel Warner

HA 258  
COLONIALISM AND THE  
VISUAL ARTS  
Sura Levine

HA 263  
THE BLACK ARTS  
MOVEMENT  
Robert Coles

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

HA 285  
LABAN MOVEMENT  
ANALYSIS I  
Ed Groff

HA 288  
SHAKESPEARE & WOOLF  
L. Brown Kennedy

HA 289  
FOUNDATIONS OF  
CULTURAL CRITICISM  
Norman Holland

HA 292  
SHELLEY AND HER CIRCLE  
Mary Russo

300 Level  
HA 305  
ADVANCED PAINTING  
Denzil Hurley

HA 313  
FILM/VIDEO WORKSHOP III  
John Marshall

HA 314  
THE LITERATURE OF  
SENTIMENTALISM  
Lee Heller

**HA 315  
CRITICAL THEORY SEMINAR:  
BODY AND SOUL IN  
POSTMODERN DISCOURSE**

Mary Russo  
David Claussen

**HA 317\*  
MODERN DANCE  
TECHNIQUE V**

Ed Groff

**HA 318  
THE THEATRE OF IMAGES**

Sabrina Hamilton

**HA 338  
COMPUTER MUSIC  
COMPOSITION**

Daniel Warner

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

Robert Meagher

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

Rebecca Nordstrom

**HA 399a  
ADVANCED SEMINAR IN  
WRITING**

Nina Payne

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

Sandra Matthews  
Abraham Ravett  
Abigail Child

**HA 399c  
ART TUTORIAL**

Leonard Baskin

The following courses which appeared in the Preliminary Spring 1991 Course Guide have been cancelled.

**HA 123  
AFRICAN AMERICAN  
LITERATURE**

Robert Coles

**HA/SS167  
PSYCHOLOGICAL DYNAMICS  
IN THEATRE**

Ellen Donkin  
Pat Romney

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

Abraham Ravett

## 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.

**HA104  
INTRODUCTION TO  
DRAWING**

Bill Brayton

This course will require that students gain a familiarity with drawing as a tool in the investigation of form and light. Perceptual skills will be honed through a compounding series of assignments designed to develop critical looking. A wide spectrum of materials will be employed in the representation of subjects to include landscape, still-life, and the figure. A grounding in history and language will be developed through slides, required readings, and critiques. Course materials cost \$50 to \$75. Please note: most high school classes and/or independent work do not involve such extensive amounts of time to develop ideas and competence. It is expected that those interested in studying art here would benefit from an introduction to drawing course. Class will meet twice each week for three hours each session. Enrollment is limited to 24 and determined by lottery.

Spring 16

**HA 105  
DRAWING I**  
Judith Mann

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

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

**HA 110  
FILM/VIDEO WORKSHOP I**  
Abigail Child

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**  
Charles Meyer

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

**HA 111  
STILL PHOTOGRAPHY  
WORKSHOP I**  
Abraham Ravett

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

A \$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**  
Emily Stein

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 121  
READING TO WRITE: A  
CONTINUING  
INTRODUCTION TO  
LITERARY JOURNALISM**  
Michael Lesy

A brief survey of the mutant genre known as literary journalism. This survey will be conducted reading two examples of the genre itself (Joan Didion's White Album and Slouching Towards Bethlehem, two inquiries into strange worlds (Wade Davis' The Serpent and the Rainbow, and Oliver Sak's Awakenings) and one example of historical fiction (Michael Shaara's The Killer Angels). Students will be asked to write two critical essays about the books they will have read, and to complete one non-fiction writing exercise.

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

**HA/WP 122  
CONTENDING FORCES:  
CONFLICT AND IDENTITY  
IN ANGLO-AMERICAN  
LITERATURE**  
Robert Coles  
Lee Heller  
Ellie Siegel

This course will focus on the contentions between white and black, male and female, experience, and the ways in which that experience finds expression in narrative form. We will address in particular the different strategies which writers develop, within the context of their gender and race, to discover and describe their identity, and the conflicts which emerge as authors write with and against a dominant or minority culture's traditions and expectations.

Our reading will explore four paradigms, pairing books from different historical periods and countries. Specifically, we will read Franklin's Autobiography, Douglass' My Bondage and My Freedom, Jacobs' Incidents in the Life of a Slave Girl, Bronte's Jane Eyre, Johnson's Autobiography of An Ex-Colored Man, Larson's Passing, and others.

This class will include a writing component in which extra help will be given on planning, writing and revising papers. Students participating in this component will be expected to meet in tutorial with Ellie Siegel of the Writing Center staff.

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

**HA 125  
CHICANO  
AUTOBIOGRAPHY**  
Norman Holland

Chicano Autobiography: because of its fundamental tie to themes of self and history, self and place, it is not surprising that autobiography is the form that studies of emergent racial, ethnic, and gender consciousness often take. With its capacity to articulate time and space, autobiography can be used to advance a critical attitude toward social institutions, turning what seems an inherently private form of discourse onto the public space. Mexican American literature includes in a list of its canon books that are either semiautobiographical, such as Roncho, Autobiography of a Brown Buffalo, Victim, or specifically autobiographical such as Barrio Boy, and Hunger for Memory. (continued on next page)



Through a close reading of these works, the course will provide significant insight into the rhetoric of autobiographical discourse as such and to its importance for understanding the features of the ideologies that surround it.

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

\*HA 130  
MODERN JAZZ I  
Cathy Lubash

Introduction to Modern Jazz Dance for students with little or no previous experience. We will work on coordination, strength, flexibility, rhythm, and style as well as on developing an understanding of how to use the body correctly. \*This course cannot be used as part of the two-course option.

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

HA 131  
THREE RUSSIAN  
WRITERS: PUSHKIN,  
GOGOL, AND TURGENEV  
Joanna Hubbs

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

Books will include: Pushkin, Eugene Onegin, The Captain's Daughter, Tales of Belkin, The Queen of Spades; Gogol, Dead Souls, "The Overcoat", "The Nose," "Diary of a Mad-Man," other short stories; Turgenev, Hunter's Sketches and Fathers and Sons.

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

HA 135  
POLITICS AND THE  
NOVEL  
Stuart Barnett

In this course we will examine selected novels with an eye to the political struggles that are articulated in them. We will use a variety of approaches in order to illuminate the full breadth of the political dimensions of these novels. We will explore such topics as imperialism, the discourse of gender difference, the role of the family in the rise of the middle class, and the struggle of the classes. Finally, we will examine what narrative and discursive strategies are employed in conjunction with these issues. We will read works by George Eliot, Charles Dickens, Anthony Trollope, Wilkie Collins, Thomas Hardy, and Joseph Conrad. Class will meet twice each week for one and one-half hours. Enrollment is limited to 25 by lottery.

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

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

The class will meet once a week for three hours. Class is limited to 20 and enrollment is open.

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

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

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

HA 201  
**ADVANCED DRAWING**  
Denzil Hurley

The course is a continuation of Drawing I. Three-dimensional aspects of drawing, collage, and color problems as specific to individual needs will be explored. There will be slide lectures and group discussions. Students interested in printmaking are welcome to further their interests here.

Class will meet for two and one-half hours twice a week. Enrollment is limited to 20 by instructor permission. Drawing I is a prerequisite.

HA 203  
**INTRODUCTION TO  
PAINTING**  
Judith Mann

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

HA 208  
**SCULPTURE IN CLAY**  
Bill Brayton

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

Class will meet twice each week for three-hour sessions. Enrollment is limited to 18 by instructor permission.

Spring 20

HA 209

**MAKING PLACES: THE  
EXPERIENCE OF DESIGN**

Norton Juster

Earl Pope

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

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

HA 210

**FILM/VIDEO WORKSHOP  
II**

John Marshall

The course focuses on shooting and organizing films and videos. Basic elements of constructing films/videos are the same whether a film is documentary or theatrical. Excerpts from documentary, theatre and montage ("art") films will be used to demonstrate common principles. In classroom exercises, and by shooting events on video (two SVHS cameras will be available), people who take the course can see how angle and distance control perception, how shooting can be slowed down or speeded up, and how subjects are spatially organized in a sequence. The use of two TV monitors will minimize the need for arduous editing, and will help to show how shooting and cutting are aspects of one process. Fieldwork and library exercises will be offered. Planning documentaries and creating mock-up scripts will show how content in film is organized. The course stresses quick exercises and is for both film/video majors and others. Participants may be evaluated on their ability to shoot sequences, write treatments and/or analyze films to show how content is excluded and manipulated. For example: In Apocalypse Now, Platoon, Full Metal Jacket, etc., it is not apparent that the Vietnamese were winning the war. Analysis would show instances where Vietnamese were immediately important but omitted in the films, and how their inclusion would have more accurately reflected the outcome of the conflict.

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 Matthews

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

Prior photographic experience is required. Enrollment will be limited to 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. Classwork 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. **\*This course cannot be used as part of the two-course option.**

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

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

**HA 220  
DANGEROUS LIAISONS  
Stuart Barnett**

This course will focus on the relation between representation and the articulation of gender. The privileged genre in the course will be the novel. At issue will be transgressive sexuality and the politics of repression. We will examine how subjects are gendered and how this process participates and interferes with other discourses that intersect with the novel. We will in particular focus on novels that seem to negate the common presupposition of the novel--that all conflict is to end in a happy heterosexual union. Readings will include works by Goethe, Flaubert, Balzac, Emily Bronte, Zola, Hardy, and Woolf. We will also be employing theoretical and historical studies by Michel Foucault, T.J. Clark, Elaine Showalter, Shoshana Felman, and Charles Bernheimer.

**\*HA 227  
THEATRE PRACTICUM  
Ellen Donkin  
Sabrina Hamilton**

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

All producing agents, producers, directors, designers, and technical directors should attend the first meeting of this course for orientation and scheduling. Class will meet regularly once each week for two hours with other meetings to be announced. **\*This course cannot be used as part of the two-course option.**

Spring 22

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 230  
PLAYWRITING  
WORKSHOP  
K. Douglas Anderson

Playwriting workshop will approach playwriting from one point of view of the practicing theatre artist. Each student will complete a one-act play or a structural unit of a full-length play. Writing will be done in-class based on specific, theatre-based exercises. Representative new plays will be read, and students will be expected to develop a critical vocabulary and acquire a knowledge of theatre terminology. This course is open to practicing playwrights or beginners who are willing to do the work.

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

HA 231  
POETRY WRITING  
WORKSHOP  
Andrew Salkey

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

Spring 23

**HA 236  
PRINCIPLES OF  
DIRECTING**  
Rhonda Blair

This course is an introduction to basic skills needed to organize and direct a theatrical production. Primary consideration will be given to script analysis for the director and to theory and practical application of principles of staging, i.e., meanings of scripts are studied, and then ways of translating those meanings into physical/theatrical terms will be explored. Course work will include preparation of a director's promptbook, preparation and presentation of brief staging projects, and oral critiques of in class projects. The class will meet twice weekly for two hour sessions. Enrollment is by interview (interested students should contact the professor).

**HA 237  
FICTION WRITING  
WORKSHOP**  
Andrew Salkey

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

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

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

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

**HA 238  
WRITING TO BE READ**  
Michael Lesy

Depending on the appetites, ambitions, and abilities of the students enrolled, this course will produce a bi-weekly publication of non-fiction feature articles. This publication, to be called The Reader, will be distributed--one way or another--to all students, faculty, and staff of the college.

Students enrolled will constitute a staff of working writers. Editorial assignments will be made, in class, through a process of reasonable discussion, emotional argument, and fiat. The instructor will provide ongoing research, editorial, and writing advice. In return for their work students will enjoy the thrills and chills of trying to tell the truth on a deadline.

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

Spring 24

**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: Music I and Music II or equivalent Five College music courses. Admission is by instructor permission. Enrollment is limited to 18.

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

This is a course designed to explore the nature, practice and function of improvisation in Western art music as well as in various contemporary cultures. Questions will be asked and investigated, for instance: What is improvisation? What is important in improvisation? When is 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 and permission of the instructor is required. Enrollment is limited to 25 students. Class will meet twice a week for one and one-half hours.

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

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

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

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

**HA 247**  
**IMPROVISATION**  
Rhonda Blair

This course will acquaint students with a wide range of theatre improvisation techniques which can be applied to both scripted and non-scripted projects. The goals of the course are to help actors expand their range of awareness and expressiveness; to provide actors with new ways of seeing dramatic action and character; to provide actors with a new set of tools for approaching improvisation and the performance of scripted and non-scripted material for the stage; and to develop and refine actors' ability to work in ensemble and collaborative situations. We will draw primarily from the work of Viola Spolin and Keith Johnstone, as well as from other sources such as Joseph Chaikin. Prior theatre performance experience (not necessarily in improvisation) is recommended.

The class will meet twice weekly for two hour sessions. Enrollment is by interview/audition (interested students should contact the professor) and is limited to sixteen.

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

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

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

**HA 255**  
**DIVISION II SEMINAR IN**  
**WRITING**  
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 257**  
**MUSIC IV: SEMINAR IN**  
**COMPOSITION**  
Daniel Warner

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

Enrollment is limited to 15 students by instructor permission.



Spring 26

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 two and one half hours. Background in art history is essential. Admission to this course by permission of the instructor.

Enrollment is limited to 16 students.

HA 263  
**THE BLACK ARTS  
MOVEMENT**  
Robert Coles

In the 1960's and 70's an African-American renaissance and cultural revolution occurred now termed the Black Arts Movement. As such, it remains the second major outpouring of artistic expression by black Americans this century, following the Harlem Renaissance. This course will explore the roots of the Black Arts Movement and trace its development from the Harlem Renaissance and through the Negritude movement in France. We will examine the major anthologies of the period, The Black Aesthetic (Fuller) and Black Fire (Neale, Banaka). As well, we will read individual authors: Larry Neale and Sonia Sanchez (poetry); John Oliver Killens (The Cotillion) and Toni Morrison (Bluest Eye) in fiction; Amini Banaka (The Dutchman) and Ed Bullins in drama. We will also read the major periodicals of the period, such journals as Black World, The Black Scholar, Freedomways.

Enrollment is limited to 20 students with instructor permission.

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

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

Class will meet twice weekly for one and one-half hours. Prerequisite: Music I or equivalent Five College course or instructor's permission. 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 289**  
**FOUNDATIONS OF**  
**CULTURAL CRITICISM**  
Norman Holland

In this course, we will study several of the works which have reshaped cultural analysis. We will usefully compare anthropology's relation to imperialism, history's to nationalism, and literary criticism's to cultural elitism. In response to these problematic relations, significant areas of all three disciplines are now attempting to redefine themselves. Latin America will be the privileged geographical space of our inquiry. Works by B. Anderson, W. Benjamin, J. Derrida, J. Franco, S. Freud, C. Levi-Strauss, M. Taussig, and R. Williams will be studied.

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

**HA 292**  
**SHELLEY AND HER**  
**CIRCLE**  
Mary Russo

The tradition of European romanticism in relation to women and especially women writers is the central topic of this course. The case of Mary Wollstonecraft Godwin Shelley, best-known as the author of Frankenstein, has emerged as a kind of paradigm of the difficulties of the 19th century woman writer in relation to society, cultural tradition, and family romance. Shelley's literary and social connections to her feminist mother, Mary Wollstonecraft, author of A Vindication of the Rights of Women (1792), her father, William Godwin, her husband Percy Bysshe Shelley and her numerous friends, including Lord Byron, suggest the possibilities and constraints of literary culture and bourgeois ideology in the 19th century.

Questions of authority, style, and genre in the work of writers such as Shelley, Ann Radcliffe, George Sand, the Brontes and Elizabeth Barrett Browning have generated much contemporary feminist literary criticism. This course will also serve to introduce feminist literary theory and to suggest its usefulness in understanding the continuing influence of romanticism and bourgeois ideologies of art and culture in our time.

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

Spring 28

HA 305  
ADVANCED PAINTING  
Denzil Hurley

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

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

HA 313  
FILM/VIDEO WORKSHOP  
III  
John Marshall

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 314  
THE LITERATURE OF  
SENTIMENTALISM  
Lee Heller

This course will examine the development of Sentimentalism as a major force in Anglo-American culture in the 19th century. We will study the variety of forms which it took in poetry, fiction, and didactic Literature--the audience(s) to which it appealed, and the cultural work it performed. Reading material will be drawn from late 18th century and 19th century fiction, periodicals, domestic conduct manuals, and religious, temperance and anti-slavery tracts. In addition to this, students will be asked to seek out additional material, working with primary sources and special collections. Class will meet twice a week for one and one-half hours.

HA 315  
CRITICAL THEORY  
SEMINAR: BODY AND  
SOUL IN POSTMODERNIST  
DISCOURSE  
Mary Russo  
David Clausen

This advanced seminar is intended for students of contemporary culture with an interest in postmodernist theory. Beginning with a general discussion of postmodernism drawn from several key essays on postmodernism, we will explore two areas of important debate: the reemergence of the Kantian sublime as what Jean-Francois Lyotard has called the aesthetic in which "modern art (including literature) finds its impetus" and the reorganization (or "rezoning") of the body in the discourses of cybernetics and the new biotechnologies. Each of these areas is the focus of crucial cultural and political debates around such issues as cultural production, epistemology, reproductive technologies, "gender skepticism," and representation. Some of the figures to be discussed include Lyotard, Jameson, Haraway, Rorty, Fraser, Huyssen, Kroker, and Butler. A study of two films by Cronenberg will conclude the seminar.

Students are expected to have a background in philosophy, critical theory, or art history. Enrollment limited to 15. Class will meet once each week for three hours.

\*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. \*This course cannot be used as part of the two-course option.

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

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

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

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

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

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

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.

Spring 30

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

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

Each student's contract must be written prior to enrollment. Enrollment is unlimited to Division III concentrators whose contracts have been filed. All others must have permission of the instructor. The class will meet once a week for three hours. There will be a lab fee of \$50.

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

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

**CHORUS**  
Ann Kearns

Our Spring season for the Hampshire College Chorus will consist of the Bach ST. MATTHEW PASSION, to be performed with the Amor Artis Chamber Choir and all-Baroque professional orchestra in New York in April. Membership is by short, painless audition: sign up at the Chorus Office in the Music Building. Faculty and staff are welcome. Rehearsals are Mondays and Wednesdays, 4-6 p.m.

**THEATRE BOARD**

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

## School of Natural Science

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### CURRICULUM STATEMENT

Students working in the natural sciences at Hampshire College engage in a variety of activities: field and laboratory projects, seminars, interest groups, and lectures.

There are courses for students who are excited by science and ready to plunge into their subject and courses for students who are skeptical about the value of science. At all levels a strong effort is made to view the scientific concepts being explored in broader historical, social, and philosophical contexts.

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

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

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

Most students will complete their Natural Science Division I examination through projects they begin in courses or through independent activities.

### AGRICULTURAL STUDIES PROGRAM

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

The Program centers around laboratory facilities which include the Hampshire College Farm Center and the Bioshelter as well as field studies. The Farm Center is located on 200 acres adjacent to the campus and includes pastures, fields, three barns, and a kennel/research facility. Student projects focus on the land, soil, crops, trees, insects, dogs, horses, and/or sheep. Field research on annual and perennial crops is conducted on Hampshire land and at nearby farms. Livestock-guarding dogs are part of a nationwide program initiated at Hampshire in a major effort to develop nonlethal, nontoxic alternatives for protecting livestock from predators. The dogs are also subjects for studies of canine behavior, vocalization, and nutrition. The Bioshelter is a 2000-square-foot laboratory for the study of hydroponics, solar aquaculture, nitrogen fixation, plant and fish physiology, and passive solar energy. A farm manager, animal caretaker, research associate for the dog project, and a bioshelter technician support these facilities. Several faculty members lead courses and research projects related to agriculture, often joining with faculty from other Schools to merge social or cognitive science perspectives with natural science. The principal faculty involved with the program are animal behaviorist Ray Coppinger, ecologist Charlene D'Avanzo, entomologist Brian Schultz, plant physiologist Lawrence Winship, and geographer Ben Wisner. The Luce Foundation Program in Food, Resources and International Policy complements efforts in the School of Natural Science through courses, workshops, and work/study opportunities. Luce Professor Ben Wisner's main interests involve the use of appropriate technology and social action to meet human needs.

### COASTAL AND MARINE SCIENCES

Coastal and Marine Sciences is a growing program within the Five Colleges. Students can complete programs of study through courses, participation in field studies and research, and training in oceanographic techniques. Hampshire and the Five Colleges have cooperative arrangements with the Woods Hole Consortium of Colleges, Duke

University Marine Program, the Northeast Marine Environmental Institute, Inc., a biological field station on Cape Cod, and in Belize, Central America

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

# **PHYSICAL SCIENCES**

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

# **WOMEN AND SCIENCE**

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

## **Course List**

### 100 LEVEL

NS 104  
**OPTICS AND HOLOGRAPHY**  
Frederick Wirth

NS 110  
**ACUPUNCTURE: POTENT MEDICINE OR POINTLESS PROCEDURE?**  
Kathleen Dugan  
John Foster

NS 111  
**OF MICE AND WOMEN: SCIENTIFIC RESEARCH ON SEX DIFFERENCES**  
Ann McNeal  
Debra Martin

NS 116  
**BIOLOGY OF POVERTY**  
Alan Goodman  
Michelle Murrain

NS/SS 154  
**THE HISTORY AND GEOGRAPHY OF FAMINES**  
Ben Wisner

NS 170  
**TECHNOLOGY AND THE THIRD WORLD**  
Albert Woodhull

200 LEVEL  
NS 207  
**ECOLOGY**  
Charlene D'Avanzo

NS 213  
**INTRODUCTION TO ORGANIC CHEMISTRY**  
Nancy Lowry

NS 215  
**ENZYMES: LABORATORY EXPERIENCE IN BASIC BIOCHEMISTRY**  
John Foster

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

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

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

NS/CCS 236  
**TECHNOLOGY: PHILOSOPHY, POLITICS, AND POLICY**  
Allan Krass  
Jane Braaten

NS 237  
**THE NUCLEAR AGE: WHERE DO WE GO FROM HERE?**  
Allan Krass

NS 240  
**ELEMENTARY SCHOOL SCIENCE WORKSHOP**  
Merle Bruno

NS 242  
**ASSEMBLY LANGUAGE**  
Albert Woodhull

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

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

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 272  
THE ANTHROPOLOGY OF  
HEALTH AND DISEASE  
Alan Goodman

NS/SS 275  
THE HISTORY OF EPIDEMIC  
DISEASE IN WESTERN  
SOCIETIES  
Evelynn Hammonds

NS 283  
GENERAL PHYSICS B  
Frederick Wirth  
Evelynn Hammonds

NS 291  
ENVIRONMENTAL  
GEOCHEMISTRY  
John Reid

NS 294  
SUSTAINABLE AGRICULTURE  
Lawrence J. Winship  
Benjamin Oke

NS 296  
EVOLUTION OF THE EARTH II  
John Reid

300 LEVEL  
NS 315  
CALCULUS II  
David Kelly

NS 320  
BOOK SEMINARS IN  
MATHEMATICS  
David Kelly

NS 322  
MATH CONCENTRATORS'  
SEMINAR  
David Kelly

NS 327  
MOLECULAR BIOLOGY  
LABORATORY  
Lynn Miller

NS 364  
WORLD ANIMAL SCIENCE  
Benjamin Oke

NS 380i  
SEMINAR ON ALTERNATIVE  
AGRICULTURE  
Lawrence J. Winship  
Benjamin Oke

NS 382i  
ENVIRONMENTAL SCIENCE  
SEMINAR  
Charlene D'Avanzo

The following courses which appeared in the Preliminary Spring 1991 Course Guide have been cancelled.

NS 222  
REPRODUCTIVE PHYSIOLOGY  
Kay Henderson

NS 281  
INTERMEDIATE ELECTRICITY  
AND MAGNETISM  
Allan Krass

NS 390i  
HEALTH SCIENCES  
INTEGRATIVE SEMINAR  
Kay Henderson

## Course Descriptions

NS 104  
OPTICS AND  
HOLOGRAPHY  
Frederick Wirth

An introduction to fundamental principles in optics as applied to image formation and holography. Each student will have a chance to produce two white-light visible holograms in our lab as well as to begin an individual project. Topics will include geometric and physical optics, the nature and propagation of light, vision, photography and holography. Aesthetic considerations will be part of the course as well.

Class will meet one and one-half hours twice a week plus a lab for hands-on demonstrations and holographic imaging. Advanced students wishing to help in the labs and pursue independent work should see the instructor. Enrollment limit 24.



**NS 110  
ACUPUNCTURE: POTENT  
MEDICINE OR POINTLESS  
PROCEDURE?**

Kathleen Dugan  
John Foster

Acupuncture is a procedure which has been used in China for millennia and which has gained increasing popularity in the West. What is acupuncture? Does it work? Why? We will examine these questions from both the Eastern and Western perspectives through examination of primary and secondary literature.

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

**NS 111  
OF MICE AND WOMEN:  
SCIENTIFIC RESEARCH  
ON SEX DIFFERENCES**

Ann McNeal  
Debra Martin

Our society has a tremendous economic and psychological investment in attributing certain physical and mental attributes to maleness and femaleness. These so-called sex-linked attributes are then used to define what is appropriate behavior for men and women and consequently what our social roles should be. While historically these attributes were thought to be defined by our divine creation, in the last 100 years science and biology have been increasingly used to explain "sex differences." It is interesting that there is not a body of literature that addresses the question of "sex similarities."

This course will explore how real some of these reported sex differences are, and how biological theories are used to explain them. We will read and critique some of the historical and current primary scientific literature, as well as use The Myths of Gender as a text. Class will meet twice a week for one and one-half hours.

**NS 116  
BIOLOGY OF POVERTY**

Alan Goodman  
Michelle Murrain

Unequal access to power and resource in the US has fostered poverty amidst plenty, with profound affects on the human condition. While 11% of the US's considerable GNP is spent on health care, many groups such as Native Americans and inner city Blacks and Hispanics are denied access to health resources and an adequate diet. Just one of the many effects of this process is an infant mortality rate which exceeds many Third World nations. In this course we critically evaluate a variety of affects of poverty on human development, nutrition, and health. How does poverty perpetuate cycles of undernutrition, problem pregnancies, and low birth weight infants? Has AIDS become a disease of poverty? Students will learn how to critique research in this field and will complete a major project. While the main focus of this course is on US poverty, comparative studies are welcome. No prior science background is required. Class will meet twice a week for one and one-half hours.

**SS/NS 154  
THE HISTORY AND  
GEOGRAPHY OF FAMINES**

Ben Wisner

Hunger in the midst of plenty has been called an absurdity and an obscenity. How can we understand it? What can we do about it? Using case studies, readings in primary literature, and student projects, this course will introduce natural and social science tools for understanding and combating hunger. We will emphasize cases of catastrophic breakdown in food systems leading to mass starvation, social disruption, and migration. We will examine the political, economic, and ecological causes and effects of famines such as the Irish Potato Famine, the Bengal Famine in India, and the Great African Famines of the last two decades. Can people prevent famines? Are they even predictable or only "an act of God?"

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

NS 170  
TECHNOLOGY AND THE  
THIRD WORLD  
Albert Woodhull

Modern technology has had and will continue to have a role in the Third World. Technology's role may be positive, but technology isn't a simple solution to all the problems of poverty and under-development. Many modern technologies are being recognized as dangerous in the First World nations where they have been developed, yet are being exported to the Third World even as their uses are being restricted in the countries where they originated.

We will look at many aspects of technology in the Third World. We will read about new technologies that have worked and others that have caused new problems. We will explore the ways in which First World technological changes have impacted the Third World. We will study patterns and examples of development of technology in the Third World itself and look for ways the First world can learn from the Third.

Class will meet for one hour three times weekly.

NS 207  
ECOLOGY  
Charlene D'Avanzo

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

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

NS 213  
INTRODUCTION TO  
ORGANIC CHEMISTRY  
Nancy Lowry

This class will introduce students to the basic principles of organic chemistry. Our focus will be on the structure of molecules and how structure influences stability and reactivity. The class meets three times a week for one and one-half hours plus a weekly laboratory.

NS 215  
ENZYMES: LABORATORY  
EXPERIENCE IN BASIC  
BIOCHEMISTRY  
John Foster

Almost all chemical changes in living cells involve the action of enzymes. What is an enzyme? What does one look like and how do you measure it? This course will be divided into two units. Enzymes as catalysts: Techniques of enzyme assay, the nature of enzyme catalysis and the properties of enzymes which can be measured without having them in the pure state. Enzymes as proteins: By purifying an enzyme from a suitable source you will learn a lot about protein chemistry and about separating large molecules from one another (salt fractionation, gel filtration, chromatography, etc). Both units will emphasize careful and quantitative laboratory work, as theory will be developed from your own data.

The weekly laboratory session will usually last into the evening, plus some extra time on other days. In addition there will be a weekly 90-minute seminar. Prerequisites: None mandatory but some background in organic chemistry would be very helpful.

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

This course explores physical and social causes of land degradation. We will cover basic definitions and measurements, approaches to understanding degradation, and the social/economic/political consequences of land degradation. Emphasis will be given to the role of land degradation in causing chronic hunger and food crisis. We will probe for value judgments underlying ways people have understood, measured, and attempted to mitigate land degradation. "Dust bowls" have been created in the U.S.S.R., U.S.A., Australia, China, India, Brazil, and Mexico--to mention a few cases. People's control over land is influenced by what happens at national, regional, and global centers of economic and political power. Students will be involved in measuring and monitoring erosion in our own environment, as well as hands-on land reclamation.

Class meets for one and one-half hours twice a week. Students should submit in advance, to my mailbox (SS or NS) a one-page description of what they want out of the course.

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

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

The readings will comprise both a text in exercise physiology and primary scientific papers. We will use computerized laboratory equipment to conduct group experiments on energy use and on muscle activity.

Class is limited to 16. Class will meet twice per week, once for one and one-half hours and once for three hours.

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

The nervous system is a highly complex and dynamic group of cells, whose role is to keep an animal informed about its environment, and to accomplish specific behaviors such as running, eating etc. We will discuss how neurons are unique, and basic mechanisms of nervous system function. In addition, we will discuss the different ways that the nervous system of animals across the phylogenetic spectrum work, and how these animals have different strategies for coding and processing information from the environment. Further we will examine some of the new and exciting topics in neuroscience. We will explore many of these basic concepts in the laboratory, which accompanies this class. Class will meet twice a week for one and one-half hours, and once a week for a three hour laboratory.

**NS/CCS 236  
TECHNOLOGY:  
PHILOSOPHY, POLITICS,  
AND POLICY**  
Allan Krass  
Jane Braaten

This seminar is an introduction to the relationships between technology and contemporary politics and culture. It is organized around three basic questions: first, how has technology changed the nature of work and everyday life; second, were these changes the product of an essentially autonomous process of technological development or did they arise from the political and philosophical assumptions of western society; third, what is the proper relationship of humans to technology and how can that relationship be attained and maintained?

Students will read a number of books and essays on the politics and philosophy of technology and will write several short papers and one longer essay. Each student will be expected to lead at least one seminar session on the assigned readings during the semester. Class will meet twice a week for one and one-half hours. Enrollment is limited to 25.

**NS 237**  
**THE NUCLEAR AGE:**  
**WHERE DO WE GO FROM**  
**HERE?**  
 Allan Krass

The nuclear arms race is over. Or is it? Nuclear weapons and the threat of nuclear war have played a central role in world politics for 45 years. But with the transformation of the Soviet Union and the end of the Cold War the nuclear threat appears to have receded. Still, tens of thousands of nuclear weapons remain in the superpower arsenals; Britain, France and China remain declared nuclear powers; Israel, South Africa, India and possibly others, possess known nuclear capabilities.

Where does the world go from here? What are the prospects for European nuclear disarmament or for Middle Eastern, South Asian, and Latin American nuclear arms races? How fast and to what levels will US-Soviet nuclear disarmament progress? This course will address these and other related questions through reading, discussions, and writing. The class will meet twice a week for one and one-half hours.

**NS 240**  
**ELEMENTARY SCHOOL**  
**SCIENCE WORKSHOP**  
 Merle Bruno

Young children are full of questions about the natural world. They ask, watch, listen, learn, and are open to new interpretations of what they see. They are, in fact, good little scientists. Why is it that most American children (and particularly girls and children from minority groups) lose interest in science and math by junior high school and are totally alienated from science by the time they graduate from high school?

In this workshop we will use materials that have been chosen to stimulate children's curiosity and to nurture their natural scientific skills. For the first few weeks you will be the students and will try to understand some of the feelings that children experience in a science class that tries to stimulate inquiry. You will be encouraged to follow up on your own questions and conduct your own studies about movements of the sun, crayfish behavior, and "mystery powders." For the last part of the semester you will be teachers and will introduce these same materials to children in elementary school classrooms. Class will meet for two hours twice a week and additional time will be required when you begin teaching in the schools.

**NS 242**  
**ASSEMBLY LANGUAGE**  
 Al Woodhull

Computers communicate in a native language which is actually a pattern of electrical signals. Corresponding to this "machine language" is an "assembly language" which allows a human programmer to describe the basic internal operations of the computer in terms of meaningful abbreviations such as LDA (load), CMP (compare), etc. This course will teach the use of assembly language; willy nilly it will also teach about the internal operations of the computer itself. Every kind of computer has its own assembly language; we will work primarily with the 8086 microprocessor, which illustrates the principles common to all assembly languages, and is useful in its own right. For illustrative purposes there will also be a brief introduction to the assembly language of the VAX-II, a powerful minicomputer.

Prerequisite: Knowledge of Pascal, FORTH, C, or another high level computer language. Class will meet for one hour three times each week. Enrollment limit: there may be a limit based on the equipment available.

**NS/HA 245  
NATURE, NATURALISTS  
AND NATURE WRITERS**

Kenneth Hoffman  
David Smith

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

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

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

Debra Martin

This course focuses on the health of women. There are 2.2 billion adult women in the world today and 75% of them live in areas of the world where access to health care is limited and controlled by others. One woman dies every minute due to pregnancy-related problems. Using a comparative and cross-cultural approach, we will look at how women become ill and die, but also at how some women's groups have overcome obstacles and promote health care delivery. Two perspectives in medical anthropological scholarship will form the basis of discussions. First, we will focus on the multi-dimensional and biocultural nature of women's health in a variety of cultural settings. Secondly, we will utilize material which provides analytical frameworks for incorporating issues of women's active roles in health care delivery. The course will meet three times 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, 1991. 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  
Kenneth Hoffman**

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

Topics will include 1) computer 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 272  
THE ANTHROPOLOGY OF  
HEALTH AND DISEASE  
Alan Goodman**

Health and disease are multifaceted phenomena. Their causes are nearly always complex, resisting simple explanation (a virus, witchcraft...), and their biological effects are intimately enveloped in sociocultural, political, and economic processes. In this course we examine health and health care systems from an anthropological perspective.

Students in this course will undertake an examination of the ethnography of health and health care. How are concepts of health integrated into society? How have indigenous health care systems been affected by the west? What can be learned from an anthropological examination of "modern medicine?" As well, we will focus on understanding the cause and consequence of health and disease. How has health evolved? Are we living longer but doing worse? What factors determine who gets sick? Class will meet for one and one-half hours twice a week.

**NS/SS 275  
THE HISTORY OF  
EPIDEMIC DISEASE IN  
WESTERN SOCIETIES  
Evelynn Hammonds**

As one historian has noted, "...the brief history of AIDS illustrates both our continuing dependence on medicine- for better or worse- and the way that disease necessarily reflects and lays bare every aspect of the culture in which it occurs." This course examines the history of epidemic disease from the 17th century to the present. Topics include a survey of political, social, sanitary, medical and literary responses to the perceived causes of disease during the period of industrialization, urban growth on the European continent, England, and the United States. The impact of epidemic disease on the health and social status of racial and ethnic groups in the United States will be a particular focus of the course. Class meets for one and one-half hours twice a week.

**NS 283  
GENERAL PHYSICS B  
Frederick Wirth  
Evelynn Hammonds**

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.

Spring 40

**NS 291**  
**ENVIRONMENTAL**  
**GEOCHEMISTRY**  
John Reid

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

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

**NS 294**  
**SUSTAINABLE**  
**AGRICULTURE**  
Lawrence J. Winship  
Benjamin Oke

Under many different names--organic, regenerative, biodynamic, alternative, ecological--the practice of low-input, synthetic pesticide-free agriculture has gone on for decades. Now, thanks to the failure of many "modern" agricultural technologies and to ever tightening farm budgets, farmers and even the USDA have become very interested in "sustainable" agriculture. In this course, we will examine the practices of low input, sustainable agriculture at a very detailed level, including soil chemistry and biology, crop growth and rotations, cover cropping, green manures, composting, insect pest and weed management and permaculture. We will be less concerned with the philosophical side of organic farming and more focused on laboratory and field methods used to test, develop and apply alternative practices.

While this course has no prerequisites, prior completion of a biology, ecology or chemistry course, with lab, would be extremely useful. Class will meet three times per week, twice for seminar and once for lab. Enrollment limit 25.

**NS 296**  
**EVOLUTION OF THE**  
**EARTH II**  
John Reid

In this course we will investigate the formation of the group of natural compounds--minerals--that comprise the earth and that contain valuable clues about its evolution. We will start by considering the formation of the chemical elements of the earth's crust. The formation of a given mineral is dependent on the local abundances and behaviors of its constituent elements; the bulk of the course will be devoted to an understanding of these interrelationships. Mineral optics, essential to the microscopic identification of minerals, will combine with hand specimen studies to comprise the laboratory portion of the course.

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

**NS 315**  
**CALCULUS II**  
David Kelly

This course will extend the concepts, techniques, and applications of the introductory calculus course. In particular, we'll consider the differentiation and integration of functions of several variables and continue the analysis of dynamical systems. We'll approximate functions, polynomials, and enter the rich and rewarding world of Fourier analysis.

Class will meet three times a week for one hour.

**NS 320**  
**BOOK SEMINARS IN**  
**MATHEMATICS**  
David Kelly

Whenever a group of students decide that they'd like to learn a certain piece of mathematics, they are encouraged to meet with one of Hampshire's mathematical faculty members to arrange a book seminar. Students in a book seminar will meet with an instructor for one hour each week and amongst themselves several hours each week.

Possible topics for book seminars include: Modern Algebra: The study of algebraic structures such as groups and fields, with applications to number theory, geometry, physics, and puzzles. DIV. GRAD. CURL: Basic tools and results of multivariable calculus useful for the study of electric and magnetic fields. Probability: The mathematics of chance and the theoretical background for statistics. Complex Variables; Differential Equations

**NS 322**  
**MATH CONCENTRATORS'**  
**SEMINAR**  
David Kelly

This weekly gathering of students interested in mathematics and its applications will include lectures by Hampshire faculty and guests, presentations by Division III students, films, workshops, problem-solving sessions, puzzles, games, paradoxes, history, and philosophy. The seminar provides an opportunity for students to get to know each other and gain exposure to many active areas of mathematics.

**NS 327**  
**MOLECULAR BIOLOGY**  
**LABORATORY**  
Lynn Miller

Students interested in carrying out extensive research in the molecular biology of symbiotic nitrogen fixing organisms may join the ongoing activities of this lab. Students must have completed successfully either a biochemistry, a cell biology, or the January Term gene cloning course. Class will meet one afternoon a week plus other laboratory time. Enrollment by instructor's permission.

**NS 364**  
**WORLD ANIMAL SCIENCE**  
Benjamin Oke

This course will present an overview of the global developments in animal and veterinary sciences. Included will be discussions of domestication, conservation and use of animal resources; dynamic biochemistry of animal production; microbiology of animals and animal products; grazing animals, ethology of farm animals; parasites, pests and predators; bioclimatology and adaptation of livestock; animal production and environmental health; general and quantitative genetics. The assessment of the present and future production and productivity in livestock farming will be made. Class will meet twice a week for one and one-half hours each time.

**NS 380i**  
**SEMINAR ON**  
**ALTERNATIVE**  
**AGRICULTURE**  
Lawrence J. Winship  
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.



NS 382i  
ENVIRONMENTAL  
SCIENCE SEMINAR  
Charlene D'Avanzo

In this seminar we will focus on several classical papers in environmental science. The first set of topics with papers selected by the instructor, will include ecological-biological issues such as: food web accumulation of hydrocarbons, species loss and water pollution. The second set of papers will be selected by the students in the class. The format of this course is discussion-seminar; each week one or two students will be responsible for directing the seminar from carefully selected papers that we all read. In addition, each student will write a critical analysis of each of the two topics they present.

Class will meet for three hours once a week.

MATH HELP  
David Muehsam

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

ASTFC 19  
PLANETARY SCIENCE  
University

Introductory. For physical science majors. Survey of: terrestrial planets and planetary satellites; atmospheres of terrestrial and Jovian planets; asteroids; comets; planetary rings; origin of the solar system. Emphasis on results of recent spacecraft missions. Prerequisite: 1 semester of calculus and 1 semester of physical science. Some familiarity with physics essential.

ASTFC 22  
GALACTIC AND EXTRA  
GALACTIC ASTRONOMY  
Amherst

May be taken independently of ASTFC 21. Quantitative introductory course. Atomic and molecular spectra, emission and absorption nebulae, inter-stellar medium, formation of stars, and planetary systems, structure and rotation of galaxies and star clusters, cosmic rays, other galaxies, exploding galaxies, quasars, cosmic background radiation, origin and expansion of the universe. Prerequisite: a semester of calculus, a semester of physics and elementary knowledge of computer programming.

ASTFC 34  
HISTORY OF ASTRONOMY  
Mount Holyoke

This course will focus on astronomy and cosmology from earliest times - Egyptian, Babylonian, Greek, Islamic; the medieval universe; the Middle Ages - the Copernican revolution, the infinite universe. The Newtonian universe and the mechanistic universe of the 18th and 19th centuries will also be covered along with gravitational theory, the origin, structure and evolution of stars and galaxies, and developments in modern astronomy. The course is nontechnical; the emphasis will be on history and cosmology.

ASTFC 38  
TECHNIQUES OF RADIO  
ASTRONOMY  
University

With lab. May be taken independently. Introduction. Equipment, techniques, nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature and the transfer of radio radiation in cosmic sources. Effects of noise, sensitivity, bandwidth, and antenna efficiency. Techniques of beam switching, interferometry, and aperture synthesis. Basic sources. Prerequisites: PHYSIC 422 or 162 or 283.

ASTFC 40  
TOPICS IN ASTROPHYSICS  
Amherst

Devoted each year to a particular topic of current interest, i.e., star formation, galaxy evolution. Class discussions will formulate problems of significant difficulty and breadth. Solutions worked individually and in class. Topics change year to year. Oral and written presentations required. Prerequisite: ASTFC 37.

# Hampshire College Schedule of Classes Spring 1991

## SCHOOL OF COMMUNICATIONS AND COGNITIVE SCIENCE

Course	Instructor	Enrollment		Time	Place
		Method	Limit		
CCS 103 Metaphysics	Michaels	Open	20	MW 3-430	ASH 221
CCS 107 Exploring the Nature of Mind	Stillings/Bowie	Open	40	TTh 9-1030	ASH 126
CCS 114 Introduction to Computer Science	Colson	Open	25	TTh 9-1030	ASH AUD
CCS 119 Popular Culture Studies	Miller	Open	20	TTh 1030-12	ASH 222
CCS 120 Linguistic Variation and Change	Feinstein	Open	25	TTh 9-1030	ASH 221
CCS 123 Interpersonal Communication	Jones	See Descr	20	TTh 1030-12	ASH 111
CCS 132 Experiments in Journalism	Kerr	InstrPer	16	MW 9-1030	ASH 111
CCS 134 Develop Language/Learning Disorders	Chase	Open	25	MW 1030-12	ASH 111
CCS 149 Cognition/Development of Language	Hoban	Open	25	TTh 9-1030	ASH 222
CCS 153 Child Development in the Schools	Sophian	InstrPer	25	TTh 130-3	ASH 126
CCS 176 Expertise and Expert Systems	Loiselle	Open	20	MW 130-3	ASH 221
CCS 185 Origins of Mass Culture: 1870-1930	Weiss	Open	25	MW 9-1030	ASH 222
CCS 213 Small Group Communication	Jones	See Descr	20	TTh 130-3	ASH 111
CCS 224 Neurophilosophy	Stillings	Open	25	TTh 1030-12	ASH 126
CCS 227 Theory of Language: Semantics	Weisler	Open	None	MW 3-430	ASH AUD
CCS 230 Wmn's Movmnt:History/Politics/Images	Braderman et al	Open	60	MW 1-3	ASH AUD
CCS 234 Graphics Programming	Colson	Open	20	MW 9-1030	ASH 221
CCS/NS 236 Technology: Philosophy, Politics, Policy	Braaten/Krass	Open	25	TTh 1030-12	FPH 104
CCS 242 Bioacoustics	Feinstein	Open	20	T 1030-12 + Lab TBA	FPH 103
CCS 270 Looking into the Mind	Chase	InstrPer	12	TTh 130-3	ASH 221
CCS 287 Seminar for Video Concentrators	Braderman	Open	20	TTh 115-3	LIB B-5/Studio
CCS 290 Thinkers of African Freedom	Serequeberhan	Open	20	MW 1030-12	ASH 222
CCS 310 Seminar in Communications Research	Miller	Open	20	W 12-3	ASH 111
CCS 319 Connectionist Modeling	Chase/Stillings	InstrPer	12	F 1-230	ASH 222
CCS 326 Media Criticism: Theory and Practice	Douglas	InstrPer	20	TTh 1030-12	ASH 221
CCS 343 Truth, Explanation and Narrative	Michaels	InstrPer	20	Th 1230-3	ASH 222

## WRITING AND READING PROGRAM

Course	Instructor	Enrollment		Time	Place
		Method	Limit		
WP/HA 122 Conflict/Identity in Anglo/Am Literature	Siegel, et al	Open	35	MW 130-3	FPH ELH
WP/SS 124 Motherhood and Work	Berkman, et al	Open	35	TTh 9-1030	FPH 108
WP/SS 242 Forms of Writing in the Social Sciences	Ryan	InstrPer	16	W 930-1030	PH A-1

## FOREIGN LANGUAGES

Course	Instructor	Enrollment		Time	Place
		Method	Limit		
FL 101 Intensive French	Rabu	InstrPer	10	TWTh 3-530	PH A-1
FL 102 Intensive Spanish	Gear	InstrPer	10	TWTh 3-530	PH B-1
FL 107 Arabic I	Jiyad	InstrPer	None	MWF 1130-1	PH B-1

## CODES

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

## SCHOOL OF SOCIAL SCIENCE

Course	Instructor	Enrollment Method	Limit	Time	Place	
SS 104	Funerals and Life in SE Asia	Darlington	Open	25	TTh 1030-12	FPH 102
SS 115	Political Justice	Mazor	Open	25	MW 1030-12	FPH 105
SS/WP124	Motherhood and Work	Mahoney, et al	Open	35	TTh 9-1030	FPH 108
SS 126	Children's Play	Schamess	Open	25	TTh 1030-12	FPH 105
SS 130	African History	Holmquist/White	Open	35	TTh 130-3	FPH 108
SS/NS 154	History and Geography of Famines	Wisner	Open	25	TTh 1030-12	FPH 106
SS 155	Divorce and the Family	Romney/Poe	Open	35	WF 9-1030	FPH 107
SS 157	Cuba: Revolution and its Discontents	Bengelsdorf/Risech	Open	35	WF 1030-12	FPH 107
SS 183	Workplace Democracy	Warner	Open	25	MW 1030-12	FPH 104
SS 185	WWII: Politics/Cultures/Societies	Berman/Wald	Open	35	TTh 9-1030	FPH 102
*SS 210	Introductory Economics	Nisonoff	Open	None	TTh 1030-12	FPH 107
SS/NS 216	Land Degradation and Society	Wisner	See Descr	None	TTh 130-3	FPH ELH
SS 218	Public Policy in the US Welfare State	Berman/Rakoff	Open	None	TTh 1030-12	FPH 108
SS 228	Public Service and Social Change	Breitbart/Sanchez	Open	None	W 930-12	FPH 103
SS 233	Race in the United States	Ford et al	Open	None	MW 130-3	FPH 108
SS 239	Abnormal Psychology	Romney	See Descr	None	WF 130-3	FPH 104
SS/WP 242	Forms of Writing in the Social Sciences	Ryan	InstrPer	16	WF 930-1030	PH A-1
SS 244	Capital vs. Community	Breitbart/Warner	Open	None	TTh 9-1030	FPH ELH
SS 250	Sexual Politics/Sexual Communities	Cerullo/White	Open	None	W 130-430	FPH 107
SS 256	Conflict Resolution/Historical Analysis	Prince	Open	None	M 7-930 pm	FPH 106
SS 257	Social/Intell History of Spanish America	Weaver/Marquez	Open	None		Mount Holyoke
SS 268	Law, Ethics and Medicine	Rieger	Open	20	MW 130-3	FPH 103
SS 270	American Indians: History and Culture	Glick	See Descr	45	MW 1030-12	FPH WLH
SS/NS 275	History of Epidemic Disease in the West	Hammonds	Open	25	MW 9-1030	ASH 126
SS 279	Social Change: Concepts & Realities	von der Lippe et al	Open	None	TTh 9-1030	FPH 106
SS 280	Political Economy of Third World Dev.	Holmquist/Weaver	See Descr	None	W 7-930 pm	FPH 105
SS 281	Spirit of Capitalism: Japan and the US	Sawada	Open	None	M 930-12/Th 1-330	FPH 102
SS 290	New Reproductive Technologies	Fried	Open	None	TTh 130-3	FPH 106
SS 294	Critical Studies in Culture II	Slater/Wald	Open	None	TTh 130-3	FPH 104
SS 355i	Gender, Race and Class in US History	Nisonoff/Tracy	See Descr	None	W 1-330	FPH 105
SS 362	Human Behavior	Glick/Poe	See Descr	None	W 2-430	FPH 106
SS 396i	The Third World at End of Cold War	Bengelsdorf	InstrPer	15	W 130-4	FPH 102
SS 399b	People Studying People	von der Lippe	See Descr	15	T 9-12	PH A-1
SS 399d	Perspectives on Time	Mazor	See Descr	20	W7-10	FPH 106

## SCHOOL OF HUMANITIES AND ARTS

Course	Instructor	Enrollment Method	Limit	Time	Place	
HA 104	Introduction to Drawing	Brayton	See Descr	24	MW 9-12	ARB
HA 105	Drawing I	Mann	See Descr	25	MW 9-12	ARB
HA 110	Film/Video Workshop I	Child	See Descr	15	W 130-430	PFB
HA 110b	Film/Video Workshop I	Meyer	See Descr	See Descr	Th 130-430	PFB
HA 111	Still Photography Workshop I	Ravett	See Descr	15	F 9-12	PFB
*HA 113	Modern Dance I	Stein	Open	25	TTh 9-1030	MDB Dance
HA 121	Reading to Write	Lesy	Open	None	TTh 9-1030	FPH 105
HA /WP122	Conflict/Identity in Anglo/Am Literature	Coles et al	Open	35	MW 130-3	FPH ELH
HA 125	Chicano Autobiography	Holland	Open	None	TTh 9-1030	EDH 4
*HA 130	Modern Jazz I	Lubash	Open	None	MW 1-230	MDB Main
HA 131	Three Russian Writers	Hubbs	Open	None	MW 1030-12	EDH 1
HA 135	Politics and the Novel	Barnett	See Descr	25	TTh 1030-12	EDH 1
HA 139	Emergence of Modernism	Levine	InstrPer	25	MW 1030-12	ASH AUD
HA 153	Dance as an Art Form	Schwartz	Open	20	M 7-10 pm	MDB Main
HA 159	Man Made Environment	Juster/Pope	Open	None	WF 2-4	EDH 3
HA 201	Advanced Drawing	Hurley	InstrPer	20	TTh 930-12	ARB
HA 203	Introduction to Painting	Mann	See Descr	None	MW 2-5	ARB
HA 208	Sculpture in Clay	Brayton	InstrPer	18	MW 2-5	ARB
HA 209	Making Places	Juster/Pope	See Descr	18	WF 1030-1230	EDH 3
HA 210	Film/Video Workshop II	Marshall	See Descr	18	T 130-430	PFB
HA 211	Still Photography Workshop II	Matthews	See Descr	15	T 9-12	PFB
*HA 215	Modern Dance III	Lowell	Open	None	MW 9-1030	MDB Main
HA 218	Centers of Ancient Civilization	Meagher	Open	None	TTh 9-1030	EDH 1
HA 220	Dangerous Liaisons	Barnett	Open	25	TTh 130-3	FPH 101
*HA 227	Theatre Practicum	Donkin/Hamilton	See Descr	None	F 10-12	EDH Main

\* Course does not fulfill the requirements for the two-course option

HA 228	The World of Feodor Dostoevsky	Hubbs	InstrPer	20	MW 3-430	EDH 4
HA 230	Playwriting Workshop	Anderson	InstrPer	16	T 1230-330	EDH 2
HA 231	Poetry Writing Workshop	Salkey	InstrPer	16	T 130-3	EDH 4
HA 236	Principles of Directing	Blair	InstrPer	16	MW 130-3	EDH Main
HA 237	Fiction Writing Workshop	Salkey	InstrPer	16	Th 130-3	EDH 4
HA 238	Writing to be Read	Lesy	InstrPer	16	MW 9-1030	EDH 1
HA 239	Jazz Performance Seminar	Lateef	InstrPer	15	M 730-1030 pm	MDB Recital
HA 243	Nature/Practice of Improvisation	MacKay-Simmons	See Descr	25	TBA	MDB Class
HA/NS 245	Nature, Naturalists, Nature Writers	Smith/Hoffman	Open	35	MW 1030-12	FPH 108
HA 247	Improvisation	Blair	InstrPer	16	TTh 130-3	EDH Main
HA 250	Introductory Poetry Writing Workshop	Jenkins	InstrPer	15	Th 1-4	EDH 2
HA 255	Division II Seminar in Writing	Hanley	See Descr	15	W 9-12	FPH 106
HA 257	Music IV: Seminar in Composition	Warner	InstrPer	15	M 1-4	MDB Music
HA 258	Colonialism and the Visual Arts	Levine	InstrPer	16	T 1-330	ASH 222
HA 263	The Black Arts Movement	Coles	InstrPer	20	MW 9-1030	EDH 4
HA 265	Music II: Lines and Chords	MacKay-Simmons	InstrPer	None	TBA	MDB Class
HA 285	Laban Movement Analysis I	Groff	Open	25	TTh 1-3	MDB Main
HA 288	Shakespeare & Woolf	Kennedy	See Descr	30	MW 1030-12	EDH 4
HA 289	Foundations of Cultural Criticism	Holland	Open	None	TTh 130-3	FPH 105
HA 292	Shelley and Her Circle	Russo	Open	20	TTh 130-3	EDH 1
HA 305	Advanced Painting	Hurley	InstrPer	15	W 2-6	ARB
HA 313	Film/Video Workshop III	Marshall	See Descr	12	W 9-12	PFB
HA 314	The Literature of Sentimentalism	Heller	Open	None	MW 9-1030	CSC 126
HA 315	Critical Theory Seminar	Russo/Clausén	InstrPer	15	W 6-9 pm	EDH 4
HA 317	Modern Dance Technique V	Groff	Open	25	TTh 1030-12	MDB Main
HA 318	The Theatre of Images	Hamilton	InstrPer	15	MW 10-12	EDH Main
HA 338	Computer Music Composition	Warner	InstrPer	10	W 1-4	MDB Music
HA 345	Ancient Epic/Gilgamesh, Iliad Pentateuch	Meagher	Open	None	TTh 130-3	FPH 103
HA 397i	Movement Observation	Nordstrom	See Descr	None	F 930-12	MDB Small
HA 399a	Advanced Seminar in Writing	Payne	See Descr	See Descr	W 9-12	EDH 2
HA 399b	Film/Photography Studies	Child et al	See Descr	None	Th 9-12	PFB
HA 399c	Art Tutorial	Baskin	InstrPer	See Descr	Th am/pm	ARB
	Chorus	Kearns	Audition	None	MW 4-6 pm	MDB

\* Course does not fulfill the requirements for the two-course option

## OUTDOORS AND RECREATIONAL ATHLETICS PROGRAM

Course		Instructor	Enrollment		Time	Place
			Method	Limit		
OPRA 102	Intermediate Shotokan Karate	Taylor	InstrPer	None	MW 6-8 pm	RCC
OPRA 104	Advanced Shotokan Karate	Taylor	InstrPer	None	TTh 6-8pm/Su 2-4pm	RCC
OPRA 107	Yoga	Clarke	Open	None	W 4-530 pm	RCC Lounge
OPRA 112	Intermediate Aikido	Sylvain	See Descr	None	WF 1-215 pm	RCC
OPRA 116	Kyudo: Zen Archery	Taylor	InstrPer	See Descr	TTh 4-530 pm	RCC
OPRA 117	Intermediate Kyudo	Taylor	See Descr	Open	MW 230-4 pm	RC C South
OPRA 118	Beginning Tai Chi	Barry	Open	None	Th 1230-145 pm	RCC
OPRA 119	Continuing Tai Chi	Barry	See Descr	None	Th 2-315 pm	RCC
OPRA 123	Beginning Whitewater Kayaking	E. Alderson	InstrPer	6	W 130-245 pm	RCC/River
OPRA 124	Beginning Whitewater Kayaking	G. Alderson	InstrPer	6	W 245-4 pm	RCC/River
OPRA 126	Beyond Beginning Whitewater Kayaking	E. Alderson	InstrPer	6	Th 130-3/1230-6	RCC/River
OPRA 149	Openwater SCUBA Certification	Project Deep	Open	None	M 6-9 pm	RCC
OPRA 151	Beginning Top Rope Climbing	G. Alderson	Open	12	Th 1230-530 pm	RCC
OPRA 156	Lead Rock Climbing	Kyker-Snoman	See Descr	None	T 1-330/1230-530	RCC
OPRA 161	Bicycle Maintenance	E. Alderson	Open	10	W 330-6 pm	RCC
OPRA 173	Maybe You Can "Feel" Better	Jackson	Open	15	TTh 8-10 am	RCC
OPRA 181	Open Nordic Skiing	Warren	Open	12	F 12-6 pm	Outside
OPRA 182	Telemark Skiing	E. Alderson	Open	None	T 12-6 pm	RCC
OPRA 185	Beginning Tennis (Indoors)	McRae	InstrPer	12	MWF 1-230 pm	MultiSport
OPRA 186	Beginning Tennis (Outdoors)	McRae	InstrPer	12	MWF 1-2 pm	Outdoor Courts
OPRA 187	Intermediate Tennis (Indoors)	McRae	InstrPer	12	TTh 1-230 pm	MultiSport
OPRA 188	Intermediate Tennis (Outdoors)	McRae	InstrPer	12	MW 2-3 pm	Outdoor Courts
OPRA 218	Outdoor Leadership	Warren	See Descr	12	T 1-5/Th 1-3 pm	KIVA

# SCHOOL OF NATURAL SCIENCE

Course	Instructor	Enrollment Method	Limit	Time	Place
NS 104 Optics and Holography	Wirth	See Descr	24	TTh 9-1030/TorTh135-530	CSC 202/Lab
NS 110 Acupuncture	Dugan/Foster	Open	None	TTh 1030-12	CSC 114
NS 111 Scientific Research on Sex Differences	McNeal/Martin	Open	40	TTh 9-1030	FPH 107
NS 116 Biology of Poverty	Goodman/Murraïn	Open	40	TTh 9-1030	CSC 114
NS/SS 154 History and Geography of Famines	Wisner	Open	25	TTh 1030-12	FPH 106
NS 170 Technology and the Third World	Woodhull	Open	None	TBA	TBA
NS 207 Ecology	D'Avanzo	Open	15	MW 1030-12/M 130-5	CSC 126/Lab
NS 213 Introduction to Organic Chemistry	Lowry	Open	None	TTh 1030-12/Th 1-4	CSC 126/2nd Lab
NS 215 Lab Experience in Basic Biochemistry	Foster	See Descr	25	MW 9-1030/W 130+	CSC 202/2nd Lab
NS/SS 216 Land Degradation and Society	Wisner	See Descr	None	TTh 130-3	FPH ELH
NS 223 Topics in Exercise Science	McNeal	Open	16	T 130-3/Th 130-430	CSC 3rd Fl
NS 225 Biology of the Nervous System	Murraïn	Open	25	MW 1030-12/W 130-430	CSC 3rd Fl
NS/CCS 236 Technology: Philosophy, Politics, Policy	Krass/Braaten	Open	25	TTh 1030-12	FPH 104
NS 237 The Nuclear Age	Krass	Open	None	TTh 9-1030	ASH 111
NS 240 Elementary School Science Workshop	Bruno	InstrPer	25	TTh 1030-1230	CSC 3rd Fl
NS 242 Assembly Language	Woodhull	See Descr	None	TBA	TBA
NS/HA 245 Nature, Naturalists, Nature Writers	Hoffman/Smith	Open	35	MW 1030-12	FPH 108
NS 248 Women's Roles in Health/Healing	Martin	InstrPer	20	MWF 130-3	CSC 126
+NS 256 Informational Macromolecules	Miller	See Descr	None	MWF 1030-12	CSC 2nd Open
+NS 257 The New Genes: Cloned, Movable, Split	Miller	See Descr	None	MWF 1030-12	CSC 2nd Open
NS 260 Calculus I	Hoffman	Open	None	MWF 9-1030	ASH AUD
NS 272 Anthropology of Health and Disease	Goodman	Open	40	MW 1030-12	CSC 114
NS/SS 275 History of Epidemic Disease in the West	Hammonds	Open	25	MW 9-1030	ASH 126
NS 283 General Physics B	Wirth/Hammonds	InstrPer	20	MW 1030-12/W 130-430	CSC 302
NS 291 Environmental Geochemistry	Reid	Open	None	WF 9-1030/F 1-5	CSC 114/Field
NS 294 Sustainable Agriculture	Oke/Winship	See Descr	25	MW 130-3/F 1-5	CSC 114/3rd Fl
NS 296 Evolution of the Earth II	Reid	Open	None	MW 1030-12/M 1-5	CSC 202/Field
NS 315 Calculus II	Kelly	Open	None	MWF 9-1030	CSC 2nd Fl Open
NS 320 Book Seminars in Mathematics	Kelly	See Descr	None	TBA	TBA
NS 322 Math Concentrators' Seminar	Kelly	See Descr	None	TBA	TBA
NS 327 Molecular Biology Laboratory	Miller	InstrPer	None	F pm	CSC 2nd Fl
NS 364 World Animal Science	Oke	Open	None	MW 1030-12	ASH 221
NS 380i Seminar on Alternative Agriculture	Oke/Winship	Open	None	MW 3-430	CSC 114
NS 382i Environmental Science Seminar	D'Avanzo	Open	15	T 130-430	CSC 126
ASTFC 19 Planetary Science	Schloerb			MW 230-345	Amherst
ASTFC 22 Galactic and Extra Galactic Astronomy	Schrader			TTh 230-345/T4-515	Amherst
ASTFC 34 History of Astronomy	Dennis			TTh 1-215	Mt. Holyoke
ASTFC 38 Techniques of Radio Astronomy	Snell			TTh 230-345	University
ASTFC 40 Topics in Astrophysics	Strom			MW 230-345	Amherst
ASTFC 44 Astrophysics II	Kwan			MWF 125-245	University

+ 6 week mini course

ASTFC 44  
ASTROPHYSICS II  
University

Introduction to broad range of general astrophysical principles and techniques, e.g., continuum and line emissions. Calculation of radiation transfer and of treatment of hydrodynamics and shocks. Aim: physical understanding of concepts, rather than mathematical vigor. Goal: immediate application to astronomical phenomena. Prerequisite: ASTFC 43. Undergraduates admitted with consent of instructor.

## School of Social Science

### 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 104

FUNERALS AND LIFE IN  
SOUTHEAST ASIA  
Susan Darlington

SS 115

POLITICAL JUSTICE  
Lester Mazor

SS/WP 124

THE PROBLEM OF  
MOTHERHOOD AND WORK  
IN THE TWENTIETH  
CENTURY  
Maureen Mahoney  
Miriam Slater  
Deborah Berkman

SS 126

SUPERHEROES, MOMMIES,  
AND MONSTERS:  
CHILDREN'S PLAY  
Stephanie Schamess

SS 130

AFRICAN HISTORY  
Frank Holmquist  
E. Frances White

SS/NS 154

THE HISTORY AND  
GEOGRAPHY OF FAMINES  
Ben Wisner

SS 155

DIVORCE AND THE FAMILY  
Donald Poe  
Patricia Romney

SS 157

CUBA: REVOLUTION AND ITS  
DISCONTENTS  
Carolee Bengelsdorf  
Flavio Risech

SS 183

WORKPLACE DEMOCRACY  
Stanley Warner

Spring 44

SS 185

**THE SECOND WORLD WAR:  
POLITICS, CULTURES, AND  
SOCIETIES IN TIMES OF  
CONFLICT**

Aaron Berman  
James Wald

200 level

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

\*SS 210

**INTRODUCTORY ECONOMICS**

Laurie Nisonoff

SS/NS 216

**LAND DEGRADATION AND  
SOCIETY**

Ben Wisner

SS 218

**PUBLIC POLICY IN THE U.S.  
WELFARE STATE**

Aaron Berman  
Robert Rakoff

SS 228

**PUBLIC SERVICE AND SOCIAL  
CHANGE: AN INTERNSHIP  
SEMINAR**

Myrna Breitbart  
Ada Sanchez

SS 233

**RACE IN THE UNITED STATES:  
DYNAMICS OF DIVERSITY**

Michael Ford  
Flavio Risech  
Mitziko Sawada

SS 239

**ABNORMAL PSYCHOLOGY**

Patricia Romney

SS/WP 242

**FORMS OF WRITING IN THE  
SOCIAL SCIENCES**

Will Ryan

SS 244

**CAPITAL VS. COMMUNITY**

Myrna Breitbart  
Stanley Warner

SS 250

**SEXUAL POLITICS/SEXUAL  
COMMUNITIES**

Margaret Cerullo  
Frances White

SS 256

**CONFLICT RESOLUTION AND  
HISTORICAL ANALYSIS**

Greg Prince

SS 257

**THE SOCIAL AND  
INTELLECTUAL HISTORY OF  
SPANISH AMERICA**

Frederick Weaver  
Roberto Marquez

SS 268

**LAW, ETHICS AND MEDICINE**

Susan Rieger

SS 270

**AMERICAN INDIANS: THEIR  
HISTORY AND CULTURES**

Leonard Glick

SS/NS275

**THE HISTORY OF EPIDEMIC  
DISEASE IN WESTERN  
SOCIETIES**

Evelynn Hammonds

SS 279

**SOCIAL CHANGE: CONCEPTS  
AND REALITIES**

Lester Mazor  
Robert von der Lippe

SS 280

**THE POLITICAL ECONOMY OF  
THIRD WORLD  
DEVELOPMENT**

Frank Holmquist  
Frederick Weaver

SS 281

**THE SPIRIT OF CAPITALISM:  
JAPAN AND THE UNITED  
STATES**

Mitziko Sawada

SS 290

**FROM WOMB TO TEST TUBE:  
NEW REPRODUCTIVE  
TECHNOLOGIES**

Marlene Fried

SS 294

**CRITICAL STUDIES IN  
CULTURE, II: NEW  
APPROACHES TO HISTORY**

Miriam Slater  
James Wald

300 level

SS 355i

**GENDER, RACE, AND CLASS  
IN UNITED STATES HISTORY  
AND SOCIETY**

Laurie Nisonoff  
Susan Tracy

SS 362

**HUMAN BEHAVIOR:  
INTERDISCIPLINARY  
PERSPECTIVES**

Leonard Glick  
Donald Poe

SS 396i

**THE THIRD WORLD: AT THE  
END OF THE COLD WAR**

Carolee Bengelsdorf

SS 399b

**PEOPLE STUDYING PEOPLE**

Robert von der Lippe

SS 399d

**PERSPECTIVES ON TIME**

Lester Mazor

The following courses which appeared in the Preliminary Spring 1991 Course Guide have been cancelled.

SS/HA 167

**PSYCHOLOGICAL DYNAMICS  
IN THEATRE**

Pat Romney  
Ellen Donkin

SS 211

**ECONOMIC DECISION  
MAKING THEORY**

Stan Warner

SS 231

**IN THE NAME OF  
DEMOCRACY**

Carolee Bengelsdorf  
Margaret Cerullo

## Course Descriptions

**SS 104**

**FUNERALS AND LIFE IN  
SOUTHEAST ASIA**

Susan Darlington

This course is an introduction to Southeast Asian cultures through the study of rituals and concepts of death. Reactions to death are culturally diverse, but always meaningful and expressive. In coping with death, people are brought together and celebrate life, reenacting and reaffirming their most important cultural values by which they live and evaluate their experiences. By studying and analyzing funeral rites in various areas of Southeast Asia students will gain insight into such issues as religion and ritual, concepts of life after death, social organization, social status, economic and political relations, performing arts, and social change.

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

**SS 115**

**POLITICAL JUSTICE**

Lester Mazor

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

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

**SS/WP 124**

**THE PROBLEM OF  
MOTHERHOOD AND  
WORK IN THE  
TWENTIETH CENTURY**

Maureen Mahoney

Miriam Slater

Deb Berkman

Using psychological and historical studies, we will examine Western attitudes toward working mothers and the impact of work on women's public and private lives. Psychologists emphasize the importance of maternal nurturance for healthy personality development and worry about "maternal deprivation." Feminist scholars stress the importance of work for women's lives. Sociologists warn that combining roles of motherhood and work will create "role strain." All of the experts have changed their positions over time about appropriate gender roles for women and men. We will examine the shift in ideas about the family, gender, and child development in the United States from the nineteenth century to the present, paying particular attention to issues of class and race, including the debate on the black family and recent work on the feminization of poverty.

This class will incorporate particular attention to writing. Writing assignments will follow a progression with the aim of learning the requirements of different types of papers, e.g., personal essay, analysis and critique, compare/contrast and research. Some class time will be given over to writing instruction prior to assignments, and students will have the opportunity to receive help in revising papers. Class will meet for one and one-half hours twice a week; enrollment limit 35.



Spring 46

SS 126  
**SUPERHEROES, MOMMIES,  
AND MONSTERS:  
CHILDREN'S PLAY**  
Stephanie Schamess

What is play, and why is it such a compelling activity for children? What function does it serve in human development? In our examination of the play of the young child, we will take a primarily developmental approach, but we will also look at ethological research on the play behavior of both animals and children, psychoanalytic views of play, and cross-cultural studies. Some of the specific topics to be covered include: the roots of social play in parent-infant interaction; the role of affect and the emergence of affective imagination in fantasy play; play as symbolic communication; ritual aspects in play and in the language of play; gender differences in children's play behavior; and the role of play in the development of social cognition. Videotapes and direct observations of children at play will be used to supplement the readings. Class will meet for one and one-half hours twice a week; enrollment limit 25.

SS 130  
**AFRICAN HISTORY**  
Frank Holmquist  
E. Frances White

The course will focus on Sub-Saharan Africa in the period from the fifteenth century to political independence in the mid-twentieth century. We will focus on changing social relations that result from internal developments, the slave trade, and European imperialism. The cause and consequence of European colonial rule will be understood against the backdrop of industrialization and political conflict in Europe, expanding Europe-Africa trade relations, and evolving European designs on Africa. Triumphant nationalist protest ideology, organization, and leadership will be studied as necessary background for understanding the post-independence era.

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

SS/NS 154  
**THE HISTORY AND  
GEOGRAPHY OF FAMINES**  
Ben Wisner

Hunger in the midst of plenty has been called an absurdity and an obscenity. How can we understand it? What can we do about it? Using case studies, readings in primary literature, and student projects, this course will introduce natural and social science tools for understanding and combating hunger. We will emphasize cases of catastrophic breakdown in food systems leading to mass starvation, social disruption, and migration. We will examine the political, economic, and ecological causes and effects of famines such as the Irish Potato Famine, the Bengal Famine in India, and the Great African Famines of the last two decades. Can people prevent famines? Are they even predictable or only "an act of God"?

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

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

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

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

SS 157  
CUBA: REVOLUTION AND  
ITS DISCONTENTS  
Carollee Bengelsdorf  
Flavio Risech

To some, the Cuban Revolution in 1959 made the island the "First Free Territory in the Americas," leading to dramatic improvements in quality of life for the bulk of the population. To others, its betrayal by Fidel Castro's turn toward Marxism-Leninism put Cuba behind the Iron Curtain, causing over one million to "flee to freedom" in the United States. This course proposes to explore the nature of Cuba's revolutionary process, the importance of the relationship between the United States and Cuba, and the development of the Cuban community in the United States in an effort to gain a critical perspective on this highly polarized and often acrimonious debate. We will end the course with an optional field visit to Miami's Little Havana, where we will meet with pro- and anti-Castro Cuban-American intellectuals and community leaders. If the current U.S. ban on travel by most Americans to Cuba should change, we would seek to visit the island as well.

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

SS 183  
WORKPLACE  
DEMOCRACY  
Stanley Warner

Why isn't work more democratic? Is democratic control politically untenable or economically inefficient? We will study the evolution of the control and management of work and examine three forms of democratic participation: corporate "quality-of-worklife" programs, employee stock ownership, and worker-controlled collectives. By looking at Polaroid, Weirton Steel, the Oregon plywood cooperatives, and other case histories, we can begin to assess the possibilities for increasing the democratic control of work. Internationally, we will consider the experiments within Sweden, Yugoslavia, Tanzania, and the Mondragon region of Spain. The interconnections of culture, family life, work life, and political system produce competing visions of the future of workplace democracy on the eve of the twenty-first century.

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

SS 185  
THE SECOND WORLD  
WAR: POLITICS,  
CULTURES, AND  
SOCIETIES IN TIMES OF  
CONFLICT  
Aaron Berman  
James Wald

The Second World War radically altered the societies and cultures of all of the belligerents. In this course, we will explore the effects of the Second World War upon Europe, the United States, and Asia. We will begin by examining the origins of World War II, and will then proceed to focus on the ways in which different societies responded to and adapted during the war. Finally, we will consider how World War II gave way to the Cold War. We will read histories of the war and primary sources, and will view a number of popular and propaganda films produced at the time. Students will be expected to complete several written assignments.

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

\*SS 210  
INTRODUCTORY  
ECONOMICS  
Laurie Nisonoff

An introduction to economic analysis, covering the principles of both major areas of conventional economic theory (i.e., micro and macro); serves as the needed prerequisite to virtually all advanced economics courses and itself contributes to a wide variety of concentrations. We will work to set this material within the larger social and international contexts.

Class will meet for one and one-half hours twice a week. Five College students will be graded pass/fail only. **\*This course cannot be used as part of the two-course option.**

Spring 48

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

This course explores physical and social causes of land degradation. We will cover basic definitions and measurements, approaches to understanding degradation, and the social/economic/political consequences of land degradation. Emphasis will be given to the role of land degradation in causing chronic hunger and food crisis. We will probe for value judgments underlying ways people have understood, measured, and attempted to mitigate land degradation. "Dust bowls" have been created in the U.S.S.R., U.S.A., Australia, China, India, Brazil, and Mexico--to mention a few cases. People's control over land is influenced by what happens at national, regional, and global centers of economic and political power. Students will be involved in measuring and monitoring erosion in our own environment, as well as hands-on land reclamation.

Class meets for one and one-half hours twice a week. Students should submit in advance, to my mailbox (SS or NS) a one-page description of what they want out of the course.

**SS 218  
PUBLIC POLICY IN THE  
U.S. WELFARE STATE**  
Aaron Berman  
Robert Rakoff

This course will investigate the historical roots of contemporary welfare policies in the changing relationship of state and economy during the era of monopoly capitalism. Our substantive focus will be on the development and impacts of (1) New Deal programs such as Social Security, AFDC, and unemployment insurance; (2) poverty programs of the 1960s; and (3) the Reagan-era attack on these programs. Particular attention will be given to the development of the modern American state during the Progressive and New Deal periods. Our analytical efforts will focus on: relationship between welfare programs and maintenance of the labor market; role of welfare programs in reinforcing racial, class, and gender-based stratification, with special attention to the so-called "crisis of black family"; and the politics of policy making in the welfare area, including governmental processes and the power of popular protest.

For evaluation students will be required to complete one or two short analytical papers and one longer research paper. The class will meet for one and one-half hours twice a week.

**SS 228  
PUBLIC SERVICE AND  
SOCIAL CHANGE: AN  
INTERNSHIP SEMINAR**  
Myrna Breitbart  
Ada Sanchez

This course enables students to develop social action skills and acquire background in some political issue areas in preparation for internships in social change organizations. It also enables returning interns to share their expertise, reflect critically about their public service experiences, and relate these to broader social questions and their liberal arts educations. Opportunities are provided to explore the methodologies and practice of social change, including: specific issue areas (e.g., homelessness, reproductive rights, ecological change, etc.); organizing strategies and the issues of class and race differences; social change work environments and internship responsibilities; the role of human service agencies in social change; and creative techniques for writing about or visually representing social change experiences in future divisional work.

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

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

Michael Ford  
Flavio Risech  
Mitziko Sawada

The experiences and struggles of African, Latino, Asian, and Native Americans in the nineteenth and twentieth centuries will be examined, using social history, legal history, and political economy as our primary frameworks for inquiry. The course will give particular attention to the ways in which changes in the racial ideologies prevailing among whites have affected the ability of persons of color to achieve some measure of equality in U.S. society. Theoretical and juridical perspectives on the meaning of race as distinct from ethnicity and class will be developed. Readings will emphasize works of persons of color. Students will be asked to write two short analytic papers and a longer research paper.

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

**SS 239  
ABNORMAL PSYCHOLOGY**  
Patricia Romney

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

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

**SS/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 first class.

**SS 244  
CAPITAL VS. COMMUNITY**  
Myrna Breitbart  
Stanley Warner

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

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

Spring 50

SS 250  
**SEXUAL  
POLITICS/SEXUAL  
COMMUNITIES**  
Margaret Cerullo  
E. Frances White

In this course, we will take an historical and sociological approach to the understanding of the diversity of contemporary U.S. lesbian and gay experience. We will explore the emergence of diverse and at times antagonistic lesbian and gay subcultures and identities, their relationship to the dominant cultural discourses, institutions, and practices, and to the development of lesbian and gay social and political movements. We will challenge the relative marginalization of lesbian existence, both within mainstream culture and within gay theory, culture, and political practice, by giving lesbianism a central focus in this course. We will also challenge the marginalization of people of color in the theorizing on gay and lesbian history as we focus on the relationship between the construction of homosexuality and race.

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

SS 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 provide surveys of 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, 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 257  
**THE SOCIAL AND  
INTELLECTUAL HISTORY  
OF SPANISH AMERICA**  
Frederick Weaver  
Roberto Marquez (Mount  
Holyoke)

This course will introduce students to interpretive and comparative issues in Spanish American history, especially in respect to the dialectical relationship between social and intellectual history. After a brief historical survey of the region, we will study in more depth the historical patterns of change in Argentina, Peru, and one Caribbean nation.

The course will meet twice a week at Mount Holyoke College.

SS 268  
**LAW, ETHICS AND  
MEDICINE**  
Susan Rieger

An examination of the legal standards, policy changes and ethical dilemmas informing contemporary medical issues. Topics include: the relationship between practitioners and patients; allocation of health care resources; death and dying; the AIDS epidemic; abortion; new reproductive technologies; and maternal-fetal conflicts.

Assignments include a 5 page essay, a 20 page research paper and a 10 minute oral presentation in class.

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

**SS 270  
AMERICAN INDIANS:  
THEIR HISTORY AND  
CULTURES**  
Leonard Glick

An introduction to the native peoples of what is now the United States, including their traditional ways of life, the history of their encounter with Euro-Americans, and their contemporary situation. We'll focus on a number of peoples representative of regional traditions--the Cherokee, Iroquois, Sioux, Navaho, Shoshone, and others--in order to gain some appreciation of the diversity and complexity of their cultures. Students will write two short papers during the first half of the course; then they will conduct cooperative research into topics in history, culture, and politics, to be presented in class and in final papers.

Class meets for one and one-half hours twice a week. Enrollment is limited to 45; selection, if necessary, will be based on a one page essay describing your Division II program.

**NS/SS 275  
THE HISTORY OF  
EPIDEMIC DISEASE IN  
WESTERN SOCIETIES**  
Evelynn Hammonds

As one historian has noted, "...the brief history of AIDS illustrates both our continuing dependence on medicine- for better or worse- and the way that disease necessarily reflects and lays bare every aspect of the culture in which it occurs." This course examines the history of epidemic disease from the 17th century to the present. Topics include a survey of political, social, sanitary, medical and literary responses to the perceived causes of disease during the period of industrialization, urban growth on the European continent, England, and the United States. The impact of epidemic disease on the health and social status of racial and ethnic groups in the United States will be a particular focus of the course. Class meets for one and one-half hours twice a week.

**SS 279  
SOCIAL CHANGE:  
CONCEPTS AND  
REALITIES**  
Robert von der Lippe  
Lester Mazor

Change seems to be taking place very rapidly around the world. In the politics of Eastern Europe and in economic and political relations between eastern and western industrialized nations vast changes have occurred. The rates of change within and among less industrialized nations has been less impressive. Within our own society behavioral changes have occurred. In some instances the changes seem related to human revolution. In other instances, changes may have taken place because of social changes in gender relations, health issues, changing demographic factors, or physical disasters. What is known about these changes? What theories have been developed to explain them? Have the theories themselves changed over time? We will use case studies of change to present the realities and review the concepts that have been developed to explain them. The class will meet for one and one-half hours twice a week. Enrollment is open.

**SS 280  
THE POLITICAL ECONOMY  
OF THIRD WORLD  
DEVELOPMENT**  
Frank Holmquist  
Frederick Weaver

Both liberal and Marxist traditions of economic and political thought are based on similar conceptions of capitalism, which they view as relentlessly progressive in economic (material) terms and conducive to the creation of democracy in the political order. These expectations are difficult to reconcile with the historical experiences of African, Asian, and Latin American nations; consequently, scholars have attempted to reformulate both traditions. In order to do so it has been necessary to rediscover the state. In this class we explore the pervasive impact of states in Third World capitalist development, paying particular attention to competing ideas about the multiple causes of the authoritarian state in Africa and Latin America, the possibilities of its replacement by more democratic forms, and the relationship of such changes to economic growth.

The class will meet for three hours once a week in a seminar format. It is expected that students will have some background in the analysis of Third World societies.

Spring 52

SS 281  
THE SPIRIT OF  
CAPITALISM: JAPAN AND  
THE UNITED STATES  
Mitzi Sawada

This course examines the development of the capitalist spirit—the ethos which moves people to engage in acquisitive enterprises—by focusing on the United States and Japan. By tracing the growth and power of the Rockefeller and Mitsui dynasties, we will evaluate Weber's interpretation of the spiritual essence necessary for the pursuit of wealth in the West. We also will critique the popular understanding among Westerners regarding the high value placed on Japan's traditional work ethic as the reason for its ascendancy as an economic world power. Readings will include works by Max Weber, John G. Roberts, Peter Collier and David Horowitz, Daniel Rodgers, Fumiko Enchi, Edith Wharton, Ezra Vogel, Satoshi Kamata and Shotaro Ishinomori.

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

SS 290  
FROM WOMB TO TEST  
TUBE: NEW  
REPRODUCTIVE  
TECHNOLOGIES  
Marlene Fried

New reproductive technologies are intervening in human reproduction in various ways including: preventing conception; managing and monitoring labor and childbirth; screening fetal development; overcoming and/or bypassing infertility. Reproduction has been fundamental to women's lives. Women's role in reproduction has defined and circumscribed social roles, life options, health and sexuality. Because of this, in this course we will focus on the ways in which these technologies affect women's lives. We will examine issues of access and control; address questions about whether alternative forms of reproduction like artificial insemination, in vitro fertilization, surrogacy and technologies such as amniocentesis expand or constrain women's reproductive choices.

In addition to readings about current reproductive technologies, we will also read utopian fiction which presents futuristic visions of reproduction. The 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 offer a critical consideration of historical study as a whole. Class will meet for one and one-half hours twice a week.

SS 355  
GENDER, RACE, AND  
CLASS IN UNITED STATES  
HISTORY AND SOCIETY  
Laurie Nisonoff  
Susan Tracy

This course will examine the social structures and ideologies of gender, race, and class. For instance, when we consider the situation of battered women, we see that all women confront gendered social structures and prejudice. Yet, the experiences of those women and their options vary depending on their race and class. Through the use of examples as the one above, drawn from both history and public policy, we will work to hone our critical skills in analyzing gender, race, and class in American society. This course is designed for advanced Division II and Division III students. Students will have the opportunity to develop comprehensive research projects and to present their own work for class discussion.

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

**SS 362**  
**HUMAN BEHAVIOR:**  
**INTERDISCIPLINARY**  
**PERSPECTIVES**  
Leonard Click  
Donald Poe

This seminar is intended for advanced students who are in or about to enter Division III. We'll begin with selected topics--e.g., spacing behavior, altruism, aggression and violence, "body language"--approached from the perspectives of psychology, anthropology, sociology, and other disciplines. Then students will present their own work on aspects of human behavior for discussion and critique. Students completing Division III papers will be expected to present their work to the class; others will write final papers in preparation for their Division III projects.

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

**SS 396i**  
**THE THIRD WORLD: AT**  
**THE END OF THE COLD**  
**WAR**  
Carollee Bengelsdorf

This seminar is open to Division III students in the process of writing independent study projects focussed on the Third World, political theory or international politics. The course will center around these projects. Readings will be drawn from the projects themselves, and from recent critical literature in the areas which we are considering.

Class will meet for two and one-half hours once a week. Enrollment limit is 15; instructor permission 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, conclusions about their fellow human beings. We will try to provide support and guidance to better inform the process of "people studying people." All participants will be expected to familiarize themselves with the other students' work and with the necessary theoretical and empirical background for critical commentary following the presentations.

*The course will be limited to Division III students who have begun to write their thesis.* The class will meet once a week for three hours. Enrollment is limited to 15; advance permission of instructor required.

**SS 399d**  
**PERSPECTIVES ON TIME**  
Lester Mazon

The elusiveness, mystery and significance of time have fascinated novelists and philosophers, physicists and historians, musicians and psychologists, to name only a few. This semester will explore time from the different angles of vision brought to it by its participants, whatever the field in which they have been working, and through the exploration of central "texts", which in some cases may be films, or pieces of music or dance. Among those we may consider are Lucas, *A Treatise on Time and Space*; Poulet, *Studies in Human Time*; Cipolla, *Clocks and Culture*; Thompson, *Time, Work-Discipline and Industrial Capitalism*; Mann, *The Magic Mountain*; and Nabokov, *Invitation to a Beheading*.

The seminar will meet one evening each week for a pot-luck dinner and about two and one-half hours of discussion.



Spring 54

## **Special Programs**

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### **BUSINESS & SOCIETY**

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

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

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

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

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

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

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

Students interested in the Civil Liberties and Public Policy Program should contact the director, Marlene Gerber Fried, Franklin Patterson Hall, G5.

### **COMPUTER STUDIES**

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

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

Computing facilities at Hampshire include a variety of centrally-located timesharing systems and widely-dispersed workstations and personal computers. Three public computing laboratories are located in Cole Science Center, the Library, and Simmons Hall. These are linked by data networks to each other, to the timesharing systems, and to other campuses in the area. Campus systems are

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

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

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

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

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

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

For those interested in teaching as a career, there are a number of ways in which a student's Hampshire education can facilitate subsequent teacher certification. First-year students need not concern themselves immediately with selecting particular classes to meet such requirements; courses in mathematics, science, literature and writing, the arts, linguistics, philosophy, history, cognitive science, and the social sciences are valuable for their contribution to intrinsically important general education as well as to the satisfaction of certification requirements. During the first year or early in the second year, however, students should get in touch with Michael Ford (X393) or Laurence Beede (X479) for advice about the Education Studies Program.

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

programmatic ties and shared perspectives, we strive to dissolve the disciplinary boundaries which separate us and to pose questions which reach beyond these boundaries.

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

A core group of interested students and faculty sponsor lectures, workshops, and performances by feminist scholars, writers, artists, and musicians throughout the year. There is also a Women in Science Program and a Reproductive Rights Program on campus. The Five College community supports a broad range of other activities and resources. Faculty women from the five institutions have formed the Five College Women's Studies Committee, which devotes its energy to developing a feminist intellectual community in the Valley through sponsoring seminars, speakers and other events and activities. The Feminist Studies Steering Committee is: Laurie Nisonoff, SS; Margo MacKay-Simmons, HA; Ann McNeal, NS; and Sherry Millner, CCS.

#### LAW PROGRAM

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

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

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

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

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

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

**THE LUCE PROGRAM IN  
FOOD, RESOURCES AND  
INTERNATIONAL POLICY**

The Luce Program in Food, Resources and International Policy focuses on the intellectual and practical moral challenges produced by the failure of an increasing number of people in the United States and around the world to social sciences and the natural sciences. "Food" issues are raised in the context of broader "basic needs" for safe water, domestic energy (be it wood fuel abroad or utility connections here), access to healthcare, sanitation, shelter, and education. The program explores the cutting edge of actions by grassroots groups of people struggling to define and to meet their own needs. Through student internships and program services offered to such domestic and international groups, the Luce Program at Hampshire acts as "participant observer" in the historic process of empowering the basic cells of civil society. On the side of the program informed by the social sciences the key concepts are "social justice" and "the right to food." On the side informed by natural science the key concept is "sustainability" in food system design, redesign and guided evolution through policy and grassroots "popular ecology."

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

Program activities include teaching (World Food Crisis, Land Degradation and Society, Integrative Seminar in International Health in the first year), a series of guest speakers, conferences, liaison with and scientific services offered to grassroots organizations dealing with basic needs. Students who are interested in the Luce Program in Food Resources and Public Policy should contact the Director, Ben Wisner at Prescott D-2, X 624.

**POPULATION AND  
DEVELOPMENT  
PROGRAM**

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

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

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

**PUBLIC SERVICE  
AND SOCIAL  
CHANGE PROGRAM**

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

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

The broad goal of a program in public service and social change at Hampshire is to expose all students 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

Spring 58

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.

## **WRITING/READING PROGRAM**

#### **CURRICULUM STATEMENT**

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

Individual tutorials comprise a major part of the program. In brief, our strategy is to use the work in which the student is presently engaged. Generally, this means course work, divisional exams, proposals, Division II and III papers. From this writing we address the issues of organization, effective analysis, clarity, voice, and development of an effective composing process. Our concern also is to help students to understand their problems with starting and/or finishing work, and to develop strategies for overcoming writing anxiety and procrastination. Further, we regard reading and writing as inseparable from each other, and thus, also provide assistance in such areas as research skills. Writing help includes classes as well as individual tutorials. (See below for class descriptions.) Appointment for tutorials may be made by calling the Writing Center at X646 or X531 or X577. Classes are run each semester and are open to all students.

### Course List

WP/HA 122  
CONTENDING FORCES:  
CONFLICT AND IDENTITY IN  
ANGLO-AMERICAN  
LITERATURE  
Ellie Siegel  
Robert Coles  
Lee Heller

WP/SS 124  
THE PROBLEM OF  
MOTHERHOOD AND WORK  
IN THE TWENTIETH  
CENTURY  
Debra Berkman  
Miriam Slater  
Susan Tracy

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

### Course Descriptions

WP/HA 122  
CONTENDING FORCES:  
CONFLICT AND IDENTITY  
IN ANGLO-AMERICAN  
LITERATURE  
Robert Coles  
Lee Heller  
Ellie Siegel

This course will focus on the contentions between white and black, male and female, experience, and the ways in which that experience finds expression in narrative form. We will address in particular the different strategies which writers develop, within the context of their gender and race, to discover and describe their identity, and the conflicts which emerge as authors write with and against a dominant or minority culture's traditions and expectations.

Our reading will explore four paradigms, pairing books from different historical periods and countries. Specifically, we will read Franklin's Autobiography, Douglass' My Bondage and My Freedom, Jacobs' Incidents in the Life of a Slave Girl, Bronte's Jane Eyre, Johnson's Autobiography of An Ex-Colored Man, Larson's Passing, and others.

This class will include a writing component in which extra help will be given on planning, writing and revising papers. Students participating in this component will be expected to meet in tutorial with Ellie Siegel of the Writing Center staff. Class will meet twice each week for one and one-half hours. Enrollment is limited to 35.

WP/SS 124  
THE PROBLEM OF  
MOTHERHOOD AND  
WORK IN THE  
TWENTIETH CENTURY  
Maureen Mahoney  
Miriam Slater  
Deb Berkman

Using psychological and historical studies, we will examine Western attitudes toward working mothers and the impact of work on women's public and private lives. Psychologists emphasize the importance of maternal nurturance for healthy personality development and worry about "maternal deprivation." Feminist scholars stress the importance of work for women's lives. Sociologists warn that combining roles of motherhood and work will create "role strain." All of the experts have changed their positions over time about appropriate gender roles for women and men. We will examine the shift in ideas about the family, gender, and child development in the United States from the nineteenth century to the present, paying particular attention to issues of class and race, including the debate on the black family and recent work on the feminization of poverty.

This class will incorporate particular attention to writing. Writing assignments will follow a progression with the aim of learning the requirements of different types of papers, e.g., personal essay, analysis and critique, compare/contrast and research. Some class time will be given over to writing instruction prior to assignments, and students will have the opportunity to receive help in revising papers. Class will meet for one and one-half hours twice a week; enrollment limit 35.

Spring 60

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 first class.

## Foreign Languages

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

For further information on French and Spanish, contact the International Language Institute, 586-7569, or Gabriel Rabu/ Caroline Gear at Prescott A5, at extension 526.

FL 101  
INTENSIVE FRENCH

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.

FL 102  
INTENSIVE SPANISH

Classes are enrolled to 10; by instructor permission, after which time class level will be determined. Sign-up sheets at the Prescott A5 office.

FL 107  
ELEMENTARY ARABIC I  
Mohammed Mossa Jiyad

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

## Five College Offerings

FIVE COLLEGE  
STATEMENT

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

**SMITH**  
Dance 143b  
**COMPARATIVE CARIBBEAN DANCE**  
Yvonne Daniel

**SMITH**  
Dance 553  
**CHOREOGRAPHY AND MUSIC**  
Yvonne Daniel

**UNIVERSITY**  
Hebrew 202  
**INTERMEDIATE MODERN HEBREW II**  
Shlomo Lederman  
(two sections)

**UNIVERSITY**  
Arabic 346  
**INTERMEDIATE ARABIC**  
Mohammed Mossa Jiyad

**MOUNT HOLYOKE**  
Asian 131s  
**ELEMENTARY ARABIC I**  
Mohammed Mossa Jiyad

**HAMPSHIRE**  
Foreign Languages 107  
**ELEMENTARY ARABIC I**  
Mohammed Mossa Jiyad

**UNIVERSITY**  
Political Science 255  
**CASE STUDIES IN AMERICAN FOREIGN POLICY**  
Anthony Lake

**MOUNT HOLYOKE**  
International Relations 312s  
**THIRD WORLD REVOLUTIONS**  
Anthony Lake

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

**UNIVERSITY**  
Italian 590a  
**RENAISSANCE THEATRE**  
Elizabeth Hunt Davis

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

## Course Descriptions

Dance 143b  
**COMPARATIVE CARIBBEAN DANCE**  
Yvonne Daniel

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

**SMITH**  
Dance 553  
**CHOREOGRAPHY AND MUSIC**  
Yvonne Daniel

Exploration of the relationship between music and dance with attention to the form and content of both art forms. Prerequisites: three semesters of choreography, familiarity with basic music theory, and permission of instructor.

Class will meet Mondays and Wednesdays from 2:30 - 4:00 p.m.

**HAMPSHIRE**  
Foreign Languages 107  
**ELEMENTARY ARABIC I**  
Mohammed Mossa Jiyad

Continuation of Foreign Languages 105.

**MOUNT HOLYOKE**  
Asian 131s  
**ELEMENTARY ARABIC I**  
Mohammed Mossa Jiyad

Continuation of Asian 130f.

**UNIVERSITY**  
Hebrew 202  
**INTERMEDIATE MODERN HEBREW II**  
Shlomo Lederman

Two sections of this course will be offered. A complete description will be available in the Spring Supplement, published in January, 1991.



Fall 62

UNIVERSITY  
Political Science 255  
**CASE STUDIES IN  
AMERICAN FOREIGN  
POLICY**  
Anthony Lake

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

UNIVERSITY  
Arabic 346  
**INTENSIVE  
INTERMEDIATE ARABIC**  
Mohammed Jiyad

Lecture, recitation, introduction to defective verbs. Reading from Arabic newspapers, magazines, and original texts; writing and aural comprehension of taped materials and songs. Daily written assignments and frequent quizzes and exams. Text: Intermediate Modern Standard Arabic I, II, and III. Prerequisite: Arabic 126, 146, 246 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. Enrollment limited.

UNIVERSITY  
Italian 590a  
**RENAISSANCE THEATRE**  
Elizabeth Hunt Davis

In addition to reading a variety of Italian renaissance plays by Ariosto, Ariosto, Bibbiena, Machiavelli, Ruzante, and Tasso, we will study their sub-texts and literary ancestors. All students will actively participate in memorized oral recitations which will be videotaped, and, in our final class project -- the complete production of Machiavelli's "La Mandragola" will also be videotaped.

All lectures, texts, and discussions will be in Italian.

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

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

## Outdoors and Recreational Athletics Program

### **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 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  
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 185  
BEGINNING TENNIS  
(INDOORS)  
Madelyn McRae

OPRA 186  
BEGINNING TENNIS  
(OUTDOORS)  
Madelyn McRae

OPRA 187  
INTERMEDIATE TENNIS  
(INDOORS)  
Madelyn McRae

OPRA 188  
INTERMEDIATE TENNIS  
(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. 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 from 4:00 to 5:30 pm.

**OPRA 112  
INTERMEDIATE AIKIDO**  
Paul Sylvain

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

Classes will be held on Wednesday and Friday from 1:00 to 2:15 p.m. in the Robert Crown Center. The course may be taken at the discretion of the instructor.

**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 Coordinations 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 pm.

**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 pm.

**OPRA 118  
BEGINNING TAI CHI**  
Denise Barry

Tai Chi is the best known Taoist movement and martial art, with a history dating back at least 1,200 years. Created by Taoist priests, it is a "cloud water dance," stimulating energy centers, and promoting endurance, vitality, and relaxation. The course will stress a good foundation, strength, stretching, basic standing meditation, and the first series of the Tai 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 TAI 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 Tai Chi form, and consider applications of the movements. Two-person practice of push-hands will also be introduced. 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 experience required except swimming ability. Learn the fundamentals of kayaking and basic whitewater skills including strokes, rescue maneuvering, eddy turns, ferrying, bracing, river reading, surfing, equipment, and the Eskimo roll. 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 in the pool.

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

This class is designed for people who have had previous whitewater experience. Students will learn and perfect advanced whitewater techniques on class III water. Prerequisites include an Eskimo roll on moving water and solid class II+ skills. The class will meet on Thursday from 1:30 to 3:00 p.m. in the RCC pool through March 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. 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. (continued on next page)

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 PM until Spring Break. After Spring Break, the class meets from 12:30 to 5:30 p.m.

**OPRA 161**  
**BICYCLE MAINTENANCE**  
Earl Alderson

While the weather is still too bad to ride, why not put a few hours a week into fixing up and fine tuning your bicycle? We'll start with a "Scientific American" look at the efficiency of the bicycle as a machine and then tear our bikes all the way down and build them back up clean, greased, tuned, and ready for the fair weather. Enrollment limit, 10. No previous mechanical experience is assumed. The class meets in the RCC on Wednesdays from 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 body 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 ~~trav~~ backcountry touring, and telemark skiing will be provided. Equipment for all three types of skiing can be obtained for course participants through the Equipment Room: you should check it out beforehand and be ready to leave at noon. You may come to any number of sessions but will need to sign up initially with insurance information at the OPRA office and then show up at the open session. Credit not available. Sessions: Friday 12:00 noon to 6:00 p.m. Limit: 12 people each session.

**OPRA 182**  
**TELEMARK SKIING**  
Earl Alderson

Do you enjoy the peacefulness of cross-country skiing but also want the excitement of downhill? The telemark turn is the technique used to ski cross-country down hill. This course will focus on teaching people to "link tele-turns." There is no prior skiing experience necessary. There will be a fee for the use of the Ski area. Class will meet at the RCC from 12:00 to 6:00 p.m. on Tuesdays. Register at the first class.

**OPRA 185**  
**BEGINNING TENNIS**  
**(INDOORS)**  
Madelyn McRae

Catch the fever for the fuzzy yellow ball! This class is for those who've liked the game from afar and are now ready to get into the swing themselves. 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, W, F 1:00-2:30 pm in the Multi-Sport Center until Spring Break. Limit 12. Instructor's permission required.

OPRA 186  
BEGINNING TENNIS  
(OUTDOORS)  
Madelyn McRae

Add a little wind, sunshine, and variable weather to the OPRA 185 course description. Class will meet after Spring break on M and W, 1:00-2:00 pm at the outdoor courts, weather permitting or in the Multi-Sport Center. Limit 12. Instructor's permission required.

OPRA 187  
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. Meet other "court rats" and learn to evaluate your own play. A great lead-in for HC Club Tennis. Class will meet in the Multi-Sport Center on T, Th 1:00-2:30 pm until Spring break. Limit 12. Instructor's permission required.

OPRA 188  
INTERMEDIATE TENNIS  
(OUTDOORS)  
Madelyn McRae

Add a little wind, sunshine, and variable weather to the OPRA 186 course description. Class will meet after Spring break on M and W, 2:00-3:00 pm at the outdoor courts, weather permitting or in the Multi-Sport Center. Limit 12. Instructor's permission required.

OPRA 218  
OUTDOOR LEADERSHIP  
Karen Warren

The course addresses outdoor leadership from both a theoretical and practical perspective. Lectures and discussions will focus on such topics as leadership theory, safety and risk management, legal responsibilities, group development theory, gender issues, and the educational use of the wilderness. Practical lab sessions will cover such topics as safety guidelines and emergency procedures, trip planning, navigation, nutrition, hygiene, minimum impact camping, equipment repair, and the instruction of specific wilderness activities. The course is designed for those who desire to teach in the outdoors. Leadership experience is helpful, and previous outdoor experience is required.

This course is strongly recommended for Pre-College Trip leaders and is a prerequisite for co-leading a January term or Spring Break trip. Enrollment is limited to 12. Class meets Tuesdays from 1:00 to 5:00 p.m. and Thursdays from 1:00 to 3:00 p.m.

## FACULTY BIOGRAPHIES

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Jane Braaten

### School of Communications and Cognitive Science

is visiting assistant professor of philosophy. She has a PhD from the University of Minnesota. Her areas of specialization are critical theory (Frankfurt School), feminist philosophy, and philosophy of the behavioral sciences. Ms. Braaten has a two-year joint appointment with Mount Holyoke College.

Joan Braderman

associate professor of video production and media theory, has a BA from Radcliffe College and an MA and MPhil from New York University. Her award-winning documentaries and art videos have been shown on PBS, in many galleries, festivals, cable stations, and universities internationally and are in the permanent collections of such museums as the Stedelijk in Amsterdam, the Centre Pompidou in Paris, and the Institute of Contemporary Art in London. She has written and spoken widely on the politics of representation in video and film and was a founding member of *Heresies, A Feminist Journal on Art and Politics*. Writing about her work has appeared in such places as *The Village Voice*, *The Independent*, *Afterimage*, *Contemporanea*, and *The Guardian* (London). She has 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, an MEd in reading from Westfield State College, and an MS in computer and information sciences from the University of Massachusetts. She taught computer science at Smith College for five years. Her special interest is in computer graphics.

**Susan Douglas**

associate professor of media and American studies, took her MA and PhD at Brown University in American civilization, and has a BA in history from Elmira College. Before coming to Hampshire, she was a historian on the staff of the Museum of History and Technology at the Smithsonian Institution, and she is co-producer of a television documentary entitled "Reflections: The Image of Women in Popular Culture." Her interests include the relationships between mass media and American culture, technology and culture, and the literary response to industrialization.

**Mark Feinstein**

professor of linguistics, holds a PhD in linguistics from the City University of New York and a BA from Queens College, where he has also taught. He is a phonologist whose main research interest is currently in syllable structure. He has done extensive research on the sound system of Sinhala, a language of Sri Lanka. Among his other teaching and research interests are sociolinguistics, neurolinguistics, and animal communication and behavior.

**Jay Garfield**

associate professor of philosophy, received his BA from Oberlin College and his PhD in philosophy at the University of Pittsburgh. 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. He is on leave academic year 1990-91.

**Esmé Hoban**

is adjunct assistant professor of linguistics. She has a BA from Tel Aviv University and a PhD from the University of Hawaii. She has done post-doctoral research on the acquisition of English by oral deaf children in collaboration with Drs. Jill and Peter deVilliers of Smith College.

**Gregory Jones**

assistant professor of communication, has an AB in theatre from Dartmouth College, an MFA in theatre and speech from Smith College, and a PhD from the University of Massachusetts. He has taught at the University of Massachusetts, Fitchburg State College, and Hampshire College in the areas of television production, media criticism, interpersonal and group communication, and rhetoric. He has had professional experience as a theatre producer, social worker, and English teacher (in Torino, Italy). He has additional academic and extracurricular interests in photography, film, music, acting, directing, and educational theory.

- David Kerr** associate professor of mass communications and 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.
- Cynthia Loisel** adjunct assistant professor of computer studies, is a PhD candidate at the University of Massachusetts where she has been a teaching and research assistant.
- Meredith Michaels** associate professor of philosophy, taught philosophy and women's studies at Mount Holyoke College before coming to Hampshire. She has a BA from the University of California, Santa Barbara, and an MA and a PhD from the University of Massachusetts. She teaches courses in metaphysics, epistemology, and ethics, and has worked extensively on a variety of issues in feminist theory and pedagogy.
- James Miller** associate professor of communications, took his PhD at the Annenberg School of Communications at the University of Pennsylvania. His interests span theoretical issues and practical problems in several areas of the social control of public communication. They include corporate and state policies toward communication technologies and the occupational, organizational, and industrial structure of communication production. He is also involved in cultural studies especially those that explore the political and ideological aspects of popular entertainment and news. He has a growing interest in the media cultures of France, Canada, and Cuba.
- Sherry Millner** is assistant professor of television production. She has an MFA from the University of California, San Diego. She has been a visiting assistant professor at Hampshire College and has taught at Rutgers University, California Institute of the Arts, Antioch College, and UCSD. She has been the Associate Editor of JumpCut and has written reviews and articles on film, video, feminism, and art. Her own video and film productions have received numerous screenings and critical acclaim. She is interested in the critical and political applications of video art. She is on leave for Spring 1991.
- Richard Muller** associate professor of communication and computer studies and dean of the School of Communications and Cognitive Science, holds a BA from Amherst College and a PhD from Syracuse University. He has been director of Instructional Communications at the SUNY Upstate Medical Center in Syracuse and associate director of the Hampshire College Library Center. He is interested in the use of personal computers in education and in the home, the social and cultural consequences of the dissemination of information technology, computer programming languages and techniques, and outdoor education. He is on leave academic year 1990-91.
- Tsenay Serequeberhan** assistant professor of philosophy, holds a PhD from Boston College. He has taught at the University of Massachusetts at Boston and Boston College and was a research associate at the William Monroe Trotter Institute, where he studied the Eritrean Liberation Movement. He has published essays on Kant and Aquinas, Hegel, Heidegger, and Gadamer. His current research addresses hermeneutic and political topics in African philosophy as well as problems in modern political philosophy. He teaches courses in ancient philosophy, African philosophy, political philosophy, Heidegger, hermeneutics, and Marxism.



Spring 70

**Catherine Sophian** associate professor of psychology, received a BA from New College, and an MA and a PhD from the University of Michigan. She taught at Carnegie-Mellon University before coming to Hampshire. She is a developmental psychologist whose specialty is cognitive development.

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

**Steven Weisler** associate professor of linguistics and acting dean of the School of Communications and Cognitive Science for 1990-91, has his main interests in semantics, syntax, language acquisition, and the philosophy of language. He has a PhD in Linguistics from Stanford University and an MA in communication from Case Western Reserve University. For the two years before coming to Hampshire he held a postdoctoral fellowship in cognitive science at the University of Massachusetts.

**Julie Weiss** visiting assistant professor of media studies, has a BA from Hampshire College and an MA and PhD from Brown University. She has taught at Brown and worked as a researcher and editor at Smithsonian Institution, Museum of American History.

### 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.

**Stuart Barnett** visiting assistant professor of comparative literature holds a B.A. from Columbia University, a M.A. in German from the University of Virginia, a M.A. and PhD in comparative literature from the State University of New York at Buffalo. Stuart's research and teaching interests include the Victorian novel, comparative Romanticism, Eighteenth-Century studies, Twentieth-Century novel, literary theory and English composition.

**Rhonda Blair** associate professor of theatre, holds a PhD in Theatre and an MA in Slavic Studies from the University of Kansas. She has expertise in both performance (as an active actor/director) and theory/criticism. Before coming to Hampshire she taught at the University of Kentucky and has actively participated in the administration of the Woman's Theatre Project of the American Theatre Association.

**Bill Brayton** assistant professor of art, received a BA in Studio Art from the University of New Hampshire and an MFA from Claremont Graduate School. He has taught ceramics at the University of New Hampshire, and drawing at Scripps College. His sculpture, drawing, and ceramics have been exhibited in New York, Los Angeles, and New England. Bill is currently exploring ideas about form in wood, steel, concrete, and clay.

**Abigail Child** visiting associate professor of film and photography received an MFA from Yale University School of the Arts. She has been an instructor and lecturer in filmmaking and film history at the Henry Street Settlement House in New York, in West Virginia, at the State University of New York at Purchase and from 1980-85 at New York University School of the Arts. Since then she has been a visiting professor at The Massachusetts College of Art, The Art Institute of San

Francisco and the School of Visual Arts in New York City. Abigail has published extensively in magazines and has three books of her writings. For her film work she has received support from the American Film Institute, CAPS, The New York Foundation for the Arts, The Massachusetts Arts Council, the Jerome Foundation. She has been a fellow at The MacDowell Colony three times. Her films have been seen across the United States and Europe, and are in the permanent collection of The Museum of Modern Art, New York.

**Robert Coles**

assistant professor of Afro-American literature, received a BA from Lincoln University, a MA from Arizona State University and his PhD from the State University of New York at Buffalo. He has taught at Fordham University, Howard University and Berea College before coming to Hampshire College. His areas of interest include creative writing as well as American and Afro-American literature.

**Ellen Donkin**

associate professor of theatre, holds a BA in drama from Middlebury College, an MA in English from the Bread Loaf School, Middlebury College, and a PhD in theatre history from the University of Washington. She has taught in the drama department of Franklin Marshall College and at the University of Washington. Her special areas of interest are playwriting, directing, and Marxist and feminist critiques of dramatic literature and praxis.

**John Gibson,**

adjunct assistant professor of art received a M.F. A from Yale University. He has taught at Smith College, Holyoke Community college and Westfield State College. His work is shown at galleries in New York and Boston and has been purchased for several collections.

**Ed Groff**

visiting assistant professor of dance received his B.A. from The Evergreen State College and his M.F.A. 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 multi-media performance, contemporary European theatre and political theatre. Recent work includes the direction of SATURDAY NIGHT SPECIAL--a multi-media piece about guns in America, and the lighting for TANZ MARATHON, a Berlin theatre piece about the dance marathons of the '30's that will be shown on German television.

**Lynne Hanley**

associate professor of literature and writing, received a BA from Cornell, MA in English from Columbia, and a PhD in English from the University of California at Berkeley. She has taught at Princeton, Douglass, and Mount Holyoke. At Hampshire, she offers courses in women writers and short story writing. She publishes both short stories and literary criticism. Most recently she has published a series of articles on women writers on twentieth century war.

**Lee Heller**

assistant professor of American Literature/American Studies, received her BA in English and American Literature from Scripts College, Claremont, CA, her MA and Ph.D. in English and American Literature from Brandeis University. She has taught American literature, literary theory and criticism at Mercer University.

Spring 72

- Norman Holland** assistant professor of Hispanic literature, has taught Spanish American literature and culture at Columbia University, the University of Maine at Orono and at the College of William and Mary before coming to Hampshire. He holds a PhD from The John Hopkins University. Professor Holland's areas of specialization include nineteenth and twentieth century Spanish American prose and poetry, modern critical theory, introduction to Hispanic literature and language instruction.
- Joanna Hubbs** professor of Russian cultural history. She has written on topics ranging from alchemy to Russian folklore and literature. Her book, Mother Russia: The Feminine Myth in Russian Culture, is an interpretive study of Russian history from the prehistoric to the present era. She has supervised divisional exams in European cultural history, literature, film and art history, and in approaches to the study of mythology.
- Denzil Hurley** associate professor of art, holds a BFA from the Portland Museum School and an MFA from Yale University. He has taught painting and printmaking at the Yale School of Art, and most recently at Scripts College and Claremont Graduate School. He has received a Guggenheim Fellowship, among other awards. His work has been extensively exhibited and is in the collections of major museums.
- Paul Jenkins** visiting associate professor of Poetry, holds an MA and a PhD from the University of Washington, Seattle. He has taught at Elms College and the University of Massachusetts and has been a Fulbright Lecturer in American literature at Federal University of Santa Catarina, Florianopolis, Brazil. His work has been widely published and he is an associate editor of the Massachusetts Review.
- Norton Juster** professor of design, is a practicing architect, designer, and writer whose books include The Phantom Tollbooth, a children's fantasy; The Dot and the Line, a mathematical fable made into an Academy Award-winning animated film; and So Sweet to Labor, a book on the lives of women in the late nineteenth century. He has a BA in Architecture from the University of Pennsylvania, and he studied at the University of Liverpool on a Fulbright scholarship.
- Ann Kearns** associate professor of music, is director of the Hampshire College Chorus. She holds a MM in music history from the University of Wisconsin and studied choral conducting at Juilliard. She composes choral music and edits performing editions of Renaissance choral music. At Hampshire she serves as liaison to the Five College Early Music Program and to the Five College Orchestra.
- L. Brown Kennedy** associate professor of literature, is interested mainly in the Renaissance and the seventeenth century with particular emphasis on Elizabethan and Jacobean drama, Shakespeare, the metaphysical poets, and Milton. She received a BA from Duke University and an MA from Cornell where she is a PhD candidate.
- Wayne Kramer** associate professor of theatre arts, holds a BFA and an MFA with emphasis in design work for the theatre. He has eleven-years experience in black theatre, children's theatre, and the production of original scripts, and has directed for the stage and television. His design work has been seen both in this country and in Europe. He has been a guest artist with Smith College Theatre on several occasions, and designed the New York production of *Salford Road*, which was later performed in Scotland. Wayne will be away all year.
- Yusef Lateef** Five College professor of music, holds a MA in music from the Manhattan School of Music and a PhD in education from the University of Massachusetts. He has concertized internationally, authored more than fifteen music publications and

he has been extensively recorded. His interests include teaching, composing music, creative writing, symbolic logic, printmaking, ethology and linguistics.

**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 will be published in 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**

professor of film and photography, has produced several award-winning films, and has exhibited at the Museum of Modern Art, George Eastman House, and other museums. He has taught at the University of Minnesota and State University College at New Paltz, New York.

**Daphne A. Lowell**

associate professor of dance, holds a BA in cultural anthropology from Tufts University and an MFA in modern dance from the University of Utah. She toured nationally performing and teaching with The Bill Evans Dance Company, and has taught dance at Smith College, the University of Washington, and Arizona State University. She has studied "authentic movement" at the Mary Whitehouse Institute, and is especially interested in choreography, creativity, and dance in religion.

**Margo MacKay-Simmons**

assistant professor of Afro-American music, has taught at the University of Ottawa before coming to Hampshire and has studied and performed jazz and other improvisational styles of music in this country and Europe. She holds a PhD from the University of California at San Diego. Her areas of interest are rhythmic structure, static and dynamic time conditions in twentieth century works; new and significant relationships between text and music in selected twentieth century works; and the nature and practice of musical improvisation.

**Judith Mann**

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

**Sandra Matthews**

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 a BA from the University of Notre Dame and an 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.
- 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.

- David E. Smith** professor of English and American studies and dean of Humanities and Arts, holds a BA from Middlebury College and an MA and PhD from the University of Minnesota. He has been at Hampshire since it opened, and before that was director of Indiana University's graduate program in American studies. His writing and teaching reflect an interest in American social and intellectual attitudes toward land and landscape.
- Jeffrey Wallen** assistant professor of literature, received an AB from Stanford University, an MA from Columbia University, and an MA and a PhD from the Johns Hopkins University. His interests include comparative literature, critical theory, film, and psycholanalysis. Jeffrey will be on leave all year.
- Daniel Warner** assistant professor of music, holds an MFA and a PhD in composition from Princeton University. He has received awards and fellowships from the American Academy and Institute of Arts and Letters, the MacDowell Colony, and the New Jersey State Council on the Arts. Since 1984, he has been an associate editor of *Perspectives of New Music*.
- Carrie Mae Weems** assistant professor of photography, received a BA from the California Institute of the Arts, an MFA from the University of California at San Diego, and an MA from the University of California at Berkeley. Her areas of specialization are Afro-American folklore, Afro-American feminist literature, history of photography, photographic practice, and Blacks in photography. Her work has been exhibited at the New Museum, the Maryland Institute of Art, New York University, and Los Angeles Center for Photographic Studies, among other galleries. Carrie will be on leave all year.

### School of Natural Science

- Dula Amarasiriwardena** assistant professor of environmental chemistry, received a PhD from North Carolina State University and his undergraduate work was completed at the University of Ceylon in Sri Lanka. He has a masters in chemistry from the University of Sri Lanka, and a post graduate diploma in international affairs from the Bandaranaike Center for International Studies. His research interests include basic water quality, trace metal analysis, pesticide residues, and soil chemistry. He is interested in the development of low cost analytical techniques, Third World environmental issues, and in activism in environmental groups through lobbying and education. Dula will be on sabbatical spring term.
- Herbert J. Bernstein** professor of physics, received his BA from Columbia, his MS and PhD from University of California, San Diego, and did postdoctoral work at the Institute for Advanced Study at Princeton. He has been a Mina Shaughnessy Scholar (Department of Education), a Kellogg National Leadership Fellow, and recipient of the Sigma Xi Science Honor Society "Procter" Prize. He has consulted for numerous organizations including MIT, the World Bank, AAAS, NSF, and Hudson Institute. His teaching and research interests include reconstructive knowledge, neutron interferometry, theoretical physics, and fundamental quantum mechanics. Herb will be away all year.
- Merle S. Bruno** associate professor of biology, holds a BA from Syracuse University and a MA and PhD from Harvard. She has done research in sensory neurophysiology (especially vision) and elementary school science teaching. Her work in neurophysiology has been supported by grants from NIH and the Grass Foundation, and she is the author of several teacher's guides for elementary science studies. She has taught energy conservation analyses of homes and recently has been working with students interested in cardiovascular health and disease and with elementary school teachers who want to teach inquiry-based science.

Spring 76

**Lorna L. Coppinger**

faculty associate in biology and outreach specialist in agriculture, holds an AB from Boston University and an MA from the University of Massachusetts. In addition to expertise in wildlife, dogs, Slavic languages, and writing, Lorna is also interested in photography. Lorna is involved primarily with the Farm Center.

**Raymond P. Coppinger**

professor of biology, has worked at the Woods Hole Oceanographic Institution, the Smithsonian Astrophysical Observatory, the US Fish and Wildlife Service, and the Beebe Tropical Research Station in the West Indies. He holds a Four College PhD (Amherst, Smith, Mt. Holyoke, University of Massachusetts). Varied interests include animal behavior, birds, dogs, monkeys, ecology, evolution, forestry, philosophy, and neoteny theory (book in progress). Ray has been a past New England sled dog racing champion, and now works with rare breeds of sheepdogs. His research leads to numerous technical and popular publications in most of these fields. Ray will be away all year.

**Charlene D'Avanzo**

associate professor of ecology, received her BA from Skidmore and her PhD from Boston University Marine Program, Marine Biology Lab Woods Hole. She is particularly interested in marine ecology and aquaculture, and returns to the Marine Biological Laboratory in Woods Hole each summer to continue her research on saltmarsh ecology. One focus of her teaching is aquaculture research in the Hampshire bioshelter. She teaches courses in ecology, marine ecology, natural history, aquaculture, and environmental science.

**Kathleen G. Dugan**

associate professor of history of science and director of the Ford Foundation Program in Comparative Scientific Traditions, was educated at Harvard and the University of Kansas where she received her PhD in history of science. She has taught at the Royal Melbourne Institute of Technology, the University of Papua New Guinea, and the Graduate School of the Chinese Academy of Sciences. Her major field of interest is the social, political and cultural context of scientific knowledge and research. Her current research focuses on the history of science in modern China.

**John M. Foster**

professor of biology, previously taught biochemistry at the Boston University School of Medicine and was a director of the Science Curriculum Improvement Program at NSF. He holds a PhD in biochemistry from Harvard. In addition to his involvement in biochemistry and in human biology, he is interested in ecology and field biology, amateur electronics, baroque music, and white water canoeing.

**Alan Goodman**

assistant professor of biological anthropology, received his BS, MA, and PhD from the University of Massachusetts. He teaches and writes on the impact of culture on human health, nutrition, evolution and biological variation, and is particularly interested in the causes and consequences of disease and malnutrition. He is currently working on techniques for determining under-nutrition in utero and infancy and studying the long-range consequences of early mild-to-moderate undernutrition in Mexico. Before coming to Hampshire he was a postdoctoral fellow in nutrition and epidemiology at the University of Connecticut, a research fellow at the WHO Center for Stress Research in Stockholm, and conducted field and laboratory research on North American and Egyptian prehistory.

**Evelynn Hammonds**

visiting assistant professor of history of science. Evelynn has a BEE from Georgia Institute of Technology, BS from Spelman College in Physics and a SM in computer science from MIT. She is a candidate at Harvard University for a PhD in History of Science.

- Kay A. Henderson** assistant professor of reproductive physiology, did her undergraduate work in animal science at Washington State University. Her MS and PhD are from the University of California, Davis. She worked as a reproductive physiologist with the Alberta Department of Agriculture, and has done research in ovarian physiology at Cornell. Kay is an animal physiologist with primary interests in domestic animal reproduction and women's health issues. Kay will be on sabbatical Spring Term.
- Kenneth R. Hoffman** professor of mathematics, has an MA from Harvard, where he also served as a teaching fellow. He taught mathematics at Talladega College during 1965-70. In addition to population biology and mathematical modeling, Ken's interests include education, American Indians, natural history, and farming.
- David C. Kelly** associate professor of mathematics, has taught at New College, Oberlin, and Talladega College. He holds an AB from Princeton, an SM from MIT, and an AM from Dartmouth. He has since 1971, directed the well-respected Hampshire College Summer Studies in mathematics for high ability high school students. His interests include analysis, probability, the history of mathematics, recreational mathematics, and 17.
- Allan S. Krass** professor of physics and science policy was educated at Cornell and Stanford, where he received his PhD in theoretical physics. He has taught at Princeton University, the University of California at Santa Barbara, and the University of Iowa, as well as the Open University in England. He has been a visiting researcher at the Princeton Center for Energy and Environmental Studies and the Stockholm International Peace Research Institute, and spent five years as senior Arms Analyst for the Union of Concerned Scientists in Cambridge, MA. His interests include physics, and science and public policy, particularly dealing with nuclear weapons and nuclear energy.
- Nancy Lowry** professor of chemistry, holds a PhD from MIT in organic chemistry. She has taught at Hampshire since the Fall of 1970. She has coordinated women and science events at Hampshire and has published articles concerning the scientific education of women. Her interests include organic molecules, stereochemistry, science for non-scientists, cartooning, the bassoon, and toxic substances. Professor Lowry is Dean of Natural Science.
- Ralph Lutts** adjunct associate professor of environmental studies, received his BA in biology from Trinity University and his EdD from the University of Massachusetts where he studied the theoretical foundations of environmental studies. His interests include natural history, environmental history, environmental ethics, environmental education, museum education, and nature literature. He is particularly interested in exploring ways of joining the sciences and humanities in our attempt to understand our environment and our relationship with it. He is currently the director of the Blue Hills Interpretive Centers (Trailside Museum/Chickatawbut Hill) in Milton, MA.
- Debra L. Martin** associate professor of biological anthropology, received a BS from Cleveland State University and her PhD at the University of Massachusetts in biological anthropology. She conducts research on the evolution, growth, development, and nutrition of the human skeletal system. She is presently the curator and principal investigator of a prehistoric Amerindian skeletal population from Black Mesa, Arizona. Her teaching and research interests include nutritional anthropology, skeletal biology, human growth and development, health and disease, women's health, gerontology, and human origins.



Spring 78

**Ann P. McNeal**

professor of physiology, received her BA from Swarthmore and her PhD from the University of Washington (physiology and biophysics). Her interests include human biology, physiology, exercise, neurobiology, and women's issues. She is currently doing research on human posture and how it changes as people age. Ann is also interested in Third World health issues, especially in Africa.

**Lynn Miller**

professor of biology, has taught at the American University of Beirut, Adelphi University, and at The Evergreen State College. His PhD is from Stanford in fish genetics. His principal interests are in genetics (human and microbial), general microbiology, and in nutrition. He is especially interested in working with small groups of students in laboratory projects and tutorials.

**Michelle Murrain**

assistant professor of 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. In addition to her work on the neuronal basis of behavior in invertebrates, she is interested in the role of science and medicine in society and the underrepresentation of women and minorities in science.

**Benjamin Oke**

visiting assistant professor of animal science received a diploma in agriculture from the University of Ife, a BS in Animal Science from Alabama A & M University, MS and 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 entomology, received a BS in zoology, an MS in biology, and a PhD in ecology from the University of Michigan. He is an agricultural ecologist and entomologist and has spent a couple of years in Nicaragua studying methods of biological control of insect pests in annual crops. He is also interested in statistical analysis, world peace, and softball. Brian will be on sabbatical spring semester.

**Arthur H. Westing**

adjunct professor of ecology, received his AB from Columbia and his MF and PhD degrees from Yale. He has been a forester with the US Forest Service, and has taught at Purdue, the University of Massachusetts, Middlebury, and Windham where he was also the chairman of the biology department and head of the science division. He has been a trustee of the Vermont Wild Land Foundation, the Vermont Academy of Arts and Sciences, the Society for Social Responsibility in Science, and the Rachel Carson Council. He is currently at the International Peace Research Institute in Oslo, Norway and does research primarily on military activities and the human environment in cooperation with the United Nations Environment Programme (UNEP).

**Lawrence J. Winship**

associate professor of botany, received his PhD from Stanford University, where he completed his dissertation on nitrogen fixation and nitrate assimilation by lupines on the coast of California. He continued his research on nitrogen fixation as a research associate at the Harvard Forest of Harvard University, where he investigated the energy cost of nitrogen fixation by nodulated woody plants, particularly alders. His recent research concerns the biophysics of gas diffusion into root nodules and the mechanisms of oxygen protection of nitrogenase. His other interests include the use of nitrogen fixing trees in reforestation and agriculture, particularly in tropical Asia and developing countries and the potential for Sustainable Agriculture world-wide. He has taught courses and supervised projects in organic farming, plant poisons, plant physiology, physiological ecology, soils and land use planning, and he enjoys mountaineering, hiking, gardening, Bonsai, and computers.

**Frederick H. Wirth**

assistant professor of physics, holds a BA from Queens College of CUNY and a PhD from Stonybrook University of SUNY. His research interests center around low-temperature phenomena, laser physics, and holography. One of his main goals at Hampshire is to create laboratory programs in the physical sciences and an Appropriate Technology center to help all students, regardless of their course of study, with their increasingly probable collision with technological obstacles. Fred is also a committed and experienced practitioner of meditation who periodically offers instruction in this discipline.

**Albert S. Woodhull**

associate professor of computer studies and biology, received his PhD from the University of Washington. He has taught in Nigeria (with the Peace Corps), and at the University of Washington, University of Massachusetts, Smith College, and the National Engineering University of Nicaragua. He is interested in computer hardware/software interactions (computer architecture, real-time programming, operating systems), and in the uses of technology (including computers) in the third world. He also maintains an interest in the physiological basis of behavior.

**School of Social Science**

**Eqbal Ahmad**

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

**Carollee Bengelsdorf**

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

**Aaron Berman**

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

Spring 80

**Myrna M Breitbart**

associate professor of geography and urban studies, has an AB from Clark University, an MA from Rutgers, and a PhD in geography from Clark University. Her teaching and research interests include the ways in which built and social environments affect gender, race, and class relations; historical and contemporary issues of gender and environmental design; urban social struggles and the implications of alternative strategies for community development; urban environmental education as a resource for critical learning; the impact of plant closing and industrial restructuring on women and communities; and the role of the built environment in social change. She will be on leave during fall term.

**Margaret Cerullo**

associate professor of sociology and Enfield House co-director of academic life, has a BA from the University of Pennsylvania, a BPhil from Oxford University, and is presently a PhD candidate at Brandeis University. Her particular areas of interest are the sociology of women and the family in America; political sociology; stratification; sociology of work and family in America; political sociology; 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.

**Marlene Gerber Fried**

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

**Penina Glazer**

professor of history, vice president and dean of the faculty, has a BA from Douglass College and a PhD from Rutgers University where she held the Louis Bevier Fellowship. Her special interests include American social history with emphasis on history of reform, women's history, and history of professionalism.

**Leonard Glick**

professor of anthropology, received an MD from the University of Maryland and a PhD from the University of Pennsylvania. He has done field work in New Guinea, the Caribbean, and England. His interests include cultural anthropology, ethnography, cross-cultural study of religion, medical beliefs and practices, ethnographic film, and anthropological perspectives on human behavior. He also teaches courses on European Jewish history and culture, and is working on a history of Jews in medieval Western Europe.

**Betsy Hartmann**

acting director of the Population and Development Program, received her BA from Yale University. She was awarded a Yale University Howland Fellowship for International Study and has been a fellow at the Institute for Food and Development Policy. Ms Hartmann has lectured and written extensively on population and development matters, including a recently published book, Reproductive Rights and Wrongs: The Global Politics of Population Control and Contraceptive Choice. She is teaching a course on population issues this spring, and will chair Division I exam committees and serve as member on Division II and III committees.

**Frank Holmquist**

professor of politics, received his BA from Lawrence University, and his MA and PhD from Indiana University. His interests are in the areas of comparative politics, peasant political economy, African and Third World development, and socialist systems.

**Kay Johnson**

professor of Asian studies and politics, has her BA, MA, and PhD from the University of Wisconsin. Her teaching and research interests are Chinese society and politics; women and development; comparative family studies; comparative politics of the Third World; international relations, including American foreign policy, Chinese foreign policy, and policy-making processes. She will be on leave spring term.

**Michael Klare**

Five College associate professor of peace and world security studies, and director of the Five College program in Peace and World Security Studies (PAWSS), holds a BA and MA from Columbia University and a PhD from the Union Graduate School. He is also an associate fellow of the Institute for Policy Studies in Washington, D.C., and the defense correspondent of The Nation magazine. He is the author of several books, and his articles on international affairs and defense policy have been widely published. He has been a visiting fellow at the Center of International Studies of Princeton University, and has taught at the University of Paris, Tufts University, and Parsons School of Design. He will be on leave for the Spring term.

**Joan Landes**

professor of politics and women's studies, holds a BA from Cornell University and an MA and PhD from New York University. She has taught at Bucknell University. Her areas of interest include: contemporary social and political thought; feminist theory, contemporary and historical; comparative women's history and politics; and European cultural and political history, with an emphasis on modern France. She will be on leave for the spring term.

**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.
- Robert Rakoff** associate professor of politics and dean of the School of Social Science, received his BA from Oberlin College and his MA and PhD from the University of Washington. He taught at the University of Illinois/Chicago and worked for the US Department of Housing and Urban Development before coming to Hampshire. His teaching and research interests include housing policy, environmental politics, and welfare policy.
- Flavio Risech** assistant professor of law, holds a BA from the University of South Florida and a JD from Boston University, and was a Community Fellow in urban studies and planning at MIT. He practiced poverty law for eight years in Boston and is a political activist in the Latino community. He has taught legal process, housing and immigration law and policy at Harvard and Northeastern law schools and at UMass/Boston. His interests include immigration and refugee issues, urban housing policy, civil and human rights, history and politics of communities of color in the United States, and the Cuban Revolution.
- Patricia Romney** assistant professor of psychology, did her graduate work at the City University of New York, where she received the Bernard Ackerman award for outstanding scholarship in clinical psychology. She completed her internship at the Yale University School of Medicine. She came to Hampshire after five years of clinical work at the Mount Holyoke Health Service. Her interests include systems of family therapy, organizational diagnosis and development, and the psychology of oppression. She is currently involved in research on the environmental correlates of eating disorders in college settings.
- Mitziko Sawada** visiting assistant professor of history, received her undergraduate training at Tokyo Joshiidaigaku and Reed College. After two decades as a research and editorial assistant, mother, housewife, teacher, and community activist, she returned to pursue graduate work at New York University and received the PhD in American social history and modern Japan. Her research focuses on a comparative historical understanding of nineteenth and twentieth-century United States and Japan. She is interested particularly in people's responses to economic and social change and how their attitudes, behavior, and view of the world were formulated. She has engaged in extensive research in Japan.
- Stephanie Schamess** visiting assistant professor of psychology, holds a BA from Sarah Lawrence College, 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 daycare centers. Major areas of interest include social and affective development in infancy and early childhood; the role of fantasy play in children's development; and adolescent pregnancy and parenthood.

- Miriam Slater** Harold F. Johnson professor of history and master of Dakin House until 1974, received her AB from Douglass College and her MA and PhD from Princeton University, where she held the first Woodrow Wilson Fellowship designed to allow a woman with children to attend graduate school half time. Her research interests include history of higher education, history of the family, early modern Europe, Puritanism, feminism, and history of professionalism.
- Susan Tracy** visiting assistant professor of American studies and Dakin House director of academic life, received a BA in English and an MA in history from the University of Massachusetts at Amherst, and a PhD in history from Rutgers. Her primary interests are in American social and intellectual history, particularly labor history; Afro-American history; and women's history. She has taught United States history and women's studies courses at the University of Massachusetts/Amherst.
- Robert von der Lippe** associate professor of sociology, received his BA, MA and PhD degrees from Stanford University. He was director of the National Institute of Mental Health Graduate Training Program in the Sociology of Medicine and Mental Health at Brown University and also taught at Columbia University, New York University, and Amherst College. His interests include medical sociology and issues of health care organization and delivery, both in this country and elsewhere.
- James Wald** assistant professor of history, holds a BA from the University of Wisconsin and an MA from Princeton University, where he is currently completing his PhD. His teaching and research interests include modern European history with an emphasis on cultural history from the sixteenth through the twentieth centuries; the French Revolution; fascism and Nazism; sixteenth century Europe; Marxism and social democracy. Particular research interests involve the role of literature in society, and literary and publishing history in Germany.
- Stanley Warner** associate professor of economics. 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 has participated in a joint research project, funded by the Annenberg Foundation, to design a computer and role simulation course that addresses the issue of plant closings and their regional impact. He is 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, 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.

Spring 84

**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 for the spring term.

